



BEVERLY CITY BOARD OF EDUCATION

601 Bentley Avenue

Beverly, New Jersey 08010

www.beverlycityschool.org

REGULAR MEETING

Beverly City School

6:00 PM

August 19, 2021

Beverly School Cafeteria/Gymnasium

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 April 13, 2021. 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 July 15, 2021.

Roll Call

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

MONTHLY FINANCIALS/CONTRACTS:

8. The following action items A through C 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 purchase orders in the amount of \$1,187,520.16.00 for the month of August 2021.

B. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$357,452.81.00 for the month of August 2021 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.

C. MOTION: To approve the gross payroll wages for the pay period ending July 15, 2021 in the amount of \$40,397.51 and for the pay period ending July 31, 2021 in the amount of \$48,564.74 in the total amount of \$88,962.25 for the month of July 2021.

Roll Call

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



FINANCIALS/CONTRACTS:

9. The following action items A through F 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 following 2020-2021/2021-2022 school year tuition for out-of-district placement:

School	# of Students	Cost	Effective	Comments	Total
BCSSSD	4	\$5,834.00	ESY	1:1 Aid	\$23,336.00
GCSSSD	1	\$4,500.00	ESY		\$4,500.00
Cinnaminson	2	\$2,426.00	ESY		\$4,852.00
BCIT	53	\$3,587.00	9/1/2021-6/30/2022	(student count based on a 4 year average of ASSA counts)	\$190,111.00
Cinnaminson High School	1	\$45,285.00	9/1/2021-6/30/2022		\$45,285.00
Cinnaminson High School	1	\$43,437.00	9/1/2021-6/30/2022		\$43,437.00

B. MOTION: BE IT RESOLVED, that the Board of Education approve the Board to authorize George M. Gahles, Business Administrator to be added as a signer on the General Account.

C. MOTION: BE IT RESOLVED, that the Board of Education approve the Logmein contract for the 2021-2022 school year in the amount of \$839.99.

D. MOTION: BE IT RESOLVED, that the Board of Education approve Leah McLaughlin Rueda, Smiling Speech, to conduct Bilingual Spanish Speech and Language evaluations in the amount of \$700.00 per evaluation on an as needed basis.

E. MOTION: BE IT RESOLVED, that the Board of Education approve Spiezle Architectural Group's amended professional services agreement for the new module classroom addition in the amount of \$25,950.00

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

Custodian - \$16.50 per hour
 \$17.50 per hour (with Black seal)



Roll Call

Barbara Kelly		Robert Thibault	
Donato Marable		Richard Wolbert	

PERSONNEL:

10. Consent Agenda:

The following action items A through P 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 Dr. Elizabeth Giacobbe as the Superintendent of the Beverly City School District.

B. MOTION: BE IT RESOLVED, that the Board of Education approve Dr. Elizabeth Giacobbe as the Principal of the Beverly City School District.

C. MOTION: BE IT RESOLVED, that the Board of Education approve to adjust salaries for the following teacher by virtue of the accumulations of advanced status credits on the salary guide in accordance with Board-BEA negotiated agreement for the 2021-2022 school year, said adjustments to be paid the first reasonable pay period:

Teacher	From	Old Salary	To	New Salary
Meredith Shockley	Step #11 BA	\$59,667.00	Step #11 BA + 15	\$63,367.00

D. MOTION: BE IT RESOLVED, that the Board of Education approve the REVISED FMLA for Caitlin Stone, to return October 4, 2021.

E. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Jeremiah Charles, Paraprofessional, effective August 9, 2021.

F. MOTION: BE IT RESOLVED, that the Board of Education approve Audrey McMillian, Paraprofessional, Step #11, at the rate of \$18.55 per hour, effective September 1, 2021 through June 30, 2022.

G. MOTION: BE IT RESOLVED, that the Board of Education approve Denasia Jennings, Paraprofessional, Step #11, at the rate of \$18.55 per hour, effective September 1, 2021 through June 30, 2022.

H. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Mikaela Santucci, Paraprofessional, effective August 10, 2021.

I. MOTION: BE IT RESOLVED, that the Board of Education approve Kelsey Meyer, Paraprofessional, Step #11, at the rate of \$18.55 per hour, effective September 1, 2021 through June 30, 2022.



J. MOTION: BE IT RESOLVED, that the Board of Education approve Jaelynn Hernandez, Paraprofessional, Step #11, at the rate of \$18.55 per hour, effective September 1, 2021 through June 30, 2022.

K. MOTION: BE IT RESOLVED, that the Board of Education approve Dawn Jones, Paraprofessional, Step #11, at the rate of \$18.55 per hour, effective September 1, 2021 through June 30, 2022.

L. MOTION: BE IT RESOLVED, that the Board of Education approve Kenya Marshall, Paraprofessional, Step #11, at the rate of \$18.55 per hour, effective September 1, 2021 through June 30, 2022.

M. MOTION: BE IT RESOLVED, that the Board of Education approve Edward Carragher, Bus Driver, \$5,000.00 annual stipend for Palmyra bus run, effective September 1, 2021 to June 30, 2022.

N. MOTION: BE IT RESOLVED, that the Board of Education approve Alanna Schwoebel, Paraprofessional, Step #11, at the rate of \$18.55 per hour, effective September 1, 2021 through June 30, 2022.

O. MOTION: BE IT RESOLVED, that the Board of Education approve Jose Williams, Substitute Custodian at the rate of \$16.50 per hour, effective August 20, 2021.

P. MOTION: BE IT RESOLVED, that the Board of Education approve the termination of Lekette Shim, Paraprofessional effective August 18, 2021.

Roll Call

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

CURRICULUM & INSTRUCTION:

11. Consent Agenda:

The following action items A through R 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 Tools of the Mind Curriculum for Pre-Kindergarten for the 2021-2022 school year.

B. MOTION: BE IT RESOLVED, that the Board of Education approve to approve employees children to attend the school in Beverly in accordance with Board policy 5111:

Lois Harmon – C.H. , C.H., J.H.
Peg Gunkel – C.G.
Ed Carragher – D.C.



C. MOTION: BE IT RESOLVED, that the Board of Education approve the contract of SGO/SGP/Teacher Evaluation Scoring Sheet Employment Proposal of Michael McConnell for the 2021-2022 school year in the amount of \$3,000.00.

D. MOTION: BE IT RESOLVED, that the Board of Education approve the Danielson model for teacher evaluation for the 2021-2022 school year.

E. MOTION: BE IT RESOLVED, that the Board of Education approve the renewal of Reflex Math Site License for all students at a rate of \$3,295.00.

F. MOTION: BE IT RESOLVED, that the Board of Education approve the Beverly City School District Burlington County Mentoring Plan for the 2021-2022 school year.

G. MOTION: BE IT RESOLVED, that the Board of Education approve the Beverly City School District Safety and Security Plan for the 2021-2022 school year.

H. MOTION: BE IT RESOLVED, that the Board of Education approve the Beverly City School District Professional Development Plan for the 2021-2022 school year.

I. MOTION: BE IT RESOLVED, that the Board of Education approve the 2021-2022 Student-Family Handbook.

J. MOTION: BE IT RESOLVED, that the Board of Education approve the 2021-2022 Staff Handbook.

K. MOTION: BE IT RESOLVED, that the Board of Education approve to accept the grant award for the FY22 IDEA in the amount of:

Basic: \$122,570.00
Preschool: \$3,410.00

L. MOTION: BE IT RESOLVED, that the Board of Education approve the renewal quote for products and services using Schoolnet (edConnectNJ) in the amount of \$10,867.24 for the 2021-2022 school year.

M. MOTION: BE IT RESOLVED, that the Board of Education approve the music curriculum for the 2021-2022 school year.

N. MOTION: BE IT RESOLVED, that the Board of Education approve the renewal of Schoolwide Fundamentals Unlimited virtual resources in the amount of \$2,197.00 for schoolwide access.

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

P. MOTION: BE IT RESOLVED, that the Board of Education approve the counseling proposal funded by the Title IV grant monies in the amount of \$12,086.00



Q. MOTION: BE IT RESOLVED, that the Board of Education approve Amie Jones as a mental health counselor twice a month for ten months in the amount of \$151.00 per hour, four hours a day for a total not to exceed \$12,086.00, funded by Title IV.

R. MOTION: BE IT RESOLVED, that the Board of Education approve the Emergency Virtual or Remote Instruction Plan for Beverly City School District.

Roll Call

Barbara Kelly		Robert Thibault	
Donato Marable		Richard Wolbert	

PROFESSIONAL DEVELOPMENT:

12. Consent Agenda:

The following action items A and B 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 professional development in the amount of \$100 per day for the following staff:

- Kayla Costigan
- Audrey McMillian
- Francesca DiMedio
- Heather Farrelly
- Heather Fischer
- Meredith Shockley

B. MOTION: BE IT RESOLVED, that the Board of Education approve the professional development for Brian Savage to attend the Fall Conference for NAFIS Impact Aid Fall Conference on September 19-21, 2021, the amount is to be determined.

Roll Call

Barbara Kelly		Robert Thibault	
Donato Marable		Richard Wolbert	

13. Old Business –

- Classroom Trailers



14. New Business

15. Correspondence

16. Board Comments

17. Public Comments

18. Adjournment

Roll Call

Barbara Kelly

Robert Thibault

Donato Marable

Richard Wolbert



BEVERLY CITY BOARD OF EDUCATION
601 Bentley Avenue
Beverly, New Jersey 08010
www.beverlycityschool.org
REGULAR MEETING

Beverly City School
July 15, 2021

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 April 13, 2021. A copy was also submitted to the Beverly Post Office.

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2. Richard Wolbert led the 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 Barbara Kelly and seconded by Donato Marable to approve the regular meeting minutes for June 24, 2021.

Roll Call

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

MONTHLY FINANCIALS/CONTRACTS:

8. A motion was made by Robert Thibault and seconded by Barbara Kelly to approve 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 accept the financial Report of the Secretary for the month ending May 2021: Balance on hand \$3,497,014.98

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 May 2021, 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

July 15, 2021

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 May 2021, 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 May 2021.

C. MOTION: To approve to authorize the Business Administrator to make transfers within accounts for the month of May 2021.

D. MOTION: To approve the purchase orders in the amount of \$40,964.30 for the month of June Final 2021.

E. MOTION: To approve the purchase orders in the amount of \$749,452.49 for the month of July 2021.

F. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$1,095,269.14 for the month of June Final 2021 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.

G. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$53,688.86 for the month of July 2021 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.

H. MOTION: To approve the gross payroll wages for the pay period ending June 15, 2021 in the amount of \$195,297.77 and for the pay period ending June 22, 2021 in the amount of \$148,267.29 and the pay period ending June 30, 2021 in the amount of \$56,790.02 in the total amount of \$400,355.08 for the month of June 2021.

Roll Call

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

FINANCIALS/CONTRACTS:

9. A motion was made by Robert Thibault and seconded by Barbara Kelly to approve the following action items A through D 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 Bilingual Speech Language Services, LLC Contract for the 2021-2022 school year for the following amounts:

Bilingual Spanish-English - \$475.00
 English - \$400.00

B. MOTION: BE IT RESOLVED, that the Board of Education to approve the establishment of the Beverly City School petty cash funds in the amount of \$500.00.

C. MOTION: BE IT RESOLVED, that the Board of Education approve the SEMI Medicaid Reimbursement Program for the 2021-2022 school year.

D. MOTION: To approve the following 2020-2021 school year tuition for out-of-district placement:

School	# of Students	Cost	Effective	Comments	Total
BCSSSD	2	\$4,097.00	ESY		\$8,194.00
Brookfield Academy	1	\$7,427.80	ESY	REVISED cost	\$7,427.80
Brookfield Academy	1	\$74,278.00	9/1/2021-6/30/2022		\$74,278.00
Bancroft	1	\$9,316.16	ESY	REVISED cost (32 days)	\$9,316.16
Bancroft	1	\$61,719.56	9/1/2021-6/30/2022		\$61,719.56
Garfield Park Academy	1	\$4,506.04	5/27/2021-6/30/2021		\$4,506.04
Garfield Park Academy	1	\$59,380.20	9/1/2021-6/30/2022		\$59,380.20

Roll Call

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

PERSONNEL:

10. Consent Agenda:



A motion was made by Robert Thibault and seconded by Donato Marable to approve 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: BE IT RESOLVED, that the Board of Education approve Jennifer Clyde, Learning Disability Teacher Consultant, at the rate of \$77.50 per hour for the 2021-2022 school year on an as needed basis.

B. MOTION: BE IT RESOLVED, that the Board of Education approve Progressive Therapy (Board Certified Behavior Analysis), at the rate of \$105.00 per hour for the 2021-2022 school year, on an as needed basis.

C. MOTION: BE IT RESOLVED, that the Board of Education approve Health Reserve, LLC, Occupational Therapist, at the rate of \$85.00 per hour for the 2021-2022 school year, on an as needed basis.

D. MOTION: BE IT RESOLVED, that the Board of Education approve ABC Pediatric, Physical Therapist, at the rate of \$85.00 per hour for the 2021-2022 school year, on an as needed basis.

E. MOTION: BE IT RESOLVED, that the Board of Education approve Heather Farrelly, Teacher, BA Step #11, at the salary of \$59,667.00 effective September 1, 2021 through June 30, 2022.

F. MOTION: BE IT RESOLVED, that the Board of Education approve Jeannette Berman, long term substitute teacher, MA Step #8, at the prorated salary of \$55,493.00 effective September 1, 2021 and an anticipated end date of January 7, 2022.

G. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Naja Wimberly, Paraprofessional, effective July 14, 2021.

H. MOTION: BE IT RESOLVED, that the Board of Education approve Heather Fischer-Rienzi, Teacher, MA Step #10, at the salary of \$59,252.00 effective September 1, 2021 through June 30, 2022.

Roll Call

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

CURRICULUM & INSTRUCTION:

11. Consent Agenda:

A motion was made by Barbara Kelly and seconded by Donato Marable to approve the following action items A through F 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 Newsela contract in the amount of \$5,841.00 for the 2021-2022 school year.

B. MOTION: BE IT RESOLVED, that the Board of Education approve the Go Formative contract in the amount of \$2,156.00 for the 2021-2022 school year.

C. MOTION: BE IT RESOLVED, that the Board of Education approve the Renaissance contract in the amount of \$9,074.00 for the 2021-2022 school year.

D. MOTION: BE IT RESOLVED, that the Board of Education approve the program Choose To Be Nice in the total amount of \$7,145.00.

E. MOTION: BE IT RESOLVED, that the Board of Education approve to 2021 Curriculum State Mandate documents which support the implementation of state-wide requirements recognizing African-American history, the study of the Holocaust, the inclusion of all individuals who identify as LGBTQIA+, and the achievements of those with disabilities.

F. MOTION: BE IT RESOLVED, that the Board of Education approve the Fountas & Pinnell Leveled Literacy Intervention (LLI) Program in the total amount of \$3,416.00.

Roll Call

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

POLICIES:

12. A motion was made by Donato Marable and seconded by Barbara Kelly to approve the following action items, that the Board of Education approve the second reading of the following policies:

- Policy #3421.13 Postnatal Accommodations
- Policy #4421.13 Postnatal Accommodations

The meeting was opened for public comment at 6:50 p.m.. There were no members of the public present and there were no public comments. The public hearing was closed at 6:51 p.m.

Roll Call

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

PROFESSIONAL DEVELOPMENT:



13. Consent Agenda:

A motion was made by Barbara Kelly and seconded by Donato Marable to approve the following action items A and B 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 professional development for Scott Morrissey and Danielle Blythe to attend the Read 180 workshop on August 25th and 26th, 2021 in the amount of \$100.00 each (\$50.00 per day) in the total amount of \$200.00.

B. MOTION: BE IT RESOLVED, that the Board of Education approve the 3-year subscription for the Houghton Mifflin Harcourt Read 180 Program in the total amount of \$19,497.05. (see attachment)

Roll Call

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

14. Old Business –

- Classroom Trailers – there will be a special meeting specifically to address some issues that Board Members have on the modular building installation.

15. New Business

There was no new business for the month.

16. Correspondence

There was no correspondence for the month.

17. Board Comments

There were no Board comments this month.

18. Public Comments

The open to the public comment portion of the meeting began at 6:54 p.m. and closed at 6:54 p.m. There were no comments from the public.

19. Adjournment



A motion was made by Robert Thibault and seconded by Barbara Kelly to adjourn the Board of Education Meeting at 6:55 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

Beverly City Board of Education

Entered Purchase Order Report By PO Number

va_po04.102317
07/30/2021

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered By	Approval Status (2 needed)	PO Amount	
22-00144		3702/CUSTOMINK.COM	11-190-100-340-	PURCHASED TECH SVC	07/30/21	1 DBRYSONREQ	CR-	877.60	
22-00145		1014/SCHOLASTIC, INC.	11-190-100-640-	TEXTBOOKS INSTRUCTION	07/30/21	1 DBRYSONREQ	CR-	2,211.62	
22-00146		3287/HEINEMANN	11-190-100-610-	GENERAL SUPPLIES	07/30/21	1 DBRYSONREQ	CR-	3,723.44	
22-00147		3467/IXL LEARNING	11-190-100-610-	GENERAL SUPPLIES	07/30/21	1 DBRYSONREQ	CR-	3,438.00	
Report Totals									
								Current Entered	\$10,250.66
								Prior Entered	\$0.00
								Total Entered	\$10,250.66

Beverly City Board of Education

Entered Purchase Order Report By PO Number

va_po04.102317
07/30/2021

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
22-00148		2413/BARNES & NOBLE INC.	11-190-100-640-	TEXTBOOKS INSTRUCTION	08/19/21	1 DBRYSONREQ	CR-	179.70
22-00149		2413/BARNES & NOBLE INC.	11-190-100-640-	TEXTBOOKS INSTRUCTION	08/19/21	1 DBRYSONREQ	CR-	135.83
22-00150		1752/SCHOOL SPECIALTY, LLC.	11-190-100-610-	GENERAL SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	1,774.75
22-00151		1059/GENERAL CHEMICAL CO.	11-000-261-610-	MAINT SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	1,211.17
22-00152		3642/NEWSELA	11-190-100-610-	GENERAL SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	5,841.00
22-00153		2535/PEARSON ASSESSMENTS	11-000-221-390-	CI PURCH PROF/TECH SVS	08/19/21	1 DBRYSONREQ	CR-	8,859.62
22-00154		3564/LOGMEIN USA, INC.	11-000-251-340-	BUS OFF PURCH TECH	08/19/21	1 DBRYSONREQ	CR-	839.99
22-00155		3563/SHI INTERNATIONAL CORP.	11-000-262-300-	OPER PURCH PROF/TECH	08/19/21	1 DBRYSONREQ	CR-	373.46
22-00156		2884/CDW GOVERNMENT INC.	11-000-262-300-	OPER PURCH PROF/TECH	08/19/21	1 DBRYSONREQ	CR-	593.16
22-00157		2637/PERINO'S ELECTRIC	11-000-261-420-	MAINT CLEANING/REPAIRS	07/30/21	1 DBRYSONREQ	CR-	812.70
22-00158		2986/HENRY SCHEIN INC	11-000-213-610-	HEALTH SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	34.49
22-00159		1795/SCHOOL HEALTH CORP	11-000-213-610-	HEALTH SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	266.20
22-00160		3109/GIACOBBE, ELIZABETH	11-190-100-610-	GENERAL SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	42.60
22-00161		3630/LUCAS FORD	11-000-261-420-	MAINT CLEANING/REPAIRS	08/19/21	1 DBRYSONREQ	CR-	62.45
22-00162		2475/STERICYCLE INC.	11-000-213-610-	HEALTH SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	64.77
22-00163		2858/STRAUSS ESMAY ASSOCIATES LLP	11-000-230-339-	GENERAL ADMIN PURCH	08/19/21	1 DBRYSONREQ	CR-	50.00
22-00164		1815/BEVERLY SEWERAGE AUTHORITY	11-000-262-490-	OTHPURPROP	08/19/21	1 DBRYSONREQ	CR-	382.00

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

va_po04.102317
07/30/2021

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	
22-00165		2884/CDW GOVERNMENT INC.	11-000-262-300-	OPER PURCH PROF/TECH	08/19/21	1 DBRYSONREQ	CR-	222.91	
22-00166		1858/EDUCATIONAL SERVICES UNIT	11-000-216-320-	SPEECH/OT/PT PROF SER	08/19/21	1 DBRYSONREQ	CR-	1,500.00	
22-00167		3076/WILLINGBORO BOARD OF	11-000-270-515-	TRANS SP ED JOINT AGREE	08/19/21	1 DBRYSONREQ	CR-	10,236.42	
22-00168		1294/CINNAMINSON TOWNSHIP SCHOOL	11-000-100-562-	TUITION-LEA SPECIAL EDUC	08/19/21	1 DBRYSONREQ	CR-	93,574.00	
22-00169		1266/B. C. S. S. D.	11-000-100-565-	TUITION-CSSD & DAY	08/19/21	1 DBRYSONREQ	CR-	23,336.00	
Report Totals									
								Current Entered	\$150,393.22
								Prior Entered	\$0.00
								Total Entered	\$150,393.22

Beverly City Board of Education

Entered Purchase Order Report By PO Number

va_po04.102317
08/19/2021

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
22-00170		2894/PETTY CASH	11-000-240-890- -	SCH ADMIN-MISC EXPENSE	08/19/21	1 DBRYSONREQ	CR-	500.00
22-00171		3073/CMRS-FP	11-000-230-530- -	TELEPHONE POSTAGE	08/19/21	1 DBRYSONREQ	CR-	500.00
22-00172		1952/B.C.I.T.	11-000-100-563- -	TUITION-CO VOC SCHOOL	08/19/21	1 DBRYSONREQ	CR-	190,111.00
22-00173		3268/PARA PLUS TRANSLATIONS, INC.	11-000-216-320- -	SPEECH/OT/PT PROF SER	08/19/21	1 DBRYSONREQ	CR-	98.50
22-00174		3616/ABC PEDIATRIC THERAPY, LLC	11-000-216-320- -	SPEECH/OT/PT PROF SER	08/19/21	1 DBRYSONREQ	CR-	6,500.00
22-00175		3676/HEALTH RESERVES, LLC.	11-000-216-320- -	SPEECH/OT/PT PROF SER	08/19/21	1 DBRYSONREQ	CR-	20,000.00
22-00176		3659/RIDDELL	11-000-261-610- -	MAINT SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	1,742.73
22-00177		3607/FERGUSON ENTERPRISES, LLC	11-000-261-610- -	MAINT SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	451.82
22-00178		1059/GENERAL CHEMICAL CO.	11-000-261-420- -	MAINT CLEANING/REPAIRS	08/19/21	1 DBRYSONREQ	CR-	489.54
22-00179		2842/W.B. MASON CO. INC.	11-000-230-610- -	GEN ADMIN-SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	170.07
			11-000-251-610- -	BUSINESS SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	236.89
				Total For 2 Transactions On PO# 22-00179				<u>\$406.96</u>
22-00180		3424/THE RICHLAND-KNOWLES AGENCY	11-000-291-210- -	GROUP INSURANCE	08/19/21	1 DBRYSONREQ	CR-	8,887.00
22-00181		2473/GRAINGER	11-000-261-420- -	MAINT CLEANING/REPAIRS	08/19/21	1 DBRYSONREQ	CR-	621.90
22-00182		2394/STATE OF NJ HEALTH BENEFITS PR	11-000-291-270- -	OTHER HEALTH BENEFITS	08/19/21	1 DBRYSONREQ	CR-	650,856.00
			20-218-200-200- -	PSEA EMP BENEFITS	08/19/21	1 DBRYSONREQ	CR-	131,144.00
				Total For 2 Transactions On PO# 22-00182				<u>\$782,000.00</u>
22-00183		2361/GARFIELD PARK ACADEMY INC	11-000-100-566- -	TUITION-PRIVATE SCHOOL	08/19/21	1 DBRYSONREQ	CR-	762.00
22-00184		2865/CM3 BUILDING SOLUTIONS INC	11-000-261-420- -	MAINT CLEANING/REPAIRS	08/19/21	1 DBRYSONREQ	CR-	8,526.00

Beverly City Board of Education

Entered Purchase Order Report By PO Number

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08/19/2021

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered By	Approval Status (2 needed)	PO Amount
22-00185		1039/COURIER TIMES INC - BURLINGTON	11-000-230-590- -	GEN AD ADVERTISEMENT	08/19/21	1 DBRYSONREQ	CR-	31.96
22-00186		1008/LAKESHORE LEARNING MAT.	11-190-100-610- -	GENERAL SUPPLIES	08/19/21	1 DBRYSONREQ	CR-	59.94
22-00187		3583/JAY'S LANDSCAPING,LLC	11-000-262-420- -	OPER CONTRACT	08/19/21	1 DBRYSONREQ	CR-	1,600.00
22-00188		3703/KUTA SOFTWARE, LLC	11-190-100-610- -	GENERAL SUPPLIES	08/19/21	2 DBRYSONREQ	CR-	620.00
22-00189		3704/EDCLUB INC.	11-000-223-500- -	OTHER PURCHASED	08/19/21	2 DBRYSONREQ	CR-	2,966.93
Report Totals								
							Current Entered	\$1,026,876.28
							Prior Entered	\$0.00
							Total Entered	\$1,026,876.28

Beverly City Board of Education

4 Fully Approved Requisitions converted into Entered Purchase Orders.

va_areq1
020514
07/30/2021

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
22-00144	22-00144	DBRYSONRE Q	CUSTOMINK.COM	000	E. GIACOBBE	877.60
22-00145	22-00145	DBRYSONRE Q	SCHOLASTIC, INC.	000		2,211.62
22-00146	22-00146	DBRYSONRE Q	HEINEMANN	000	E. GIACOBBE	3,723.44
22-00147	22-00147	DBRYSONRE Q	IXL LEARNING	000		3,438.00

Beverly City Board of Education

22 Fully Approved Requisitions converted into Entered Purchase Orders.

va_aeq1
020514
07/30/2021

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
22-00148	22-00148	DBRYSONRE Q	BARNES & NOBLE INC.	000	KERRI LAWLER	179.70
22-00149	22-00149	DBRYSONRE Q	BARNES & NOBLE INC.	000	S. Campo	135.83
22-00150	22-00150	DBRYSONRE Q	SCHOOL SPECIALTY , LLC.	000	R. VOGELI	1,774.75
22-00151	22-00151	DBRYSONRE Q	GENERAL CHEMICAL CO.	000		1,211.17
22-00152	22-00152	DBRYSONRE Q	NEWSELA	000	KERRI LAWLER	5,841.00
22-00153	22-00153	DBRYSONRE Q	PEARSON ASSESSMENTS	000	KERRI LAWLER	8,859.62
22-00154	22-00154	DBRYSONRE Q	LOGMEIN USA, INC.	000		839.99
22-00155	22-00155	DBRYSONRE Q	SHI INTERNATIONAL CORP.	000	JACK DOOLEY	373.46
22-00156	22-00156	DBRYSONRE Q	CDW GOVERNMENT INC.	000	JACK DOOLEY	593.16
22-00157	22-00157	DBRYSONRE Q	PERINO'S ELECTRIC	000		812.70
22-00158	22-00158	DBRYSONRE Q	HENRY SCHEIN INC	000	adelapena	34.49
22-00159	22-00159	DBRYSONRE Q	SCHOOL HEALTH CORP	000	A DELAPENA	266.20
22-00160	22-00160	DBRYSONRE Q	GIACOBBE, ELIZABETH	000		42.60
22-00161	22-00161	DBRYSONRE Q	LUCAS FORD	000		62.45
22-00162	22-00162	DBRYSONRE Q	STERICYCLE INC.	000		64.77
22-00163	22-00163	DBRYSONRE Q	STRAUSS ESMAY ASSOCIATES LLP	000		50.00
22-00164	22-00164	DBRYSONRE Q	BEVERLY SEWERAGE AUTHORITY	000		382.00
22-00165	22-00165	DBRYSONRE Q	CDW GOVERNMENT INC.	000		222.91
22-00166	22-00166	DBRYSONRE Q	EDUCATIONAL SERVICES UNIT	000		1,500.00
22-00167	22-00167	DBRYSONRE Q	WILLINGBORO BOARD OF EDUCATION	000		10,236.42
22-00168	22-00168	DBRYSONRE Q	CINNAMINSON TOWNSHIP SCHOOL	000		93,574.00
22-00169	22-00169	DBRYSONRE Q	B.C.S.S.S.D.	000		23,336.00

Beverly City Board of Education

20 Fully Approved Requisitions converted into Entered Purchase Orders.

va_areq1
020514
08/19/2021

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
22-00170	22-00170	DBRYSONRE	PETTY CASH	000		500.00
		Q				
22-00171	22-00171	DBRYSONRE	CMRS-FP	000		500.00
		Q				
22-00172	22-00172	DBRYSONRE	B.C.I.T.	000		190,111.00
		Q				
22-00173	22-00173	DBRYSONRE	PARA PLUS TRANSLATIONS, INC.	000		98.50
		Q				
22-00175	22-00175	DBRYSONRE	HEALTH RESERVES, LLC.	000		20,000.00
		Q				
22-00174	22-00174	DBRYSONRE	ABC PEDIATRIC THERAPY, LLC	000		6,500.00
		Q				
22-00176	22-00176	DBRYSONRE	RIDDELL	000		1,742.73
		Q				
22-00177	22-00177	DBRYSONRE	FERGUSON ENTERPRISES, LLC	000		451.82
		Q				
22-00178	22-00178	DBRYSONRE	GENERAL CHEMICAL CO.	000		489.54
		Q				
22-00179	22-00179	DBRYSONRE	W.B. MASON CO. INC.	000		406.96
		Q				
22-00180	22-00180	DBRYSONRE	THE RICHLAND-KNOWLES AGENCY	000		8,887.00
		Q				
22-00181	22-00181	DBRYSONRE	GRAINGER	000		621.90
		Q				
22-00182	22-00182	DBRYSONRE	STATE OF NJ HEALTH BENEFITS PR	000		782,000.00
		Q				
22-00183	22-00183	DBRYSONRE	GARFIELD PARK ACADEMY INC	000		762.00
		Q				
22-00184	22-00184	DBRYSONRE	CM3 BUILDING SOLUTIONS INC	000		8,526.00
		Q				
22-00185	22-00185	DBRYSONRE	COURIER TIMES INC - BURLINGTON	000		31.96
		Q				
22-00186	22-00186	DBRYSONRE	LAKESHORE LEARNING MAT.	000	H. RIERZI	59.94
		Q				
22-00187	22-00187	DBRYSONRE	JAY'S LANDSCAPING,LLC	000		1,600.00
		Q				
22-00188	22-00188	DBRYSONRE	KUTA SOFTWARE, LLC	000	KERRI LAWLER	620.00
		Q				
22-00189	22-00189	DBRYSONRE	EDCLUB INC.	000		2,966.93
		Q				

Beverly City Board of Education

Bills And Claims Report By Vendor Name

va_bill5.102317
08/19/2021

for Batches 50,51 and Check Date is 08/20/2021

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Posted Checks							
ABC PEDIATRIC THERAPY, LLC/ 3616	22-00174	11-000-216-320- / SPEECH/OT/PT PROF SER		CP	708/729	25612	935.00
B.C.S.S.D./ 1266	22-00169	11-000-100-565- / TUITION-CSSD & DAY SCHOO		CF	22-0076	25613	23,336.00
	22-00122	11-000-100-565- / TUITION-CSSD & DAY SCHOO		CF	inv. # 22-0002- 10 ESY	25613	40,970.00
					Total for B.C.S.S.D./ 1266		\$64,306.00
BC SCHOOL CRISIS RESPONSE TEAM/ 2882	22-00089	11-000-223-580- / WORKSHOPS		CF	2021-2022	25614	650.00
BECKER'S SCHOOL SUPPLY/ 3261	22-00043	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	1743933-in	25615	8.79
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	1746714-in	25615	31.67
					Total for BECKER'S SCHOOL SUPPLY/ 3261		\$40.46
BEVAN SECURITY SYSTEMS/ 1054	22-00083	11-000-262-420- / OPER CONTRACT SERVICES		CF	00112088	25616	462.00
BEVERLY SEWERAGE AUTHORITY/ 1815	22-00164	11-000-262-490- / OTHPURPROP WATERSEWER		CF	482000-0	25617	382.00
BLICK ART MATERIALS/ 2673	22-00028	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	6692848	25618	13.50
BOROUGH OF BELLMAWR/ 3701	22-00142	11-401-100-500- / COCURRE OTH PURCH SVS		CF	6/17/2021	25619	1,500.00
CDW GOVERNMENT INC./ 2884	22-00165	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	9564136	25620	222.91
	22-00130	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	H149369	25620	4,415.64
	22-00134	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	H149370	25620	935.01
	22-00130	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	H221442	25620	157.28
	22-00132	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	H271643	25620	1,125.30
	22-00130	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	H306919	25620	3,759.00
	22-00133	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	H316368	25620	675.18
				CF	H461319	25620	1,212.75
					Total for CDW GOVERNMENT INC./ 2884		\$12,503.07

CMRS-FPI/ 3073

* 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
08/19/2021

for Batches 50,51 and Check Date is 08/20/2021

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Posted Checks							
COMCAST CABLEVISION/ 1792	22-00171	11-000-230-530- / TELEPHONE POSTAGE		CF	act. 600027659	25621	500.00
	22-00059	11-190-100-340- / PURCHASED TECH SVC		CP	ACT.8499 05 117 0029668	25622	249.57
		11-190-100-340- / PURCHASED TECH SVC		CP	ACT.8499 05 117 0032811	25622	109.57
					Total for COMCAST CABLEVISION/ 1792		\$359.14
COURIER TIMES INC - BURLINGTON TIMES INC/ 1039	22-00185	11-000-230-590- / GEN AD ADVERTISEMENT		CF	IO7400029	25623	31.96
CUSTOMINK.COM/ 3702	22-00144	11-190-100-340- / PURCHASED TECH SVC		CF	50263305	25624	877.60
DAVID B. RUBIN, PC/ 3421	22-00057	11-000-230-331- / GEN ADMIN-LEGAL SVC		CP	17850 702/730	25625	1,200.00
DELL COMPUTER CORPORATION/ 2213	22-00129	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	10506081816	25626	64,861.71
DISCOUNT SCHOOL SUPPLY/ 1556	22-00042	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	P40645520001	25627	18.39
EAI EDUCATION/ 2734	22-00033	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	inv1091627	25628	99.82
EDUCATIONAL SERVICES UNIT/ 1858	22-00166	11-000-216-320- / SPEECH/OT/PT PROF SER		CP	BEV-SP-210715	25629	1,440.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CP	BEV-SP-210730	25629	1,440.00
					Total for EDUCATIONAL SERVICES UNIT/ 1858		\$2,880.00
EXPLORELEARNING, LLC/ 3595	22-00082	11-000-221-390- / CI PURCH PROF/TECH SVS		CF	4052386	25630	3,295.00
FILEBANK INC./ 2887	22-00093	11-000-251-340- / BUS OFF PURCH TECH SERV		CP	SEPTEMBER 2021	25631	102.24
FORMATIVE/ 3698	22-00085	11-000-221-390- / CI PURCH PROF/TECH SVS		CF	2021-11147	25632	2,156.00
GARFIELD PARK ACADEMY INC/ 2361	22-00183	11-000-100-566- / TUITION-PRIVATE SCHOOL		CF	19-20-bb BEVERLY	25633	762.00
	22-00124	20-250-100-500- / IDEA TUITION		CP	D.A.H -2021-10A-JUNE 2021	25633	3,862.32
					Total for GARFIELD PARK ACADEMY INC/ 2361		\$4,624.32

* 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

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08/19/2021

for Batches 50,51 and Check Date is 08/20/2021

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Posted Checks							
GENERAL CHEMICAL CO./ 1059							
	22-00084	11-000-261-610- / MAINT SUPPLIES		CP	301446	25634	310.17
		11-000-261-610- / MAINT SUPPLIES		CF	301655	25634	414.00
		11-000-261-610- / MAINT SUPPLIES		CP	302321	25634	393.28
		11-000-261-610- / MAINT SUPPLIES		CP	302424	25634	160.00
	22-00151	11-000-261-610- / MAINT SUPPLIES		CP	302701	25634	1,044.53
		Total for GENERAL CHEMICAL CO./ 1059					\$2,321.98
GENESIS STUDENT ATTENDANCE/ 2897							
	22-00069	11-000-218-320- / GUID PURCH PRF ED SVC		CF	20-797	25635	7,265.50
	22-00070	11-000-218-320- / GUID PURCH PRF ED SVC		CF	21-087	25635	350.00
		Total for GENESIS STUDENT ATTENDANCE/ 2897					\$7,615.50
GIACOBBE, ELIZABETH/ 3109							
	22-00160	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF		25636	42.60
GOPHER SPORT/ 1405							
	22-00053	11-402-100-610- / ATHLETICS SUPPLIES		CP	IN62166	25637	1,190.43
		11-402-100-610- / ATHLETICS SUPPLIES		CF	IN67665	25637	179.35
		Total for GOPHER SPORT/ 1405					\$1,369.78
HEALTH RESERVES, LLC./ 3676							
	22-00175	11-000-216-320- / SPEECH/OT/PT PROF SER		CP	708729	25638	1,360.00
HEINEMANN/ 3287							
	22-00146	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	7350654	25639	3,723.44
HORIZON DENTAL OPTION PLAN/ 2999							
	22-00100	11-000-291-270- / OTHER HEALTH BENEFITS		CP	297096701-AUGUST 2021	25640	3,217.02
HOUGHTON MIFFLIN HARCOURT/ 2579							
	22-00110	11-190-100-640- / TEXTBOOKS INSTRUCTION		CF	955273714	25641	92.35
HOUGHTON MIFFLIN HARCOURT PUBLISHING CO./ 3699							
	22-00106	11-000-221-390- / CI PURCH PROF/TECH SVS		CF	710220248	25642	2,400.00
		11-000-221-390- / CI PURCH PROF/TECH SVS		CP	710220578	25642	14,597.05
		11-000-221-390- / CI PURCH PROF/TECH SVS		CP	955300523	25642	2,500.00
		Total for HOUGHTON MIFFLIN HARCOURT PUBLISHING CO./ 3699					\$19,497.05

* 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
08/19/2021

for Batches 50,51 and Check Date is 08/20/2021

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Posted Checks							
IXL LEARNING/ 3467	22-00147	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	S409432	25643	3,438.00
J.W. PEPPER & SON INC./ 2555	22-00113	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	363472297	25644	347.97
JAY'S LANDSCAPING,LLC/ 3583	22-00140	11-000-262-420- / OPER CONTRACT SERVICES		CF	47127	25645	1,925.00
JESUS THE GOOD SHEPARD PARISH/ 3259	22-00095	11-000-262-420- / OPER CONTRACT SERVICES		CP	AUGUST 2021	25646	1,531.16
JUMP, SCUTELLARO AND CPMPANY, LLP/ 3344	22-00105	11-000-230-332-001- / AUDIT FEES		CP	PMT 2 OF 3	25647	7,350.00
LAKESHORE LEARNING MAT./ 1008	22-00046	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	3473320721	25648	80.05
LEXISNEXIS RISK SOLUTIONS FL INC./ 3573	22-00096	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	SEPT 2021	25649	90.18
LOGMEIN USA, INC./ 3564	22-00154	11-000-251-340- / BUS OFF PURCH TECH SERV		CF	inv60001326548	25650	839.99
LOWE'S/ 3138	22-00107	11-000-261-610- / MAINT SUPPLIES		CP	963151	25651	64.55
LUCAS FORD/ 3630	22-00161	11-000-261-420- / MAINT CLEANING/REPAIRS		CF	F0CS292631	25652	62.45
MGL PRINTING SOLUTIONS/ 2945	22-00079	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	181908	25653	599.00
MIDDLESEX LAMINATING/ 3462	22-00080	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	299	25654	144.99
NATIONAL EDUCATIONAL MUSIC COMPANY/ 3366	22-00118	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	33953	25655	328.97
NETWORK SUPPORT LLC/ 2672	22-00099	11-190-100-340- / PURCHASED TECH SVC		CP	1982	25656	624.00
		11-190-100-340- / PURCHASED TECH SVC		CP	1983	25656	187.50
		11-190-100-340- / PURCHASED TECH SVC		CP	1984	25656	600.00
		11-190-100-340- / PURCHASED TECH SVC		CP	1985	25656	1,200.00

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

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Posted Checks							
NETWORKS & MORE! INC./ 1892	22-00086	11-190-100-340- / PURCHASED TECH SVC		CP	1986	25656	500.00
		11-190-100-340- / PURCHASED TECH SVC		CP	1987	25656	1,100.00
		11-190-100-340- / PURCHASED TECH SVC		CP	1988	25656	1,500.00
					Total for Network Support LLC/ 2672		\$5,711.50
NETWORKS & MORE! INC./ 1892	22-00086	11-190-100-340- / PURCHASED TECH SVC		CF	13950001287	25657	2,700.00
NJ AMERICAN WATER CO./ 1140	22-00104	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	07/23/2021	25658	156.80
NJ ASSOC OF SCHOOL ADMIN/ 2583	22-00087	11-000-230-895- / BOE MEMBERSHIP/DUES/FEES		CF	21-22 E. GIACOBBE	25659	2,526.00
NJSCHOOL JOBS.COM/ 3131	22-00064	11-000-230-590- / GEN AD ADVERTISEMENT		CF	13450	25660	500.00
ONCOURSE SYSTEMS FOR EDUCATION/ 3172	22-00120	11-000-223-500- / OTHER PURCHASED SERVICES		CF	93011	25661	1,695.94
PARA PLUS TRANSLATIONS, INC./ 3268	22-00173	11-000-216-320- / SPEECH/OT/PT PROF SER		CF	155972	25662	15.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CP	155974	25662	83.50
					Total for PARA PLUS TRANSLATIONS, INC./ 3268		\$98.50
PEARSON ASSESSMENTS/ 2535	22-00153	11-000-221-390- / CI PURCH PROF/TECH SVS		CF	14889008	25663	8,859.62
	22-00086	11-000-221-390- / CI PURCH PROF/TECH SVS		CF	51095	25663	2,007.62
					Total for PEARSON ASSESSMENTS-NCS PEARSON, INC./ 2535		\$10,867.24
PERINO'S ELECTRIC/ 2637	22-00157	11-000-261-420- / MAINT CLEANING/REPAIRS		CF	35364	25664	812.70
	22-00088	11-000-261-420- / MAINT CLEANING/REPAIRS		CF	35365	25664	1,105.00
					Total for PERINO'S ELECTRIC/ 2637		\$1,917.70
PETTY CASH/ 2894	22-00170	11-000-240-890- / SCH ADMIN-MISC EXPENSE		CF	21-22	25665	500.00
PSE & G/ 1141	22-00102	11-000-262-622- / OPER ENERGY - ELECTRICIT		CP	ELECTRICIT 7/28/2021	25666	4,138.05

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QUAVER MUSIC/ 3661	22-00114	11-000-262-621- / OPER ENERGY - GAS		CP	GAS 7/28/2021	25666	200.47	
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	30224-1	25667	2,800.00	
					Total for PSE & G/ 1141		<u>\$4,338.52</u>	
SAVVASLEARNING COMPANY,LLC/ 3656	22-00052	11-190-100-640- / TEXTBOOKS INSTRUCTION		CF	4026409801	25668	831.51	
	22-00109	11-190-100-640- / TEXTBOOKS INSTRUCTION		CF	4026410247	25668	748.36	
					Total for SAVVASLEARNING COMPANY,LLC/ 3656		<u>\$1,579.87</u>	
SCHOOL SPECIALTY , LLC./ 1752	22-00048	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127818402	25669	179.60	
	22-00050	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	2081278868046	25669	649.72	
	22-00006	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127910617	25669	58.69	
	22-00019	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127919188	25669	41.24	
	22-00045	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127919191	25669	0.83	
	22-00021	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127922105	25669	97.26	
	22-00013	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127922109	25669	25.09	
	22-00029	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127922110	25669	15.99	
	22-00039	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127922111	25669	19.54	
	22-00015	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127922117	25669	99.89	
	22-00041	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127922118	25669	15.99	
	22-00011	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127922119	25669	91.04	
	22-00020	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127922121	25669	3.19	
	22-00010	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127922124	25669	16.07	
	22-00012	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127923614	25669	99.82	
	22-00007	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208127935222	25669	0.16	
	22-00005	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	308103797006	25669	75.66	
	22-00027	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	308103798389	25669	99.66	
	22-00022	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	308103809963	25669	76.92	
	22-00001	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	308103809963	25669	76.92	
					Total for SCHOOL SPECIALTY, LLC./ 1752			<u>\$1,743.28</u>
	SHI INTERNATIONAL CORP./ 3563	22-00155	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	b13907364	25670	373.46

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Posted Checks							
STAPLES ADVANTAGE/ 2984							
	22-00034	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	3482464904	25671	44.47
	22-00035	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	3482464905	25671	0.94
	22-00036	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	3482464906	25671	30.66
	22-00037	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	3482464907	25671	52.51
	22-00076	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	3483365528	25671	72.12
					Total for Staples Advantage/ 2984		\$200.70
STATE OF NJ HEALTH BENEFITS PR/ 2394							
	22-00182	11-000-291-270- / OTHER HEALTH BENEFITS		HP	AUGUST 2021	82021	64,709.20
		20-218-200-200- / PSEA EMP BENEFITS		HP	AUGUST 2021	82021	10,929.00
					Total for STATE OF NJ HEALTH BENEFITS PR/ 2394		\$75,638.20
STRAUSS ESMAY ASSOCIATES LLP/ 2858							
	22-00163	11-000-230-339- / GENERAL ADMIN PURCH PROF		CF	2122-45	25672	50.00
TECH-KNOWLEDGEY SOLUTIONS/ 3456							
	22-00127	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	062821-001	25673	1,500.00
THE RICHLAND-KNOWLES AGENCY/ 3424							
	22-00180	11-000-291-210- / GROUP INSURANCE		CP	30147	25674	3,548.00
		11-000-291-210- / GROUP INSURANCE		CF	30206	25674	5,339.00
					Total for THE RICHLAND-KNOWLES AGENCY/ 3424		\$8,887.00
VERIZON/ 1139							
	22-00103	11-190-100-500- / OTHER PURCHASED SVC		CP	7/27/2021	25675	147.22
W.B. MASON CO. INC./ 2842							
	22-00136	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	221778419	25676	707.40
WASTE MANAGEMENT OF NJ/ 1169							
	22-00101	11-000-262-420- / OPER CONTRACT SERVICES		CP	3005125-0502-9	25677	737.18
WEST MUSIC/ 3303							
	22-00112	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	SI2027759	25678	121.65
WESTERN PEST SERVICES/ 2521							
	22-00094	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	6997687-AUGUST 2021	25679	198.50
WILLINGBORO BOARD OF EDUCATION/ 3076							
	22-00167	11-000-270-515- / TRANS SP ED JOINT AGREE		CF	T20-003	25680	10,236.42
XEROX CORPORATION/ 3443							

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Posted Checks	22-00058	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	013944844	25681	80.76
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	JULY 2021	25681	138.24
				Total for XEROX CORPORATION/ 3443			\$219.00
		XTEL COMMUNICATIONS/ 2813		CP	212122317-08/01/2021	25682	2,854.72
	22-00060	11-190-100-500- / OTHER PURCHASED SVC					
		ZANER BLOSER CO./ 1011		CF	10309721	25683	605.77
	22-00051	11-190-100-640- / TEXTBOOKS INSTRUCTION					
				Total for Posted Checks			\$357,452.81

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Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11	\$277,952.29		\$64,709.20		\$342,661.49
20	20	\$3,862.32		\$10,929.00		\$14,791.32
GRAND	TOTAL	\$281,814.61	\$0.00	\$75,638.20	\$0.00	\$357,452.81

Chairman Finance Committee

Member Finance Committee

Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	907152021	07/15/2021	1,599.53	ATTEND SVCS- CLER SAL
11-000-213-105- -	907152021	07/15/2021	521.35	HEALTH SVCS- CLER SAL
11-000-218-105- -	907152021	07/15/2021	632.54	GUID SECY/CLER SALARIES
11-000-219-104- -	907152021	07/15/2021	1,221.44	CST SALARIES
11-000-219-105- -	907152021	07/15/2021	1,042.71	CST SECY/CLER SALARIES
11-000-221-102- -	907152021	07/15/2021	8,227.32	CURR/INSTR SALARIES
11-000-221-104- -	907152021	07/15/2021	334.95	CURR/INSTR PROF SALARIES
11-000-221-105- -	907152021	07/15/2021	105.42	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	907152021	07/15/2021	223.30	CI OTHER SALARIES
11-000-230-100- -	907152021	07/15/2021	5,895.32	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	907152021	07/15/2021	199.20	TREASURER SALARIES
11-000-230-105- -	907152021	07/15/2021	947.63	GENERAL ADMIN- CLER SAL
11-000-240-105- -	907152021	07/15/2021	1,053.05	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	907152021	07/15/2021	3,557.49	BUSINESS ADMIN SALARIES
11-000-251-105- -	907152021	07/15/2021	1,007.18	BUS ADMIN/SECY SALARIES
11-000-262-110- -	907152021	07/15/2021	2,293.57	OPER/CUST SALARIES
11-000-262-110-OT -	907152021	07/15/2021	1,561.03	OPER/CUSTODIAL OT
11-000-266-100- -	907152021	07/15/2021	2,225.03	UE S SALS OF SEC G & INV
11-000-270-161- -	907152021	07/15/2021	1,022.43	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	907152021	07/15/2021	1,022.43	SAL. FOR PUPIL TRANS(BET
20-218-200-102- -	907152021	07/15/2021	1,451.46	PSEA SUPERV SAL
20-218-200-103- -	907152021	07/15/2021	1,615.16	PRE-K SALARIES OF SUPERV
20-218-200-105- -	907152021	07/15/2021	921.33	PRE-K SALARIES OF SECR A
20-218-200-110- -	907152021	07/15/2021	1,716.64	OTHER SALARIES
Total # of Payments	24.00	Total Check Amount	40,397.51	

Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	907302021	07/30/2021	1,599.53	ATTEND SVCS- CLER SAL
11-000-213-105- -	907302021	07/30/2021	521.35	HEALTH SVCS- CLER SAL
11-000-218-105- -	907302021	07/30/2021	632.54	GUID SECY/CLER SALARIES
11-000-219-104- -	907302021	07/30/2021	1,221.44	CST SALARIES
11-000-219-105- -	907302021	07/30/2021	1,042.71	CST SECY/CLER SALARIES
11-000-221-102- -	907302021	07/30/2021	8,227.32	CURR/INSTR SALARIES
11-000-221-104- -	907302021	07/30/2021	334.95	CURR/INSTR PROF SALARIES
11-000-221-105- -	907302021	07/30/2021	105.42	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	907302021	07/30/2021	223.30	CI OTHER SALARIES
11-000-230-100- -	907302021	07/30/2021	5,895.32	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	907302021	07/30/2021	199.20	TREASURER SALARIES
11-000-230-105- -	907302021	07/30/2021	947.63	GENERAL ADMIN- CLER SAL
11-000-240-105- -	907302021	07/30/2021	1,053.05	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	907302021	07/30/2021	3,557.49	BUSINESS ADMIN SALARIES
11-000-251-105- -	907302021	07/30/2021	1,007.18	BUS ADMIN/SECY SALARIES
11-000-262-110- -	907302021	07/30/2021	1,523.77	OPER/CUST SALARIES
11-000-262-110-OT -	907302021	07/30/2021	2,218.06	OPER/CUSTODIAL OT
11-000-266-100- -	907302021	07/30/2021	2,225.03	UE S SALS OF SEC G & INV
11-000-270-161- -	907302021	07/30/2021	1,322.43	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	907302021	07/30/2021	1,022.43	SAL. FOR PUPIL TRANS(BET
11-204-100-101- -	907302021	07/30/2021	5,600.00	LLD TEACHER SALARIES
11-204-100-106- -	907302021	07/30/2021	2,380.00	LLD PARA SALARY
20-218-200-102- -	907302021	07/30/2021	1,451.46	PSEA SUPERV SAL
20-218-200-103- -	907302021	07/30/2021	1,615.16	PRE-K SALARIES OF SUPERV
20-218-200-105- -	907302021	07/30/2021	921.33	PRE-K SALARIES OF SECR A
20-218-200-110- -	907302021	07/30/2021	1,716.64	OTHER SALARIES
Total # of Payments	26.00	Total Check Amount	48,564.74	

August 10, 2021

Dr. Elizabeth Giacobbe
Superintendent of Beverly City School
601 Bentley Avenue
Beverly City, NJ 08010

Dear Dr. Giacobbe,

I delivered my child on June 19, 2021. I would like to amend my original plan for maternity leave with the request of a return date of Monday, September 27, 2021 to return on October 4, 2021. I am requesting the use of FMLA to recover from the birth, as well as NJFLA to care for my newborn baby as laid out in the district policy.

I wish to be placed on an unpaid leave of absence in accordance with the New Jersey Family Leave Act for the purpose of caring for a newborn child. This leave will commence with the beginning of the 2021-2022 school year and end on October 3, 2021. I intend to apply to the State of New Jersey Insurance Benefits program.

I am requesting written notification from the Board of Education granting the amendment to planned leaves. Thank you for your time and consideration.

Sincerely,

Caitlin Stone

Cc: Board of Education

Beverly City School District
> On Aug 9, 2021, at 7:57 PM, Jeremiah Charles <jcharles@beverlycityschool.org> wrote:

>

> Good afternoon Dr.Giacobbe,

> I hope you are doing well. After registering for classes it seems that I'll have a few in person classes on campus. I believe the commute back and forth will be too much for me. Therefore I have decided to move closer to campus. Unfortunately I won't be able to come back in the fall. I apologize for the inconvenience this may cause you.

>

> Sincerely,

> Jeremiah Charles

Mikaela Santucci
81 Columbus Jobstown Road
Columbus, NJ 08022

To whom it may concern:

Please accept this as my official letter of resignation from my current position with Beverly Elementary School as a paraprofessional effective August 10th 2021.

At this time, I would like to thank you for the opportunity you've given me over the past year. I have truly enjoyed my time working for Beverly School District. I have accepted a full-time substitute teaching position, which I feel is best suited for my career interests at this time.

Once again, I cannot put into words how grateful I am for the experience and support that I have received from my time with Beverly School District.

Best wishes,
Mikaela Santucci



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 Charlottesville, VA 22902

Renewal Notice

For your ExploreLearning subscription
EL Order #: 00100194

Ship To:

Kerri Lawler
 Beverly City School District
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 Beverly, NJ 08010-1595
 USA

Your subscription to the items below
 will expire on: **7/31/2021**

Choose your renewal term below – multi-year discounts are available!

Item #/ Description	Renewal Price
REFLEXSITE Reflex Site License	\$ 3,295.00
Total Renewal Price with Applicable Tax	\$ 3,295.00

Multi-Year Discounts		Savings of
3 YEARS = 15% OFF	\$8,402.25	\$1,482.75
2 YEARS = 10% OFF	\$5,931.00	\$659.00

EL Order #: 00100194

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If the above price reflects sales tax and your organization should be tax-exempt, please send a current sales tax exemption certificate (including signature and date) via e-mail: sales@explorellearning.com or fax: 877-829-3039. Otherwise, please remit total including applicable sales tax.

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Please confirm your Primary Account Contact Name and Email: _____

Please confirm your PD Contact Name and Email: _____

Questions – call us: 866.882.4141 – Option 2



Elizabeth C. Giacobbe, Ed.D.
Superintendent

Beverly City School District
Burlington County
Mentoring Plan
2021 - 2022

Beverly City School
601 Bentley Avenue

Board of Education Approved: 8-19-21



Elizabeth C. Giacobbe, Ed.D.
Superintendent

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Section 1: Vision and Goals

A. Mentoring Program Vision

The purpose of the New Jersey Teacher Mentoring Program is to assist first-year teachers in the performance of their duties and adjustment to the challenges of their teaching assignment. By implementing our district's mentoring plan we will reduce attrition of novice teachers. The mentoring program will improve the effectiveness of new teachers and will enhance teacher knowledge of, and strategies related to the New Jersey Student Learning Standards to facilitate student achievement and growth.

Definition of Novice Teacher-The definition of a novice teacher includes those teachers who are new to the profession and serving under a provisional certificate.

Experienced teachers new to a district must also receive individual 1-1 mentoring

All non-tenured first-year teachers must receive individualized support which is to be developed collaboratively with the supervisor and aligned with state standards and school district expectations for teacher effectiveness.

B. Mentoring Program Goals

1. Our goal at a minimum will enhance teacher knowledge of and strategies related to the standards in order to facilitate student achievement.
2. Identify exemplary teaching skills and educational practices necessary to acquire and maintain excellence in teaching.
3. Assist mentee teachers in the performance of their duties and adjustment to the challenges of teaching.
4. To integrate the mentor program with the professional development program for the growth of the mentee teacher.
5. To ensure the New Jersey Professional Standards for Teachers and the elements of High Quality Professional Development guide for mentoring program.
6. To develop a school culture that fosters continuous improvement through structured interaction between the mentee teachers and mentors, administrators and veteran teachers.

Section 2: Mentor Selection

- A. Guidelines for Selection of Mentors - According to state regulations, the minimum criteria for selection of mentors are the following:
- The district board of education may select a certified teacher who has at least 3 years' experience with at least 2 years completed within previous 5 years. (Currently active)
 - The teacher is committed to the goals of the local mentor plan;
 - The teacher has agreed to maintain the confidential nature of the mentor teacher/novice teacher relationship;
 - Mentor demonstrates a record of success in the classroom
Beginning in 2014-15, mentor has earned a summative rating of **Effective or Highly Effective** on most recent summative evaluation
 - In cases where summative evaluation is delayed, mentor has earned rating of Effective or higher on teacher practice instrument
 - The mentor may **not** serve as mentee's direct supervisor or conduct evaluations
 - The teacher is knowledgeable about the social and workplace norms of the district board of education and the community the district board of education serves;
 - The teacher is knowledgeable about the resources and opportunities in the district and able to act as a referral source to the novice teacher;
 - The teacher agrees to complete a comprehensive mentor training program:
District makes provision for training
Training program curriculum must include, at minimum, training on the district's teacher evaluation rubric and practice instrument; the NJ Professional Standards for Teachers; the NJ Student Learning Standards; classroom observation skills; facilitating adult learning; and leading reflective conversations about practice

Payments:

Mentors must keep logs of contact time with mentees
Mentors submit logs to district office
Payment of mentors overseen by the district administrative office
Mentees may not pay mentors directly



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Section 3: Mentor Role and Responsibilities

A mentor must:

- Participate in one full school year of 1-1 mentoring from beginning of assignment, pro-rated for part-time teachers
- A mentor/mentee must meet at least once/week for the first 4 weeks of assignment for a teacher going through the traditional route.
- A mentor/mentee must meet at least once per week for the first 8 weeks of assignment for a teacher going through the alternate route.
- Mentor leads mentee in a guided self-assessment on district's teacher practice instrument
- Maintain confidentiality for all mentor-novice activities;
- Assist the novice teacher in adjusting to, and becoming familiar with, the school culture, policy, procedures, resources, and personnel;
- Document mentoring activities and time;
- Provide opportunities for the novice teacher to observe the mentor and other content experts;
- Observe the novice teachers during the school year to provide feedback, teaching tips, guidance on curricular issues, and suggestions for classroom management;
- (See attached Mentor Activities checklist)

Components of Mentee Teacher Training – Mentoring Activities Checklist

AUGUST / SEPTEMBER

- ___ Welcome the novice teacher with a phone call prior to school.
- ___ Give the novice teacher a tour of the building and introduce staff members.
- ___ Review the Beverly City School Handbook.
- ___ Discuss the policies and social traditions of the school/district.
- ___ Show the novice teacher how to get necessary materials and books.
- ___ Review emergency procedures for the building.
- ___ Share building schedules.
- ___ Be accessible the first day and week.
- ___ Help the novice teacher set goals for the first week.
- ___ Discuss basic discipline policies for the school.
- ___ Review lesson plan procedures. Set up an online lesson plan account.
- ___ Help the novice teacher understand the phone and technology procedures.
- ___ Explain school/district forms.
- ___ Review grading/assessment procedures. Set up online grade book for grades 3-8.
- ___ Review evaluation and observation procedures.
- ___ Establish a regular routine for meetings with your novice teacher.
- ___ Write a brief note of support – share your own “starting out” stories.
- ___ Get the novice teacher ready for Back-To-School events.
- ___ Let the novice teacher know of upcoming professional learning opportunities.
- ___ Review holiday/birthday procedures.
- ___ Visit informally as the novice teaches a lesson.
- ___ Share professional development procedures.
- ___ Discuss how to call out sick and set up for a substitute.
- ___ Encourage parental communication.
- ___ Discuss special needs students.
- ___ Review faculty meeting procedures.
- ___ **Prepare for first teacher observation. Look over www.oncourse.com site for online teacher observations, prior to first observation.**
- ___ Discuss ideas for teacher’s Student Growth Objective for the school year.
- ___ **Discuss ideas/goals for teacher Professional Development Plan (PDP).**

OCTOBER / NOVEMBER

- ___ Review field trip procedures.
- ___ Review and discuss classroom and time management.
- ___ Explain how to make referrals (I & RS committee).
- ___ Set up a time for the novice teacher to visit your classroom.
- ___ Accentuate the positive and encourage reflection.
- ___ Save student work for conferences and students’ portfolios.

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- ___ Discuss conferencing procedures using the online system.
- ___ Review progress reports.
- ___ Look at report card procedures and explain how to use the online reporting system.
- ___ Continue to look at effective classroom practices.
- ___ Share bulletin board and project ideas.
- ___ Be there on the good days and the bad.
- ___ Encourage attendance at the NJEA convention

DECEMBER / JANUARY

- ___ Discuss sensitivity to holidays.
- ___ Make sure the novice teacher is aware of any staff social get-togethers.
- ___ Review the fall's highlights – successes and challenges.
- ___ Share bad weather and school closing procedures.
- ___ Go to a professional learning activity together.
- ___ Share ideas for lesson plans immediately preceding a holiday.
- ___ Discuss pacing for lessons for the remainder of the school year.
- ___ Be encouraging.
- ___ Prepare for the next report card.

FEBRUARY / MARCH

- ___ Review any standardized testing procedures. Suggest materials to be used to prepare students.
- ___ Examine standardized available test specs. Use online resources to prepare for testing.
- ___ Review grade or department expectations for students.
- ___ Review additional observation and evaluation procedures.
- ___ Encourage your novice teacher to make special plans to celebrate spring break.
- ___ Discuss special classroom techniques (cooperative and flex groups).
- ___ Discuss reinforcing behavioral rules right before spring break.

APRIL/MAY/JUNE

- ___ Explain rehiring practices and contracts.
- ___ Discuss and help in crafting the Professional Development Plan.
- ___ Review end of the year procedures.
- ___ Take time to celebrate the year.
- ___ Offer tips for packing up the classroom.
- ___ Consider ideas for the last weeks of school that engage students in meaningful activities.
- ___ Review cumulative folder procedures.
- ___ Share end of the year celebration with students.

Section 4 – Professional Learning Components of Mentors

Professional Learning Opportunities

Professional support will be offered in a variety of forms to those teachers selected as mentors. An overview of the mentor's roles and responsibilities, as outlined below, will be completed by the superintendent in the summer prior to the mentor year. Beverly City School District may work cooperatively with other school districts in Burlington County to facilitate mentor training and support through professional development. In addition, a survey will be completed by the mentor teacher to further specify areas of need for training (see attached).

Mentor Training I

- School district's teaching evaluation rubric and practice instrument
- NJ Professional Standards for Teachers
- New Jersey Student Learning Standards
- Characteristics of an adult learner
- Maintaining accurate and timely log (see attached)

Mentor Training II

- Cohen's Mentor-Novice Relationship Model:
 1. Early phase: mentor and novice teacher work together to build trust and a comfort level;
 2. Middle phase: mentor gains knowledge about the goals and concerns of the novice teacher and begins to exchange information;
 3. Later phase: mentor explores interests and beliefs of the novice teacher to gain better insight into reasons for his/her decisions; and
 4. Last phase: mentor encourages novice teacher to become a reflective practitioner.
- Communication and Building Trust:
 1. Listen in ways that show you respect your novice teacher and that you value his/her ideas;
 2. Practice openness when sharing information;
 3. Speak authentically about your feelings;
 4. Explain what you understand and admit when you do not understand something;
 5. Explain why you shift the level of your support according to the situation;
 6. Follow through. Do what you say you will do;
 7. Continuously work at safeguarding confidentiality;
 8. Be open to feedback;
 9. Be truthful;
 10. Be consistent; and
 11. Be supportive publicly and privately (Zachary, 2000, pp. 123-124).

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Mentor Training III

- Questioning and Conferencing Strategies
A mentor should employ many of the following questioning techniques:
 1. Questions should be open-ended;
 2. Questions should focus on the event or behavior and not the person;
 3. Questions should be probing; and
 4. Questions should be non-judgmental.

Reflective question stems could include:

1. What's another way you might...?
2. What would it look like if...?
3. What do you think would happen if...?
4. What do you think...?

(New Teacher Center @UCSC, 2004, p. 4)

Observation Model

Planning Conference (5-10 minutes)	<ul style="list-style-type: none"> • Set a specific date and time for a classroom visitation and follow-up conference • Agree upon what is to be observed • Determine where the mentor is to sit in the classroom • Discuss the lesson plan and what is to be learned • Specify any observation tools to be used
Classroom Visitation (20-50 minutes)	<ul style="list-style-type: none"> • Observe one or two teaching behaviors or strategies • Use any observation tools agreed upon prior to classroom visitation
Reflective Conference (10-30 minutes)	<ul style="list-style-type: none"> • Establish a trusting environment • Share any specific data collected • Engage in reflection of lesson • Discuss areas of focus for demonstration lessons or professional learning activities

- Conferencing Forms and Assessments - various forms and templates are available here:
http://www.nj.gov/education/profdev/mentor/toolkit/pdf/p140_168.pdf

Mentor Training IV

- Reflection: Mentor and Novice teachers should engage in continued reflection of goal attainment and effectiveness of existing relationship
 1. A clearly articulated goal related to a professional teaching standard;
 2. A developmental guide and support system based on continuous discussion and ongoing assessment;



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3. Frequent use of self-assessment and reflection; and
 4. A shared accountability and responsibility for contribution to the mentor-novice teacher relationship (Moir, July 2003).
- Survey (see attached)



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Novice-Professional Teacher Mentoring Log

Instructions: Please log each section with your mentee. Submit this log to the district office on the last working day of each month for the duration of your mentorship. Please keep a record for yourself also.

Month _____ Year _____ School/District _____

Mentor Name _____ Mentor Signature _____

Mentee Name _____ Mentee Signature _____

Total number of mentoring hours this month _____

Date	Time From: To:	Total Time	Description of Activities

Survey – Novice Teacher - Needs Assessment Questionnaire for Novice Teachers

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

- A - **Little or no need** for assistance in this area
- B - **Some need** for assistance in this area
- C - **Moderate need** for assistance in this area
- D - **High need** for assistance in this area
- E - **Very high need** for assistance in this area

- 1. Finding out what is expected of me as a teacher
- 2. Communicating with the principal
- 3. Communicating with other teachers
- 4. Communicating with parents
- 5. Organizing and managing my classroom
- 6. Maintaining student discipline
- 7. Obtaining instructional resources and materials
- 8. Planning for instruction
- 9. Managing my time and work
- 10. Diagnosing student needs
- 11. Evaluating student progress
- 12. Motivating students
- 13. Assisting students with special needs
- 14. Dealing with individual differences among students
- 15. Understanding the curriculum
- 16. Completing administrative paperwork
- 17. Using a variety of teaching methods
- 18. Facilitating group discussions
- 19. Grouping for effective instruction
- 20. Administering standardized achievement tests
- 21. Understanding the school system's teacher evaluation process
- 22. Understanding my legal rights and responsibilities as a teacher
- 23. Dealing with stress
- 24. Dealing with union-related issues
- 25. Becoming aware of special services provided by the school district



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Part B. Please respond to the following items:

26. List any professional needs you have that are not addressed by the preceding items.

27. What additional types of support should the school district provide to you and to other novice teachers?

Survey: Mentors- Needs Assessment Questionnaire for Mentors

Part A. Please choose the response for each item that most closely indicates your level of need for assistance in the area described.

Possible responses:

- A - **Little or no need** for assistance in this area
- B - **Some need** for assistance in this area
- C - **Moderate need** for assistance in this area
- D - **High need** for assistance in this area
- E - **Very high need** for assistance in this area

- 1. Learning more about what is expected of me as a mentor.
- 2. Collecting classroom observation data
- 3. Diagnosing needs of my novice teacher
- 4. Interpersonal skills
- 5. Assisting my novice teacher with classroom management
- 6. Helping my novice teacher develop a variety of effective teaching strategies
- 7. Using principles of adult learning to facilitate the professional growth of my novice teacher
- 8. Socializing my novice teacher into the school culture
- 9. Helping my novice teacher maintain student discipline
- 10. Helping my novice teacher design a long-range professional development plan
- 11. Finding resources and materials for my novice teacher
- 12. Providing emotional support for my novice teacher
- 13. Co-teaching with my novice teacher
- 14. Managing my time and work
- 15. Problem-solving strategies
- 16. Helping my novice teacher motivate students
- 17. Helping my novice teacher diagnose student needs
- 18. Helping my novice teacher deal with individual differences among students
- 19. Helping my novice teacher evaluate student progress
- 20. Engaging in expert coaching of my novice teacher



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Part B. Please respond to the following items.

21. List any needs that you have as a mentor that are not addressed by the preceding items.

22. What additional types of support should the school district provide to you and to other mentors?



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Mentor Teacher Program - Annual Evaluation of the Mentoring Process - Mentor Survey

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

Directions: Please circle the appropriate rating.

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

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

II. How regularly did you use the following to help your novice teacher grow:

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

III. How often did you discuss the following with your novice teacher?

- | | | | | | |
|----|---------------------------|--------------|----------|-------------|------------|
| A. | Your principal? | A Great Deal | Somewhat | Very Little | Not at All |
| B. | How to teach and why? | A Great Deal | Somewhat | Very Little | Not at All |
| C. | How to evaluate & assess? | A Great Deal | Somewhat | Very Little | Not at All |

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IV. How often did you help your novice teacher to develop effective professional relationship with:

A.	Your principal?	A Great Deal	Somewhat	Very Little	Not at All
B.	Your supervisor?	A Great Deal	Somewhat	Very Little	Not at All
C.	Other faculty?	A Great Deal	Somewhat	Very Little	Not at All
D.	College supervisor?	A Great Deal	Somewhat	Very Little	Not at All

V. Would you want to serve as a mentor to another professional teacher?

VI. Comments:

Section 5: District Implementation & Accountability

School Leader Role: School leaders must understand and be prepared to assume responsibilities for supporting novice teachers. The knowledge, attitudes, and actions of school leaders are critical in setting the stage for the novice teacher's success. School leaders are instrumental in providing the structure for intense support and assessment activities to create a positive climate.

State regulations require school leaders to:

- Create the District Mentor Plan and submit to the district board for fiscal impacts
- Submit Statement of Assurance to County Office
- Keep a copy of the plan in the district and review it annually
- Submit Statement of assurance annually
- Share the plan with the School Improvement Panel who oversees implementation at school level
- Inform the novice teacher about the mentoring program and the New Jersey Provisional Program.
- Select mentors based on criteria.
- Match mentor and novice teacher considering years of experience, teaching assignments, proximity and personalities.
- Contribute to the program evaluation.
- Provide comprehensive orientation to district policies and procedures
- For experienced teachers new to the district, administrators will help create a new PDP within 30 days



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The Teacher Application and Assignment Form

Part A. Mentor Teacher Application

I am interested in being considered for the position of a mentor teacher in the district's mentoring for quality induction program. I understand that the role of a mentor is critical to the success of a novice teacher and ultimately a key to student performance.

Name: _____

1. What specific personal and professional qualities would you bring to mentoring a novice teacher?
2. How are you keeping current with your own professional development? What steps are you taking to be up to date on issues of curriculum and assessment?
3. What do you hope to gain by becoming a mentor?

Signature: _____

Date: _____

Part B. For Office Use Only

Local Professional Development Committee's (LPDS) comments:

School: _____

Principal's Name: _____

I have selected (name of mentor) _____

who currently holds the position of (subject/grade level) _____

to serve as a mentor teacher to (name of novice teacher) _____

who has been appointed to the position of (subject/grade level) _____

Principal's Signature: _____

Date: _____

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Mentor Teacher/Novice Teacher Contract

The mentoring contract brings together the mentor, the novice teacher, and the principal and spells out each person's responsibilities. When each person's responsibilities are faithfully discharged, children's education will be substantially enhanced. In addition, the experienced professionals, the mentor and the principal, make it clear that the novice teacher is a colleague, and that collegial relationship strengthens the education of the novice teacher's students.

The mentor and the novice teacher hereby agree:

- To develop a professional and collegial working relationship by discussion of expectations and by arriving at a mutual understanding about how to work together effectively.
- To keep all shared information and discussions confidential.

The mentor hereby agree:

- To review the background of the novice teacher to provide the type and amount of support indicated by this background.
- To attend the novice teacher's classes regularly and provide the novice teacher with feedback, coaching, and support.
- To be available for informal support and consultation.

The novice teacher hereby agrees:

- To observe the mentor's teaching, as well as the teaching of other experienced professionals.
- To work on following the suggestions which the mentor makes.
- To seek out the mentor for answers to questions that may arise.

The principal hereby agrees:

- To observe and evaluate the novice teacher.
- To provide support to both the mentor and the novice teacher.
- Not to solicit evaluative comments from the mentor regarding the novice teacher.
- To allow the mentor up to five periods of release time to observe the novice teacher, if needed.

All the signers agree:

- To follow all New Jersey regulations for mentoring aligned with the NJ Professional Standards for Teachers as outline in the district mentoring for quality induction program.

Mentor

Date



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Novice Teacher Date

Principal Date

Section 6 – Professional Learning Components of Mentors

A. List of Professional Learning Opportunities

Professional support will be provided in a variety of forms to those teachers selected as mentors. An overview of the mentor's roles and responsibilities, as outlined below, will be completed by the superintendent in the summer prior to the mentor year. In addition, a survey will be completed by the mentor teacher to further specify areas of need for training (see attached).

Mentor Training I (Summer and September training)

- Understanding the Regulations and State Guidelines
- Roles and Responsibilities of the Mentor
- Roles and Responsibilities of the Novice Teacher
- Roles and Responsibilities of the School Leader
- District Mentoring Plan
- Demographics and Needs of the New Teacher
- Adult Learning Theory

Beverly City School District will work cooperatively with other school districts in Burlington County to facilitate mentor training and support through professional development. This will be done as follows:

Mentor Training II (October and November)

- Communication and Listening Skills (journaling and dialogue)
- Confidentiality Issues
- Case Studies of New Teachers: Common Problems
- Conferencing Skills
- Observation

Mentor Training III (January and February)

- A Peer Coaching Model
- Observation Models

Mentor Training IV (March and April)

(This module is done with the Mentor and Novice Teacher working as a team.)

- Designing an Effective Professional Growth Plan That Enhances an Individual's Professional Growth



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- Professional Development Strategies (action research, study groups, etc.)
- B. Explanation of how the plan aligns with NJ Professional Standards for teachers
Professional Development for mentor teachers is aligned to New Jersey Professional Standards for Teachers and is evidenced by the completion of the professional standard checklist.



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New Jersey Professional Standards for Teachers

All professional learning opportunities must be aligned with and support the New Jersey Professional Standards for Teacher Alignment with InTASC as referenced in N.J.A.C. 6A:9-3.. The Professional Standards for Teachers (and indicators) are also available at <http://www.state.nj.us/education/profdev/profstand/teacherstandardscrosswalk.pdf>

1. Standard One: Learner Development

The teacher understands how learners grow and develop, recognizing that patterns of learning and development vary individually within and across the cognitive, linguistic, social, emotional, and physical areas, and designs and implements developmentally appropriate and challenging learning experiences.

2. Standard Two: Learning Differences

The teacher uses understanding of individual differences and diverse cultures and communities to ensure inclusive learning environments that enable each learner to meet high standards.

3. Standard Three: Learning Environments

The teacher works with others to create environments that support individual and collaborative learning, and that encourage positive social interaction, active engagement in learning, and self motivation.

4. Standard Four: Content Knowledge

The teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) he or she teaches, particularly as they relate to the Common Core Standards and the New Jersey Core Curriculum Content Standards and creates learning experiences that make these aspects of the discipline accessible and meaningful for learners to assure mastery of the content.

5. Standard Five: Application Of Content

The teacher understands how to connect concepts and use differing perspectives to engage learners in critical thinking, creativity, and collaborative problem solving related to authentic local and global issues.

6. Standard Six: Assessment

The teacher understands and uses multiple methods of assessment to engage learners in their own growth, to monitor learner progress, and to guide the teacher's and learner's decision making.

7. Standard Seven: Planning for Instruction

The teacher plans instruction that supports every student in meeting rigorous learning goals by drawing upon knowledge of content areas, curriculum, cross-disciplinary skills, and pedagogy, as well as knowledge of learners and the community context.

8. Standard Eight: Instructional Strategies

The teacher understands and uses a variety of instructional strategies to encourage learners to



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develop deep understanding of content areas and their connections, and to build skills to apply knowledge in meaningful ways.

9. Standard Nine: Professional Learning

[Note: InTASC Standard Nine is titled Professional Learning and Ethical Practice. The Ethical

Practice component of this standard was moved to create a separate NJ Standard 11: Ethical Practice and all the InTASC Std 9 items addressing ethical practice were moved to NJ Std 11.]

The teacher engages in ongoing individual and collaborative professional learning designed to impact practice in ways that lead to improved learning for each student, using evidence of student achievement, action research and best practice to expand a repertoire of skills, strategies, materials, assessments and ideas to increase student learning.

10. Standard Ten: Leadership and Collaboration

The teacher seeks appropriate leadership roles and opportunities to take responsibility for student learning, to collaborate with learners, families, colleagues, other school professionals, and community members to ensure learner growth, and to advance the profession.

11. Standard Eleven: Ethical Practice

Teachers shall act in accordance with legal and ethical responsibilities and shall use integrity and fairness to promote the success of all students. (2004 NJ Std 11: Professional Responsibility stem text)



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Section 7 – Professional Learning Components for Novice Teachers

A. List of Professional Learning Opportunities

Novice teachers will participate in Beverly City School District New Teacher Orientation prior to their start date. This orientation will include introduction to the district and explanation of the mentoring program. The professional development of the novice teacher will focus on the professional development standards as listed below.

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

1. Learner Development
2. Learning differences
3. Learning Environments
4. Content Knowledge
5. Application of Content
6. Assessment
7. Planning for Instruction
8. Instructional Strategies
9. Professional Learning
10. Leadership and Collaboration
11. Ethical Practice

Activities will focus on:

- Promoting reflection of the impact of teacher effectiveness on student learning;
- Facilitating formation of professional goals to improve teaching practices; and
- Monitoring and assessing progress toward professional goals and continuous improvement in teaching practice.

B. Explanation of how the plan aligns with NJ Professional Standards for teachers

Professional Development for novice teachers is aligned to NJ Professional Standards for Teachers

and is evidenced by the completion of the professional standard checklist.

- C. New Jersey Professional Standards for Teachers
Orientation to School Procedures

Components of Novice Teacher Training –

DISTRICT NEW TEACHER ORIENTATION PROFESSIONAL DEVELOPMENT

- Will take place before school starts with District Administrator(s)
- District policies and procedures will be explained
- District Evaluation Process will be explained
- Rubrics will be distributed

Orientation to School Procedures with Mentor

1. Suggestions for the first day and week with students
2. Attendance procedure, roll book, and using OnCourse for lesson plans
3. Examples of room arrangements and bulletin boards
4. Reading groups and other small-group practices and suggestions
5. Office referral forms for nurse, discipline, parent pick-up, etc.
6. Suggestions for classroom management
7. Answering questions from parents or the press
8. Communicating with parents/caregivers
9. Setting up the classroom
10. Procedures for handling textbooks and other materials
11. Special Education, especially regarding inclusion
12. Faculty and student handbooks
13. Health-alert list



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14. Back-to-School Night
15. Parent conferences and communication log
16. Emergency exits and areas to bring students for fire drills, etc.
17. Field trip guidelines and procedures
18. Student records and confidentiality
19. Grading using Genesis, interim, and report card procedures and dates
20. Using new or unapproved curriculum materials and controversial topics



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Section 8: Action Plan for Implementation

1. The SCIP/DEAC will submit the District Teacher Mentor Plan to the Board of Education in accordance with the established timeline.
2. Upon acceptance by the Board of Education, the mentor plan will be submitted to the County Office of Education in accordance with the established timeline.
3. Upon selection by the Principal, and approval by the Superintendent, mentors will attend initial training.
4. When scheduling for the next school year, the administration will consider coordinating common preparation time for novice teachers and their mentors.
5. Mentors, as well as novice teachers, will attend an orientation session prior to the beginning of the school year.
6. During the school year, professional training and learning will be available to mentors.
7. A contingency plan will be provided in the event that problems arise in the relationship between a mentor and novice teacher or that the relationship is unable to continue.
8. The mentor-novice teacher relationship is not intended (or designed) to be used as an evaluative process for any purpose related to personnel evaluation.
9. The SCIP/DEAC will review the effectiveness of the mentor plan with an input from mentors, novice teachers, supervisors, and administration prior to the submission of the QSAC.



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Section 9: Resource Options Used

Beverly City School District will utilize all available resources to support the effective training of the novice teacher. Release time will be made available to allow collaborative time between the mentee and mentor teacher.

- Professional development opportunities for the mentee as outlined in the Professional Development Plan submitted by Beverly City School District each school year.



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Section 10 : Funding Resources

At this time there are no State funds, designated for the mentoring program, to use to offset the cost of the implementation of the mentoring program. Local funds will be budgeted for Professional Development, release time, substitutes, and summer work for teachers.



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Section 11: Program Evaluation

The Beverly City School District includes an evaluation of the implementation of the mentoring program and the impact of this plan. The results of the evaluation have been reported annually to the Board of Education and will be part of QSAC. The School Improvement Committee (SCIP) school leaders (principal) and the DEAC are to be included in the mentor program evaluation. The mentoring program evaluations will include data collection, analysis and interpretation which will be used for continual improvement.

Indicators that will be focused on to determine the impact of the Mentor Plan include:

1. Retention rate and success of novice teachers;
2. Frequency of collaboration, use of effective teaching practices aligned with the New Jersey Professional Standards for Teachers;
3. Increase in student performance aligned with NJ Student Learning Standards.
4. Align the three required formative and summative evaluations of the novice provisional teacher with required observations through Achieve NJ.
5. Statement of Assurance to the Department that the district is meeting the requirements for the mentoring program



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NEW JERSEY DEPARTMENT OF EDUCATION DISTRICT MENTORING PLAN STATEMENT OF ASSURANCE

This mentoring plan will be in effect during the school year beginning September 1, 2021.

The district mentoring plan has been developed in accordance with all mentoring program regulations for non-tenured teachers in their first year of employment, as specified in N.J.A.C. 6A:9B-8.4, including, but not limited to, the following:

- X All non-tenured teachers in their first year of employment receive a comprehensive induction to school district policies and procedures.
- X All non-tenured teachers in their first year of employment receive individualized supports and activities.
- X All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) have a one-one mentor upon beginning their contracted teaching assignment.
- X All provisional teachers (holding a Certificate of Eligibility or Certificate of Eligibility with Advanced Standing) participate in a one-year mentoring program.
- X Each mentor teacher holds a teacher certification, has at least three years of experience and has taught full-time for at least two years within the last five years.
- X The mentor teacher does not serve as their mentee's direct supervisor nor conduct evaluations of teachers.
- X Each mentor teacher demonstrates a record of success in the classroom, according to the stipulations in N.J.A.C. 6A:9-8.4(e)4 regarding summative evaluation ratings.*
- X Each mentor teacher completes a comprehensive mentor training program that includes, at a minimum, training on the school district's teaching evaluation rubric and practice instrument,* the N.J. Professional Standards for Teachers, the New Jersey Student Learning Standards, classroom observation skills, facilitating adult learning and leading reflective conversations about teaching practice.
- X The district mentoring plan has been submitted to the district board of education for of fiscal impact.
- X The district mentoring plan has been shared with each school improvement panel.
- X Mentoring time is logged and mentor payments are handled through the district office.

By signing below, you are attesting to the accuracy of this document.

Signature, Chief School Administrator

Elizabeth Giacobbe, Ed.D
Printed Name

Beverly City School District
District Name

Date



Elizabeth C. Giacobbe, Ed.D.
Superintendent

**NEW JERSEY DEPARTMENT OF EDUCATION DISTRICT MENTORING PLAN
STATEMENT OF ASSURANCE**

Please complete and return this two-page form to the County Office of Education by July 1 for the school year beginning the following September.

SCHOOL DISTRICT Beverly City

COUNTY Burlington

ADDRESS 601 Bentley Avenue

CITY/TOWN Beverly City ZIP 08010

CHIEF SCHOOL ADMINISTRATOR Elizabeth C. Giacobbe

PHONE 609-387-2200 E-MAIL egiacobbe@beverlycityschool.org

Confidential

BEVERLY CITY SCHOOL DISTRICT

Safety and Security Plan

Information for all staff





Elizabeth C. Giacobbe, Ed.D.
Superintendent

Safety and Security Plan

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Elizabeth C. Giacobbe, Ed.D.
Superintendent

**BEVERLY CITY SCHOOL DISTRICT
SAFETY AND SECURITY PLAN**

Note: For safety reasons, plans contained in this brochure must remain confidential.

BEVERLY CITY SCHOOL DISTRICT EMERGENCY MANAGEMENT TEAM

		<u>Phone #</u>
Dist. Coordinator & School Safety Specialist	Elizabeth C. Giacobbe, Ed.D. (Superintendent/Principal)	Area code 609 387-2200 x216
Asst.Coordinator	Brian F. Savage, Ed. D. (Staff Accountant/Board Secretary) Justin Dollard (Security Officer)	387-2200 x805 387-2200 x231
	Kerri A. Lawler (Director of C&I) Carly Fanslau (Director of Pupil Services)	387-2200 x230 387-2200 x211
	Alyssa de la Pena (School Nurse)	387-2200 x212
	Jack Dooley (Technology)	

Burlington County Crisis Response Team (BCCRT): Bobbie Downs, Director- 609-667-5062,
bdowns@bcsssd.k12.nj.us

Elizabeth Giacobbe and Richard Wolbert (Director of Public Safety) (or their designees in their absence) will communicate with the media. No others will be permitted to do so. All requests for information must be directed to Dr. Giacobbe and/or Mr. Wolbert.

Police Phone Numbers:
Emergency 911 Police Dispatcher 609-387-0205



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Superintendent

SAFETY AND SECURITY PLAN
BUILDING-BASED MEDICAL EMERGENCY RESPONSE TEAMS

In the event of a medical emergency situation the building principal or designee shall act as the coordinator to ensure that the (MERT) team members are brought to the scene as soon as possible to assist where deemed necessary by the Nurse/ Security /Emergency Responders.

Elizabeth Giacobbe
Alyssa de la Pena
Justin Dollard

Automated External Defibrillators are located in the following areas:

Outside Nurse's Office

Inside Gymnasium

Travel AED located in Nurse's Office

Total number of employees and students present on campus (daily avg.) - 375



Elizabeth C. Giacobbe, Ed.D.
Superintendent

SAFETY AND SECURITY PLAN

School Emergency Medical Response Team

Cardiac/Medical Emergency Action Plan

1. Nurse: make 911 call if necessary. Nurse phones administrator in appropriate school office; declares code Shelter in Place/MERT Team and provides location. Immediately secures A.E.D. and moves to emergency location if not already at scene.
2. Administrator: Assigns secretary to call Shelter in Place/MERT Team over PA. Administrator immediately reports to scene.
3. Team member: If code MERT called, if not teaching, go to scene. If teaching, be prepared to leave classroom as soon as coverage arrives.
4. Other staff members: If on hall duty/prep and should relieve a response team member.
5. Faculty should know who the members of their school emergency medical response team are. Team members will be posted in main office, faculty handbook and in teacher workrooms. If a code MERT is called we should all be prepared to assist the team in any way we can.

Response team roles:

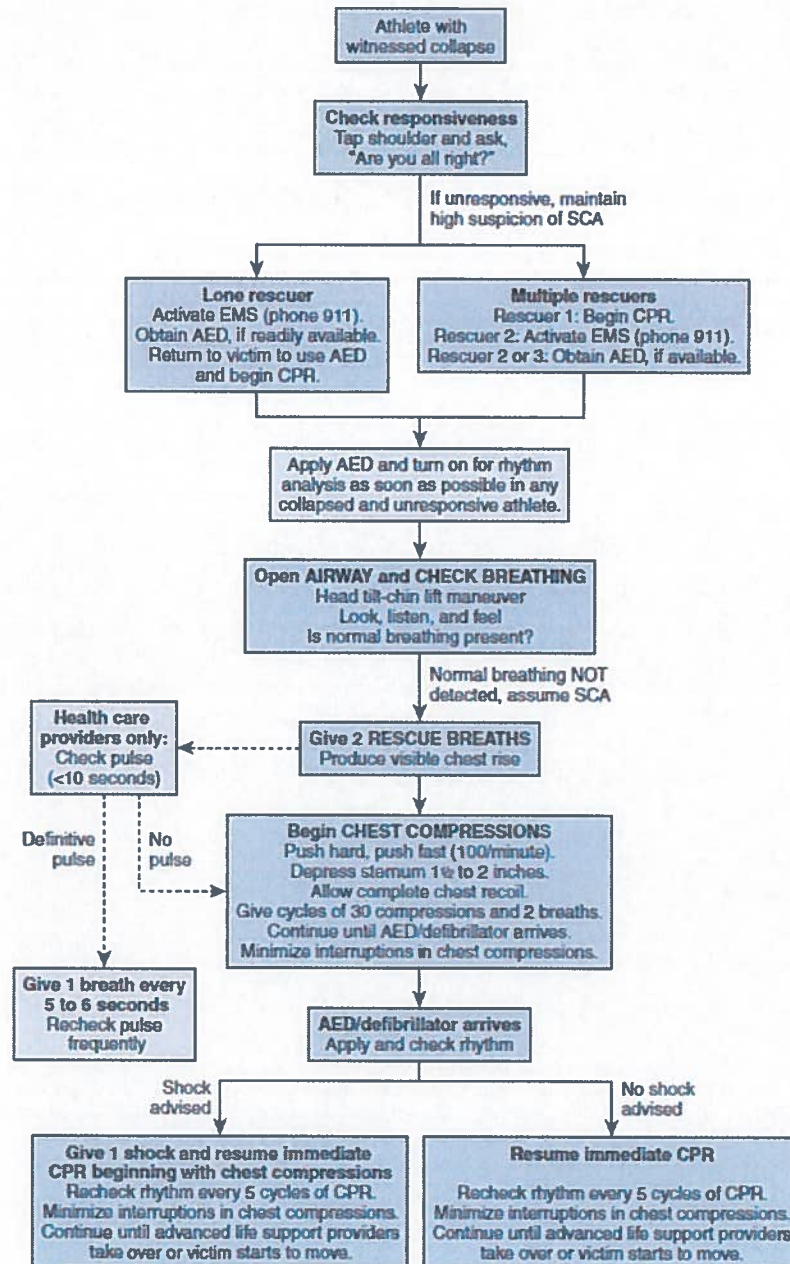
1. Scribe for nurse.
2. Assess life/safety issues immediately.
3. Assure 911 has been activated if appropriate.
4. Crowd control.
5. Assist administration/nurse/security as deemed necessary.

This information should be reviewed annually with the following groups:

Secretaries
Medical Emergency Response Team
School staff
Nurse
Security
Administration

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Superintendent

Emergency Action Plan (EAP) Cardiac Arrest Emergencies



Source: Keith M. Gorse, Robert O. Blanc, Francis Feld, Matthew Radelet: Emergency Care in Athletic Training www.FADavisPTCollection.com Copyright © McGraw-Hill Education. All rights reserved.



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GENERAL GUIDELINES

1. The safety of our students and staff members is the top priority. It is always better to err on the side of caution.
2. Inform your building principal immediately about any situation which you deem suspicious or dangerous. If you cannot reach the principal/superintendent, contact any other member of the emergency management team.
3. Announcements on the public address system take precedence over the fire alarm. This is to overcome the accidental or unauthorized pulling of a fire alarm.
4. Remain calm, poised, and professional in all situations. Your attitude and actions will be mirrored by our students.
5. Since each emergency situation is unique, these emergency plans are considered to be guidelines. All staff members must be prepared to make adjustments as necessary to ensure the safety of students and staff members.

SAFETY AND SECURITY PLAN

FIRE ALARM/FIRE EMERGENCY

The fire alarm is designed for the evacuation of the building for a drill or presumed fire. We will not use the fire alarm in other emergency situations.

A fire evacuation route shall be clearly posted in each classroom.

1. When the alarm sounds, prepare students to begin moving. Leave all books/belongings except pocketbooks.
2. Close windows, shut off lights, close classroom door.
3. Students should remain with you; supervise the students and inform them to immediately find you once outside the building. DO NOT permit locker or Lavatory stops on the way out of the building.
4. Take attendance using a red or green card as follows; red-missing or extra student(s), green-all present and accounted for.
5. Re-entry to the building will be given by administration or designee.

SAFETY AND SECURITY PLAN

LOCKDOWN SITUATIONS

An all school Lockdown will be in two forms (Level I and Level II). It should not be assumed that Lockdown automatically implies a hostage or weapons situation. It does represent the Administration's concern for the safety of the students/faculty/staff. It is imperative that the faculty/staff understand and employ the two Lockdown procedures.

Shelter in Place Level 1 Lockdown (will be announced as this) lesser emergency
(e.g. outside alert of some kind, to limit all traffic flow)

1. Remain calm as you share directions with students. Remove Door Block from your door and close locked door.
2. Bring your students back to their seats. Be sure to note which students are out of the room. Administrators and others will help escort students back to their rooms or to a nearby safe room. If groups are out of the room with another staff member, they will stay in place until the alert is over.
3. Administrators and/or those teachers near restrooms will call for students to come out before securing their rooms.
4. No green or red cards are used in this scenario unless specifically directed otherwise.
5. Students outside should be brought into the building. Outside exits/entrances should be locked. Large group settings (cafeteria, auditorium) - students stay in their places pending further direction.
6. Allow students to remain in seats. Class activity may continue as much as possible. No cell phone use.
7. If a fire alarm goes off during a lockdown you are to postpone evacuating the building until advised via public address announcement. Representative from the police, fire department and school district will determine if a building evacuation is needed. (The only exception is if you see fire or smoke in your area of the building.)
8. Wait for an "all clear" announcement.

Active intruder/danger- Level 2 Lockdown (will be announced as lockdown, lockdown, lockdown) Possible imminent danger (e.g. possible dangerous intruder situation)

1. Remain calm after announcement. Remove doorblock and close locked door, turn lights off and close shades if possible on door. Move students away from door and windows as possible.
2. Check for missing students and have list of names ready-including students who have left for restrooms, the office, etc. Remember that your calm demeanor will be a key to keeping students calm.
3. Administrators will check restrooms for students.
4. Maintain quiet in the room- absolutely no cell phone use.
5. If a fire alarm goes off during a lockdown you are to postpone evacuating the building until advised via public address announcement. Representatives from the police, fire department and school district will determine if a building evacuation is needed. (The only exception is if you see fire or smoke in your area of the building.)
6. Do not open doors until drill or lockdown is ended with an administrator unlocking the door.
7. If police enter your room, follow their directions to the letter.



Elizabeth C. Giacobbe, Ed.D.
Superintendent

8. If you are outside with a class, or inside but not in a classroom, seek the closest shelter with your group and use safe means to contact the school office and report location and missing students.
9. In these situations, it is vitally important that you remain calm and that you help your students remain so. If you feel that you must have assistance, quietly call the main office.
10. Report any medical emergencies to the office.
11. Wait for police or a recognizable administrator to reach your room and direct or escort you and your students. In either instance, the only cell phone calls which should be made are within the school emergency structure to assist in keeping calm and order, as well as accounting for students and staff. Under no circumstances should staff members place calls outside the schools, or speak to parents calling the cell phones of students or staff. All outside communication will be handled by the Superintendent and the Police.

EMERGENCY/EVACUATION PLANNING

Evacuation of School Building

In a number of situations, it may be necessary to evacuate a school building. In each case, the administration accompanies students and teachers. Secretaries also move with their school- taking emergency contact info.

Principals (or their designees) are asked to bring floor plans/emergency keys with them.

PLAN "A" EVACUATION

This is standard non-fire emergency evacuation (may or may not have alarm bells).

All classes report to assigned locations.

Teachers must take roll books, cafeteria lists, etc. with them.

Students should not bring coats, books or book bags (except coats for primary grades in inclement weather- but quickly and safely).

Windows should be closed; doors closed, but not locked.

Nurse should always take "emergency kits" including Epi-pens.

All administrators are expected to have keys and cell phones as appropriate.

Attendance must be taken at this point unless otherwise directed (red and green cards).

If plans C or D are required- we will announce via radio/cell.

If this evacuation is for any other purpose than fire evacuation, you will be notified first. If you are notified of the plan to go to "C" or "D", elementary students are to be directed to get coats and book bags.

PLAN "B" EVACUATION

This is similar to the fire evacuation, but will be called via public address system (no alarms).

Before the room is evacuated, teachers are asked to quickly visually inspect the room for any unusual objects- anything that doesn't seem to belong.

Any such items should be reported immediately to the office or to an administrator who might be present in the area.

Students should take personal belongings with them if they have them in the room at this time (such as pocket books, coats, etc.).

All classes report to assigned locations.

Teachers must take roll books, cafeteria lists, etc. with them.

Windows should be closed; doors closed but not locked.

Nurse should always take "emergency kits" including Epi-pens.

All administrators are expected to have keys and cell phones as appropriate.

Attendance must be taken at this point unless otherwise directed (red and green cards).



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Superintendent

PLAN "C" EVACUATION

This is a fallback plan; in case we expect a delay in returning or in case proximity to the building is potentially dangerous. Students will report to the Lauinger field and will assemble by homeroom assignment.

The parents of any "emergency medication" students (inhalers, etc.) will be called by nurse.

If the decision is made to remain at the field, Maintenance will set up tables/chairs for secretaries to handle student sign-outs/dismissals if needed. Field restrooms (if opened and ready) will be utilized, but access will be limited to emergencies and no "groups" or "pairs" of students will travel together.

Ask a police officer or radio an administrator to handle any particularly challenging parent.

Food service director will report to BA who will handle any food/water needed.

PLAN "D"- EVACUATION OFF-SITE

This evacuation will follow the Plan C in cases of inclement/harsh weather or other conditions which make the field impractical or unsafe. In each case, the administration accompanies students and teachers. Secretaries also move with their schools- taking emergency contact info.

Nurse should take basic emergency kits including Epi-pens and stay within range of administration and radios. The parents of any "emergency medication" students (inhalers, etc.) will be called from the site by nurse.

Non-homeroom staff will be assigned to "spot" along the evacuation route.

(The off-site locations have been redacted from this version of the plan. They can be reviewed verbally in meetings with staff.)



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Superintendent

SAFETY AND SECURITY PLAN

ACTIVE SHOOTER SITUATION

1. Take cover! Command those around you to do the same (all staff and students).
2. Assess the situation; provide for your own safety and safety of students.
3. Contact the building principal immediately (if at all possible).

GUN/WEAPON IN SCHOOL OR ON SCHOOL PROPERTY

If you become aware of a gun or weapon on campus, contact the building principal immediately without alerting student(s) and/or suspect(s) (if at all possible). You should never attempt to disarm a student or handle a firearm or other dangerous weapon.

1. Discreetly call the Principal's office if suspect is not present.
2. Send a message with an aide if one is available.
3. Seek assistance from another teacher or staff member in reporting the incident.
4. Do not leave your class unsupervised.
5. Provide the following information; your name and location, name/description of the subject, any information regarding the location or type of weapon.
6. Wait for administrative response.
7. Remain calm and professional.

IN ALL CASES- USE EXTREME CAUTION. DO NOT CONFRONT THE SUSPECT.

SAFETY AND SECURITY PLAN

Bomb Threat

Evacuation

1. The customary fire drill procedures will be followed.
2. Should it be necessary to move students away from the building, an announcement will be made on the public address system. Students will then be directed to move in an orderly fashion to the assigned areas per off-campus evacuation.
3. Students will take only those items in their immediate possession when an evacuation occurs.
4. Staff and students will remain in the assigned areas until directed otherwise. In the event of a prolonged situation and/or extremely inclement weather, staff and students will be directed to an appropriate location which is within walking distance.
5. This same evacuation process may be used in the event of some unusual or unforeseen occurrence such as a chemical spill.



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Superintendent

SAFETY AND SECURITY PLAN

BOMB THREAT

What to do if you receive a telephone call stating that an explosive device has been placed in the school.

Person receiving the Call:

Person(s) receiving incoming calls should become familiar with the details of and logic underlying, the telephone technique and procedure for handling bomb threats. Information should be recorded on the "Bomb Threat Report Form" which solicits specific information and provides spaces for checking or entering responses of the caller. Any person who might receive a bomb threat call should be briefed on the use of the form and proper telephone technique. Blank forms (next page) should be retained in readily accessible locations.

1. Complete the attached Bomb Threat Report Form.
2. Alert the principal of his/her designee in a manner that will not cause panic or chaos to those in the office area that a bomb threat has been received. **DO NOT USE RADIOS OR CELLULAR PHONES** since radio waves can cause detonation or electric blasting caps.
3. Do not share the information regarding the call with other employees. Allow the school administrator to evaluate the information received and initiate a proper response.



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Superintendent

BOMB THREAT REPORT FORM

Date Call Received: _____ Time Call Received: _____ Time Caller Hung Up: _____

Exact Words of Caller:

" _____

_____ "

Questions to ask: Description of Caller's Voice Tone of Voice

When is the bomb set to explode? _____ Male Young (Child) Serious

Precisely where is the bomb located _____ Female Young (Adult) Joking

What kind of bomb is it? _____ Unknown Middle Aged Laughing

What does it look like? _____ Old Sounded Tense

Where are you calling from? _____ Sounded Unsure

Is the caller's voice familiar? yes no Whom did it sound like? _____

Did the Caller have an accent? yes no What kind? _____

Other voice characteristics: _____

Were there any background noises?

Signature: _____

Print Name: _____

Title: _____



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Superintendent

SAFETY AND SECURITY PLAN

RELEASING OF STUDENTS TO PARENTS

In the event of a crisis situation occurring in our area, our plan is to maintain a normal school day. If we must release students before the designated dismissal time administration will oversee the orderly and safe release of students to parents/guardians.

General Guidelines

1. The Beverly City Police will provide officers for traffic flow direction and control at each school.
2. The building principal will develop and maintain a plan using his/her staff members and fellow administrators which will direct parents where to go. Parents will be asked to follow the normal sign out procedure if they do not want their children remaining with us until the end of the day. A sign-out procedure will permit students to be released as quickly as possible to their parents. Parents and students will then leave the school grounds quickly and in an orderly fashion. Students should remain with their teachers until their parents arrive.
3. In the event that a parent or guardian is not immediately available to pick up his/her child, provisions will be made for those children to remain in a safe place where they must be supervised by an adult staff member. The students will remain there until picked up by their parents; a professional staff member must be present at all times.
4. The principal and other administrators are to remain in the school until all students are safely released to their parents.
5. Administrators, teachers, and all staff members are to remain calm, poised, and professional at all times. Your attitude and actions will be mirrored by students and parents.

Beverly City School District Professional Development Plan (PDP)

District Name	Superintendent Name	Plan Begin/End Dates
Beverly City School District	Elizabeth C. Giacobbe, Ed.D.	July 1, 2021 – June 30, 2022

1: Professional Learning (PL) Goals

PL Goal No.	Goals	Identified Group	Rationale/Sources of Evidence
1	Build capacity of all teachers in aligning their lesson plans, assessments and instruction with the New Jersey Student Learning Standards (NJSLS) and best practices.	All teachers Pre-K – 8.	Improving alignment of instruction to standards is a priority goal in both the district and school improvement plans. Utilize the Curriculum Coordinator to support administrators and teachers in reviewing and implementing the NJSLS and engaging classroom practices. Review of standardized test scores reveals the need for targeted skill building and aligning instruction to standards.
2	During the 2019-2020 school years, Director of Curriculum will facilitate curriculum writing and application. By working in concert with the leadership team, meaningful, sustained and job-embedded professional learning will be crafted to assist teachers in applying and implementing the NJ Student Learning Standards in their daily practice.	Teachers and principals/supervisors.	Our goal is to support our teaching staff through sustained and meaningful professional learning opportunities. Teacher participation in PLC, Teacher Academies, grade level meetings, etc.
3	Safety and Security. We will continue to expand on our preparation, training, programming and facilities to ensure a safe and secure environment for all students, staff and visitors. Our primary goal and responsibility is to ensure we are fully prepared to effectively respond to all emergencies that may affect the safety of students and staff.	Teachers and administration. Security officer and technology specialist.	School safety remains our primary goal in supporting a safe, positive and productive learning environment. Updated School Safety and Security Plan.

2: Professional Learning Activities

PL Goal No	Initial Activities	Follow-up Activities (as appropriate)
1	<p>Administration and teachers will provide training for all teachers in unpacking and aligning content standards.</p> <p>All teachers will unpack the NJLS with assistance of the Curriculum Coordinator, Administration and colleagues.</p> <p>All teachers will align instructional units to the NJLS using current best practices and differentiated strategies.</p>	<p>Teachers will invite “critical friends” (e.g., Director of C&I, coach, colleague, supervisor) to analyze their aligned instructional units.</p> <p>In collaborative teams, teachers will create common assessments that align with NJLS.</p> <p>Teachers will implement aligned lessons and assessments and continually refine them in their respective teams.</p> <p>Administrators will continue to support teachers in the application of learning to practice.</p>
2	<p>Teachers and administrators will work collaboratively to engage in exercises that will support teacher growth, enhanced professional practice and improve student achievement.</p> <p>Administrators will participate in district-sponsored training on supporting teacher’s development.</p>	<p>Teachers and school-based collaborative teams will reflect on examples of exemplary practice in PLC, Teacher Academies and grade level meetings.</p> <p>The district curriculum is a living document that will be updated on a continuous basis as our instructional resources and pedagogy changes.</p>
3	<p>School Safety Specialist Training – Superintendent of Schools (on going).</p> <p>Principals will provide teachers and students with a review of emergency drills and procedures.</p> <p>Security Drill completion - September</p>	<p>Superintendent will share training content with SRO and administrative team. This will be turnkey trained to staff and students.</p> <p>Administrators will gather feedback from staff and SRO on drills.</p> <p>Implementation of additional/expanded safety measures as appropriate.</p> <p>Completion of school security grant projects.</p>

3: PD Required by Statute or Regulation

State-mandated PD Activities

Online: Sexual Harassment, Blood Borne Pathogens, Student Medical Emergencies, Student Privacy Rights, Bullying Prevention (HIB), Suicide Prevention, Drug/Alcohol Prevention, and Evaluation Training.

In District Training: Bullying Prevention, Child Abuse Prevention, School Safety and Security Training, A.E.D./Emergency Response Team/Janet's Law Training, and Restraint Training.

4: Resources and Justification

Resources

To meet the professional development needs of the districts' teachers and administrators per this plan, the initial recommendation is to allocate district funds for this purpose. The allocation will come from a combination of state and federal funds and will be adjusted if necessary, pending board approval. This amount covers costs for external providers/consultants, materials, technology resources, travel expenses, subscriptions to online resources, and staff stipends. The plan controls expenses by relying largely on in-district expertise to provide the specified activities. Professional learning activities involving work by collaborative teams will be implemented through the team/committee structures and procedures in place at each school.

Justification

High quality professional learning experiences are necessary to support these initiatives and improve educators' practice. Emphasis will be placed on promoting teachers and administrators as reflective practitioners, support for the participation in quality PD, and effective data use to drive instruction at the student, class, school, and district levels.

Signature: _____

Superintendent Signature

August 19, 2021

Date

2021–2022



Student/Family Handbook

ACADEMIC/BEHAVIORAL ELIGIBILITY STANDARDS

All students will begin each school year with a fresh start. The first report that may affect a student's eligibility will be First Marking Period Interim/Progress Reports.

Probation

- A student is considered on probation if they have one or more markings of D+, D, and/or D- on an interim report or report card in ANY subject.
- The student's subject area teachers; as well as, their extra-curricular activity advisors will notify the student of their academic standing.
- The student will remain eligible for extra-curricular activities and privileges (dances, trips, etc.) while on probation.

Ineligible

- A student is considered ineligible if they have any marking of F on an interim report or report card. A student is also considered ineligible if they have any grades of D+, D, and/or D- that have remained the same or decreased from one interim report or report cards to the next given report.
- The student's subject area teachers; as well as, their extra-curricular activity advisors will notify the student of their academic standing.
- The student will remain eligible for extra-curricular activities and privileges (dances, trips, etc.) while ineligible until the next formal report.

ARRIVAL/DISMISSAL

ARRIVAL - NO supervision of students will be provided prior to 8:00 AM. Students should NOT be dropped off earlier than 8:00 AM and no later than 8:15 AM.

Students arriving after 8:20 AM will be considered tardy and must report to the main office.

DISMISSAL – Students will be dismissed out of their designated locations between 2:50 and 3:00 PM. Students in lower grades will only be released to a parent/guardian. Each year parents are asked to complete a Student Emergency Card. This affords a parent/guardian to identify other appropriate adults who the child is allowed to be released to. These people should be prepared to show photo identification. If, at any time during the year, a new individual arrives to pick up a child and is not identified on the emergency form, the child will not be released without verbal permission from the legal parent/guardian. If you are sending someone to pick up your child, please contact the main office to grant your verbal permission. They will need to show photo identification upon their arrival to the main office. We appreciate your patience and understanding as we ensure your child's safety.

BELL SCHEDULE

<u>PERIOD</u>	<u>TIME (FULL DAY)</u>	<u>EARLY DISMISSAL</u>	<u>DELAYED OPENING</u>
FACULTY ARRIVAL	7:55 AM	7:55 AM	9:55 AM
ARRIVAL	8:00 AM - 8:15 AM	8:00 AM - 8:15 AM	10:00 AM – 10:15 AM
HOMEROOM	8:15 AM – 8:25 AM	8:15 AM – 8:20 AM	10:15 AM – 10:20 AM
PERIOD 1	8:28 AM – 9:14 AM	8:23 AM – 8:51 AM	10:23 AM – 10:55AM
PERIOD 2	9:17 AM – 10:03 AM	8:54 AM – 9:22 AM	10:58 AM – 11:30 AM
PERIOD 3	10:06 AM – 10:52 AM	9:25 AM – 9:53 AM	11:33 AM – 12:05 AM

PERIOD 4 (LUNCH: Pre-K (in Classrooms), K, 1 st , 2 nd)	10:55 AM – 11:41 AM	9:56 AM – 10:24 AM	12:08 AM – 12:40 PM
PERIOD 5 (LUNCH: 3 rd , 4 th , 5 th)	11:44 AM – 12:30 PM	10:27 AM – 10:55 AM	12:43 PM – 1:15 PM
PERIOD 6 (LUNCH: 6 th , 7 th , 8 th)	12:33 PM – 1:19 PM	10:58 AM – 11:26 AM	1:18 PM – 1:50 PM
PERIOD 7	1:22 PM – 2:08 PM	11:29 AM – 11:57 AM	1:53 PM – 2:25 PM
PERIOD 8	2:11 PM – 3:00 PM	12:00 PM – 12:28 PM	2:28 PM – 3:00 PM
STUDENT DISMISSAL (Pre-K - 8)	3:00 PM	12:30 PM	3:00 PM
TEACHER DISMISSAL	3:15 PM	TBD	3:15 PM

AFFIRMATIVE ACTION

The New Jersey Constitution and implementing legislation guarantees each child in the public-school equal opportunity regardless of race, color, creed, religion, gender, ancestry, national origin, or social economic status.

The Board of Education affirms that every student should be given an equal opportunity to enjoy the benefits and privileges of full participation in all aspects of school life. All persons regardless of race, color, creed, religion, gender, or national origin shall have equal access to all categories of employment of the educational system of New Jersey. All concerns or allegations of denial of equal opportunity or for further information about our Policy and our grievance procedures, please contact the District Affirmative Action Officer: Dr. Elizabeth C. Giacobbe.

ASSEMBLIES/SPECIAL PROGRAMS

Assemblies and other special events are a privilege. Attendance at special programs may be denied to students for inappropriate behavior or to those who have incomplete assignments. This is at the discretion of administration.

ATTENDANCE

Recent changes to our attendance policy reflect those outlined in New Jersey State Law (N.J.S.A. 18A:38-7) which are now in effect for all NJ public schools.

Parents are responsible to ensure that the student attends school regularly and on time.

REQUIREMENTS FOR PRESENCE IN SCHOOL

A student will be considered present he/she has been present at least four hours during the school day. A student not present in school because of his/her participation in an approved school activity, such as a field trip, will be considered to be in attendance.

NOTIFICATION OF ABSENCE

Parents are expected to notify the school of the student's daily absence or of future or anticipated absences by calling the school office prior to the start of the school day (609-387-2200 press #1). The message on the attendance line should include:

- First and last name of the student and spelling
- Grade/Teacher

- Your relationship to student
- Date/s of absence
- Date of return

RE-ADMISSION TO SCHOOL AFTER ABSENCE

A student returning from an absence of any length **must present to the school a written statement, dated and signed by the parent or legal guardian, of the reasons for the absence.**

A note explaining a student's absence for non-communicable illness for a period of more than three school days must be accompanied by a physician's statement of the student's illness.

A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease.

DEFINITIONS

An "excused absence" is defined as a student's absence from school for a full day or a portion of a day for one or more of the following reasons (please note, an excused absence still counts as an absence on the child's record, regardless of the reason):

EXCUSED ABSENCES

- A. College Visits with verification from educational institution
- B. Take Your Child to Work Day
- C. Veteran's Day
- D. Transportation issues for Displaced/Homeless Students
- E. Religious holidays recognized by the State Department of Education

"Truancy" is defined as a student's absence from all or a part of the school day without the knowledge of the pupil's parent(s) or legal guardian(s). A pupil will also be considered truant if he/she:

- a. Leaves school at lunch time without a pass,
- b. Leaves school without permission when school is still in session,
- c. Leaves class because of illness and does not report to the school nurse as directed, or
- d. Is present in school but is absent from class without approval. Such truancy from class is a "class cut."

An unexcused absence is a pupil's absence for all or part of a school day for any reason other than those listed. Absence is expressly not excused for any of the following purposes. This list is intended to be illustrative and is not inclusive:

- a. Employment other than school-approved work assignments
- b. Family travel
- c. Performance of household or baby-sitting duties

INSTRUCTION and MISSED WORK

Teachers are expected to cooperate in the preparation of home assignments for students who anticipate an excused absence of three or more school days duration. The parent or legal guardian must request such home assignments. Pupils absent for any reason are expected to make up the work missed. The pupil is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary. In general, pupils will be allowed one day to make up missed work for each one day of absence. Teachers shall make reasonable accommodations to extend time for pupils. A student who missed a test because of an excused absence shall be offered an opportunity to take the test or an alternate test. A pupil who anticipates an excused absence due

to illness of more than two school week duration may be eligible for home instruction in accordance with Policy No. 2412

MANDATED SCHOOL DISTRICT RESPONSE TO UNEXCUSED ABSENCES

If a principal has a concern regarding a student's absences, the Principal will promptly write a letter to the student's parents or guardians expressing the concerns and parents' or guardians' obligations in the law to ensure regular attendance. A copy of this letter will be sent to the district's attendance officer who may file the "five day notices". The Principal will monitor the student's attendance and report problems to the district attendance officer who will take appropriate action to ensure attendance.

If a student accumulates ten absences, excluding documented long-term illness, the Principal will send a letter to the parents or guardians expressing concerns about the absences and their impact on student learning, including potential retention in grade. A copy of the letter will be forwarded to the attendance officer. This procedure will repeat if the student accumulates fifteen absences.

FOUR (4) UNEXCUSDED ABSENCES

For up to four cumulative unexcused absences, the Building Principal or designee shall:

- a. Make a reasonable attempt to notify the pupil's parent or legal guardian of each unexcused absence prior to the start of the following school day;
- b. Conduct an investigation of the cause of each unexcused absence, including contact with the pupil's parent or legal guardian;
- c. Develop an action plan in consultation with the pupil's parent or legal guardian designed to address patterns of unexcused absences, if any and to have the child return to school and maintain regular attendance;
- d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et. seq. and N.J.A.C. 6A:16-11, if a potentially missing or abused child abuse situation is detected; and
- e. Cooperate with law enforcement and other authorities and agencies, as appropriate.

FIVE (5) TO NINE (9) UNEXCUSED ABSENCES

For between five and nine cumulative unexcused absences, the Building Principal or designee shall complete all stages as outlined above including evaluation of the action plan, a revision of the action plan, as needed, to identify patterns of unexcused absences and establish outcomes based upon the pupil's needs and specify the interventions for achieving the outcomes, supporting the pupil's return to school and regular attendance that may include any or all of the following:

- a. Refer or consult with building Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
- b. Conduct testing, assessments, or evaluations of the pupil's academic, behavioral, and health needs;
- c. Consider an alternate educational placement;
- d. Make a referral to a community-based social and health provider agency or other community resource;
- e. Refer to the court program designated by the New Jersey Administrative Office of the Courts;
- f. Proceed in accordance with the provisions of N.J.S.A. 9:6 et. seq. and N.J.A.C. 6A:16-11, if a potentially missing or child abuse situation is detected; and
- g. Cooperate with law enforcement and other authorities and agencies, as appropriate.

TEN (10) UNEXCUSED ABSENCES

For cumulative unexcused absences of ten or more, the pupil between the ages of six and sixteen is **truant**, pursuant to N.J.S.A. 18A:38-27, and the Building Principal or designee shall:

- a. Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;
- b. Make a reasonable attempt to notify the pupil's parent or legal guardian of the mandatory referral;
- c. Continue to consult with the parent or legal guardian and the involved agencies to support the pupil's return to school and regular attendance;
- d. Cooperate with law enforcement and other authorities and agencies, as appropriate; and
- e. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal status, as required.

SPECIAL EDUCATION STUDENTS

For pupils with disabilities, the attendance plan and punitive and remedial procedures of N.J.A.C. 6A:16-7.8 and Policy and Regulation 5200 shall be applied, where applicable, in accordance with the pupil's Individualized Education Programs, pursuant to 20 U.S.C. &1400 et. seq.; the Individuals with Disabilities Education Improvement Act; the procedural protections set forth in N.J.A.C. 6A:14; accommodation plans under 29 U.S.C. &&794 and 705(20); and individualized health care plans, pursuant to N.J.A.C. 6A:16-2.3.

TARDY STUDENTS

A student is considered tardy, regardless of the reason, if s/he arrives after 8:20 AM.

BREAKFAST AND LUNCH PROGRAMS

The school offers a breakfast and lunch program. The cost is FREE for all students.

Students may bring lunch from home (it may not contain any peanut or tree nut product) or receive a lunch in our school cafeteria. Monthly menus are available on our website. Parents should review the school menu with their children.

Students are supervised during lunch periods. Staff is on duty in the lunchroom and on the playground.

- **Cafeteria / Playground Guidelines**

Lunchtime is not only a time when students eat their lunch, but they are also afforded opportunities for social interaction with their peers. Students are expected to follow the guidelines below when in the cafeteria and on the playground.

- Students will use inside voices.
- Students will choose a seat with their class and remain seated throughout the lunch period.
- Once seated, students will eat their lunches. Students will not be permitted to participate in other activities such as outside play until their lunch is finished. Food is not allowed on the playground.
- Students will ask permission from a lunchroom assistant before leaving the cafeteria for any reason.
- Students will be permitted outside after eating lunch only if dressed appropriately for the weather.
- Glass bottles are not permitted in the cafeteria.
- Students are responsible for disposing of their own trash and clearing their immediate area on and around the table.

- On the playground, students must go up the ladder and down the slide.
- Students may not jump off playground equipment.
- When the whistle is sounded, children should stop playing and line-up as quickly as possible.
- When re-entering the building, the students should maintain quiet.

BEVERLY SCHOOL DISCIPLINE POLICY

Pupil Discipline/Code of Conduct

The Beverly City Board of Education believes that an effective instructional program requires an orderly school environment. The Beverly City School District is a small institution. It must accommodate pupils in grades Pre-Kindergarten to eight and prepare them for each level of learning. Therefore, clear expectations have been formulated especially for the conduct of all pupils at Beverly City School.

Further explanation is listed in the Code of Conduct which can be found in Appendix B.

Pupil Right to Due Process

Pupils shall not be deprived of their rights to an education in the Beverly City School District without notice of the charges against them and an opportunity to be heard in their behalf before the person or body with the authority to reinstate them. Each pupil shall be afforded the opportunity of an informal hearing before suspension from school, or if circumstances prohibit, as soon as possible after the suspension.

Administrators shall observe the following rights of due process before a pupil is suspended:

Informal Hearing before the Principal or His/Her Designee

1. Explain to the pupil orally the offense of which he/she is accused.
2. Provide the pupil with an opportunity to be heard and convey other information he/she thinks is relevant.
3. Advise the parent(s) or legal guardian(s) of the pupil.
4. Provide the parent(s) or legal guardian(s) with an opportunity to consult with the principal or his/her designee.

In addition to the foregoing, if the offense is of a more serious nature, the Principal/Superintendent will make a concerted effort to notify the parent(s) or legal guardian(s) and provide them with an opportunity to be present at the informal hearing or otherwise consult with the principal or his/her designee.

Students are expected to:

- Know and exercise self-control, positive behavior and good manners.
- Accept responsibility for their actions.
- Respect the rights of others including the right to an education.

Parent(s)/Guardian(s) are expected to:

- Work collaboratively with the school to ensure academic success for their child.
- Demonstrate and model positive behavior and manners.
- Insist on his/her child's regular and punctual attendance to school.
- Exercise respect during all interactions with staff, students, and members of the community.
- Reinforce student compliance with the code of conduct.
- Provide emotional, social, and academic support for their child.
- Adhere to all policies and procedures of the district.

General Notes

The administration may apply other appropriate discipline beyond consequences described in this policy for good cause. Consequences may include but are not limited to: teacher detention; general detention; lunchroom detention or in/out of school suspension; community services; parent contact; parent presence at school. Parent(s) or legal guardian(s) will be notified through writing, telephone, or emergency contact as appropriate. An administrator has the discretion to revoke privileges afforded to the students for those students who are not compliant with classroom rules, school rules, code of conduct, New Jersey Administrative Code, and Beverly Board of Education Policies and Procedures. This list is not all encompassing. Eighth grade students run the risk of losing all eighth-grade privileges, for violation of any of the abovementioned, which include, but are not necessarily limited to: promotion exercises, dinner/dance, culminating trips, etc.

In the case of a suspension, an in-person parent conference is mandatory for a child to be readmitted to school. In the case of chronic misbehavior, such as on the playground, parent attendance may be requested.

A Bystander is a person who observes a conflict or unacceptable behavior. It might be something serious or minor, one-time or repeated, but the Bystander knows that the behavior is destructive or likely to make a bad situation worse. A Bystander may be subject to disciplinary action at the discretion of the administration.

An **active bystander** takes steps that can make a difference.

First, an active bystander assesses a situation to determine what kind of help, if any might be appropriate. Second, an active bystander evaluates options and chooses a strategy for responding.

Why does a bystander's response matter?

It matters to the person who is or may be harmed in the situation. It indicates to both the offending person and the potentially offended person where the larger community stands.

- If one person does something to another that contravenes community norms or values, such as making a racist remark, and a bystander ignores it, then the offending person may think that such behavior is actually acceptable.
- The offended or harmed person may think that nothing can be done and that s/he will just have to live with such behavior.
- "If a norm is deeply held, its violation should provoke reactions. What sense can we make, then, of the silence of bystanders?"

Pupils with Disabilities

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. 1400 et seq., the Individuals with Disabilities Educational Improvement Act, and accommodation plans under 29 U.S.C. 794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans.

Pupil Rights

Pupils subject to the consequences of the Pupil Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports pupils' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of pupils' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16-6.2(b)3; and
7. Protections pursuant to 20 U.S.C. 1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. 1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6:3-6, Pupil Records; 45 CFR 160, Health Insurance Portability and Accountability Act; 20 U.S.C. 6301, Title IV(A)IV 4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of pupil alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records: Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Pupil Records; as well as other existing Federal and State laws pertaining to pupil protections.

DRESS CODE

School Uniform

The Beverly School District is committed to enhancing and providing a safe and secure learning environment for all students. As a result of research, the Policy Committee and the Beverly City Board of Education has adopted a mandatory Uniform Dress Code Policy. The cooperation of parents and student in helping our school maintain high standards and personal pride in each student is appreciated.

The following dress code has been approved by the Board of Education for all grades Pre-Kindergarten through Eighth Grade:

1. Shirts

- a. Colors: Royal Blue, Gold, and White
- b. 3 button shirts with collar short or long sleeve (golf style or Polo)

2. Sweaters and Vests:

- a. Colors: Royal Blue, Gold or White
- b. Crew neck, V-neck or Cardigan over an appropriate shirt, as listed under #1.
- c. Hooded sweatshirts may not be worn to conceal uniforms. Sweatshirts (both hooded and non-hooded) may be worn in the cooler months; however, the colors MUST match the uniform colors. Hoods are not permitted to be worn in school. Sweatshirts should NOT contain any logos.

3. Pants/Skirts/Jumpers/Shorts:

- a. Colors: Tan/Khaki or Black
- b. Dress pants

- c. Skirts/Jumpers/Shorts – must be the same colors as listed above and be at or below the knee. Shorts may be worn seasonally, but must fall at or below the knee.

Repeat warnings of wearing inappropriate attire may result in disciplinary action.

Students are not permitted to wear hats in the building; however, they may bring them to school to wear during outside activities. Other inappropriate head coverings such as bandanas, sweatbands, caps, do-rags and any other headwear deemed inappropriate are not to be worn during the school day or to school functions, except for medical and/or religious purposes.

The warm weather provides us with an opportunity to go outside on a daily basis after lunch and during outside play. Flip-flops, open backed, open toed, or sandals are not considered acceptable footwear for active outside play, and your child will be asked to sit out. In addition, rollerblade sneakers are not considered appropriate footwear for school.

If a child's dress is deemed inappropriate while attending the school day or other school related events, parents or guardians will be contacted to bring their child a change of clothes.

RELEASE OF STUDENTS

Parents who wish a child to be excused from school early must send a note to the teacher with the child. Early dismissals will be granted in cases involving health (medical or dental appointments that cannot be scheduled outside of school hours, religious instructional classes, and family emergencies). **THE PARENT MUST COME TO THE OFFICE TO GET THE CHILD. NO CHILD WILL BE RELEASED TO ANY PERSON, REGARDLESS OF RELATIONSHIP, WHOM THE CHILD DOES NOT RECOGNIZE.**

Please refrain from signing your child out of school early simply for convenience purposes as this disrupts the learning continuum.

HARASSMENT, INTIMIDATION AND BULLYING (HIB)

Beverly City School Students are expected to treat each other with respect regardless of gender, race, color, creed, religion, national origin, or sexual orientation. Bullying is a common and damaging form of violence among children.

Under New Jersey law, "harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is:

- a. Reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical or sensory disability or
- b. By any other distinguishing characteristic; and that
- c. Takes place on school property, any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A., 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
- d. A reasonable person should know under the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or

- e. Has the effect of insulting or demeaning any pupil or group of pupils; or
- f. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil

All instances of such harassment/bullying must be reported to a Beverly School District employee, classroom teacher and or administrator as stated in Board Policy. The person filing a report may choose to remain anonymous and granted he/she files the report in compliance with the district's Board of Education policy, will be immune from a cause of action for damages arising from any failure to remedy the reported incident. Once reported each incident will be recorded, parents will be contacted and appropriate action will be taken promptly including careful follow-up to prevent re-occurrence. Interventions include, but are limited to: contacting Superintendent, local authorities, support personnel, Child Study Team, detentions and suspensions when necessary. Victim assistance/support will be provided as well. Contact the Harassment, Intimidation, and Bullying Specialist Mrs. Chelsea Light – School Psychologist at (609) 387-2200 ext. 102 or school administration for further information. In an effort to be proactive and to assist the school in identifying concerns there is an anonymous reporting box located in the front vestibule and a hotline to report instances at 609.387.2200 ext. 555.

See appendix for the full policy.

BEVERLY CITY SCHOOL BEHAVIOR EXPECTATIONS

- Code of Conduct – Appendix B of this handbook.
- Classroom Rules are posted in classrooms by individual teachers.

BIRTHDAY PARTIES/CELEBRATIONS

We will strictly be adhering to the Nutrition Policy located further in this handbook; as well as, any allergen restrictions per classroom including not permitting any product containing peanuts/tree nuts or were made in a facility containing such. Cupcakes or any item not meeting the guidelines will not be permitted in school. Birthday items must be purchased through Nutriserve. In Grades Pre-K through Grade 4, you must make arrangements with your child's teacher *in advance* of your child's birthday before any treats are accepted. In order to maintain the academic integrity of our middle school program, no birthday celebrations will be taking place during the school day even in the cafeteria. While we respect, cherish and honor each of the students, the school will not accept any balloons, flowers, etc. and ask that you celebrate with your child at home.

CHANGE OF ADDRESS

It is very important that every student maintains an up-to-date address, telephone number, and emergency contact listing at the school office. Notify the school immediately with proper documentation if you have a change of address or telephone number during the school year.

CHILD STUDY TEAM

What is a Referral?

A referral is the first step in the special education process. It is a formal written request that a student be evaluated by the CST to determine whether a student is eligible for special education and related services or by the speech/language specialist to determine whether a student is eligible for speech services.

Who Can Refer?

Students may be referred to the CST or for a speech evaluation by instructional staff, school administration, parents and/or community agencies. Parents should submit their written request to the Director of Special Services.

When Should a Student Be Referred?

Generally, students who have academic and/or behavioral difficulties are first brought to the attention of the Intervention and Referral Services (I &RS) Committee. This committee will create interventions to address educational difficulties in the general education classroom. Interventions in the general education classroom should be attempted prior to a CST or speech referral.

When interventions in the general education classroom are not appropriate for the student, or when interventions are not effective, the student will be referred to the CST or speech/language specialist for evaluation.

Once a Student is Referred, What Happens Next?

Once a referral is received, the parents will be invited to a meeting that will be scheduled within 20 days of receipt of the referral (excluding school vacations other than summer vacation).

Based on a review of available information about the student's educational progress, a decision will be made at this meeting whether a CST or speech evaluation is warranted. If an evaluation is warranted, the nature and scope of the CST or speech evaluation will be discussed. If it appears that the problem can be alleviated with interventions in the general education program and the student has not participated in the I&RS process, there may be a decision not to conduct an evaluation, but to refer the student to the I&RS Committee for development of interventions, suggestions for other interventions for the parent to pursue, or refer the student to the 504 Committee. If the student is already in the I&RS process and an evaluation is not warranted, the I&RS plan can continue or be adjusted.

EMERGENCY CLOSINGS/DELAYED OPENING

School closings or delayed openings will be announced in the following manner:

- Contact School – 609-387-2200 for automatic message due to inclement weather or emergency closing.
- A text message, phone call, and email will be sent to each family's telephone, cell and email, so long as the most accurate, updated information is provided.
- Posted on the front/home page of our website: www.beverlycityschool.org
- Any and all delayed openings will be 2 hours. The following is a schedule for Regular Dismissal and Delayed Opening Days:

	<u>Regular Day</u>	<u>Delayed Opening</u>
Arrival	8:00 AM-8:15 AM	10:00 AM -10:15 AM
Homeroom	8:15 AM-8:25 AM	10:15 AM – 10:20 AM

GRADING

Students are graded on their mastery of the New Jersey Student Learning Standards.

Students in grades K-3 are graded on their skill level as either outstanding, satisfactory, partially satisfactory, needing improvement, or as unsatisfactory. These five levels reflect the student's ability and their progress.

Students in grades 4th through 8th grade are graded on a traditional A-F scale. See below for the grading scale.

A+	97-100	B+	87-89	C+	77-79	D+	67-69
A	94-96	B	84-86	C	74-76	D	65-66
A-	90-93	B-	80-83	C-	70-73	F	Below 65

HOMEWORK

The Board of Education acknowledges the educational validity of homework as an adjunct to and extension of the instructional program of the school. The following is a recommended amount of time pupils should spend on the homework at various grade levels. Actual time spent will vary from pupil to pupil. Homework assignments are not necessarily written assignments. Pupils are expected to read and review information discussed in class.

Grades 1, 2, 3	10-30 minutes. Work will vary from grade level and topics discussed. Occasionally long-term assignments are given during the year.
Grades 4, 5	40-60 minutes. Homework will vary in all subject areas. occasionally long-term assignments are given during the year.
Grades 6, 7, 8	60-90 minutes. Homework will include daily and long term assignments in all subject areas.

Suggestions for making homework study more profitable:

- A. Set aside a specific time of the afternoon/evening to do homework
 - B. Provide your child with a quiet, comfortable atmosphere to do homework
 - C. Show your interest and give support
 - D. Start long term assignments as soon as the teacher assigns them
 - E. Encourage your child to develop high standards when doing homework.
- A child's work should be neat, legible and accurate.

PROGRESS REPORTS

A progress report shall be issued by the teacher at mid-marking period for all students.

Progress reports will be mailed in grades Pre-K-8 on the following dates:

First Report – October 8th
Second Report – December 21st
Third Report – March 4th
Fourth Report – May 13th

INTERNET

Beverly City School Internet Acceptable Use Policy

Internet access is available to students and teachers in the Beverly City School District. The Internet offers vast, diverse, and unique resources to both students and teachers. Our goal in providing this service is to promote educational excellence in schools by facilitating resource sharing, innovation and communication.

In general, these guidelines require efficient, ethical, and legal use of the network resources by students. Specifically, these guidelines are listed below so parents as well as students are aware of these responsibilities.

If a student violates any of these provisions, his/her access to the Internet will be terminated and future computer access could be denied. The student will also be subject to appropriate school discipline. If the activity is illegal, the student may be subject to criminal prosecution.

Please read and discuss this Acceptable Use Policy Agreement with your child. It is important that he/she understands the policy with respect to Internet access and its educational purpose in a school setting.

Note: The Beverly City School District makes no warranties of any kind and specifically denies any responsibility for the accuracy or quality of information obtained through its Internet services.

Internet Terms and Conditions:

1) Acceptable Use- Acceptable use guidelines for the Internet include but are not limited to the following:

- Student use of the Internet must be in support of education and research consistent with the educational objectives of the Beverly City School District.
- Transmission of any material in violation of any U.S. or state regulation is prohibited. This includes, but is not limited to: copyrighted material, threatening or obscene material, or material protected by trade secret.
- Use of the Internet to impose one's religious or political beliefs on others is prohibited.
- Use of the Internet for commercial use is prohibited.
- Use of the Internet to access, process, or transmit pornographic materials is prohibited.
- Hate mail, harassment, discriminatory remarks and other antisocial behaviors are unacceptable.
- Use of the Internet to obtain information used in report/assignment creation is permitted, providing that the source is identified and the material is not presented as if it were original to the user.
- Student use of the Internet to download files or software must be approved by the teacher prior to processing. Teacher use of the Internet to download files or software must be approved by administration prior to processing.
- Users will participate only in those discussion groups that are relevant to their education or professional/career development and such use must be approved by teacher/administration.
- All illegal activities are prohibited.

2) Network Etiquette- Students are expected to abide by the generally accepted rules of network etiquette. This includes, but is not limited to the following:

- Be polite. Do not get abusive in your messages to others.
- Use appropriate language. Do not swear, use vulgarities, discriminatory remarks or other inappropriate language.
- Do not reveal personal information such as: your personal address, passwords, or the phone numbers of students and colleagues.
- Assume all communication and information accessible via the network to be private property. Users should not seek information or obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent themselves or other users on the network. Note, however, that electronic mail and the Internet are not guaranteed to be private. People who operate the system do have access to all files and messages. Messages relating to or in support of illegal activities may be reported to authorities.

3) Security- Security on any computer system is a high priority, especially when the system involves many users. All users have a vested interest in protecting the security of the system and the responsibility of notifying a teacher or system administrator immediately of a potential security problem. Do not demonstrate the problem to others. No one should use another individual's account without written permission from that individual.

Attempts to log-on as a system administrator will result in cancellation of user privileges and possible disciplinary action. Any user identified as a security risk may be denied access to the Internet.

4) Vandalism- Vandalism is defined as any malicious attempt to harm or destroy the data of another user or any of the agencies or networks that are connected to the Internet. This includes, but is not limited to, the uploading or creation of computer viruses. Vandalism will result in the cancellation of privileges and possible disciplinary/legal action.

5) Enforcement- The use of the Internet is a privilege, not a right, and inappropriate use will result in cancellation of the privilege. School disciplinary action and/or appropriate legal action may also be taken. Serious violations of the Acceptable Use Agreement will be dealt with to the full extent of the law. The Board of Education will determine what constitutes serious inappropriate use.

INTERVENTION AND REFERRAL SERVICES COMMITTEE (I&RS)

Students experiencing academic and/or behavioral difficulties may be referred to the Intervention and Referral Services (I&RS).

Students not classified as eligible for special education services, and who are experiencing behavioral, academic, and health issues that are impeding their success in school can be referred to the I&RS team by any teacher in the building. Successful intervention by the I&RS team promotes academic achievement and emotional growth within a student. If you think your child would benefit from a referral, contact your child's homeroom teacher.

LOCKERS

- Students in Grades 6-8 will be assigned a locker to keep their items in.
- Students are assigned a classroom locker. The combination should not be shared with anyone.
- Students are to go to their lockers only at designated times by their teachers.
- No other students should be allowed to go into another students' locker under any circumstances with or without approval. Students entering another's locker will be disciplined accordingly.
- Lockers are the property of the Board of Education and are loaned to the students for storage of their possessions. No items are to be posted inside or outside of the lockers.
- NO private locks are to be placed on the locker at any time.
- Locker searches will be conducted on a regular basis. At random a homeroom of lockers will be selected for checking for neatness, posted items, proper storage of student possessions, and for dangerous items. School authorities are charged with the responsibility of safeguarding the safety and well-being of the students in their care and the property of the Board of Education.
- School Officials are also authorized to search lockers randomly if there is a reasonable basis to do so.

REPORT CARDS

Pre-Kindergarten receive progress reports throughout the school year and Kindergarten students receive report cards in February and June. Students in grades 1-8 will receive reports cards four times a year, in November, February, April and June. Conferences will be held twice a year in November and March. Student in grades 1-8 are issued report cards 4 times a year. The grading system is explained on the report card. The Beverly City School has an on-line grade portal where parents/guardians will have access to grades at any time. To gain access to the Parent Portal through Genesis, please contact the main office. You will need an email address in order to gain access.

<u>Marking Period</u>	<u>Ends</u>	<u>Report Cards Issued</u>
First	November 11, 2021	November 19, 2021
Second	January 27, 2022	February 4, 2022
Third	April 4, 2022	April 8, 2022
Fourth	June 21, 2022 (or last day of school)	June 21, 2022 (or last day of school)

PARENT / TEACHER CONFERENCES

Parent/Teacher conferences will be scheduled November 1st & 2nd and March 9th & 10th for grades Pre-Kindergarten through Eighth Grade.

MEDICATION

During the school day, your children interact with many other children and adults. In order to maintain a healthy environment for all, please follow the guidelines below:

1. If your child has any of the following: fever over 100, vomiting, irritability, diarrhea, rash with fever or behavioral change, mouth sores with drooling, persistent cough and/or nasal discharge or symptoms that prevent your child from participating in school activities he/she should remain home until symptom free for 24 hours or a physician has determined the child is able to return.
2. If your child has a generalized illness (see above) during the school day, he/she will be excluded and should remain home until symptom free for 24 hours or until a physician has determined the child is able to return.
3. If your child has strep throat, he/she is excluded until 24 hours after medication with antibiotics has been instituted.
4. If your child has pink eye (purulent conjunctivitis), he/she will be excluded until examined by a physician and approved for readmission with no purulent (pus) discharge.
5. All cuts and abrasions should be kept clean and covered with a bandage. Any unusual amounts of drainage or swelling will be referred to the child's medical provider. If your child has impetigo and/or a draining wound that can not be covered sufficiently, he/she is excluded until appropriately treated.
6. A child will also be excluded for communicable diseases in accordance with New Jersey Law/American Academy of Pediatrics Red Book and/or the Health Department.
7. If your child has any serious injuries, surgery or is hospitalized a note from the doctor is needed to return to school. The note should indicate if there are any limitations or if your child is allowed to participate in all school activities. **The school physician has the final review of any reports and orders from a child's medical provider.**
8. The spread of any infectious disease can be prevented or deterred if students adhere to basic principle of good personal hygiene, cleanliness and recommended use of personal protective measures.

The Beverly City Board of Education Policy/Regulation #5330 states: "Parents and legal guardians are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of pupils. Medication will only be administered to pupils in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, or the pupils parent or legal guardian, a pupil who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency". Students who have a life-threatening condition, such as asthma or other potentially life threatening illness or allergic reaction and, following the regulations in Board of Education Policy #5330, may be permitted to self-administer medication for these conditions. No other students will be permitted to have medication in their possession during the school day or during school sponsored events. **All medications must be delivered to the school by the parent or legal guardian and must be in original containers.** For your convenience, all medication forms are available in Health Offices and on district website (Resources-Parents- Health Office).

A. Permission for Administration of Medication by the School Nurse any medication, whether prescription, over-the-counter or nutritional supplement, that is to be administered during school hours, requires the following:

1. The parent/guardian must provide a written request for the administration of the medication at school.
2. Written orders, SIGNED by the private medical provider (physician/advanced practice nurse/dentist), must be provided to the school, and include the following: (Refer to Medication Order Form N60, Asthma Treatment Plan for students with asthma or Allergy Action Plan for students with a life-threatening allergy):
 - a. The pupil's name
 - b. Name of the medication
 - c. The purpose of its administration
 - d. The proper timing and dosage of medication
 - e. Any possible side effects
 - f. Length of time for which the order is valid (may not exceed the school year)
3. The medication must be brought to school by the parent/guardian in the ORIGINAL container, appropriately labeled by the pharmacy, physician, dentist or pharmaceutical company.

4. Medication orders and requests may not exceed one school year. A new order and parental request must be filed each year. Medication shall be retrieved by the parent/guardian by the end of the school year.

B. Administration of Epinephrine

1. The parent/guardian provides a written authorization for the administration of epinephrine with written orders from the physician or advanced practice nurse that the child requires the administration of epinephrine for anaphylaxis. This authorization includes a signed statement from parent/guardian acknowledging the district shall have no liability as a result of any injury arising from the administration of epinephrine (refer to Allergy Action Plan).
2. The school nurse has the primary responsibility for the administration of epinephrine however additional employees of the district may be designated and trained in the administration of epinephrine in an emergency when the school nurse is not physically present at the scene. The parent/guardian must notify the principal and nurse in writing of participation in school sponsored activities.
3. The permission for the emergency administration of epinephrine is effective for the school year it is granted and must be renewed every year.
4. The school nurse or trained designee are permitted, by law, to administer epinephrine via a pre-filled auto-injector mechanism to any student without a known history of anaphylaxis when the nurse or trained designee in good faith believes the student is having an anaphylactic reaction or any student whose parent/guardian has not submitted the written documentation and authorization for his/her child to receive epinephrine for anaphylaxis.

C. Permission for Self-Administration of Medication

A. Permission may be granted for self-administration of medication for a pupil with asthma or other potentially life-threatening illness or a life-threatening allergic reaction under the following conditions:

1. The parent/guardian must provide a written request for the administration of the medication at school and sign a statement acknowledging that the school district shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil (Refer to Parent's Request for Student with Life Threatening Condition to Self-Administer Medication- Form N151).
2. Written orders, SIGNED by the private medical provider (physician/advanced practice nurse), must be provided to the school, that the pupil has asthma or another potentially life-threatening illness or allergic reaction and is capable of, and has been instructed in, the proper method of self-administration of medication (Refer to Physician's Request for Student with Life Threatening Condition To Self-Administer Medication- Form N150). The written certification must include:
 - a. The pupil's name
 - b. Name of the medication
 - c. The purpose of its administration
 - d. The proper timing and dosage of medication
 - e. Any possible side effects
 - f. Length of time for which the order is valid (may not exceed the school year)

ALL MEDICATION ORDERS MUST BE SIGNED BY THE PRIVATE MEDICAL PROVIDER (PHYSICIAN /ADVANCED PRACTICE NURSE or DENTIST). COUNTER-SIGNATURES OR STAMPS WILL NOT BE ACCEPTED. Information in regards to a student's medication may be shared with staff when such release of information is in pupil's best interest. Although these regulations may seem strict, they are for the protection and well-being of all the children. If you have any questions concerning this, please contact your child's school nurse.

ANAPHYLAXIS TO FOOD AND OTHER SUBSTANCES

The Board of Education recognizes pupils may have allergies to certain foods and other substances and may be at risk for anaphylaxis. Anaphylaxis is a sudden, severe, serious, systemic allergic reaction that can involve various areas of the body (such as the skin, respiratory tract, gastrointestinal tract, and cardiovascular system). Anaphylaxis is a serious allergic reaction that may be rapid in onset and may cause death. Policy 5331 has been developed in accordance with the Guidelines for the Management of

Life-Threatening Food Allergies in Schools developed by the New Jersey Department of Education.

An Individualized Healthcare Plan (IHP) and an Emergency Healthcare Plan will be developed for each pupil at risk for a life-threatening allergic reaction. Self-administration of medication, the placement and the accessibility of epinephrine, and the recruitment and training of designees who volunteer to administer epinephrine during school and at school-sponsored functions when the school nurse or designee is not available shall be in accordance with N.J.S.A. 18A:40-12 and Board Policy and Regulation 5330. School staff will be appropriately trained by the certified school nurse to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur.

The school district will develop and implement appropriate strategies and prevention measures for the reduction of risk of exposure to allergens throughout the school day, during before- and after-school programs, at all school-sponsored activities, in the cafeteria, or wherever allergens are present.

A description of the roles and responsibilities of parent(s) or legal guardian(s), staff, and pupils to prevent allergic reactions and during allergic reactions are outlined in Regulation 5331.

Every incident involving a life-threatening allergic reaction and/or whenever epinephrine is administered throughout the school day, during before and after-school programs, and/or at all school-sponsored activities shall be reported to the school nurse or designee. The school nurse or designee shall be responsible to notify emergency responders, the principal or designee, and the Superintendent of Schools. The Superintendent shall inform the Board of Education after every incident including a life-threatening allergic reaction or whenever epinephrine is administered by the school nurse or designee. In addition, in accordance with the provisions of N.J.S.A. 18A:40-12.5.e.(3), the school nurse or designee shall arrange for the transportation of a pupil to the hospital emergency room by emergency services personnel after the administration of epinephrine, even if the pupil's symptoms appear to have resolved.

There will be occasions where food and/or beverages will be served as part of a classroom experience, field trip, and/or celebration.

Additionally, based on the school cafeteria's use of government commodity the district may not know the exact ingredients used in the preparation of all food and beverage items served within the school lunch program because the ingredients of these food and beverage products may be unknown to the food preparation person and/or server, a pupil with anaphylaxis to food should not consume any food products that he/she is unsure of the ingredients. The teacher will provide, whenever possible, advance notice of the classroom experience, field trip, or celebration in order for the pupil to bring a food or beverage product from their home so they may participate in the activity. Therefore, the parent(s)/legal guardian(s) and/or the pupil with anaphylaxis to food should be responsible for the pupil's purchase and consumption of any food products sold or provided by the school and/or by any school related organizations that may cause an anaphylactic reaction.

When a parent(s) or legal guardian(s) informs the Building Principal and the school nurse the pupil may have an anaphylactic reaction to a substance other than food, the Building Principal will work with school staff to determine if these substances are on school grounds. The Building Principal will inform and work with the parent(s) or legal guardian(s) and the pupil to avoid the pupil's exposure to these substances if present on school grounds.

School staff will be appropriately trained by the certified school nurse to understand the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The certified school nurse will provide appropriate training to school staff to understand allergies to food and other substances, to recognize symptoms of an allergic reaction, and to know the school's general emergency procedures and steps to take should a life-threatening allergic reaction occur. The school nurse will work with appropriate school staff to eliminate or substitute the use of allergens in the allergic pupil's meals, educational/instructional tools and materials, arts and crafts projects, or incentives.

Policy and Regulation 5331 should be annually reviewed, evaluated, and updated where needed. Policy 5331 will be disseminated and communicated to all parent(s) or legal guardian(s) of pupils in the school in the beginning of each school year and when a pupil enters the school after the beginning of the school year.

N.J.S.A. 18A:40-12.3 through 18A:40-12.6

New Jersey Department of Education - Guidelines for the Management of Life-Threatening Food Allergies in Schools – September 2008

SCHOOL NUTRITION

The following items may not be served, sold, or given out as free promotion anywhere on school property at any time before the end of the school day:

1. Foods of minimal nutritional value (FMNV) as defined by U.S. Department of Agriculture regulations;
 - a. Soda Water
 - b. Water Ices-Those water ices, which contain fruit or fruit juices, are not included.
 - c. Chewing Gum
 - d. Certain Candies
 1. Hard Candy: Includes such food as sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers, and cough drops.
 2. Jellies and Gums: Includes such foods as gumdrops, jellybeans, jellied and fruit-flavored slices.
 3. Marshmallow Candies
 4. Fondant: Includes such foods as candy corn and soft mints.
 5. Licorice
 6. Spun Candy
 7. Candy-Coated Popcorn
2. All food and beverage items listing sugar, in any form, as the first ingredient.
3. All forms of candy.
4. Baked goods such as cookies or cupcakes.
5. Home prepared items such as vegetable or fruit platters; and
6. Food items that are not sealed by the manufacturer or store

All snack and beverage items served anywhere on school property during the school day shall meet the following standards:

1. Based on manufacturers' nutritional data or nutrient facts labels:
 - a. No more than eight grams of total fat per serving, with the exception of nuts and seeds.
 - b. No more than two grams of saturated fat per serving.
2. All beverages shall not exceed 12 ounces, with the following exceptions:
 - a. Water.
 - b. Milk containing 1% or less fat.
3. Whole milk shall not exceed 8 ounces.

When serving food items as part of a celebration during the school day, the following items are permissible. However, please read the nutritional information carefully as they must meet the guidelines listed above:

- 100 Calorie Cookies and Crackers
- 100% Fruit Snacks
- Animal Crackers
- Cheese & Crackers
- Crackers
- Cheese Sticks
- Fruit Ices
- Fruit Trays (sealed only)
- Jello
- Rice Cakes
- Vegetable Trays (sealed only)
- Yogurt Pops
- Snacks purchased from the district school lunch provider

When serving food as part of a celebration during the school day and that celebration is away from school grounds, the only restrictions are those items identified in the regulation as foods of minimal nutritional value and homemade food items.

When serving food on days that the school cafeteria is not serving lunch, the only restrictions are those items identified in the regulation as foods of minimal nutritional value, homemade food items and sealed food items.

The following is a list of "non food alternatives" to celebrate birthdays. If it is important for you and your child to have a food item as a treat, the list also includes "healthy food alternatives." Providing healthy classroom celebrations demonstrates a school commitment to providing healthy behaviors.

- Reading a book to the class
- Donating a book to the classroom library
- Providing a token sticker or pencil to classmates
- Providing a goodie-bag of non-food items including such items as: an eraser, a pencil, a pencil sharpener etc.

LOST AND FOUND

The Lost and Found Box is located in the Gymnasium/Cafeteria. Items found on the playground, in the cafeteria, in the hallways, bathrooms, or anywhere else on school grounds should be brought immediately to the Lost and Found box. If you have lost an item, please check the Lost and Found box to help locate your missing items.

PTA

The Parent Teacher Association helps provide additional activities for the pupils during the school year. The PTA will be sending home notices advising of the meeting dates and times.

Our Parent Teacher Association has been assembled to promote opportunities and activities to assist the educational community. The PTA serves as a communication link between home and school. We encourage all families to get involved in the PTA and their child's education. Membership is always open. Applications are available at school. You can check for contact information on our school's website.

SCHOOL RECORDS

The Board of Education conforms to laws and regulations providing for creation, maintenance, retention, security of, and access to pupil records. Parents and/or pupils have the right to review or appeal the contents of all records in accordance with New Jersey Statute and Administrative Code and Family Educational Rights and Privacy Act (FERPA)

Parents wishing to review pupil records must make a request in writing to the school principal. An appointment may also be arranged to review the records with the teacher or the principal. Parents may request a copy of pupil records upon graduation or permanent departure from the school. After such notification, records no longer necessary to provide educational services will be destroyed. Parents must come to the school and pay nominal fee to obtain these records.

A complete copy of "Board Policy and Guidelines" is available upon request or can be located on our website.

SCHOOL SPONSORED ACTIVITIES

All students participating in a school sponsored activity, including, but not necessarily limited to, clubs, dances, sports, trips, band, choir, intramurals, etc., must be academically and behaviorally eligible. Students must maintain a passing grade in ALL subjects to be eligible to participate. Grades will be re-evaluated at progress report and report

card dates only. Any student with a D average will be on probation. Participation by students with behavioral issues is at the administration's discretion.

STUDENT ACCIDENT INSURANCE

The Board of Education has purchased insurance coverage to protect all students against accidental injury during all school sponsored and supervised activities, whether at the school or away, including participation in athletics. This coverage is provided by Bollinger Insurance Solutions.

This insurance plan is **Excess** coverage: i.e., you must submit all bills to your own insurance carrier first. The school policy will pick up the unpaid balances, up to the limits of the policy.

All injuries should be immediately reported to a coach, nurse or teacher/advisor. Claim forms will be provided to the parent/guardian upon their request to the Health Office and must be submitted to the insurance company with 90 days.

These voluntary participation student accident insurance plans offered through your school can be purchased easily online at: www.Bollinger Schools.com.

VISITOR POLICY

In order to ensure the safety of our students, only persons who have official school business are permitted to be on school premises. All visitors must report to the Main Office as soon as they enter the building to obtain a visitors pass. Any parent or guardian wishing to visit their child's classroom needs to make an appointment with the classroom teacher.

APPENDIX A

Harassment, Intimidation, and Bullying Policy

5512 HARASSMENT, INTIMIDATION, AND BULLYING

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A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

"Harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or



- b. Has the effect of insulting or demeaning any student or group of students;
or
- c. Creates a hostile educational environment for the student by interfering with a student's education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

"Electronic communication" means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.



The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

- I. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship;
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

- I. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;



3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D. Consequences and Appropriate Remedial Actions

Consequences and Appropriate Remedial Actions - Students

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students.

Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8.

Factors for Determining Consequences - Student Considerations

1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);
5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.



Factors for Determining Consequences - School Considerations

1. School culture, climate, and general staff management of the learning environment;
2. Social, emotional, and behavioral supports;
3. Student-staff relationships and staff behavior toward the student;
4. Family, community, and neighborhood situation; and
5. Alignment with Board policy and regulations/procedures.

Factors for Determining Remedial Measures

Personal

1. Life skill deficiencies;
2. Social relationships;
3. Strengths;
4. Talents;
5. Interests;
6. Hobbies;
7. Extra-curricular activities;
8. Classroom participation;
9. Academic performance; and
10. Relationship to students and the school district.

Environmental

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including



suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.

Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

Examples of Remedial Measures

Personal - Student Exhibiting Bullying Behavior

1. Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;
2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;
3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;



4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;
5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);
6. Develop a learning plan that includes consequences and skill building;
7. Consider wrap-around support services or after-school programs or services;
8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;
9. Arrange for an apology, preferably written;
10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;
11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;
12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;
13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and
14. Schedule a follow-up conference with the student.

Personal - Target/Victim

1. Meet with a trusted staff member to explore the student's feelings about the incident;
2. Develop a plan to ensure the student's emotional and physical safety at school;
3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;
4. Ask students to log behaviors in the future;
5. Help the student develop skills and strategies for resisting bullying; and
6. Schedule a follow-up conference with the student.

Parents, Family, and Community

1. Develop a family agreement;
2. Refer the family for family counseling; and
3. Offer parent education workshops related to bullying and social-emotional learning.

Examples of Remedial Measures - Environmental (Classroom, School Building, or School District)

1. Analysis of existing data to identify bullying issues and concerns;
2. Use of findings from school surveys (e.g., school climate surveys);



3. Focus groups;
4. Mailings-postal and email;
5. Cable access television;
6. School culture change;
7. School climate improvement;
8. Increased supervision in "hot spots" (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);
9. Adoption of evidence-based systemic bullying prevention practices and programs;
10. Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;
11. Professional development plans for involved staff;
12. Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;
13. Formation of professional learning communities to address bullying problems;
14. Small or large group presentations for fully addressing the actions and the school's response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;
15. School policy and procedure revisions;
16. Modifications of schedules;
17. Adjustments in hallway traffic;
18. Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;
19. Modifications in student routes or patterns traveling to and from school;
20. Supervision of student victims before and after school, including school transportation;
21. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);
22. Targeted use of teacher aides;
23. Disciplinary action, including dismissal, for school staff who contributed to the problem;
24. Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
25. Parent conferences;
26. Family counseling;
27. Development of a general harassment, intimidation, and bullying response plan;
28. Behavioral expectations communicated to students and parents;
29. Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;



30. Recommendations of a student behavior or ethics council;
31. Participation in peer support groups;
32. School transfers; and
33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.

Consequences and Appropriate Remedial Actions - Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

Examples of support for student victims of harassment, intimidation, and bullying include:

1. Teacher aides;
2. Hallway and playground monitors;
3. Partnering with a school leader;
4. Provision of an adult mentor;
5. Assignment of an adult "shadow" to help protect the student;
6. Seating changes;
7. Schedule changes;
8. School transfers;



9. Before- and after-school supervision;
10. School transportation supervision;
11. Counseling; and
12. Treatment or therapy.

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report.

The Principal or designee will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense. The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, an act of harassment, intimidation, or bullying committed by an adult or youth against a student anonymously. The Board will not take formal disciplinary action based solely on the anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.



In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

- F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)
1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:
 - a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.



2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
 - b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
 - c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.
3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;



- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/School Climate Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/School Climate Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

[Option - Principal's Preliminary Determination

However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. The Superintendent or designee may sign-off on the preliminary determination.



The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.]

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, as necessary.



The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the written information about the investigation. Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents. The hearing shall be held within ten business days of the request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).



H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.
3. School responses can include theme days, learning station programs, "acts of kindness" programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, "natural helper" or peer leadership programs, "upstander" programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.



4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.



J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.



The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.



The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a "Week of Respect" beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, Principal(s), and the Anti-Bullying Coordinator, with input from the schools' Anti-Bullying Specialists, shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, and any report(s) and/or finding(s) of the School Safety/School Climate Team(s). The Superintendent shall recommend to the Board necessary revisions and additions to the Policy consistent with N.J.S.A. 18A:37-15.c., as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.



N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school's website and the district's website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.



R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses - April 2011 - New Jersey Department of Education

Memorandum - New Jersey Commissioner of Education - Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act-December 16, 2011

Adopted: 15 September 2010

Revised: November 20, 2019



APPENDIX B

Codes of Conduct – Please refer to appropriate grade level(s)



Student Rights and Responsibilities:
Beverly City School Code of Conduct
2021-2022

Introduction

The Beverly City School is a safe and warm environment for all students. Supporting students and their rights as individuals is of the utmost importance. Positive behavior leads to positive feelings about school. This positivity leads to consistent attendance and strong academic outcomes. While positive approaches to acceptable and expected behavior are usually more effective, it is sometimes necessary to penalize students for severe violations of school regulations to ensure safety and promote a positive learning environment.

Consequences for both positive and negative behaviors are the hallmark of our Code of Conduct. Recognizing the good while addressing misbehavior creates a safe school culture. Research shows that receiving positive reinforcement activates a reward signal in the brain which reinforces the action and makes it likely the student will repeat that behavior in the future. Student misbehavior, especially behavior that impedes on the rights and responsibilities of teachers and other students, needs to be addressed while keeping our focus on learning from mistakes. Receiving feedback and altering future behavior leads the student to be more successful.

The Rights and Responsibilities outlined in this document are designed to focus on the positive and seek to minimize the need for consequences. The code was designed to provide prevention strategies while also facilitating the resolution of school-based student issues.

The Beverly City School District hopes that the families reinforce positive behaviors at home, and hold students accountable for their actions. Please support our efforts by recognizing that the teachers and staff of the Beverly City School are advocates for the rights and responsibilities of all students. Understanding our role helps to improve school culture and climate.

Thank you for your support.

Rights and Responsibilities: A Guide

Rights and Responsibilities

Our goal, as an entire school community, is to create a safe school where students, teachers, staff, parents, and administrators feel respected. All members of the school community have a responsibility to build this environment. Below are the rights and responsibilities for all members.

Policies that govern our Students' Rights and Responsibilities can be found at the end of this document and are a part of the Student Handbook. These policies include, but are not limited to Attendance, Dress Code, Electronics, and Harassment, Intimidation, and Bullying (HIB).

Students

Students have the **RIGHT** to the following:

1. Receive a free and appropriate public education
2. Feel safe in school
3. Be respected and treated fairly regardless of race, color, creed, religion, religious practices, gender, sexual orientation, national origin, size, political affiliation, ability, and/or any other distinguishing characteristic
4. Have access to information about infractions and consequences
5. Express opinions in a responsible and respectful manner
6. Have access to direct assistance when experiencing personal challenges or difficulties
7. Be guaranteed confidentiality in counseling

Students have the **RESPONSIBILITY** to:

1. Be respectful to all- fellow students, teachers, staff, administrators, and parents
2. Make the most of the educational opportunities by working hard and attending school daily
3. Be honest about situations that occur and rules that are broken
4. Learn from mistakes and accept constructive criticism and consequences
5. Express opinions in a responsible and respectful manner
6. Follow school policies (including dress code, attendance, electronics, and Harassment, Intimidation, and Bullying)

Families

Families have the RIGHT to the following:

1. Be involved in their children's education
2. Feel safe when attending school events or visiting the building
3. Be respected and treated fairly regardless of race, color, creed, religion, religious practices, gender, sexual orientation, national origin, size, political affiliation, ability, and/or any other distinguishing characteristic
4. Have access to information about academic and behavioral progress, infractions and consequences
5. Communicate concerns and opinions to the school district
6. Have access to individuals and agencies capable of providing services, counseling, and direct assistance to families experiencing challenges

Families have the RESPONSIBILITY to:

1. Be safe, responsible, and respectful at all times
2. Collaborate with the school and your child to make the educational experience positive for all
3. Support their children in following the school policies (including dress code, attendance, electronics, and Harassment, Intimidation, and Bullying)
4. Make sure their children attend school daily
5. Provide updated contact information to the district whenever there is a change
6. Make every effort to support academics by providing a clear space to complete schoolwork and read with children nightly

Teachers, Staff, and Administrators

Teachers, staff, and administrators have the RIGHT to the following:

1. Work in a safe environment
2. Be respected and treated fairly regardless of race, color, creed, religion, religious practices, gender, sexual orientation, national origin, size, political affiliation, ability, and/or any other distinguishing characteristic
3. Have access to information about infractions and consequences
4. Communicate concerns and opinions to the families of their students
5. Receive support from families regarding student progress and behavior

Teachers have the **RESPONSIBILITY** to:

1. Be respectful to all- fellow students, teachers, staff, administrators, and parents
2. Work to build positive relationships with students, families, teachers, staff, and administrators
3. Proactively communicate information about student choices and consequences to their families
4. Practice conflict resolution as appropriate before student discipline infractions are escalated
5. Be knowledgeable about students' 504 plans and IEPs.
6. Be knowledgeable about the Students Rights and Responsibilities to enforce the Code of Conduct fairly and consistently

Privileges

Privileges are designed to emphasize a focus on the positive and seek to minimize the need for consequences. The examples listed below are used to reinforce respectful, safe, attentive, and productive behavior. Students' positive behavior should receive encouragement, as our end goal is to support productive young adults.

Privileges our school provides include, but are not limited to lunch in the cafeteria with classmates, basketball team, clubs, literature circles, Book Buddies, Post Office, Field Day, activity periods, dances, assemblies, programs, and student recognition rewards.

Code of Conduct

Code of Conduct

Students have the responsibility to meet the expectations of the school district and may participate in all activities, special privileges, and extracurriculars when they meet those standards. Our goal is to keep students attending school daily and learning as much as possible. These incentives are positive rewards for appropriate choices.

When a student makes a choice that impacts their own rights and responsibilities or the rights and responsibilities of another student, teacher, staff member, or administrator, corrective action and consequences are implemented. The interventions and consequences provided are meant to provide students with an opportunity to learn and grow. Corrective action taken by school personnel will vary according to the age and developmental levels of the student. The circumstances that are related to specific violations will be considered and action will be taken accordingly.

It should be noted that the administration may apply other appropriate consequences beyond those described below for good cause. An administrator has the discretion to revoke privileges for noncompliance with classroom rules, school rules, the Code of Conduct, the New Jersey Administrative Code, and the policies set forth by the Beverly City School Board of Education. This list is not all encompassing.

Eighth grade students run the risk of losing all eighth grade privileges for violating the rights and responsibilities of others. Again, the list is not exhaustive, however, students may lose all or some privileges which may include, but are not necessarily limited to the possible promotion, dinner dance, culminating trip, etc.

Tier	Examples	Recommended Interventions/Consequences
All students - 0	Students demonstrate respectful, attentive, and productive behaviors and passing grades aligned with their rights and responsibilities	Participation in all activities, special privileges, and extracurriculars

<p>Universal Prevention - 1</p>	<ul style="list-style-type: none"> ● Uniform violation* ● Unprepared for school/class ● Use of profane or offensive language ● Inappropriate gestures, symbols, or comments ● Sleeping in class ● Disrespectful to students/staff ● Cell phone use ● Inappropriate use of technology ● Other disruptive behavior 	<ul style="list-style-type: none"> ● Verbal correction ● Conference with teacher/staff member ● Teacher selected consequence ● Loss of teacher selected privileges ● Peer mediation ● Teacher contacts parent/guardian via telephone ● Re-teach or review expected behavior ● Loaner uniform provided ● Written reflection or apology ● Seat change ● In-class time out ● Teacher detention-either lunch or after-school ● Electronic device be put away ● Confiscation of electronic device, if necessary ● Loss of classroom privileges
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<p>Targeted Prevention - 2</p>	<ul style="list-style-type: none"> ● Threats ● Verbal assault ● Continuous violation of acceptable use policy ● Cheating/Plagiarism ● Continuously making inappropriate gestures, using profane/offensive language ● Chronic disruptive behavior ● Other chronic misbehavior listed above 	<p>All Universal Prevention strategies, plus:</p> <ul style="list-style-type: none"> ● Conflict mediation ● Parent conference with teachers and student ● Daily progress report ● Office referral ● Week long privilege loss
<p>Intensive, Individualized Prevention - 3</p>	<ul style="list-style-type: none"> ● Violence (assault, sexual assault, fighting, other inappropriate physical contact) ● Vandalism (arson, trespassing, damage to property, false public alarm, theft) ● Substance offense (alcohol, anabolic steroids, cocaine/crack, designer/synthetic drugs, heroin, marijuana, unauthorized prescription drugs, unauthorized over the counter substances, drug paraphernalia ● Tobacco offense ● Vaping offense ● Weapon offense ● Gross misconduct ● Chronic defiance/disruption ● Chronic threats ● Other chronic misbehaviors that are highly serious or cause imminent danger to self or others 	<p>All universal and targeted prevention approaches, plus administrator assigned:</p> <ul style="list-style-type: none"> ● Referral to school nurse and drug/alcohol counseling/treatment (if infraction is drug/alcohol related) ● Substance screening ● Referral to I&RS team ● Referral for risk assessment with social/emotional support providers ● Required conflict mediation ● Parent conference with administrative team ● Parent attends school with student ● After school detention ● In or out-of-school suspension

<p>Serious Infractions-4</p>	<ul style="list-style-type: none"> ● Bomb or weapon threats ● Starting a fire ● Possession or use of a firearm or explosive device ● Substance offense ● Use of a weapon ● Continuous violation of acceptable use policy 	<p>Serious infractions require serious consequences:</p> <ul style="list-style-type: none"> ● Substance screening ● 10 day out-of-school suspension ● Referral to community resources (mobile response, family crisis unit, police)

*No dress code can be all inclusive. Therefore, the administration reserves the right to make final decisions on all attire.

Community-Based Services

The expression "It Takes a Village" is particularly accurate when it comes to raising children in the 21st century. The following are community-based resources to assist families in providing more support at home.

2ND Floor is a confidential and anonymous helpline for New Jersey's youth and young adults. The helpline helps students find solutions to the problems they face and are available 24/7 365 days a year.

1-888-222-2228

<https://www.2ndfloor.org/>

Big Brothers, Big Sisters is an organization that seeks to develop positive relationships that have a direct and lasting impact on the lives of young people.

<https://www.bbbs.org/>

Burlington County Resources provides a wide range of information about support, resources, and services for families in Burlington County, New Jersey. - www.burlingtonresourcenet.org

Division of Child Protection and Permanency investigates allegations of abuse and neglect, and arranges for family treatment and child protection 866-663-1331 <https://www.nj.gov/dcf/about/divisions/dcpp/>

Family Crisis Intervention Unit serves families at risk for court involvement due to family crisis, provides crisis intervention, short-term family therapy, and focuses on diverting formal court involvement and keeping family intact 609-267-1377

Family Support Organization offers advocacy for families from families. - 609-265-8838 www.fsoburlco.org

New Jersey System of Care is a free resource agency that helps families across New Jersey with behavioral health, disability services, and substance abuse treatment for our youth. 1-877-652-7624 www.performcarenj.org

South Jersey Legal Services, Inc. (SJLS) is a non-profit organization created to provide quality legal representation and advocacy to low-income individuals in south Jersey counties including Burlington.

1-800-496-4570 <https://www.lsnj.org/sjls/>

APPENDIX C

Title I Parent Involvement School Plan



Title I School Plan

The Beverly City School District Title I Program promotes the belief that all children can learn and acknowledges that parents share the school's commitment to educational success for all students. We recognize that a student's education is a responsibility shared by school, family, and community.

Under the ESEA/No Child Left Behind Act of 2001, each school receiving Title I funds shall:

- o Jointly develop with and distribute to, parents of participating children a written parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the following requirements / components of the school's Title I Program.
- o Notify parents of the policy (TITLE I PARENT INVOLVEMENT SCHOOL PLAN) in an understandable and uniform format and, to the extent practical, provided in a language that parents can understand.
- o Make available to the local community (may be placed on the school website) the TITLE I PARENT INVOLVEMENT SCHOOL PLAN.
- o Update / review the TITLE I PARENT INVOLVEMENT SCHOOL PLAN and COMPACT periodically to meet the changing needs of parents and the school.
- o Attach the current Beverly City School Parent/Student/Staff Compact to the TITLE I PARENT INVOLVEMENT SCHOOL PLAN.



TITLE REQUIREMENT	ACTIVITIES / STRATEGIES	PARTICIPANTS	TIME / DATE	EVIDENCE OF COMPLIANCE
Include parents in the development and implementation of the school's <i>Title I Parent Involvement School Plan</i> .	Parent/Staff Open House at beginning of school year	~Title I Parents ~ Title I Staff ~ Grants Manager	September 2, 2021	1. Invitation to parents 2. Attendance form 3. Draft of Parent Involvement Plan
Offer parent meetings/ workshops at different times of the day.	Open House, Title I Parent Meeting, Title I Conferences ~Invitation to parents to attend Title I lessons	~Title I parents ~Title I Staff	~September 2, 2021 ~November 1 & 2, 2021 ~March 9 & 10, 2022	~Invitations sent to all Title I parents ~Attendance forms



Provide parents of participating children:	~Title I Compact issued at beginning of school year. Title I Parent Meeting	~Title I parents ~Title I students ~Staff	~ Policy sent home in summer mailing	~Signed handbook in students' files
Develop a school – parent compact that addresses how parents, staff, & students will share responsibility for improved academic achievement and proactively foster a true working partnership.	~Compact issued at beginning of school year, provided in native language if necessary	~Title I parents ~Title I Staff	Beginning of school year	Signed handbook agreement in students' files
Ensure effective involvement of parents and staff.	~Fall Open House ~Title I Parent Involvement Conferences offered	~Title I parents ~Title I Staff ~ Grants Manager	Ongoing throughout school year	~Invitations to all conferences, Open Houses, and training session



	<p>~District Parent Involvement Policy available for review on school district website</p> <p>~Parents provided with multiple points of contact with staff, including email addresses and telephone contact information</p> <p>~Staff participates in Title I Program Staff Meetings</p>	<p>~Workshop facilitators</p>	<p>~All communication between parents and staff (email, documentation of telephone calls, and written communication) in each students' file</p> <p>~District Parent Involvement Policy posted on School District website</p> <p>~Staff participation in Title I Program Staff Meetings</p> <p>~Staff included in workshops throughout the school year</p>
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AGREEMENT PAGE

Beverly City School

Signatures of both parent(s)/guardian(s) and child are required on this page for the following codes/policies/regulations:

School Behavior Expectations
Dress Code
Assembly Guidelines
Internet Acceptable Use Terms and Conditions Agreement
Harassment, Intimidation, & Bullying Summary & Policy
Attendance Policy
Medication Policy
Anaphylaxis to Food & Other Substances Policy
Nutrition Policy
Title I Parent Involvement School Plan

Identified above are codes, policies, procedures, and regulations that help provide a safe environment for our school community. Parents/Guardians and students are responsible for complying with all items in this handbook. Please note, there are additional policies and regulations approved by the Board of Education, not included in this handbook. Administration has the discretion of adding new procedures as needed. In acknowledgement that you and your child have reviewed and discussed these regulations please sign below.

Name of Student: _____
Please Print

Student's Signature _____

Parent/Guardian Name: _____
Please Print

Parent/Guardian Signature _____

Student's Teacher: _____ Grade: _____

2021–2022



BEVERLY
CITY SCHOOL DISTRICT

Faculty/Staff Handbook

Carefully read the Student/Parent Handbook as information is not duplicated in this Staff Handbook and you are responsible for knowing and adhering to policies and procedures found in each. Memos have also been included in your opening packet to provide further explanations of specific policies and procedures. All Board of Education Policies and Regulations are accessible from our website. Print a copy of the last page, sign and return to the main office no later than September 30th.

AHERA Notification 40 CFR 763.93(g)(4), 40

CFR 763.84(c), 40 CFR 763.93(e)(10), 40 CFR 763.84(d)

As a part of the requirements of the Federal "Asbestos Hazard Emergency Response Act" legislation, the Beverly City School has conducted an AHERA Inspection and has developed a Management Plan for Asbestos-Containing Materials. In March 2011, a required Surveillance Inspection of the Beverly City School was conducted. The results of this inspection confirmed that these materials do not pose any immediate threat and will not in the foreseeable future as long as they continue to be properly maintained. The Inspection and Management Report are on file in the Board and Chief School Administrator's offices and are available to anyone for their inspection. Please be assured that the Beverly City Board of Education administration treats the various environmental issues seriously and will continue to take every reasonable effort to provide all of the building occupants with a healthful workplace.

APPLICATION FOR TEMPORARY LEAVE OF ABSENCE:

PERSONAL DAY REQUESTS:

Please complete the Personal Day Request Form at least 24 hours prior to the date you wish to be absent. No personal days will be granted the day before or the day after a vacation or long weekend. Any staff member absent on the day before or after a vacation may be requested to submit a doctor's note. Any staff member absent 3 or more days may be required to submit a doctor's note.

SICK DAYS:

Sick days are for when you or an immediate family member are sick or has a doctor's appointment. If you take a sick day before or after a long weekend or vacation, you may be asked to provide a doctor's note. Following your return, an Application for Temporary Leave of Absence form will be placed in your mailbox. This must be filled out and returned to the main office so that we may keep accurate records of your attendance.

ARRIVAL/DISMISSAL

All faculty are required to be signed in no later than 7:55 AM. All faculty are required to remain in the building until 3:15 PM unless there is a faculty meeting. All other staff are required to be signed in per their designated schedules.

ATTENDANCE

Student attendance must be submitted, on-line through Genesis, to the Main Office each morning NO LATER THAN 8:30 AM. Call the Main Office if there are any changes (students leaving or showing up) after lunch. Any student that enters homeroom after 8:15 AM is considered late. It is essential that accurate records be kept on this. Please keep parent notes regarding absences through the end of the year as they may be used to verify excused or unexcused absences; all doctor's notes need to be sent to the main office.

STATE ATTENDANCE CODES:

- 1 - Full day's absence
- 2 - Absent-never attended
- 3 - Excused absence due to religious holiday or "Bring Your Child to Work" day
- 4 - Excused absence from vocational school-residential district closed - no transportation

- 5 - Half-day's absence
- 6 - Suspended
- 7 - Home instruction

BASIC SKILLS PROGRAM PLAN/TITLE I:

Student Selection Procedure

Students are selected for the program based on the following criteria:

- *Standardized Test Scores (state mandated tests)*
- *Report Card Grades*
- *Teacher Recommendation/I&RS referral*
- *Benchmark Assessments*

New students to the district will be considered for the program based on test scores and reports from the previous school.

Parental Involvement - See Policy 9130 Public Complaints and Grievances & 2415.04 Title I – Parent Involvement

Parents of Title I students will be involved in the planning of the Title I Program and will also have the opportunity to evaluate the effectiveness of the program on a yearly basis. A parent meeting will be held each school year to accomplish the following objectives:

- *Explanation of Title I Program (Selection Process, Instructional Program, Teaching Strategies, etc.)*
- *Parent training to help students succeed*
- *Evaluation of the program*

Parents will be notified of students' progress in the program through report card grades in respective subjects/programs. Informal communication – notes, phone calls, conferences, etc. will be done as needed.

The Title I staff will meet on a yearly basis to evaluate the effectiveness of the parental involvement program.

Goals of Title I Parental Involvement

1. *To inform parents about the services their children receive.*
2. *To help parents understand program requirements.*
3. *To provide parents with information regarding working with their children at home.*
4. *To receive feedback from parents regarding the Title I Program.*
5. *To continually evaluate and improve the Title I Program.*

Teaching Staff

Fully certified teaching staff members will be assigned to teach Title I programs in the Beverly City School. Title I teachers will also be assigned non-instructional duties on an equal basis with other teaching staff members.

Staff Development

Title I funds will be designated for staff development activities. Professional development activities must be related to Title I students' needs and be part of the District Professional Development Plan.

BUILDING SECURITY

All exterior doors to the building must remain closed and locked **AT ALL TIMES**. Items should not be placed in the exterior doors to prop them open. Furthermore, staff and students should **NEVER** open an exterior door to permit a person access to the building, even if he or she is familiar with that person. All access to the building should be through the front door by the main office. Visitors to the building must report to the main office and sign-in and wear a visitor's badge. As a staff member, it is your responsibility to stop and question visitors without the appropriate badge. These visitors should be directed to the main office to obtain a visitor's badge. Even frequent visitors must follow this procedure.

CERTIFICATE HOLDER 6A:9-17.1(c)

All certificate holders shall report if they are arrested or indicted for any crime or offense to their Chief School Administrator within fourteen (14) calendar days. The report shall include the date of arrest or indictment and charge(s) lodged against the certificate holder. Such certificate holder must also report to their Chief School Administrator the disposition of any charges within seven (7) calendar days of disposition. Failure to comply with these reporting requirements may be deemed "just cause" pursuant to N.J.A.C. 6A:9-17.5.

CODE OF CONDUCT – See Student/Parent Handbook

COMMUNICATIONS

The district has provided you with an email address and a voicemail in order to maintain an open line of communication. Email and voicemail must be checked, at a minimum, once daily. All emails and telephone messages need to be responded to within a 24-hour period. Frequent communication is paramount to a child's academic success. We urge you to maintain frequent communication with ALL of your students' parents. You are required to communicate no less than three times per marking period if a student is receiving a C or less (or the equivalent in younger grades) in any subject. This does not include parent/teacher conferences, a letter in the backpack, and/or a note written in the agenda. Sufficient communication includes telephone calls home that are logged, email correspondence that the parent receives and responds to, or any other type that can be verified. Regular calls need to be made to students regarding attendance issues (absences and tardies). Please call home, until you make contact, after every 5 unexcused absence and/or tardy. Middle school teachers will call home for their specific homeroom. After 9 unexcused absence or tardy, please refer to I & RS with all your call logs. I & RS will host a meeting with parent/guardian and teacher. After every 10 unexcused absence and/or tardy truancy papers will be filed with the court. This new system will not preclude the Code of Conduct procedures for handling tardies and absences and the consequences given.

DISCIPLINE

Please see the Code of Conduct in the Student/Parent Handbook. Classroom rules, procedures, and consequences (both positive and negative) need to be established at the start of the school year. These should be posted and reviewed frequently as necessary. Remember: you are the first line of defense and you do not want to relinquish your power unless absolutely necessary. In the rare instance a child is too disruptive, please call the main office and an administrator will be sent to your classroom to assist you. **NO STUDENTS MAY BE THROWN OUT OF YOUR CLASSROOM!** The first time a parent needs to be called due to a child's behavior should not be by an administrator.

Teachers may approach classroom management in a variety of ways but will always strive to be firm, fair, and aware of the pride and dignity of every student. Praise for positive behavior will be specific, genuine, and generous. Any criticism or concern will address the child's behavior rather than the child himself. Rules will be developed to ensure a safe and respectful classroom environment. Our aim is to change behaviors for a lifetime rather than the moment.

DISMISSAL

Please read carefully the Dismissal Procedures listed in the Student/Parent Handbook and on forms sent home for the first day of school. Students need a documented plan. Many students are not picked up in a timely manner at dismissal time. Teachers will no longer be bringing their students to the main office to call home. Please be sure that you have an updated list of telephone numbers with you. Please communicate with the main office to alert Samantha and Andrea of who has not been picked up so we are aware of the parents/guardians to expect. Phone calls home should be made from your classroom telephone. At 3:15 PM, any student not picked up may be brought to the main office.

DCP&P

Division of Child Protection and Permanency, DCP&P (formerly the Division of Youth and Family Services, DYFS), is New Jersey's child protection and child welfare agency within the Department of Children and Families. Its mission is to ensure the safety, permanency and well-being of children and to support families.

DCP&P is responsible for investigating allegations of child abuse and neglect and, if necessary, arranging for the child's protection and the family's treatment.

The Child Abuse Hotline (State Central Registry) receives all reports of child abuse and neglect 24 hours a day, 7 days a week. Reports requiring a field response are forwarded to the DCP&P Local Office who investigates. As a public school employee, you are a mandatory reporter, which means if you suspect abuse or neglect you **MUST** report it. Failure to report can be punishable by law. The hotline to report is 1-877-NJ-ABUSE.

EMERGENCY PLANS

Emergency Plans and all corresponding copies are to be kept in your room, but the location of said plans reported to the Main Office, via the memo, and are due on September 30th. The plans should include three (3) full days of plans to be used by a substitute in the event your plans are not available. You must have all copies made to support the plans. The location of where these copies can be found must be indicated in your plans. Please include a copy of your class list, your schedule, and a set of procedures for the substitute to follow (e.g., taking attendance, the lunch count, saluting the flag, students with medical problems, basic skills students, emergency drill information, dismissal plans, duties).

Please refer to the memo included in your opening packet. These plans need to be updated if used and/or throughout the year to ensure relevance.

FACULTY MEETINGS

Faculty meetings are typically scheduled for Wednesdays at 3:00 PM. Location to be determined. Please do not plan outside appointments or extra curricular activities on those days. Please note the dates in the memo provided and schedule appointments accordingly.

FIRE DRILLS/OTHER EMERGENCY/SECURITY DRILLS

Schools are required to hold a minimum of two of each of the following security drills.

In continuation of the safety and security program in the Beverly City School, we will be conducting unannounced lock-down and fire/evacuation drills. One of each will be conducted within the first 2 full weeks of the school year.

Below are some steps to review with your students as early as possible:

- Students and staff all over the nation are practicing a variety of safety drills in an effort to be prepared for any emergency situation that may arise.
- Although Beverly City School is a very safe place for students and teachers to be, we are constantly working on improving procedures to make it even safer.
- In an effort to be prepared for any school-wide emergency, we are going to begin practicing a number of safety drills. It is very important that students take these drills seriously and listen carefully to their teachers during the drill.
- All students should know what to do in a bathroom, hallway, or other location during any of the below mentioned drills.
- During a lock-down drill, students will be asked to move in silence to a predetermined safe area of the classroom and wait for instructions from the teacher in charge. In order to alleviate any of the student anxieties, you can use the Three Little Pigs as a reference: sometimes, like in a fire, we need to EXIT the building to stay safe. But other times, like in the Three Little Pigs, we have to stay inside to be safe.

1. FIRE DRILLS/EVACUATION:

FIRE/EVACUTION DRILL Procedures

- EXITS MUST BE POSTED IN EACH ROOM.
- Teachers should exit with their classes to their designated locations-follow map or exit list.
- Please bring red/green attendance cards during the drill. In a true emergency, all students' items should be left behind so you can evacuate immediately.
- Classrooms should not be locked—just EXIT the building quickly! Doors should be closed!!!
- Attendance should be taken once you reach your final evacuation site (followed by holding up your red or green sign). Then take attendance again once you are back inside the classroom. If you are missing any students inside the classroom, notify an administrator immediately.
- **Teachers should lead the students to the designated location; however, please be vigilant of the back of your line.**
- The use of cell phones is prohibited during a drill or actual emergency.
- Please remain in quiet straight lines until given the ALL CLEAR signal to return to the building. Please return to the building following the same route.
- Students should remain silent until back in their seats in the classrooms.

2. ACTIVE SHOOTER:

An active shooter or armed assault on school grounds involves one or more individuals' intent on causing physical harm to students and staff. Intruders may possess "weapons," which include but are not limited to: gun(s); assault rifle(s); explosives(s); knife (knives) and including all other edged weapons; or other harmful devices. An active shooter situation is when one or more subjects are believed to be armed/has used/has threatened to use a weapon to inflict serious bodily injury or death on other person(s) and/or continues to do so while having unrestricted access to additional victims; their prior actions have demonstrated their intent to continuously harm others; and their overriding objective appears to be that of mass injury and murder.

LOCK-DOWN DRILL Procedures

- Please take the following steps once you hear the following announcement: LOCKDOWN, LOCKDOWN, LOCKDOWN. (Please note that there is not one designated person making this call so be prepared to hear different voices making the announcement.)
 - Make a quick check of the hallway and bring any students left in the hallway into your classroom.
 - Doors should be locked at all times with the "Door Blok" in place. Remove the "Door Blok" so door is closed and locked.

- Cover the glass in the door with the shade.
- Leave the shades to the windows as they are.
- Turn off the lights.
- Gather children and yourself away from the doors and windows. Everyone should be out of sight and crouched low to the ground away from the doorway. Children should be instructed to remain silent until the drill is over.
- Once the door is locked, **do not open it for anyone.**
- Any adult in the hallway needs to go to the nearest safe haven. **Doors are not to be unlocked for anyone, even if you recognize the voice.**
- Tell your students what they should do if they are not with you when they hear the announcement – hide in a bathroom, etc.
- **DO NOT COME OUT OF LOCK-DOWN, EVEN IF YOU HEAR AN ANNOUNCEMENT. Wait for someone to come and unlock your door. In a real lock-down situation, the police will evacuate you.**
- DO NOT exit your safe place if you hear the fire alarms.
- It is literally, hide and seek for your life.

Calling a Lockdown (to be utilized in an **EMERGENCY** situation only and NEVER to be shared with students):

ALL call from any **school phone**:

1. Dial 100
2. Listen for beep
3. Press zero (0) zero (0)
4. Wait for the ding on overhead speaker and then announce: "Lockdown, lockdown, lockdown!"

ALL call from **any** phone:

1. Call school number – 1.609.387.2200
2. When you hear Liz's voice – press 100
3. You'll hear, "I will now connect you," then listen for beep
3. Press zero (0) zero (0)
4. Wait for the ding on overhead speaker and then announce: "Lockdown, lockdown, lockdown!"

Non-Negotiables:

- You may NOT open/hold any door for anyone. Safety first, manners second. Please instruct students of this rule.
- When not in your room, doors locked and closed, shades down. All shades up when in room.
- Never leave your computer unattended while logged into Genesis. Make sure you log out and Ctrl + Alt +Delete to lock your computer.
- Keys must be left in mailbox every evening for guest teachers.
- You must provide a written list of your visitors to the main office prior to their visit.
- No person may exit any door except main office doors with the exceptions of recess and PE classes.
- Visitors will have badges displayed and these will be returned to the main office – this includes workers. It is your job to question visitors.
- You can call 911 or announce a LOCKDOWN from any phone – all responsible – like DCP&P – you are all mandatory reporters!
- If going outside, MUST have walkie-talkie.

3. **EVACUATION (NON-FIRE):**

The need for orderly and safe evacuation during certain situations is critical to the safety of the occupants of a school building. A variety of situations may require evacuation ranging from natural events (eg, flooding) to man-made situations (eg, bomb threats, loss of power, gas leaks). All of these events pose a danger to the building occupants.

It is the responsibility of the Chief School Administrator to order an evacuation if the threat is deemed immediate, credible, and reasonable. The Chief School Administrator must also notify emergency responders so that they are aware of the situation and may take appropriate action. If reasonable cause does not exist, the Chief School Administrator should consult with law enforcement and emergency responders about ordering an evacuation of a school building. If law enforcement identifies any situation that would lead a reasonable person to believe that the occupants are exposed to a significant risk or the threats are reasonably confirmed, law enforcement shall order an evacuation.

Regardless of the underlying cause that necessitates the evacuation, it is the responsibility of law enforcement and other emergency services to respond to and to assist in the orderly and safe evacuation of a school building when the need arises. Once an evacuation occurs, law enforcement has the responsibility of advising the Chief School Administrator of the extent of their specific

efforts, their findings, and when their efforts are concluded. After considering the information supplied to them by law enforcement, the final decision to reoccupy the facility rests with the Chief School Administrator.

4. **BOMB THREAT RESPONSE:**

The primary concern in a bomb threat situation is the safety of the building occupants. The Chief School Administrator plays a major role in responding to bomb threats. It is the responsibility of the Chief School Administrator to order an evacuation if the bomb threat is deemed credible and reasonable. If reasonable cause does not exist, the Chief School Administrator should immediately consult with law enforcement about ordering an evacuation of a school building. The Chief School Administrator has 3 options when faced with a bomb threat: 1) assess and decide that the threat is not credible, 2) evacuate the building immediately, or 3) search and evacuate the affected area. When a school has been evacuated and a device has not been found, it is the responsibility of the Chief School Administrator to order the re-occupancy of the school based upon the information provided by law enforcement officials.

It remains the responsibility of law enforcement to take each of these threats seriously, respond to the scene when called, assist in evacuating the school building (if necessary), conduct thorough investigations, coordinate the search of the building, and advise the Chief School Administrator of the findings of the search and status of the bomb threat.

Due to the danger of possible bomb detonation from radio or cell phone transmissions, all radio and cell phones at the scene should be turned off. The Chief School Administrator and the law enforcement official are encouraged to confer with one another when determining their communications protocols. This will ensure safe and efficient handling of school bomb threat events.

All threats must be taken seriously and immediate action taken. When teachers hear "EVACUATE":

- Evacuate the building
- No school bags
- Do NOT use cell phones!

5. **SHELTER IN PLACE DRILL Procedures**

Once you hear the following announcement:

"SHELTER IN PLACE"

Please take the following steps:

- Make a quick check of the hallway and bring any students left in the hallway into your classroom.
- Instruct students, if they are in the restroom, to return immediately to the closest classroom. Allow students into your room that are not necessarily your students.
- Close your doors.
- You may continue to instruct students, but you MAY NOT allow any children to leave for the nurse, bathroom, or exit for lunch or special.
- NO ONE SHOULD BE IN THE HALLWAYS FOR ANY REASON. This includes teachers on a prep. You must remain in a room during the drill/emergency.
- Once the drill is over, you will hear an announcement that the "Shelter in Place Drill is Over." You may then resume your normal schedule.

GRADES

Refer to the Student/Parent Handbook for specific grading information, interim report dates, report card dates, and marking period dates.

HEALTH OFFICE PROCEDURES

Nurse's Pass

A nurse's pass **must** accompany every child that is sent to the health office. Please write the passes yourself, specifying the first and last name of the student, the time, and the exact nature of the complaint. Example: John Doe, Mrs. Teacher, 11:00 AM, fell and scraped right knee. Although this sounds like a great deal of work, please bear in mind that it is essential for mandated record keeping. The school nurse will be providing everyone with a Nurse's Pass, which you will need to make copies of and a memo outlining specific procedures.

Health Office Hours

The health office is closed for one hour everyday to administer medications, prep, and lunch. This time has yet to be determined. After the medication schedule is determined an email/memo will be sent notifying you of the time. Please do not send students to the health office during this time. If you are having an emergency, please call the main office.

Student Medical Issues

It is the responsibility of the individual staff member to touch base with the school nurse to educate themselves regarding any medical issues of students within the class.

Physical Education Restrictions

Please send all notes regarding physical education restrictions to the nurse when you receive them. A child excused from physical education may NOT go out for lunch time play.

Every child coming into the classroom with a noticeable injury, including an ace bandage, sutures, a cast, sling, brace, etc. should be sent to the health office before school begins. The nurse will assess the injury and contact the parents to determine removal from physical activity. If a child is wearing a cast, sling, ace bandage, brace, or has sutures, he/she may not be on the playground for any reason.

Worker's Compensation

Any injury to an employee that occurs on school property or while performing job related duties MUST be reported to the building administrator or supervisor IMMEDIATELY by the employee. All injuries must also be reported to the school nurse as soon as possible. It is the responsibility of the employee to notify the compensation carrier.

Bloodborne Pathogens

There are many diseases carried by blood. The two most common are the hepatitis B virus and the human immunodeficiency virus (HIV). Bloodborne pathogens can cause infection by entering your body in a variety of ways, including open cuts, nicks, skin abrasions, dermatitis, and the mucous membranes of your mouth, eyes, or nose. Contaminated surfaces are a major cause of the spread of hepatitis. Hepatitis B virus can survive on environmental surfaces dried and at room temperature for at least 1 week. The key to preventing infection is understanding the danger you face and knowing how to protect yourself.

Five major tactics reduce your risk of exposure to bloodborne pathogens on the job. They include:

- Engineering control
- Work practice controls
- Personal protective equipment
- Housekeeping
- Hepatitis B vaccine

One of the most effective work practice controls is AVOIDANCE. Use GLOVES and replace disposable single-use gloves as soon as possible. If an infectious material gets on your hands, the sooner you wash it off the less chance you have of becoming infected. Handwashing keeps you from transferring contamination from your hands to other areas. Report any exposure to the school nurse PROMPTLY. All employees will utilize *Universal Precautions*. *Universal Precautions* is an infection control method that requires employees to assume that all human blood and body fluids are infectious. If a child vomits, urinates, or has a bloody nose in your classroom and you need a custodian to clean the area, please call the office and the office will notify the custodian. Do not clean it yourself – do not cover with paper towels.

HOLIDAYS TO BE OBSERVED IN THE CLASSROOM

You must observe each of the following holidays; observation exercises need to be noted in your lesson plans. If the actual date falls on a weekend, please observe the Friday preceding the date.

September 13 -	Commodore John Barry Day
September 17 -	Constitution Day
April 24 -	Arbor Day
June 14 -	Flag Day

Last school day preceding:

- Martin Luther King's Birthday
- Lincoln's Birthday
- Washington's Birthday
- Decoration or Memorial Day
- Indigenous People's Day
- Veterans Day
- Thanksgiving Day
- Juneteenth

In an effort to help you comply with the United States Constitution and create a school environment that celebrates diversity by respecting differing points of view concerning religion, we offer the following suggestions.

- **General Rule:** When a school does choose to acknowledge the December holidays, it is essential that the school must never appear to endorse religion over non-religion or one particular religious' faith over another.
- **Public schools must remain free from activities that could involve religious coercion.** Because of their young age, students are particularly impressionable and susceptible to pressure to conform to the beliefs of the majority. Schools must take care to avoid endorsing the beliefs, practices, or traditions of the majority religion.
- **Schools must be careful not to cross the line between teaching about religious holidays (which is permitted) and celebrating religious holidays (which is not).** Celebrating religious holidays in the form of religious worship or other practices is unconstitutional. Teaching about a holiday will be constitutional if it furthers a genuine secular program of education, is presented objectively, and does not have the effect of endorsing, advancing, or inhibiting religion.
- **Special school events, assemblies, concerts, and programs must be designed to further a secular and objective program of education and must not focus on any one religion or religious observance.** Thus, religious music or drama may be included in school events, but the reason for including that music must be to advance a secular educational goal. Such events must not promote or denigrate any particular religion, serve as a religious celebration, or become a forum for religious devotion.
- **Religious symbols are not appropriate seasonal decorations in public schools.** The classroom and school premises are the place where children spend the majority of their day. It is important that all students feel comfortable and accepted in their school. Symbols of religious holidays may make some students uncomfortable and unwelcome because their holidays and traditions are not represented or because they do not celebrate religious holidays at all.
- **In an effort to be ecumenical, it is not advisable to rely on information provided by a representative child of a minority religion.** Students should not be put on the spot to explain their religious (or cultural) traditions. The student may feel uncomfortable and may not have enough information to be accurate. Moreover, by asking a student to be spokesperson for his/her religion, the teacher is sending a signal that the religion is too "exotic" for the teacher to understand.
- **Remember: diversity includes religious diversity.** In designing holiday programming, it is essential to keep in mind that the children entrusted to your care likely have widely divergent religious points of view. The way you approach the December holidays will determine whether those children whose religious views fall outside of the majorities are made to feel welcome and comfortable in their school building or whether they will feel as if they do not belong.

IEP & 504's

In accordance with state law, teachers are responsible for reading and implementing the individualized education program (IEP) of all classified children and 504 plans for children in their classroom. They are confidential. All modifications are to be implemented carefully and accurately. Special area teachers are required to read ALL IEPs Access to IEP's is available through Genesis.

INTERNET ACCEPTABLE USE FOR FACULTY/STAFF

FACULTY/STAFF RESPONSIBILITIES:

To the extent possible, and in compliance with the Children's Internet Protection Act (CIPA) and Neighborhood Children's Internet Protection Act (NCIPA), the district filters Internet access on all devices capable of accessing the Internet. The district recognizes that no technology measure can block 100% of the undesirable content, and emphasizes the importance of staff supervision in monitoring student use. It is also the responsibility of all staff to:

- Guide students in the selection and evaluation of educational materials.
- Help students develop informational literacy skills including conformity to copyright laws and the concept of intellectual property.
- Help students develop safe practices while learning in an online world, particularly when the educational experience involves chat rooms, email, and other forms of direct electronic communications.

UNACCEPTABLE USES OF THE INTERNET/WIRELESS

1. General school rules for behavior and communications apply to the use of telecommunication systems, including those regarding sexual harassment. The telecommunications system should not be used to transmit jokes or other comments that may be discriminatory, harassing, or offensive to others or material that defames an individual.
2. End-users shall not disclose the personal information of minors without authorization.
3. The use of telecommunication systems to access and/or distribute objectionable material is prohibited. Prohibited material includes that which is pornographic, material harmful to minors, and/or obscene.
4. The use of telecommunications systems for illegal activity is prohibited.
5. End-users shall not seek information on, obtain copies of, or modify files, other data, or passwords belonging to other users, or misrepresent themselves on the networks.

6. Telecommunication systems shall not be used in any manner that disrupts the use of systems by others. Hardware or software shall not be destroyed, modified, or abused in any way.
7. End-users shall not use District telecommunications systems for business or commercial purposes.
8. End-users shall not use telecommunications systems to gain or attempt to gain unauthorized access to internal or external systems.
9. End-users shall maintain the privacy of their account information and shall not allow others to access their accounts.
10. End-users shall comply with all copyright laws and guidelines with respect to copying material in digital format and intellectual property.
11. End-users shall not use the Internet for personal purposes (personal purposes may include but are not limited to: hotel/trip reservations; accessing personal emails; shopping) except for before (7:55 AM) and after school (3:15 PM) or during your assigned lunch period.
12. Workstations or devices using the school's wireless Internet network, including those owned by staff, are subject to the Internet User Contract adopted by the Board of Education. By choosing the school's wireless internet service, staff agree to abide by the terms of this policy.
13. Printing and file saving to the Beverly network is not available to guest wireless users.
14. Portable devices owned by staff may access the internet. The school reserves the right to apply certain conditions to wireless internet sessions. Examples of such conditions include but are not limited to: bandwidth usage limits, concurrent user limits, and filtering.
15. All wireless sessions are filtered. Staff are required to abide by the school's policy and not disable any filtering software.
16. The school is not responsible for any personal electronic equipment. Technical assistance is not available to users for configuration of personal devices to gain access to the wireless network.
17. The Beverly City Board of Education makes no guarantee with regard to network availability and does not guarantee a secure connection. Staff using the school's wireless internet service agree that the Board of Education will not be held liable for any damage to personal hardware or software, or for virus infections or other consequences caused by downloads while using the network. Staff agree to indemnify and hold the Beverly City Board of Education harmless from any and all liability.
18. Staff members may be held liable if they, knowingly or not, compromise the network with a virus or hacker program with their own equipment.

INTERVENTION & REFERRAL SERVICES (I&RS)

Students experiencing academic and/or behavioral difficulties may be referred to the Intervention and Referral Services (I&RS). This committee meets monthly and consists of the following members:

- Ms. Kerri Lawler
- Ms. Peg Gunkel
- Ms. Caitlin Stone
- Ms. Lois Harmon
- Ms. Chelsea Light
- Ms. Joanne Mills
- Ms. Alyssa de la Pena

The purpose of the committee is to brainstorm solutions for students' behavioral, academic, and health issues that are impeding their success in school.

Referring Teacher Checklist

Teachers are encouraged to refer students to the I&RS team after following these steps.

1. Contact your grade level liaison to schedule a liaison team meeting.
 - Pre-K – Dorann Foglio
 - K-4 – Maldonado/Shockley
 - Middle School – Jodi Gottlieb
 - Related Arts – meet with the student's grade level liaison
2. At that meeting, develop an action plan with your liaison and your liaison's team. See below for team list.
3. Distribute the action plan to the teachers who are involved with this student.
4. Follow the action plan and track the data associated with your action plan for at least three weeks.
5. If the interventions in the action plan are unsuccessful, then obtain an I&RS initial referral packet from the main office and complete.
6. Return the initial referral packet by the date listed on the calendar on the opposite side of this document. In addition, turn in liaison action plan with data collected.
7. Triage will assess all forms and notify you of your student's status.

LESSON PLANS

Please make weekly plans available through Oncourse on Mondays. Please refer to the memo in your opening packet with all requirements. Plans should contain 3-part objectives, activities, and evaluation for all subjects. They need to indicate the NJ Student Learning Standards for each subject area. Revised plans are due 24 hours following a revision request. Email administration to say the plans have been revised.

LUNCHTIME

Teachers and staff are expected to sign out/in at the Main Office when leaving the building at lunchtime. Teachers and staff should not leave the building at any other time. You may ONLY enter and exit through the doors located by the main office.

PEANUT/TREE NUT ALLERGY

You will receive a memo from the nurse regarding students having severe allergies in your class. As in the past, the Beverly City School District is entirely nut/peanut free. This includes the faculty/staff lounge. You or any of your students may not bring in any item that contains nuts or is processed in a facility with nuts.

PERSONAL BELONGINGS

Please lock your classroom when you leave! Do not leave any money or items of value in your desk drawers at any time. Please remember to be careful of purses (don't leave them around). If you have collected money for any event, you must have it placed in the Main Office on the SAME day it is collected.

POLICIES

A brief description of policies may be found in the appendix attached. The full set of policies are available for you to access online at www.beverlycityschool.org.

PROGRESS REPORTS

If a student is performing unsatisfactorily in any subject, it is essential that parents be notified. Progress Reports should be sent home midpoint into the marking period. (See dates for sending Progress Reports under "Marking Period Dates"). Teachers should also notify parents when students are doing exemplary work.

RECORD KEEPING

Teachers should keep written records of all parent contact, including date and content of telephone conversations or meetings. This should be saved from year to year. Any reports requested (ie, BSI, Academically Talented, student documentation, or curriculum-related matters) need to be compiled neatly and presented in an organized manner.

REIMBURSEMENT

Teachers must seek permission prior to purchasing any item if you are expecting to be reimbursed. All orders should be submitted three weeks prior to the next board meeting so it can be purchased with a Purchase Order. This is standard operating procedure and should be adhered to. We do recognize that on rare occasion a teacher may need to purchase something using their personal funds. Teachers must fill out a request for purchase for any items they would like to buy before they are purchased. Items purchased without prior approval will not be reimbursed.

REPORT CARDS

See the Student/Parent Handbook. Our parent portal began in September 2013. This should be introduced and demonstrated to ALL parents/guardians at Open House. It is your responsibility to ensure that grades are inputted accurately and in a timely manner.

SUBSTITUTE ARRANGEMENTS

ALL STAFF please do the following to obtain a substitute:

1. Call sub caller, Annette Campbell, at 609-440-7452.
2. You may also call before 5:00 AM, but no later than 6:30 AM.
3. In the message, please leave your name, Beverly City School, grade level/subject or another special assignment. Do not leave the times as all substitutes begin at 8:00 AM regardless of your start time.
4. If you know of a future absence or personal day, notify the sub caller so that they can fill the position in advance.

SUPERVISION OF PLAYGROUNDS, HALLWAYS & CLASSROOMS

Students MUST be under supervision at ALL TIMES. A teacher's absence from his or her area of supervision does not relieve the teacher of responsibility. Absence may be proven as neglect, and the liability then falls on the teacher. The teacher should NOT leave the area in which he or she is supervising students. Remain with your students at ALL times.

TITLE IX

The Title IX Officer for the 2020-2021 school year for Beverly City School District is Dr. Elizabeth C. Giacobbe.

POLICIES:

#1550 – “Nondiscrimination/Affirmative Action” (Administration)

State and federal statutes and regulations prohibit school districts from discriminatory practices in employment or educational opportunity against any person by reason of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, or atypical hereditary cellular or blood trait of any individual, in employment or in educational opportunities. Further state and federal protection is extended on account of disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, or family status.

#3370/4360 – “Tenure (Certificated & Non-Certificated)”

The Beverly City Board of Education recognizes that the benefit of tenure is conferred by law on staff members who have completed the requisite period of probationary service in this school district. The Board also recognizes that certain service does not qualify the staff member who performs that service for the grant of tenure.

#3362 – “Nondiscrimination/Affirmative Action”

Affirmative Action

The Beverly City Board of Education guarantees to all persons equal access to all categories of employment, retention, and advancement in this district, regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, atypical hereditary cellular or blood trait of any individual, nonapplicable disability or because of genetic information, or refusal to submit to or make available the results of a genetic test.

An affirmative action/equity program shall be a part of every aspect of employment not limited to but including upgrading; demotion or transfer; recruitment or recruitment advertising; renewal or non-renewal; layoff or termination; rates of pay or other forms of compensation including fringe benefits; employment selection or selection for training and apprenticeships; promotion; or tenure.

Sexual Harassment

Administrators and supervisors will make it clear to all staff that sexual harassment is prohibited. No supervisory employee shall threaten or insinuate, either directly or indirectly, that an employee's refusal to submit to sexual advances will adversely affect the employee's continued employment, evaluation, compensation, assignment, or advancement. No supervisory employee shall promise or suggest, either directly or indirectly, that an employee's submission to sexual advances will result in any improvement in any terms or condition of employment of an employee. Sexually harassing conduct committed by nonsupervisory personnel is also prohibited.

Staff may file a formal grievance related to sexual harassment. The Affirmative Action Officer will receive all complaints and carry out a prompt and thorough investigation and will protect the rights of both the person making the complaint and the alleged harasser.

#3150/4340 – “Grievance Procedure Regulation”

In keeping with federal/state antidiscrimination legislation, the Beverly City Board of Education has adopted and hereby publishes the Grievance Procedure provided for the resolution of student, employee, and parent complaints.

#8320 – “Personnel Records”

Orderly administration of the school district and compliance with state and federal law require the compilation of information about all employees of the district. The Beverly City Board of Education recognizes that there is a distinction between those personnel records that are clearly a matter of public concern and those that must be considered privileged until such time as they are opened to the public by the commissioner of education or the courts.

#3130/4130 – “Assignment; Transfer (Certificated & Non-certificated)”

The Beverly City School Chief School Administrator shall make staff assignments and transfers in the manner best calculated, in his/her judgment, to enhance the educational program.

#3222 – “Supervision (Certificated)”

The Beverly City Board of Education acknowledges that the purpose of supervision is to improve teacher performance in the classroom so that all students have an opportunity to achieve the Core Curriculum Content Standards.

#3222 – “Evaluation (Certificated)”

The Beverly City Board of Education believes that the effective evaluation of teaching staff is essential to the achievement of the educational goals of this district, including student achievement of the Core Curriculum Content Standards. The purpose of this evaluation shall be to promote professional excellence and improve the skills of teaching staff members; improve pupil learning and growth; and provide a basis for the review of staff performance.

#3112 – “Reduction In Force/Abolishing a Position”

The Beverly City Board of Education has the right under state law to abolish unilaterally any existing position in whole or in part and to reduce the number of employees in any category for reasons of economy, reduction in the number of pupils, change in the administrative or supervisory organization, change in the educational program or other good cause.

#3142 – “Nonrenewal”

The Beverly City Board of Education shall renew the employment contract of a nontenured teaching staff member by a recorded roll call majority vote of the full board only upon the recommendation of the Chief School Administrator. A nontenured teaching staff member who is not recommended for renewal by the chief school administrator shall be deemed nonrenewed. Written notice of nonrenewal of employment will be sent to the employee by the Board Secretary. This notice will be given by the date specified by law.

#3150 – “Standards for Staff Discipline (Certificated & Non-Certificated)”

The Beverly City Board of Education directs all staff members (teacher and support staff) to observe statutes of the State of New Jersey, rules of the State Board of Education, policies of this Board, and duly promulgated administrative rules and regulations governing staff conduct. Violations of those statutes, rules, policies, and regulations will be subject to discipline.

#3152/4152 – “Withholding an Increment (Certificated & Non-Certificated)”

Advancements on the salary guide, including annual employment and adjustment increments, are not automatically granted and must be earned by satisfactory performance. Advancements require favorable evaluations of the employee's performance of assigned duties, a satisfactory attendance record, and adherence to the rules of this district and high standards of professional conduct.

#3214 – “Conflict of Interest”

An employee of the Beverly City Board of Education shall not have any interest, financial or otherwise, direct or indirect, or engage in any business or transaction or professional activity, which is in conflict with the proper discharge of his/her duties.

#3216 – “Conduct and Dress”

The Beverly City Board of Education expects all staff members to be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed, or the occasion.

#3281 – “Inappropriate Staff Conduct Procedure Regulation”

Inappropriate conduct by a school staff member will not be tolerated by the Beverly City Board of Education. The Policy and this Regulation have been developed and adopted by this Board to provide guidance and direction to avoid actual and/or the appearance of inappropriate conduct and conduct unbecoming a school staff member to pupils.

#3218 – “Employee Substance Abuse”

General All Employees

The use of alcoholic beverages in school worksites is prohibited. Violations of this prohibition may subject an employee to disciplinary action, which may include but is not limited to nonrenewal, suspension, or termination at the discretion of the Beverly City Board of Education.

#3437 – “Military (Certificated & Non-Certificated)”

The Beverly City Board of Education recognizes that military service rendered by any district employee in the defense of the country or in maintaining preparedness for conflict, foreign or domestic, is a service benefiting all citizens. Any permanent or full-time officer and/or employee of the district will be provided military leave and related benefits pursuant to the Uniformed Services Employment and Reemployment Rights Act (USERRA), 38 U.S.C. Section 4301 et seq., P.L. 2001 Chapter 351 amending N.J.S.A. 38:23-1, N.J.S.A. 38A:1-1 and N.J.S.A. 38A:4-4., and any other applicable Federal and State laws.

#4211 – “Recruitment, Selection & Hiring”

The Beverly City Board of Education shall appoint all staff members only from nominations made by the Chief School Administrator. All appointments shall be by recorded roll call majority vote of the full membership of the board. The Chief School Administrator shall adhere to the following in recruiting and interviewing candidates – see policy for details.

#4220 – “Supervision (Non-Certificated)”

The Beverly City School Chief School Administrator shall ensure development of procedures for observation and supervision of all employees so that optimum support is provided for the educational program.

#4220 – “Evaluation (Non-Certificated)”

The Beverly City School Chief School Administrator shall maintain factual personnel records on all support employees and shall direct evaluation procedures.

#5500 – “Conduct/Discipline”

The Board of Education believes that standards of student behavior must be set cooperatively by interaction among the students, parents/guardians, staff and community, producing an atmosphere that encourages students to grow in self-discipline. Such an atmosphere must include respect for self and others, as well as for district and community property. See policy for details.

#5512 – “Harassment, Intimidation and Bullying”

The Beverly City Board of Education prohibits acts of harassment, intimidation, or bullying. A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment; and since pupils learn by example, school administrators, faculty, staff, and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

#2416/5752 – “Married/Pregnant Pupils”

No pupil, whether married or unmarried, who is otherwise eligible to attend the district's school shall be denied an educational program solely because of pregnancy, childbirth, pregnancy-related disabilities, or actual or potential parenthood.

#5751 – “Sexual Harassment of Pupils”

The Beverly City Board of Education will not tolerate sexual harassment of pupils by school employees, other pupils, or third parties. Sexual harassment of pupils is a form of prohibited sex discrimination. School district staff will investigate and resolve allegations of sexual harassment of pupils engaged in sexual harassment by school employees, other pupils (peers), or third parties.

#2260/5750 – “Equal Educational Opportunity”

The Beverly City School District shall provide equal and bias-free access for all pupils to all school facilities, courses, programs, activities and services and give them maximum opportunity to achieve their potential regardless of race, creed, color, national origin, ancestry, age, sex, affectional or sexual orientation, marital status, familial status, liability for service in the Armed Forces of the United States, nationality, place of residence within the district, social or economic condition, or disability. Enforcement of other district affirmative action/equity policies (2224, 4111.1, 4211.1 and 6121) contribute to this legally required equality of educational opportunity

#5750/5755 – “Nondiscrimination/Affirmative Action” (Instructional)

No pupil enrolled in the Beverly City School District shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, religion, sex, affectional or sexual orientation, national origin, place of residence in the district, social or economic condition, nonapplicable disability, or because of genetic information or refusal to submit to or make available the results of a genetic test. The Affirmative Action Team as led by the Affirmative Action Officer shall be responsible for planning, implementing, and monitoring the district's affirmative action program with respect to school and classroom practices.

#5842 – “Physical Education and Health”

The Beverly City Board of Education directs that the district's curricular and extracurricular programs of physical education and activities comply with the district's affirmative action resolution and equity plan for school and classroom practices as stipulated in policy. The Board shall ensure that the comprehensive health and physical education curriculum addresses all elements required by the Core Curriculum Content Standards.

#2360/2361 – “Internet Safety and Technology”

The Beverly City Board of Education shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of the Core Curriculum Content Standards.

#2110 – “Extracurricular Activities”

The Beverly City Board of Education believes that the educational goals and objectives of the district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom program.

#2430/2431 – “Intramural, Interscholastic Competition”

The Beverly City Board of Education considers all competitive extracurricular activities academic, artistic and athletic an integral part of the total educational program. Competitive activities shall be under the same administration and control as the rest of the school program and closely articulated with it.

#1540 – “Code of Ethics”

The members of the Beverly City Board of Education recognize that they hold authority not as individuals but as members of the board. In order to make a clear public statement of its philosophy of service to the pupils of the district, the Board adopts this code of ethics.

APPENDIX A

Paraprofessionals

Carefully read the Student/Parent and Faculty/Staff Handbook as information is not duplicated in this Handbook and you are responsible

for knowing and adhering to policies and procedures found in all. Memos have also been included in your opening packet to provide further explanations of specific policies and procedures. All Board of Education Policies and Regulations are accessible from our website. Print a copy of the last page, sign and return to the main office no later than 15 days after your hire date.

ARRIVAL/DISMISSAL

Your specific start and end times are on your individual schedules. Please note that for any delayed openings, you are to report at 10:00 AM and for any early dismissals, you are to report at 8:00 AM and stay until 12:30 PM.

DURING CLASSES

You are expected to stay with your students' the entire time they are in their class. You are to support the teacher and remain active the entire class period. Do not leave the class under any circumstances except for personal emergency situations where you notify the classroom teacher of your need to leave the class.

ONE-TO-ONE PARAPROFESSIONALS

The job of One-to-One Paraprofessional is for the purpose of providing support to the instructional program with specific responsibility for assisting in the supervision, care, and instruction of students with special needs in the academic setting; assisting in implementing plans for instruction; monitoring student behaviors; and providing information to appropriate school personnel. You are to never leave your assigned student under any circumstances. You are to be with the child at all times throughout the school day. If you need to be excused for any reason, please tell the classroom teacher so arrangements can be made. If the student you are responsible for is not present, please report to the main office immediately to be reassigned. If the child you are assigned leaves early, please escort the student to the main office and await reassignment.

PERSONAL DAY REQUESTS/SUBSTITUTE INFORMATION

Please complete the Personal Day Request Form that is available in the main office, at least 24 hours prior to the date you wish to be absent. No personal days will be granted the day before or the day after a vacation or long weekend. Any staff member absent on the day before or after a vacation may be requested to submit a doctor's note. Any staff member absent 3 or more days may be required to submit a doctor's note. To obtain a substitute, call the sub caller at the hotline (). You may call anytime and leave a message. The best time to leave a message is in the evening. You may also call by 5:00 AM, but not after 6:30 AM. In the message, please leave your name, Beverly City School, grade level/subject or assignment. If you know of a future absence or personal day, notify the hotline so that they can fill the position in advance. It is imperative that you call for a substitute regardless of you completing the personal day request form. If you are out sick it is also your responsibility to complete a return from sick form that can be obtained in the main office.

PRE-KINDERGARTEN PARAPROFESSIONALS

If there is any issue with a student's lunch or you need additional condiments/utensils/etc. please dial ext. 217. These will be brought down to you as no Pre-Kindergarten room should be left with only one adult during lunches.

SIGNING IN AND OUT

Every day it is imperative that you sign in upon your arrival and sign out upon your departure. If you leave the building during your 30 minute lunch, you are required to sign in and out.

SUPERVISION OF PLAYGROUNDS, HALLWAYS & CLASSROOMS

Students MUST be under supervision at ALL TIMES. A paraprofessional's absence from his/her area of supervision does not relieve the paraprofessional of responsibility. Absence may be proven as neglect, and the liability then falls on the paraprofessional. The paraprofessional should NOT leave the area in which he or she is supervising students. Remain with your students at ALL times.

Handbook Compliance Form
2021-2022 School Year

I, _____, the undersigned employee of Beverly City School, do hereby acknowledge that I have read and understand the contents of both the **Student Handbook** and **Staff Handbook** for the school year.

I further understand that I have an obligation to myself and the district to familiarize myself with all of its contents.

Should you have questions regarding this document, please see Dr. Elizabeth Giacobbe, Ms. Kerri Lawler, and/or Ms. Carly Fanslau.

Name: _____

Position: _____

Signature: _____

Date: _____

QUOTE DATE: 07/30/21

FROM: Catherine Simone -- catherine.simone@pearson.com
Pearson, Attn: Jeanna Otto, MS B044
2510 N Dodge Street
Iowa City, IA 52245
Fax: 319.449.3009

TO: Kerri Lawler
Director of Curriculum and Instruction
Beverly City School District
601 Bentley Avenue
Beverly City, NJ 08010

Renewal Quote for Products and Services

For convenience purposes all options outlined in the edConnectNJ Menu of Services are quoted here

Term: July 1 2021 - June 30 2022

District Enrollment

314

Software Licensing Options

Schoolnet licensing (edConnectNJ) Standard Plus	\$4.33 per seat + \$7,500	\$8,859.62
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Innovative Assessment Solutions

Transcend - Early Adopter Program		\$2,007.62
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Optional Features

Document Camera Answer Sheet Scanning

Included for Kindergarten

Optional Professional Development

Please e-mail your purchase order to: jeanna.otto@pearson.com

Pearson
Attn: Jeanna Otto, MS B044
2510 N Dodge Street
Iowa City, IA 52245
Fax: 319.449.3009



BEVERLY K-8
MUSIC CURRICULUM

2021



Enter A Learner.

Exit A Leader.

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Section II Kindergarten - Grade 8 Music Instruction

Summary of Kindergarten- Grade 8 Music Instruction

The focus of the Beverly City School Music curriculum is to allow students to express themselves. Providing clear guidelines for creating or experiencing music, the curriculum encourages students to show personal creativity while exposing them to the tools and the materials that make this subject so engaging.

Our Music education program aims to improve learning in other subjects and help students gain skills to do well as a 21st Century citizen. Accommodations for all students to succeed are made by art educators, and their ability to succeed in 21st Century Life and Careers is dependent on a strong art curricular framework. Specifics are described following the art standards documents.

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
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>

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
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.

Digital Citizenship

By the end of grade 2	By the end of grade 5
<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>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>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>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>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 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>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 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>
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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
Individuals from different cultures may have different points of view and experiences.	Culture and geography can shape an individual's experiences and perspectives.

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
<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, contexts, disciplines and cultures provide valuable and necessary information</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 communicate ideas.</p>

that can be used for different purposes. Information is shared or conveyed in a variety of formats and sources.	Accurate and comprehensive information comes in a variety of platforms and formats and is the basis for effective decision making. Specific situations require the use of relevant sources of information.
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Technology Literacy

By the end of grade 2	By the end of grade 5
Digital tools have a purpose. Collaboration can simplify the work an individual has to do and sometimes produce a better product.	Different digital tools have different purposes. Collaborating digitally as a team can often develop a better artifact than an individual working alone.

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:

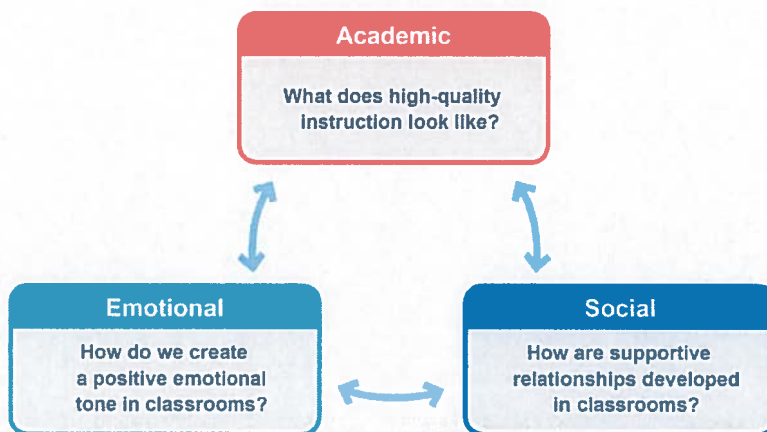
- ❖ Standards require students to participate in classroom discussions and explain their points of view. Thus, students need to learn communication skills and how communication must vary depending on their audience and their communication objective.

- ❖ 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 Music Instruction

Kindergarten -Grade 2 NJSLS- Music Standards

1.3A General Music Standards by the End of Grade 2

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources

Essential Question: How do musicians generate creative ideas?

Practice: Imagine

Performance Expectations:

1.3A.2.Cr1a: Explore, create and improvise musical ideas using rhythmic and melodic patterns in various meters and tonalities.

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context and expressive intent.

Essential Question: How do musicians make creative decisions?

Practices: Plan, Make

Performance Expectations:

- 1.3A.2.Cr2a: Demonstrate and explain personal reasons for selecting patterns and ideas for music that represent expressive intent.
- 1.3A.2.Cr2b: Use iconic or standard notation and/or recording technology to organize and document personal musical ideas.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Practices: Evaluate, Refine

Performance Expectations:

- 1.3A.2.Cr3a: Interpret and apply personal, peer and teacher feedback to revise personal music.
- 1.3A.2.Cr3b: Convey expressive intent for a specific purpose by presenting a final version of musical ideas to peers or informal audience.

Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Practices: Select, Analyze, Interpret

Performance Expectations:

1.3A.2.Pr4a: Demonstrate and explain personal interest in, knowledge about, and purpose of varied musical selections.

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Practices: Rehearse, Evaluate, Refine

Performance Expectations:

- 1.3A.2.Pr5a: Apply established criteria to judge the accuracy, expressiveness and effectiveness of performance.
- 1.3A.2.Pr5b: Rehearse, identify and apply strategies to address interpretive, performance and technical challenges of music.
- 1.3A.2.Pr5c: Demonstrate knowledge of basic music concepts (e.g. tonality and meter) in music from a variety of cultures selected for performance.
- 1.3A.2.Pr5d: When analyzing selected music, read and perform rhythmic and melodic patterns using iconic or standard notation.
- 1.3A.2.Pr5e: Demonstrate understanding of basic expressive qualities (e.g., dynamics, tempo) and how creators use them to convey expressive intent.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Practice: Present

Performance Expectations:

- 1.3A.2.Pr6a: Perform music for a specific purpose with expression and technical accuracy.

- 1.3A.2.Pr6b: Perform appropriately for the audience and purpose.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Practices: Select, Analyze

Performance Expectations:

- 1.3A.2.Re7a: Demonstrate and explain how personal interests and experiences influence musical selection for specific purposes.
- 1.3A.2.Re7b: Describe how specific music concepts are used to support a specific purpose in music.

Anchor Standard 8: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Practice: Interpret

Performance Expectations:

1.3A.2.Re8a: Demonstrate basic knowledge of music concepts and how they support creators'/performers' expressive intent.

Anchor Standard 9: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Practices: Evaluate

Performance Expectations:

1.3A.2.Re9a: Apply personal and expressive preferences in the evaluation of music.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Practice: Interconnection

Performance Expectations:

1.3A.2.Cn10a: Demonstrate how interests, knowledge and skills relate to personal choices and intent when creating, performing and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e 1.3A.2.Re7a

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music?

Practice: Interconnection

Performance Expectations: 1.3A.2.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.2.Cr2a, 1.3A.2.Cr3b, 1.3A.2.Pr5e, 1.3A.2.Re7a

Kindergarten Music Instruction

Resources:

- Making Music Fun https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- National Association for Music Education <https://nafme.org/>
- <https://www.teachervision.com/resources/music>
- <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- Open Stax Noisy Learning: Loud but Fun Music Education Activities
<https://cnx.org/contents/vrLsG4BO@7.31:qzNDiAz7@11/Percussion-Fast-and-Cheap>
- Carnegie hall <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- Wide Open School Music <https://wideopenschool.org>

- Making Music Fun Lesson Zone
https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php

Assessments:

- Exit Slips
- Teacher Observation
- Checklist/Rubric

Marking Period 1

Content: Creating

- Tempo
- Dynamic
- Levels
- PatternsRhythm

Additional Resources:

- Music Play Creative Process <https://musicplayonline.com/modules/the-creative-process/>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=>
- Making Music
<https://why.pbslearningmedia.org/resource/pinka18-arts-band-lp/making-music-lesson-plan-pinkalicious-peterrific/>
- Spoon Sounds
<https://why.pbslearningmedia.org/resource/pinka20-arts-spoonsounds-lp/spoon-sounds-lesson-plan-pinkalicious-peterrific/>
- Sharing your Creativity
<https://why.pbslearningmedia.org/resource/sharing-your-creativity-grades-1-and-2-pbs-kids/sharing-your-creativity-grades-1-and-2-pbs-kids-activity-gallery-move-to-include/>

Marking Period 2

Content: Performing

- Pitch
- Rhythm
- Dynamics
- Tempo

Additional Resources:

- Talking Drums <https://cnx.org/contents/1Zu1pcSS@11/Talking-Drums>
- Making Music
<https://why.pbslearningmedia.org/resource/pinka18-arts-band-lp/making-music-lesson-plan-pinkalicious-peterrific/>
- Spoon Sounds
<https://why.pbslearningmedia.org/resource/pinka20-arts-spoonsounds-lp/spoon-sounds-lesson-plan-pinkalicious-peterrific/>

- Carmen's World Orchestra
<https://why.pbslearningmedia.org/resource/32849aa9-3847-443c-8964-844546b7ebf5/carmens-world-orchestra-lets-go-luna-game/>

Marking Period 3

Content: Responding

- Construct responses to music and dance

Additional Resources:

- Music in World Cultures
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/?selected_facet=grades:K-2
- Teacher Vision Music Appreciation <https://www.teachervision.com/resources/music-appreciation>
- Classics for Kids <https://www.classicsforkids.com/teachers.html>

Marking Period 4

Content: Connecting

- Themes
- Patriot music
- Cultural music

Additional Resources:

- Carmen's World Orchestra
<https://why.pbslearningmedia.org/resource/32849aa9-3847-443c-8964-844546b7ebf5/carmens-world-orchestra-lets-go-luna-game/>
- Teacher Vision Music History <https://www.teachervision.com/resources/music-history>
- Teacher Vision Multicultural Music <https://www.teachervision.com/resources/multicultural-music>

First Grade Music Instruction

Resources:

- Making Music Fun https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- National Association for Music Education <https://nafme.org/>
- <https://www.teachervision.com/resources/music>
- <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- Open Stax Noisy Learning: Loud but Fun Music Education Activities
<https://cnx.org/contents/vrLsG4BO@7.31:qzNDiAz7@11/Percussion-Fast-and-Cheap>
- Carnegie hall <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- Wide Open School Music <https://wideopenschool.org>
- Making Music Fun Lesson Zone
https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php

Assessments:

- Exit Slips
- Teacher Observation
- Checklist/Rubric

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Marking Period 1

Content: Creating

- Tempo
- Dynamic
- Levels
- PatternsRhythm

Additional Resources:

- Music Play Creative Process <https://musicplayonline.com/modules/the-creative-process/>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=>
- Making Music
<https://why.pbslearningmedia.org/resource/pinka18-arts-band-lp/making-music-lesson-plan-pinkalicious-peterrific/>
- Spoon Sounds
<https://why.pbslearningmedia.org/resource/pinka20-arts-spoonsounds-lp/spoon-sounds-lesson-plan-pinkalicious-peterrific/>
- Sharing your Creativity
<https://why.pbslearningmedia.org/resource/sharing-your-creativity-grades-1-and-2-pbs-kids/sharing-your-creativity-grades-1-and-2-pbs-kids-activity-gallery-move-to-include/>

Marking Period 2

Content: Performing

- Pitch
- Rhythm
- Dynamics
- Tempo

Additional Resources:

- Talking Drums <https://cnx.org/contents/1Zu1pcSS@11/Talking-Drums>
- Making Music
<https://why.pbslearningmedia.org/resource/pinka18-arts-band-lp/making-music-lesson-plan-pinkalicious-peterrific/>
- Spoon Sounds
<https://why.pbslearningmedia.org/resource/pinka20-arts-spoonsounds-lp/spoon-sounds-lesson-plan-pinkalicious-peterrific/>
- Carmen's World Orchestra
<https://why.pbslearningmedia.org/resource/32849aa9-3847-443c-8964-844546b7ebf5/carmens-world-orchestra-lets-go-luna-game/>

Marking Period 3

Content: Responding

- Construct responses to music and dance

Additional Resources:

- Music in World Cultures
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/?selected_facet=grades:K-2
- Teacher Vision Music Appreciation <https://www.teachervision.com/resources/music-appreciation>
- Classics for Kids <https://www.classicsforkids.com/teachers.html>

Marking Period 4

Content: Connecting

- Themes
- Patriot music
- Cultural music

Additional Resources:

- Carmen's World Orchestra
<https://why.pbslearningmedia.org/resource/32849aa9-3847-443c-8964-844546b7ebf5/carmens-world-orchestra-lets-go-luna-game/>
- Teacher Vision Music History <https://www.teachervision.com/resources/music-history>
- Teacher Vision Multicultural Music <https://www.teachervision.com/resources/multicultural-music>

Second Grade Music Instruction

Resources:

- Making Music Fun https://www.makingmusicfun.net/html/mmf_music_library_the_lesson_zone_index.php
- National Association for Music Education <https://nafme.org/>
- <https://www.teachervision.com/resources/music>
- <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- Open Stax Noisy Learning: Loud but Fun Music Education Activities
<https://cnx.org/contents/vrLsG4BO@7.31:qzNDiAz7@11/Percussion-Fast-and-Cheap>
- Carnegie hall <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- Wide Open School Music <https://wideopenschool.org>
- Making Music Fun Lesson Zone
https://www.makingmusicfun.net/html/mmf_music_library_the_lesson_zone_index.php

Assessments:

- Exit Slips
- Teacher Observation
- Checklist/Rubric

Marking Period 1

Content: Creating

- Tempo
- Dynamic
- Levels

- PatternsRhythm

Additional Resources:

- Music Play Creative Process <https://musicplayonline.com/modules/the-creative-process/>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=>
- Making Music
<https://why.pbslearningmedia.org/resource/pinka18-arts-band-lp/making-music-lesson-plan-pinkalicious-peterrific/>
- Spoon Sounds
<https://why.pbslearningmedia.org/resource/pinka20-arts-spoonsounds-lp/spoon-sounds-lesson-plan-pinkalicious-peterrific/>
- Sharing your Creativity
<https://why.pbslearningmedia.org/resource/sharing-your-creativity-grades-1-and-2-pbs-kids/sharing-your-creativity-grades-1-and-2-pbs-kids-activity-gallery-move-to-include/>

Marking Period 2

Content: Performing

- Pitch
- Rhythm
- Dynamics
- Tempo

Additional Resources:

- Talking Drums <https://cnx.org/contents/1Zu1pcSS@11/Talking-Drums>
- Making Music
<https://why.pbslearningmedia.org/resource/pinka18-arts-band-lp/making-music-lesson-plan-pinkalicious-peterrific/>
- Spoon Sounds
<https://why.pbslearningmedia.org/resource/pinka20-arts-spoonsounds-lp/spoon-sounds-lesson-plan-pinkalicious-peterrific/>
- Carmen's World Orchestra
<https://why.pbslearningmedia.org/resource/32849aa9-3847-443c-8964-844546b7ebf5/carmens-world-orchestra-lets-go-luna-game/>

Marking Period 3

Content: Responding

- Construct responses to music and dance

Additional Resources:

- Music in World Cultures
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/?selected_facet=grades:K-2
- Teacher Vision Music Appreciation <https://www.teachervision.com/resources/music-appreciation>
- Classics for Kids <https://www.classicsforkids.com/teachers.html>

Marking Period 4

Content: Connecting

- Themes
- Patriot music
- Cultural music

Additional Resources:

- Carmen's World Orchestra
<https://why.pbslearningmedia.org/resource/32849aa9-3847-443c-8964-844546b7ebf5/carmens-world-orchestra-lets-go-luna-game/>
- Teacher Vision Music History <https://www.teachervision.com/resources/music-history>
- Teacher Vision Multicultural Music <https://www.teachervision.com/resources/multicultural-music>

Grade 3-5 NJSL- Music Standards

1.3A General Music Standards by the End of Grade 5

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources

Essential Question: How do musicians generate creative ideas?

Practice: Imagine

Performance Expectations:

1.3A.5.Cr1a: Generate and improvise rhythmic, melodic and harmonic ideas, and simple accompaniment patterns and chord changes. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context, and expressive intent.

Essential Question: How do musicians make creative decisions?

Practices: Plan, Make

Performance Expectations:

- 1.3A.5.Cr2a: Demonstrate developed musical ideas for improvisations, arrangements or compositions to express intent. Explain connection to purpose and context.

- 1.3A.5.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic, melodic and two-chord harmonic musical ideas.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence, and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Practices: Evaluate, Refine

Performance Expectations:

- 1.3A.5.Cr3a: Evaluate, refine and document revisions to personal music, applying collaboratively developed criteria, showing improvement over time and explaining rationale for changes.
- 1.3A.5.Cr3b: Present to others final versions of personally and collaboratively created music that demonstrate craftsmanship. Explain connection to expressive intent.

Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Practices: Select, Analyze, Interpret

Performance Expectations:

- 1.3A.5.Pr4a: Demonstrate and explain how the selection of music to perform is influenced by personal interest, knowledge and context as well as the students' technical skill.
- 1.3A.5.Pr4b: Demonstrate an understanding of the structure and expanded music concepts (e.g., rhythm, pitch, form, harmony) in music selected for performance.
- 1.3A.5.Pr4c: Analyze selected music by reading and performing using standard notation.
- 1.3A.5.Pr4d: Explain how context (e.g., personal, social, cultural, historical) informs performances.
- 1.3A.5.Pr4e: Convey creator's intents through the performers' interpretive decisions of expanded expressive qualities (e.g., dynamics, tempo, timbre, articulation/style).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance?

Practices: Rehearse, Evaluate, Refine

Performance Expectations:

- 1.3A.5.Pr5a: Apply teacher-provided and established criteria and feedback to evaluate the accuracy and expressiveness of ensemble and personal performance.
- 1.3A.5.Pr5b: Rehearse to refine technical accuracy and expressive qualities to address challenges and show improvement over time.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Practice: Present

Performance Expectations

- 1.3A.5.Pr6a: Perform music, alone or with others, with expression, technical accuracy and appropriate interpretation.
- 1.3A.5.Pr6b: Demonstrate performance decorum and audience etiquette appropriate for the context, venue, genre, and style.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Practices: Select, Analyze

Performance Expectations

- 1.3A.5.Re7a: Demonstrate and explain, citing evidence, how selected music connects to and is influenced by specific interests, experiences, purposes, or contexts.
- 1.3A.5.Re7b: Demonstrate and explain, citing evidence, how responses to music are informed by the structure, the use of the elements of music, and context (i.e., social, cultural, historical).

Anchor Standard 8: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Practices: Evaluate

Performance Expectations:

1.3A.5.Re8a: Evaluate musical works and performances, applying established criteria, and explain appropriateness to the context citing evidence from the elements of music.

Anchor Standard 9: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Practice: Interpret

Performance Expectations:

1.3A.5.Re9a: Demonstrate and explain how the expressive qualities (e.g., dynamics, tempo, timbre, articulation) are used in performers' and personal interpretations to reflect expressive intent.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do musicians make meaningful connections to creating, performing, and responding?

Practice: Interconnection

Performance Expectations:

1.3A.5.Cn10a: Demonstrate how interests, knowledge, and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

Anchor Standard 11: Relating artistic ideas and works within societal, cultural, and historical contexts to deepen understanding.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing, and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing, and responding to music

Practice: Interconnection

Performance Expectations:

1.3A.5.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.5.Cr2a, 1.3A.5.Cr3b, 1.3A.5.Pr4e, 1.3A.5.Re7a

Third Grade Music Instruction

Resources:

- Making Music Fun https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- National Association for Music Education <https://nafme.org/>
- Lesson Plans K-5 <https://nafme.org/lesson-plan-ideas-for-k-5-general-music-classes/>
- <https://www.teachervision.com/resources/music>
- <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- Open Stax Noisy Learning: Loud but Fun Music Education Activities
<https://cnx.org/contents/vrLsG4BO@7.31:qzNDiAz7@11/Percussion-Fast-and-Cheap>
- Carnegie hall <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- Wide Open School Music <https://wideopenschool.org>
- Making Music Fun Lesson Zone
https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- Music Play Online <https://musicplayonline.com/grades/grade-3/>

Assessments:

- Exit Slips
- Teacher Observation
- Checklist/Rubric

Marking Period 1

Content: Creating

- Tempo
- Dynamic
- Levels

- PatternsRhythm

Additional Resources:

- Music Play Creative Process <https://musicplayonline.com/modules/the-creative-process/>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=grades-3-5>
- Music Creation and Performance
https://why.pbslearningmedia.org/subjects/the-arts/music/musical-creation-participation-and-performance/?selected_facet=grades:3-5&selected_facet=media_type:Lesson%20Plan
- Re-mix Studio <https://digital.sctv.org/knowitall/artopia/music/remix-studio/>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 2

Content: Performing

- Pitch
- Rhythm
- Dynamics
- Tempo

Additional Resources:

- Talking Drums <https://cnx.org/contents/1Zu1pcSS@11/Talking-Drums>
- Writing a Dialogue
<https://why.pbslearningmedia.org/resource/vtl07.la.ws.style.lpdialogue/writing-a-dialogue-a-jazz-conversation-using-collective-improvisation/>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 3

Content: Responding

- Construct responses to music and dance

Additional Resources:

- Teacher Vision Music Appreciation <https://www.teachervision.com/resources/music-appreciation>
- Appreciation and Analysis
https://why.pbslearningmedia.org/subjects/the-arts/music/appreciation-and-analysis-of-musical-works/?selected_facet=grades:3-5&selected_facet=media_type:Lesson%20Plan
- Classics for Kids <https://www.classicsforkids.com/teachers.html>
<https://www.classicsforkids.com/downloads/haydn/Haydn3-5.pdf>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 4

Content: Connecting

- Themes
- Artist's interests, experiences, and motivation
- Cultural music

Additional Resources:

- Music in World Cultures
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/?selected_facet=grades:3-5
- Society and Music
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/?selected_facet=grades:3-5&selected_facet=media_type:Lesson%20Plan
- Teacher Vision Music History <https://www.teachervision.com/resources/music-history>
- Teacher Vision Multicultural Music <https://www.teachervision.com/resources/multicultural-music>
- Careers in Music
<https://why.pbslearningmedia.org/resource/51290a5e-c8a1-4771-9f9e-138c226af089/me-dorothy-and-the-people-behind-the-curtain-exploring-careers-in-the-arts/>
- Collaborative and Innovative Country music
<https://why.pbslearningmedia.org/resource/collaboration-innovation-lesson-plan/ken-burns-country-music/>
- Storytelling and Songwriting
https://static.pbslearningmedia.org/media/media_files/Gershwin_StorytellingBlog.pdf

Fourth Grade Music Instruction

Resources:

- Making Music Fun https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- National Association for Music Education <https://nafme.org/>
- Lesson Plans K-5 <https://nafme.org/lesson-plan-ideas-for-k-5-general-music-classes/>
- <https://www.teachervision.com/resources/music>
- <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- Open Stax Noisy Learning: Loud but Fun Music Education Activities
<https://cnx.org/contents/vrLsG4BO@7.31:qzNDiAz7@11/Percussion-Fast-and-Cheap>
- Carnegie hall <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- Wide Open School Music <https://wideopenschool.org>
- Making Music Fun Lesson Zone
https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- Music Play Online <https://musicplayonline.com/grades/grade-3/>

Assessments:

- Exit Slips
- Teacher Observation
- Checklist/Rubric

Marking Period 1

Content: Creating

- Tempo
- Dynamic
- Levels
- PatternsRhythm

Additional Resources:

- Music Play Creative Process <https://musicplayonline.com/modules/the-creative-process/>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=grades-3-5>
- Music Creation and Performance
https://why.pbslearningmedia.org/subjects/the-arts/music/musical-creation-participation-and-performance/?selected_facet=grades:3-5&selected_facet=media_type:Lesson%20Plan
- Re-mix Studio <https://digital.sctv.org/knowitall/artopia/music/remix-studio/>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 2

Content: Performing

- Pitch
- Rhythm
- Dynamics
- Tempo

Additional Resources:

- Talking Drums <https://cnx.org/contents/1Zu1pcSS@11/Talking-Drums>
- Writing a Dialogue
https://why.pbslearningmedia.org/resource/vtl07_la_ws_style_lpdialogue/writing-a-dialogue-a-jazz-conversation-using-collective-improvisation/
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 3

Content: Responding

- Construct responses to music and dance

Additional Resources:

- Teacher Vision Music Appreciation <https://www.teachervision.com/resources/music-appreciation>
- Appreciation and Analysis
https://why.pbslearningmedia.org/subjects/the-arts/music/appreciation-and-analysis-of-musical-works/?selected_facet=grades:3-5&selected_facet=media_type:Lesson%20Plan
- Classics for Kids <https://www.classicsforkids.com/teachers.html>
<https://www.classicsforkids.com/downloads/haydn/Haydn3-5.pdf>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 4

Content: Connecting

- Themes
- Artist's interests, experiences, and motivation
- Cultural music

Additional Resources:

- Music in World Cultures
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/?selected_facet=grades:3-5

- Society and Music
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/?selected_facet=grades:3-5&selected_facet=media_type:Lesson%20Plan
- Teacher Vision Music History <https://www.teachervision.com/resources/music-history>
- Teacher Vision Multicultural Music <https://www.teachervision.com/resources/multicultural-music>
- Careers in Music
<https://why.pbslearningmedia.org/resource/51290a5e-c8a1-4771-9f9e-138c226af089/me-dorothy-and-the-people-behind-the-curtain-exploring-careers-in-the-arts/>
- Collaborative and Innovative Country music
<https://why.pbslearningmedia.org/resource/collaboration-innovation-lesson-plan/ken-burns-country-music/>
- Storytelling and Songwriting
https://static.pbslearningmedia.org/media/media_files/Gershwin_StorytellingBlog.pdf
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Fifth Grade Music Instruction

Resources:

- Making Music Fun https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- National Association for Music Education <https://nafme.org/>
- Lesson Plans K-5 <https://nafme.org/lesson-plan-ideas-for-k-5-general-music-classes/>
- <https://www.teachervision.com/resources/music>
- <https://why.pbslearningmedia.org/subjects/the-arts/music/>
- Open Stax Noisy Learning: Loud but Fun Music Education Activities
<https://cnx.org/contents/vrLsG4BO@7.31:qzNDiAz7@11/Percussion-Fast-and-Cheap>
- Carnegie hall <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- Wide Open School Music <https://wideopenschool.org>
- Making Music Fun Lesson Zone
https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- Music Play Online <https://musicplayonline.com/grades/grade-3/>

Assessments:

- Exit Slips
- Teacher Observation
- Checklist/Rubric

Marking Period 1

Content: Creating

- Tempo
- Dynamic
- Levels
- PatternsRhythm

Additional Resources:

- Music Play Creative Process <https://musicplayonline.com/modules/the-creative-process/>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=grades-3-5>
- Music Creation and Performance
https://why.pbslearningmedia.org/subjects/the-arts/music/musical-creation-participation-and-performance/?selected_facet=grades:3-5&selected_facet=media_type:Lesson%20Plan
- Re-mix Studio <https://digital.scetv.org/knowitall/artopia/music/remix-studio/>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 2**Content: Performing**

- Pitch
- Rhythm
- Dynamics
- Tempo

Additional Resources:

- Talking Drums <https://cnx.org/contents/1Zu1pcSS@11/Talking-Drums>
- Writing a Dialogue
<https://why.pbslearningmedia.org/resource/vtl07.la.ws.style.lpdialogue/writing-a-dialogue-a-jazz-conversation-on-using-collective-improvisation/>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 3**Content: Responding**

- Construct responses to music and dance

Additional Resources:

- Teacher Vision Music Appreciation <https://www.teachervision.com/resources/music-appreciation>
- Appreciation and Analysis
https://why.pbslearningmedia.org/subjects/the-arts/music/appreciation-and-analysis-of-musical-works/?selected_facet=grades:3-5&selected_facet=media_type:Lesson%20Plan
- Classics for Kids <https://www.classicsforkids.com/teachers.html>
<https://www.classicsforkids.com/downloads/haydn/Haydn3-5.pdf>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 4**Content: Connecting**

- Themes
- Artist's interests, experiences, and motivation
- Cultural music

Additional Resources:

- Music in World Cultures
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/?selected_facet=grades:3-5
- Society and Music
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/?selected_facet=grades:3-5&selected_facet=media_type:Lesson%20Plan
- Teacher Vision Music History <https://www.teachervision.com/resources/music-history>
- Teacher Vision Multicultural Music <https://www.teachervision.com/resources/multicultural-music>
- Careers in Music
<https://why.pbslearningmedia.org/resource/51290a5e-c8a1-4771-9f9e-138c226af089/me-dorothy-and-the-people-behind-the-curtain-exploring-careers-in-the-arts/>
- Collaborative and Innovative Country music
<https://why.pbslearningmedia.org/resource/collaboration-innovation-lesson-plan/ken-burns-country-music/>
- Storytelling and Songwriting
https://static.pbslearningmedia.org/media/media_files/Gershwin_StorytellingBlog.pdf

Grade 6-8 NJSL- Music Standards

1.3A Music Standards by the End of Grade 8

Creating

Anchor Standard 1: Generating and conceptualizing ideas.

Enduring Understanding: The creative ideas, concepts and feelings that influence musicians' work emerge from a variety of sources

Essential Question: How do musicians generate creative ideas?

Practice: Imagine

Performance Expectations:

1.3A.8.Cr1a: Generate and improvise rhythmic, melodic and harmonic phrases and harmonic accompaniments within basic forms (e.g., AB, ABA, Theme & Variations) and expanded forms (e.g., introductions, transitions, codas) that convey expressive intent. Explain connection to specific purpose and context (e.g., social, cultural, historical).

Anchor Standard 2: Organizing and developing ideas.

Enduring Understanding: Musicians' creative choices are influenced by their expertise, context and expressive intent.

Essential Question: How do musicians make creative decisions?

Practices: Plan, Make

Performance Expectations:

- 1.3A.8.Cr2a: Select, organize and document personal musical ideas for arrangements, songs and compositions within expanded forms that demonstrate concepts such as tension and release, unity and variety, balance, and convey expressive intent.
- 1.3A.8.Cr2b: Use standard and/or iconic notation and/or recording technology to document personal rhythmic phrases, melodic phrases and harmonic sequences.

Anchor Standard 3: Refining and completing products.

Enduring Understanding: Musicians evaluate and refine their work through openness to new ideas, persistence and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their creative work?

Practices: Evaluate, Refine

Performance Expectations:

- 1.3A.8.Cr3a: Evaluate, refine and explain their own work by selecting and applying criteria including appropriate application of elements of music, compositional techniques, style and form, and use of sound sources.
- 1.3A.8.Cr3b: Present the final versions of documented personally and collaboratively created music that demonstrates craftsmanship and originality to others. Apply compositional techniques to achieve unity and variety, tension and release, and balance to convey expressive intent.

Performing

Anchor Standard 4: Selecting, analyzing, and interpreting work.

Enduring Understanding: Performers' interest in and knowledge of musical works, understanding of their own technical skill, and the context for a performance influence the selection of repertoire.

Essential Question: How do performers select repertoire?

Practices: Select, Analyze, Interpret

Performance Expectations:

- 1.3A.8.Pr4a: Apply collaboratively and personally developed criteria for selecting music of contrasting styles for performance and explain expressive qualities, technical challenges and reasons for choices.
- 1.3A.8.Pr4b: Compare the structure of contrasting pieces of music selected for performance, explaining how the elements of music are used in each.

- 1.3A.8.Pr4c: Analyze selected music by sight-reading in treble or bass clef using simple rhythmic, melodic and/or harmonic notation.
- 1.3A.8.P4d: Identify and explain how cultural and historical context inform performances and result in different musical effects.
- 1.3A.8.Pr4e: Perform contrasting pieces of music, demonstrating as well as explaining how the music's intent is conveyed by their interpretations of the elements of music and expressive qualities (e.g., dynamics, tempo, timbre, articulation/style, phrasing).

Anchor Standard 5: Developing and refining techniques and models or steps needed to create products.

Enduring Understanding: To express their musical ideas, musicians analyze, evaluate and refine their performance over time through openness to new ideas, persistence and the application of appropriate criteria.

Essential Question: How do musicians improve the quality of their performance? Practices: Rehearse, Evaluate, Refine

Performance Expectations:

1.3A.8.Pr5a: Identify and apply personally developed criteria (e.g., demonstrating correct interpretation of notation, technical skill of performer, originality, emotional impact, variety, interest) to rehearse, refine and determine when the music is ready to perform.

Anchor Standard 6: Conveying meaning through art.

Enduring Understanding: Musicians judge performance based on criteria that vary across time, place and cultures. The context and how a work is presented influence audience response.

Essential Question: When is a performance judged ready to present? How do context and the manner in which musical work is presented influence audience response?

Practice: Present

Performance Expectations:

- 1.3A.8.Pr6a: Perform music with technical accuracy, stylistic expression and culturally authentic practices to convey the creator's intent.
- 1.3A.8.Pr6b: Demonstrate performance decorum (e.g., stage presence, attire, behavior) and audience etiquette appropriate for venue, purpose, context, and style.

Responding

Anchor Standard 7: Perceiving and analyzing products.

Enduring Understandings: Individuals' selection of musical works is influenced by their interests, experiences, understandings, and purposes. Response to music is informed by analyzing context (e.g., social, cultural, historical) and how creator(s) or performer(s) manipulate the elements of music.

Essential Questions: How do individuals choose music to experience? How does understanding the structure and context of music inform a response?

Practices: Select, Analyze

Performance Expectations:

- 1.3A.8.Re7a: Select programs of music (e.g., a playlist, live performance) and demonstrate the connections to an interest or experience for a specific purpose.
- 1.3A.8.Re7b: Classify and compare how the elements of music and expressive qualities relate to the structure within programs of music (e.g., a playlist, live performance).
- 1.3A.8.Re7c: Identify and compare the context of programs of music from a variety of genres, cultures and historical periods.

Anchor Standard 8: Applying criteria to evaluate products.

Enduring Understanding: The personal evaluation of musical work(s) and performance(s) is informed by analysis, interpretation, and established criteria.

Essential Question: How do we judge the quality of musical work(s) and performance(s)?

Practices: Evaluate

Performance Expectations: 1.3A.8.Re8a: Apply appropriate personally developed criteria to evaluate musical works or performances.

Anchor Standard 9: Interpreting intent and meaning.

Enduring Understanding: Through their use of elements and structures of music, creators and performers provide clues to their expressive intent.

Essential Question: How do we discern the musical creators' and performers' expressive intent?

Practice: Interpret

Performance Expectations: 1.3A.8.Re9a: Support with evidence personal interpretation of contrasting programs of music and explain how the application of the elements of music and expressive qualities, within genres, cultures and historical periods convey expressive intent.

Connecting

Anchor Standard 10: Synthesizing and relating knowledge and personal experiences to create products.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Question: How do musicians make meaningful connections to creating, performing and responding?

Practice: Interconnection

Performance Expectations:

1.3A.8.Cn10a: Demonstrate how interests, knowledge and skills related to personal choices and intent when creating, performing, and responding to music. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

Anchor Standard 11: Relating artistic ideas and works within societal, cultural and historical contexts to deepen understanding.

Enduring Understanding: Musicians connect their personal interests, experiences, ideas, and knowledge to creating, performing and responding.

Essential Question: How do the other arts, other disciplines, contexts, and daily life inform creating, performing and responding to music?

Practice: Interconnection

Performance Expectations:

1.3A.8.Cn11a: Demonstrate understanding of relationships between music and the other arts, other disciplines, varied contexts, and daily life. This Performance Expectation is embedded in the following Artistic Processes: 1.3A.8.Cr2a, 1.3A.8.Cr3b, 1.3A.8.Pr4e, 1.3A.8.Re7a

Sixth Grade Music Instruction

Resources:

- Making Music Fun https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- National Association for Music Education <https://nafme.org/>
- Teacher Vision Music Lessons <https://www.teachervision.com/resources/music>
- PBS Learning- Music https://why.pbslearningmedia.org/subjects/the-arts/music/?selected_facet=grades:6-8
- Carnegie hall <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=grades-6-8>
- Making Music Fun Lesson Zone https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- Music Play Online <https://musicplayonline.com/grades/grade-6/>
- Open Stax Noisy Learning: Loud but Fun Music Education Activities <https://cnx.org/contents/vrLsG4BO@7.31:qzNDiAz7@11/Percussion-Fast-and-Cheap>

Assessments:

- Exit Slips
- Teacher Observation
- Checklist/Rubric

Marking Period 1**Content: Creating**

- Tempo
- Dynamic
- Levels
- Patterns
- Rhythm

Additional Resources:

- Music Play Creative Process <https://musicplayonline.com/grades/grade-6/>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=grades-6-8>
- Music Creation and Performance
https://why.pbslearningmedia.org/subjects/the-arts/music/?selected_facet=grades:6-8&selected_facet=media_type:Lesson%20Plan
- Re-mix Studio <https://digital.scetv.org/knowitall/artopia/music/remix-studio/>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 2**Content: Performing**

- Pitch
- Rhythm
- Dynamics
- Tempo

Additional Resources:

- Kennedy Center Lessons
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/ApplyFilter/?GradeBand=&ArtsSubject=Music&OtherSubject=&Duration=&SearchText=&SortColumn=Date&SortDirection=Descending>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 3**Content: Responding**

- Construct responses to music and dance

Additional Resources:

- Teacher Vision Music Appreciation <https://www.teachervision.com/resources/music-appreciation>

- Appreciation and Analysis
https://why.pbslearningmedia.org/subjects/the-arts/music/appreciation-and-analysis-of-musical-works/?selected_facet=grades:6-8&selected_facet=media_type:Lesson%20Plan
- Classics for Kids <https://www.classicsforkids.com/teachers.html>
<https://www.classicsforkids.com/downloads/haydn/Haydn3-5.pdf>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>
- Identifying Different perspectives
<https://why.pbslearningmedia.org/resource/vtl07.la.rv.text.lpdiums/identifying-different-perspectives-camilos-drums/>
- Music Toolkit responding Guide
https://why.pbslearningmedia.org/resource/responding_guide3/music-arts-toolkit/

Marking Period 4

Content: Connecting

- Themes
- Artist's interests, experiences, and motivation
- Cultural music

Additional Resources:

- Music in World Cultures
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/?selected_facet=grades:6-8
- Society and Music
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/?selected_facet=grades:6-8&selected_facet=media_type:Lesson%20Plan
- Teacher Vision Music History <https://www.teachervision.com/resources/music-history>
- Teacher Vision Multicultural Music <https://www.teachervision.com/resources/multicultural-music>
- Careers in Music
<https://why.pbslearningmedia.org/resource/51290a5e-c8a1-4771-9f9e-138c226af089/me-dorothy-and-the-people-behind-the-curtain-exploring-careers-in-the-arts/>
- Collaborative and Innovative Country music
<https://why.pbslearningmedia.org/resource/collaboration-innovation-lesson-plan/ken-burns-country-music/>
- Storytelling and Songwriting
https://static.pbslearningmedia.org/media/media_files/Gershwin_StorytellingBlog.pdf
- Saturday Night/Sunday Morning Country Music
<https://why.pbslearningmedia.org/resource/saturday-night-sunday-morning-tension-lesson-plan/ken-burns-country-music/>
- Music Travels for Children
https://cnx.org/contents/Q1VXjVm0@11.10:64dx_Sgl@15/Germanic-Music-Folk-Songs

Seventh Grade Music Instruction

Resources:

- Making Music Fun https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php

- National Association for Music Education <https://nafme.org/>
- Teacher Vision Music Lessons <https://www.teachervision.com/resources/music>
- PBS Learning- Music
https://why.pbslearningmedia.org/subjects/the-arts/music/?selected_facet=grades:6-8
- Carnegie hall <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=grades-6-8>
- Making Music Fun Lesson Zone
https://www.makingmusicfun.net/htm/mmf_music_library_the_lesson_zone_index.php
- Music Play Online <https://musicplayonline.com/grades/grade-6/>
- Open Stax Noisy Learning: Loud but Fun Music Education Activities
<https://cnx.org/contents/vrLsG4BO@7.31:qzNDiAz7@11/Percussion-Fast-and-Cheap>

Assessments:

- Exit Slips
- Teacher Observation
- Checklist/Rubric

Marking Period 1

Content: Creating

- Tempo
- Dynamic
- Levels
- Patterns
- Rhythm

Additional Resources:

- Music Play Creative Process <https://musicplayonline.com/grades/grade-6/>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=grades-6-8>
- Music Creation and Performance
https://why.pbslearningmedia.org/subjects/the-arts/music/?selected_facet=grades:6-8&selected_facet=media_type:Lesson%20Plan
- Re-mix Studio <https://digital.scetv.org/knowitall/artopia/music/remix-studio/>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 2

Content: Performing

- Pitch
- Rhythm
- Dynamics
- Tempo

Additional Resources:

- Kennedy Center Lessons
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities>

[es/ApplyFilter/?GradeBand=&ArtsSubject=Music&OtherSubject=&Duration=&SearchText=&SortColumn=Date&SortDirection=Descending](#)

- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 3

Content: Responding

- Construct responses to music and dance

Additional Resources:

- Teacher Vision Music Appreciation <https://www.teachervision.com/resources/music-appreciation>
- Appreciation and Analysis
https://why.pbslearningmedia.org/subjects/the-arts/music/appreciation-and-analysis-of-musical-works/?selected_facet=grades:6-8&selected_facet=media_type:Lesson%20Plan
- Classics for Kids <https://www.classicsforkids.com/teachers.html>
<https://www.classicsforkids.com/downloads/haydn/Haydn3-5.pdf>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>
- Identifying Different perspectives
<https://why.pbslearningmedia.org/resource/vtl07.la.rv.text.lpdrums/identifying-different-perspectives-camilos-drums/>
- Music Toolkit responding Guide
https://why.pbslearningmedia.org/resource/responding_guide3/music-arts-toolkit/

Marking Period 4

Content: Connecting

- Themes
- Artist's interests, experiences, and motivation
- Cultural music

Additional Resources:

- Music in World Cultures
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/?selected_facet=grades:6-8
- Society and Music
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/?selected_facet=grades:6-8&selected_facet=media_type:Lesson%20Plan
- Teacher Vision Music History <https://www.teachervision.com/resources/music-history>
- Teacher Vision Multicultural Music <https://www.teachervision.com/resources/multicultural-music>
- Careers in Music
<https://why.pbslearningmedia.org/resource/51290a5e-c8a1-4771-9f9e-138c226af089/me-dorothy-and-the-people-behind-the-curtain-exploring-careers-in-the-arts/>
- Collaborative and Innovative Country music
<https://why.pbslearningmedia.org/resource/collaboration-innovation-lesson-plan/ken-burns-country-music/>
- Storytelling and Songwriting
https://static.pbslearningmedia.org/media/media_files/Gershwin_StorytellingBlog.pdf

- Saturday Night/Sunday Morning Country Music
<https://why.pbslearningmedia.org/resource/saturday-night-sunday-morning-tension-lesson-plan/ken-burns-country-music/>
- Music Travels for Children
https://cnx.org/contents/Q1VXjVm0@11.10:64dx_Sgl@15/Germanic-Music-Folk-Songs

Eighth Grade Music Instruction

Resources:

- Making Music Fun https://www.makingmusicfun.net/html/mmf_music_library_the_lesson_zone_index.php
- National Association for Music Education <https://nafme.org/>
- Teacher Vision Music Lessons <https://www.teachervision.com/resources/music>
- PBS Learning- Music
https://why.pbslearningmedia.org/subjects/the-arts/music/?selected_facet=grades:6-8
- Carnegie hall <https://www.carnegiehall.org/Explore/Learn/Music-Educators>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=grades-6-8>
- Making Music Fun Lesson Zone
https://www.makingmusicfun.net/html/mmf_music_library_the_lesson_zone_index.php
- Music Play Online <https://musicplayonline.com/grades/grade-6/>
- Open Stax Noisy Learning: Loud but Fun Music Education Activities
<https://cnx.org/contents/vrLsG4BO@7.31:qzNDiAz7@11/Percussion-Fast-and-Cheap>

Assessments:

- Exit Slips
- Teacher Observation
- Checklist/Rubric

Marking Period 1

Content: Creating

- Tempo
- Dynamic
- Levels
- Patterns
- Rhythm

Additional Resources:

- Music Play Creative Process <https://musicplayonline.com/grades/grade-6/>
- Wide Open School Music <https://wideopenschool.org/search/?swp=Music&audience=grades-6-8>
- Music Creation and Performance
https://why.pbslearningmedia.org/subjects/the-arts/music/?selected_facet=grades:6-8&selected_facet=media_type:Lesson%20Plan
- Re-mix Studio <https://digital.scetv.org/knowitall/artopia/music/remix-studio/>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 2

Content: Performing

- Pitch
- Rhythm
- Dynamics
- Tempo

Additional Resources:

- Kennedy Center Lessons
<https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/lessons-and-activities/ApplyFilter/?GradeBand=&ArtsSubject=Music&OtherSubject=&Duration=&SearchText=&SortColumn=Date&SortDirection=Descending>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>

Marking Period 3

Content: Responding

- Construct responses to music and dance

Additional Resources:

- Teacher Vision Music Appreciation <https://www.teachervision.com/resources/music-appreciation>
- Appreciation and Analysis
https://why.pbslearningmedia.org/subjects/the-arts/music/appreciation-and-analysis-of-musical-works/?selected_facet=grades:6-8&selected_facet=media_type:Lesson%20Plan
- Classics for Kids <https://www.classicsforkids.com/teachers.html>
<https://www.classicsforkids.com/downloads/haydn/Haydn3-5.pdf>
- Chrome Music Lab <https://musiclab.chromeexperiments.com/>
- Identifying Different perspectives
<https://why.pbslearningmedia.org/resource/vt107.la.rv.text.lpdiums/identifying-different-perspectives-camilos-drums/>
- Music Toolkit responding Guide
https://why.pbslearningmedia.org/resource/responding_guide3/music-arts-toolkit/

Marking Period 4

Content: Connecting

- Themes
- Artist's interests, experiences, and motivation
- Cultural music

Additional Resources:

- Music in World Cultures
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/music-in-world-cultures/?selected_facet=grades:6-8
- Society and Music
https://why.pbslearningmedia.org/subjects/the-arts/music/society-and-history-of-music/?selected_facet=grades:6-8&selected_facet=media_type:Lesson%20Plan

- Teacher Vision Music History <https://www.teachervision.com/resources/music-history>
- Teacher Vision Multicultural Music <https://www.teachervision.com/resources/multicultural-music>
- Careers in Music
<https://why.pbslearningmedia.org/resource/51290a5e-c8a1-4771-9f9e-138c226af089/me-dorothy-and-the-people-behind-the-curtain-exploring-careers-in-the-arts/>
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- Storytelling and Songwriting
https://static.pbslearningmedia.org/media/media_files/Gershwin_StorytellingBlog.pdf
- Saturday Night/Sunday Morning Country Music
<https://why.pbslearningmedia.org/resource/saturday-night-sunday-morning-tension-lesson-plan/ken-burns-country-music/>
- Music Travels for Children
https://cnx.org/contents/Q1VXjVm0@11.10:64dx_Sgl@15/Germanic-Music-Folk-Songs

Learning Style Accommodations

English Language Learners:

1. Consult with our 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.
2. Allow additional opportunities for drawing to assist ELL student to retell content information in pictures and then graduate to words
3. Actively help students build connections and associations in order to access background knowledge or previously taught information
4. Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
5. Always model writing assignments on the document camera or on the marker board
6. Modify assignments (fewer questions or fewer vocabulary)
7. Provide concrete examples of vocabulary words through the use of visuals
8. Provide small group instruction
9. Provide preferential seating
10. Provide extended time
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



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Date: 07.27.21
For: Beverly City
Prepared By: Stephanie Klemper

Valid thru August 31, 2021

Item#	Description	Qty	List Price
FUNDUN	1 year site license to Fundamentals Unlimited	13	\$169
	Grand Total		





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
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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
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26	27	28	29	30	31	

JANUARY 2022

S	M	T	W	Th	F	S
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2	3	4	5	6	7	8
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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
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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
1st 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

3rd 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
SCHOOL CLOSED
Last Day for Students & Staff

June 2
June 3
June 7
June 13-16, 20-21
June 17
June 21

Legend:

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

○ 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	13	13
Total			Students - 183		
			Staff - 185		

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

To: Dr. Elizabeth Giacobbe, Superintendent
Kerri Lawler, Grants Manager

From: Dr. Dawn McRae

Date: August 15, 2021

Subject: Mental Health Proposal

The COVID-19 has challenged our schools and practitioners in unprecedented ways. It has caused us to consider pandemic preparedness and to reconsider crisis response and trauma-informed practices in the context of the pervasive and insidious inequities in our communities that have been exacerbated by both the pandemic and the inadequate or failed response (Basset & Linos, 2020). The COVID-19 pandemic has revealed just how much society relies on schools to address needs that are not solely educational but also social and emotional in nature. It is also clear that schools are not given sufficient resources to address those needs (Trujillo & Renee, 2012). Schools provide much more than a focus on reading, writing, and arithmetic. Schools have become a safe haven for many children and adolescents who need nutrition, supervision, and social and emotional interventions.

Many children do not have access to sustainable behavioral health services. Often school reform does not move in the same direction as the mental health field's interest in trauma prevention and intervention. However, many schools across the country have recognized the importance of implementing trauma-informed policies and programs. Researchers have found that evidence-based services can improve children's overall mental health (Bartlett et al., 2016). School districts across the country have applied for mental health grants to serve children dealing with traumatic stress.

One has to wonder how children with trauma-related issues are coping with our current state of affairs without adequate supports. Generally, a child's response to trauma is based on individual variables such as temperament and cognitive functioning, nature of the event and proximity to exposure, previous experiences, available adult support, and stability of a day-to-day routine. The effects of COVID-19 have worsened many pre-existing problems for children. Furthermore, this exposure has increased children's risk for subsequent maltreatment and adversity (Phelps & Sperry, 2020). Therefore, the necessity for counseling students who are trying to reacclimate and learn during the pandemic would continue to be useful for Beverly City School.

Introduction

COVID-19 has taken its toll on every aspect of education nationwide, from enrollment to finances and even academically. It is evident the pandemic and the inconsistency of how often students are in person vs. remote has had an impact on student achievement this year. It is a trend that has happened in school systems across the country. Consequently, the pandemic has transformed society in profound ways, exacerbating social and economic inequalities in its wake.

Whereas previous research examined the impact of summer recess on learning, or disruptions from events such as COVID-19 presents a unique challenge that has made it unclear on how to apply past lessons. Concurrent effects on the economy made parents less equipped to provide support, as they struggled with economic uncertainty or demands of working from home. The health and mortality risk of the pandemic incurred further psychological costs, as did the toll of social isolation. Family violence rose, putting already vulnerable students at increased risk. At the same time, the scope of the pandemic compelled schools to respond more actively than during other disruptive events.

Learning and development have been interrupted and disrupted for millions of students. The pandemic has exacerbated well-documented opportunity gaps that put low-income students at a disadvantage. Opportunity gaps are gaps in access to the conditions and resources that enhance learning and development, and include access to food and nutrition, housing, health insurance and care, and financial relief measures. One of the most critical opportunity gaps is the uneven access to the devices and internet access critical to learning online. This digital divide has made it virtually impossible for some students to learn during the pandemic.

With students at home, the school community is absent and despite the virtual interactions and learning opportunities provided by the internet and social networks a barrier is created in the educational relationship between pupils and teachers. Moreover, the children are missing a physical space in which to share interests, thoughts, hopes, and emotions among peers. School provides a structured setting in which children can learn and develop social competencies, such as self-confidence, friendship, empathy, participation, respect, gratitude, compassion, and responsibility. Social and emotional learning is important for young people to become conscious members of a solidarity-based community.

School-Based Counseling

With the advent of the pandemic, even greater efforts are called for in meeting the social-emotional needs of children and implementing trauma- and healing-informed practice, all while making up for learning loss and preparing for the coming unpredictable combinations of distance learning, blended learning, and in-classroom learning. Research increasingly suggests that social and emotional learning (SEL) matters a great deal for important life outcomes like success in school, college entry and completion, and later earnings. The research also tells us that SEL can be taught and nurtured in

schools so that students increase their ability to integrate thinking, emotions, and behavior in ways that lead to positive school and life outcomes.

Implementing school-based counseling will assist students at all levels. The counselor will work with those students who needs help with managing their emotions, thoughts, and behaviors in different situations. The counselor will listen to the students concerns. The counselor will help the student recognize their emotions and thoughts and how it influences their behavior. The counselor will help the student to take the perspective of and empathize with others. The counselor will refer the student to a psychologist for further treatment if necessary. The counselor will evaluate the students' abilities, interests and personalities to help them develop realistic academic and career goals. Finally, the counselor will demonstrate strategies for students to manage their own emotions and learning processes.

Since each student's home and social life are different, the counselor could be the only person who fulfills that need for them at a given time. Individual counseling may help students with issues such as bullying, disabilities, low self-esteem, poor academic performance and relationship troubles. During counseling sessions, the students can share their feelings, address any issues they may have concerning their home life and school, and in general, feel comfortable doing so. Cultivating this sort of environment is the primary aim of the counseling sessions. Thus, this proposal seeks to facilitate individual counseling sessions with at-risk students based on previous disciplinary records in order to reduce negative educational outcomes.

Counseling Goals

To promote the personal/social development of students in a safe, inclusive learning environment.

Counseling Objectives

- To listen to students' concerns about academic, emotional, or social problems
- To help students process their problems and plan goals and actions steps
- To mediate conflict between students
- To refer students to psychologists and other mental health resources when needed

Expected Counseling Outcomes

As a result of attending school-based counseling sessions, the students will have:

- Increased self-confidence and self-esteem
- Improved communication skills
- Created a sense of belonging
- Gained a positive attitude toward school

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**APPENDIX A
BUDGET**

COUNSELOR

AMOUNT

10-month program- 4 hour sessions

Amie Jones- \$151.00 per hour

4 hrs. day x 2x's mo. = \$1,208.60 per month for ten months

Sub-Total: 12,086.00

Total 12,086.00



Elizabeth C. Giacobbe, Ed.D.
Superintendent

Emergency Virtual or Remote Instruction Plan for Beverly City School District

County: Burlington
District: Beverly City School District
Chief School Administrator: Elizabeth C. Giacobbe, Ed.D.
Phone Number of Contact: 609-387-2200

According to the guidelines, absent a shift in the public health data, as set forth by the New Jersey Department of Education, school buildings will open in full capacity for in-person instruction and operations in the fall. The reopening of our schools will include necessary limitations to protect health and safety of our students and staff. The Beverly City School District will be open for five (5) full days as we were in the 2020-2021 school year. As the previous plan proved to be quite successful, we will be following the same plan and procedures. We do recognize that we must be ready to adjust our educational models should the spread of the virus and consistent health data require one or a group of students to quarantine throughout the school year.

The Beverly City School District will strictly adhere to all of the protocol as outlined by the New Jersey Department of Education, CDC, and local health officials. The health and safety of students and staff remain our number one priority and will guide all decisions at the local level.

At the Beverly City School District, we have prioritized technology and adopted a 1:1 Chromebook initiative, where all students are provided a Chromebook. Should a student or students need to quarantine due to COVID-19, a student may engage in their school day through an at-home synchronous e-learning experience, the student will be provided a school district issued Chromebook. The parent/guardian must complete an on-line parental agreement form available on the district's homepage. This will need to be completed each school year. Should the district need to go all remote, the same process will be followed. Parents/guardians requiring the use of a district issued Chromebook will complete the form and arrangements will be made for a safe retrieval of the Chromebook. After the closure, on March 13, 2020, we provided nearly 200 Chromebooks to the families that required them. We have made similar accommodations and are prepared to send home a Chromebook to any family that does not have their own device at home.

- The Beverly City School District has worked closely with Assemblywoman Carol A. Murphy and Mr. John Mulholland, the Chief of Staff for Assemblywoman Carol A. Murphy to connect with Mr. Tony Bawidamann, Sr. Director, Government Affairs for Comcast, who has several options for families with students enrolled in the Beverly School District to have access to the internet. Comcast offers free internet for two months for low-income families. After the two months are up, the service is \$99 for the year. For less than \$100, a family can have internet for an entire year. If a family cannot afford this; we would have to look at local funds to see if it is a possibility to assist with covering costs.



Elizabeth C. Giacobbe, Ed.D.
Superintendent

- During the last closure in March 2020, we had very few families, less than two (2) that did not have access to the internet. If we are required to close, we will work to identify those families in need of participating in the offer from Comcast.
- In addition, when device issues arose the past school year, we were able to address them. Our technology coordinator was very accessible and accommodating, and this allowed for families to connect remotely and access online learning in meaningful ways, because of his assistance.
- This fall, class sizes allow for teachers to be very familiar with our families and their access to technology. Should circumstances prevent or preclude a student from gaining access, the teacher will immediately let administration and our technology coordinator know. At that time, our technology coordinator will arrange for a phone call and attempt to remedy the issue remotely. If this does not resolve the issue, our technology coordinator will arrange for a time that the family can bring the device and he can review the issue in person. If warranted, new technology will be issued to this family.

Beverly City School District recognizes that these supports are not an exhaustive list of the activities and/or the supports it will need to establish to help all with the transition. Behavioral supports, social supports, and academic supports are essential for maintaining staff and students' optimal health for learning. The multi-tiered systems of support, screening tools, collaborative problem-solving teams, data-based decision-making, mental health supports, primary health supports using our school nurse and local health department, mentoring, and quality academic instruction will make transitioning back into the school environment smoother.

Below we will outline, in detail, the option of at-home synchronous e-learning only available to students who must quarantine only due to COVID-19. During the duration of the quarantine, the child will follow the daily schedule (8:00 – 3:00) through live streaming. The second option, virtual, is only if the whole school closes per the mandate of Executive Order, NJDOE, and/or NJDOH, guidelines.

Elizabeth C. Giacobbe, Ed.D.
Superintendent

Beverly City School

**Traditional
School Day/
At Home
Synchronous
E-Learning**

.....
*With enhanced sanitizing protocols
and possible use of PPE*





Elizabeth C. Giacobbe, Ed.D.
Superintendent

Traditional School Day + Social Distancing/At-Home Synchronous E-Learning:

Traditional School Day + Social Distancing Option:

We would adhere to the mandated, enhanced cleaning schedule as outlined above; as well as, all other critical components. Staff, students, and visitors would use PPE where mandated. Staff would arrive at 7:55 AM and get screened upon entering. Students would arrive at 8:15 AM to get screened. They would social distance while lined up at different entrances, which are listed above.

Upon entering, students would receive a bagged breakfast and report directly to their homerooms. Most classes have low enough numbers that we can ensure social distancing and adhere to the guidelines as set forth by the New Jersey Department of Education. Students would remain in their classes, with the exception of lunch, recess, PE classes, and music instruction to ensure social distancing and no cross contamination between cohorts. Students would be dismissed at 3:00 PM.

The teachers, who will be wearing masks, would do the moving. Students would be permitted to use the restrooms, which will be closely monitored and go outside, for recess and PE, weather permitting.

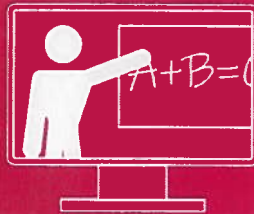
At-Home Synchronous E-Learning Option for COVID-19 Quarantined Student ONLY:

Students who need to quarantine due to COVID-19 ONLY, will participate in at-home synchronous e-learning (online learning). The school will remain open for in-school learning and the quarantined student(s) will participate in daily lessons via webcams directed at the front of the room during classroom instruction. Students will be able to live stream every lesson, and are required to attend daily to meet attendance requirements. In addition, students must complete the assigned work through their google classroom and be responsive during live classroom instruction. Every morning, a google meet appointment will be emailed to a student's email so that they may join. Attendance will be taken and grades will be earned/issued just as if we were 100% in-person. Accordingly, expectations will reflect a quintessential Beverly City School District education.

Students who are determined to need to quarantine for COVID-19 only and need meals may pick them up at the school. This will be made available two times per week and the individual families affected by the quarantine will be notified of dates and times.

Beverly City School

Virtual Distance Learning





Elizabeth C. Giacobbe, Ed.D.
Superintendent

Virtual Distance Learning for Full School Closure:

The Beverly City School District will adopt this scenario if the New Jersey Department of Education, Department of Health, and/or CDC mandates a **full** school closure. We will resume online/virtual learning as we did in March 2020 at the initial school closure of the COVID-19 pandemic. We would run the school day with all of the periods (1-8) using the 12:30 dismissal schedule. Teachers will take their lunch from 12:30-1:15 as should students. Teachers would then be available at 1:15 for small group and/or 1:1 assistance for students through 3:00 PM. Teachers and individual paraprofessionals will provide live instruction for students through Google Meets on an approximate 30-minute period schedule and the 12:30 dismissal schedule found below.

Each homeroom teacher will create a Google Classroom for their homeroom students where one unique Google Meet code will be generated. Teachers will share the individual meeting code with their colleagues in order to ensure students can remain logged in to one meeting and teachers will be responsible for rotating in and out during their assigned instructional period.

Should the full school need to close, meals for the week will be provided one time per week. The specific date, time, and location for meal pick up will be determined and shared with the school community if the need arises.

Elizabeth C. Giacobbe, Ed.D.
Superintendent

Master Schedule Virtual Distance Learning Option:

Time	Monday	Tuesday	Wednesday	Thursday	Friday
7:55 Teacher Arrival	Teachers in Building	Teachers in Building	Teachers in Building	Teachers in Building	Teachers in Building
8:00 – 8:15 Breakfast	Log in your attendance	Log in your attendance	Log in your attendance	Log in your attendance	Log in your attendance
8:15– 8:25	Homeroom	Homeroom	Homeroom	Homeroom	Homeroom
Period 1 8:25 – 8:50	Follow your regular schedule	Follow your regular schedule	Follow your regular schedule	Follow your regular schedule	Follow your regular schedule
Period 2 8:50 – 9:20	Using this 12:30 Dismissal time frame	Using this 12:30 Dismissal time frame	Using this 12:30 Dismissal time frame	Using this 12:30 Dismissal time frame	Using this 12:30 Dismissal time frame
Period 3 9:20–9:50					
Period 4 9:50 – 10:25					
Period 5 10:25 – 10:55					
Period 6 10:55 – 11:25					
Period 7 11:25 – 12:00					
Period 8 12:00 – 12:30					
12:30 – 1:15	Teachers' Lunch	Teachers' Lunch	Teachers' Lunch	Teachers' Lunch	Teachers' Lunch
1:15 - 3:15	Virtual Office Hours/1:1 Assistance	Virtual Office Hours/1:1 Assistance	Virtual Office Hours/1:1 Assistance	Virtual Office Hours/1:1 Assistance	Virtual Office Hours/1:1 Assistance