



BEVERLY CITY BOARD OF EDUCATION

601 Bentley Avenue

Beverly, New Jersey 08010

www.beverlycityschool.org

REGULAR MEETING

Beverly City School

6:00 PM

May 6, 2021

Beverly School Library

AGENDA

1. CALL TO ORDER

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

Robert Thibault

3. Pledge of Allegiance

4. To accept the resignation of Dominique Turner, Board Member, effective April 20, 2021.

Roll Call

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

5. President opens meeting

6. Board Member Comments on the Agenda

7. Public Comment on Agenda Items Only

8. MOTION: BE IT RESOLVED, that the Board of Education approve the regular meeting minutes for March 25, 2021.

Roll Call

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

MONTHLY FINANCIALS/CONTRACTS:

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

A. MOTION: To accept the financial Report of the Secretary for the month ending February 2021: Balance on hand \$3,806,986.73

Board Secretary's Month Certification

Budgetary Line Item Status

Certification of No Over-expenditures – Recommend acceptance that pursuant to N.J.A.C. 6A:23-2.12(c)3, Dr. Brian F. Savage, Board Secretary, certifies that as of February 2021, budgetary line item account has obligations and payments



2.12 (c)4 i-vi and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

C. MOTION: To accept the financial report of the Treasurer of School Monies ending February 2021.

D. MOTION: To accept the financial report of the Treasurer of School Monies ending March 2021.

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

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

G. MOTION: To approve the purchase orders in the amount of \$50,477.12 for the month of April 2021.

H. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$501,294.36 for the month of April 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.

I. MOTION: To approve the gross payroll wages for the pay period ending March 15, 2021 in the amount of \$178,906.83 and for the pay period ending March 31, 2021 in the amount of \$183,079.15 in the total amount of \$361,985.98 for the month of March 2021.

J. MOTION: To approve the gross payroll wages for the pay period ending April 1, 2021 in the amount of \$49,194.14.

K. MOTION: To approve the gross payroll wages for the pay period ending April 15, 2021 in the amount of \$181,735.18 and for the pay period ending April 30, 2021 in the amount of \$181,114.88 in the total amount of \$362,850.06 for the month of April 2021.

Roll Call

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

FINANCIALS/CONTRACTS:

10. 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 Joint Transportation Agreement for Special Education Summer Schools, Special Education Winter Bus Routes and Public, Non Public and Vocational School for the 2021-2022 Year.

B. MOTION: BE IT RESOLVED, that the Board of Education approve to appoint for 2021-2022 school year, the food service management contract with Nutri-Serve Management, Inc. at the flat fee of \$20,019.70 and approve the contract for the 2021-2022 school year.

C. MOTION: BE IT RESOLVED, that the Board of Education approve Rupert Hartmann as school physician for the 2021-2022 school year in the amount of \$750.00 for the school year.

D. MOTION: BE IT RESOLVED, that the Board of Education approve the authorization to participate in the Sustainable Jersey for Schools Program.

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

WHEREAS, the New Jersey Schools Insurance Group ("NJSIG") is a school board insurance group authorized by N.J.S.A. 18A:18B-1, et seq. to provide insurance coverage and risk management services for its members; WHEREAS, the Beverly City School, hereinafter referred to as the "Educational Institution," is a member of NJSIG; and, WHEREAS, in accordance with NJSIG Policy 3710, the goal of the safety grant program is to provide members the necessary resources to complete risk reduction projects and improve the safety of the population NJSIG members serve. NOW THEREFORE, BE IT RESOLVED that: 1) The Educational Institution applies for a safety grant through the NJSIG safety grant program for the 2021-2022 fiscal year in the amount of \$2,127.00 for the purposes set forth in their safety grant application, which is attached hereto; and, 2) The Business Administrator or their designee is hereby authorized to take all action necessary to apply for and receive a safety grant award.

F.MOTION: RESOLVED, to adopt the budget for the 2021-2022 school year be adopted in the CURRENT EXPENSE FUND 10 amount of \$8,970,526.00 SPECIAL REVENUE FUND 20 in the amount of \$999,141.00 and DEBT SERVICE FUND 40 in the amount of \$83,194.00

FURTHER, be it resolved that \$3,201,126.00 should be raised for the GENERAL FUND and \$83,194.00 should be raised for the DEBT SERVICE FUND for the 2021-2022 school year.

FURTHER, be it resolved that the revenues for the 2021-2022 school year be adopted in the amounts of CURRENT EXPENSE FUND 10 in the amount of \$8,970,526.00 SPECIAL REVENUE FUND 20 in the amount of \$999,141.00 and DEBT SERVICE FUND 40 in the amount of \$83,194.00

BE IT RESOLVED, that the Beverly City Board of Education accept Categorical Special Education State Aid of \$182,606.00 Categorical Security Aid of \$105,269.00 Adjustment Aid of \$758,309.00 Categorical Transportation Aid of \$193,173.00 and Equalization Aid of \$3,201,807.00 and



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

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

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

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

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

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

WHEREAS, school district policy #9120 & #0177, NJAC 6A:23A-5.2(b) and NJAC 6A:23A-9.3(c)14 provides that the Board of Education shall establish in the annual school budget a maximum expenditure amount that may be allotted for such public relations and professional services for 2021-2022 School Year.

NOW, THEREFORE BE IT RESOLVED, that the Beverly City Board of Education hereby establishes the school district public relations and professional services maximum for the 2021-2022 School Year at the sum of:

Professional Services:

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



School Physician: \$1,000.00

Public Relations: \$2,000.00 and

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

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

BE IT FURTHER RESOLVED that the 2021-2022 budget includes a withdrawal of \$800,000.00 from Capital Reserve. The monies will be used to install three (3) classroom trailers on the Beverly School site. This project is included in the District's Long Range Facility Plan and the project has also been approved by office of School Facilities State Project #0380-025-20-3200.

BE IT FURTHER RESOLVED, that the 2021-2022 school budget includes a tax levy enrollment adjustment.

Public Hearing

Roll Call

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

PERSONNEL:

11. 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: To approve the Sub Caller List:

BE IT RESOLVED, that the Board of Education approve the Sub Caller List for the month of May 2021.

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

C. MOTION: BE IT RESOLVED, that the Board of Education approve the Custodial Summer Help compensation to be set at \$16.50 per hour or \$17.50 per hour with a black seal license.



D. MOTION: BE IT RESOLVED, that the Board of Education approve Bert Jordan, for custodial summer work at the rate of \$26.41 per hour, as needed.

E. MOTION: To approve Resolution #5-14-14-:

BE IT RESOLVED, to employ the following non-tenured teaching and district personnel for the Beverly City Schools for the 2021-2022 school year.

Pursuant to the provisions of N.J.S.A. 18A:27-4.1 and N.J.S.A. 18A:27-10, upon the recommendation of the Superintendent of Schools, renew the employment contracts of the following personnel for the 2021-2022 school year:

NAME	ASSIGNMENT	TENURE DATE
Paige Balkovic	Teacher	9/2/2022
Stefanie Campo	Teacher	9/2/2024
Edward Carragher	Teacher	9/2/2023
Alyssa de la Pena	School Nurse	10/1/2023
Abigail Grenier	Teacher	9/2/2024
Amy Hornbeck	Teacher	9/2/2023
Kathleen Kehlenbeck	Teacher	11/12/2023
Michael Knazek	Teacher	9/2/2023
Scott Morrissey	Teacher	9/2/2023
Caitlin Stone	Speech Therapist	11/26/2021
Doreen Torriilo	Teacher	9/2/2023
Ronald Vogelei	Teacher	9/2/2024
Danielle Blythe	Teacher	3/9/2025
Lynda Fisher	Teacher	9/2/2024

F. MOTION: To approve the Paraprofessionals for the 2021-2022 School Year:

BE IT RESOLVED, that the Board of Education approve the following Paraprofessionals for the 2021-2022 school year:

NAME	ASSIGNMENT
Marcella Field	Paraprofessional

JoAnn Harmon	Paraprofessional
Ann Martorana	Paraprofessional
Sherry Merrill	Paraprofessional
Frank Vespe	Paraprofessional
Emily Spitznogle	Paraprofessional
Elizabeth Rosario	Paraprofessional
Naja Wimberly	Paraprofessional
Natasha Carr	Paraprofessional
Taylor Vann	Paraprofessional
Rachel Seay	Paraprofessional
Jeremiah Charles	Paraprofessional
Ralphina Perry	Paraprofessional
Mikaela Santucci	Paraprofessional
Tiahmar Fenelon	Paraprofessional

G. MOTION: To approve the Part Time Custodial Staff for the 2021-2022 School Year:

BE IT RESOLVED, that the Board of Education approve the following Part Time Custodians for the 2021-2022 school year:

NAME		ASSIGNMENT	Hourly Rate
Bert Jordan	10 Month	Custodian (Night)	\$26.41

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

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

- Kathleen Kehlenbeck – Teacher
- Edward Carragher – Teacher
- Danielle Blythe – Teacher
- Karen Spratt – Teacher
- Kathy Tipton – Substitute Teacher



- Ann Martorana – Paraprofessional
- Elizabeth Rosario – Paraprofessional
- Natasha Carr – Paraprofessional
- Rachel Seay – Paraprofessional
- Mikael Santucci – Substitute Paraprofessional
- Marcy Field – RBT (\$25.00 per hour (Part-time))
- Poonam Lokanadham – OT
- Alyson Stout – PT
- ESU - Speech

I. MOTION: BE IT RESOLVED, that the Board of Education approve George M. Gahles, as Business Administrator effective July 1, 2021 to June 30, 2022.

J. MOTION: BE IT RESOLVED, that the Board of Education approve the FMLA for Caitlin Stone, effective June 23, 2021 and return to work on September 26, 2021.

K. MOTION: BE IT RESOLVED, that the Board of Education approve Jennifer Dobos to be added to the sub caller list.

L. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Kelsey Springsteen, Teacher, effective June 30, 2021.

M. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Amanda Mrotzek, Teacher, effective June 30, 2021.

N. MOTION: BE IT RESOLVED, that the Board of Education approve the FMLA for Stefanie Maldonado, effective September 13, 2021 through December 23, 2021 and return to work on January 3, 2022.

O. 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
Scott Morrissey	Step #13 BA	\$64,061.00	Step #14 BA+15	\$67,198.00

P. MOTION: BE IT RESOLVED, that the Board of Education approve the termination of Bonnie Reisser, Applied Behavior Analysis Teaching Assistant, effective June 4, 2021.

Roll Call

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



CURRICULUM & INSTRUCTION:

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 REVISED 2020-2021 calendar, last day of school will be June 22, 2021.

B. MOTION: BE IT RESOLVED, that the Board of Education approve the World Language Curriculum for the 2021-2022 school year.

Roll Call

Barbara Kelly		Robert Thibault	
Donato Marable		Richard Wolbert	

MOTION: Executive Session Resolution:

WHEREAS, N.J.S.A. 10:4-12 allows for a Public Body to go into closed session during a Public Meeting, and

WHEREAS, the Board of Education of the Beverly City School District has deemed it necessary to go into closed session to discuss certain matters which are exempted from the Public; and

WHEREAS, the regular meeting of this Board of Education will reconvene at the conclusion of closed session, at approximately _____ p.m. this evening.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Beverly City School District will go into closed session for the following reason(s) as outlined in N.J.S.A. 10:4-12:

_____Any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of the performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the public body, unless all individual employees or appointees whose rights could be adversely affected request in writing that such matter or matters be discussed at a public meeting (Subject to the balancing of the public's interest and the employee's privacy rights under South Jersey Publishing, 124 N.J. 478, the employee(s) and nature of discussion is:

Personnel

BE IT FURTHER RESOLVED that the Board of Education hereby declares that its discussion of the aforementioned subject(s) may be made public at a time when the Board Attorney advises the Board of Education that the disclosure of the discussion will not detrimentally affect any right, interest or duty of the School District or any other entity with respect to said discussion.



BE IT FURTHER RESOLVED that the Board of Education, for the aforementioned reasons, hereby declares that the public is excluded from the portion of the meeting during which the above discussion shall take place and hereby directs the Board Secretary to take the appropriate action to effectuate the terms of this resolution.

Roll Call

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

13. Old Business –

- 2021-2022 School Budget
- Classroom Trailers

14. New Business

15. Superintendent's Report:

A. Enrollment Report

B. Attendance Report

C. Nurse's Report

D. H.I.B. Incidents:

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

E. Discipline Report:

Total Suspensions: 0

F. Drills:

Shelter in Place – Transition into Lockdown – April 13, 2021 – 8:45 AM – 3 minutes 57 seconds

Fire Drill – April 15, 2021 – 9:30 AM – 1 minute 1 second

Fire Drill – May 5, 2021 – 8:30 AM – 39 seconds

Shelter in Place – May 6, 2021 – 8:30 AM – 1 minute 17 seconds

16. Correspondence

17. Board Comments



18. Public Comments

19. 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
March 25, 2021

6:00 p.m.
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 March 19, 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. Board President, Mr. Wolbert lead the Pledge of Allegiance.

3. Roll Call

Barbara Kelly	Present	Dominique Turner	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 February 25, 2021.

Roll Call

Barbara Kelly	Affirmative	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

MONTHLY FINANCIALS/CONTRACTS:

8. A motion was made by Barbara Kelly and seconded by Donato Marable to approve the following action items A through 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 accept the financial Report of the Secretary for the month ending January 2021: Balance on hand \$3,806,986.73

Board Secretary's Month Certification

Budgetary Line Item Status

Certification of No Over-expenditures – Recommend acceptance that pursuant to N.J.A.C. 6A:23-2.12(c)3, Dr. Brian F. Savage, Board Secretary, certifies that as of January 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

March 25, 2021

Board Secretary

Date

Board Certification – Recommend acceptance that through the adoption of this resolution, the Beverly City Board of Education, pursuant to N.J.A.C. 6A:23-2.12 (c) 4, certifies that as of January 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 January 2021.

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

D. MOTION: To approve the purchase orders in the amount of \$234,809.52 for the month of March 2021.

E. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$600,116.51 for the month of March 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.

F. MOTION: To approve the gross payroll wages for the pay period ending February 15, 2021 in the amount of \$177,631.59 and for the pay period ending February 28, 2021 in the amount of \$169,992.91 in the total amount of \$347,624.50 for the month of February 2021.

Roll Call

Barbara Kelly	Affirmative	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

FINANCIALS/CONTRACTS:

9. A motion was made by Dominique Turner and seconded by Barbara Kelley 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: RESOLVED, to adopt the budget for the 2021-2022 school year be adopted in the CURRENT EXPENSE FUND 10 amount of \$8,970,526.00 SPECIAL REVENUE FUND 20 in the amount of \$999,141.00 and DEBT SERVICE FUND 40 in the amount of \$83,194.00

FURTHER, be it resolved that \$3,201,126.00 should be raised for the GENERAL FUND and \$83,194.00 should be raised for the DEBT SERVICE FUND for the 2021-2022 school year.

FURTHER, be it resolved that the revenues for the 2021-2022 school year be adopted in the amounts of CURRENT EXPENSE FUND 10 in the amount of \$8,970,526.00 SPECIAL REVENUE FUND 20 in the amount of \$999,141.00 and DEBT SERVICE FUND 40 in the amount of \$83,194.00



BE IT RESOLVED, that the Beverly City Board of Education accept Categorical Special Education State Aid of \$182,606.00 Categorical Security Aid of \$105,269.00 Adjustment Aid of \$758,309.00 Categorical Transportation Aid of \$193,173.00 and Equalization Aid of \$3,201,807.00 and

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

BE IT FURTHER RESOLVED, that a public hearing will be held at the Beverly City School Media Center on Bentley Avenue, Beverly, New Jersey on Thursday, April 22, 2021 at 6:00 p.m. for the purpose of holding a special public hearing on the 2021-2022 school budget.

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

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

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

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

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

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

WHEREAS, school district policy #9120 & #0177, NJAC 6A:23A-5.2(b) and NJAC 6A:23A-9.3(c)14 provides that the Board of Education shall establish in the annual school budget a maximum expenditure amount that may be allotted for such public relations and professional services for 2021-2022 School Year.



NOW, THEREFORE BE IT RESOLVED, that the Beverly City Board of Education hereby establishes the school district public relations and professional services maximum for the 2021-2022 School Year at the sum of:

Professional Services:	
Attorney(s):	<u>\$30,000.00</u>
Auditor:	<u>\$20,000.00</u>
Treasurer of School Monies:	<u>\$5,000.00</u>
OT/PT/Speech:	<u>\$120,000.00</u>
School Physician:	<u>\$1,000.00</u>
Public Relations:	<u>\$2,000.00</u> and

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

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

BE IT FURTHER RESOLVED that the 2021-2022 budget includes a withdrawal of \$800,000.00 from Capital Reserve. The monies will be used to install three (3) classroom trailers on the Beverly School site. This project is included in the District's Long Range Facility Plan and the project has also been approved by office of School Facilities State Project #0380-025-20-3200.

BE IT FURTHER RESOLVED, that the 2021-2022 school budget includes a tax levy enrollment adjustment.

B. BE IT RESOLVED, that the Board of Education approve the submittal of the application for review and approval of the Preschool Education Aide (PEA) 2021-2022 grant including the district enrollment and planning workbook in amount of \$739,915.00.

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

School	# of Students	Cost	Effective	Comments	Total
Lindenwold	1	\$6,273.54	2/4/2021-6/30/2021	Homeless Tuition	\$6,273.54



D. MOTION: BE IT RESOLVED, that the Board of Education approve to accept 1 student from Delanco cost to include tuition (\$15,335.00) and related services effective March 29, 2021 to June 30, 2021.

Roll Call

Barbara Kelly	Affirmative	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

PERSONNEL:

10. Consent Agenda:

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

A. MOTION: To approve the Sub Caller List:

BE IT RESOLVED, that the Board of Education approve the Sub Caller List for the month of April 2021.

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

- Special Education Teachers @ \$40.00 per hour TBD following articulation of ESY needs
- 1 School Nurse @ \$40.00 per hour
- 1 Speech Therapist (Part-Time) @ \$40.00 per hour
- Paraprofessionals @ \$20.00 per hour TBD following articulation of ESY needs
- Occupational Therapist @ \$40.00 (Part-time)
- Physical Therapist @\$40.00 (Part-time)
- RBT @\$25.00 (Part-time)

C. MOTION: To approve the CST Summer hours:

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

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

D. MOTION: BE IT RESOLVED, that the Board of Education approve Tiahmar Fenelon, Paraprofessional, Step #11 at the rate of \$18.19 per hour, retroactive March 3, 2021 through June 30, 2021.



E. MOTION: BE IT RESOLVED, that the Board of Education approve Danielle Blythe, Teacher, Step #9, MA, at the REVISED prorated salary of \$57,378.00, effective March 8, 2021 through June 30, 2021.

F. MOTION: BE IT RESOLVED, that the Board of Education approve Pursuant to the provisions of N.J.S.A. 18A:27-4.1 and N.J.S.A. 18A:27-10, upon the recommendation of the Superintendent of Schools, renew the employment contracts of the following 12-month non-certified staff for the 2020-2021 school year:

Last Name	First Name	Position	Hire Date	Salary 2020-2021
Chakan	Denise	Accounts Payable Clerk	3/28/2011	\$71,177.62
Cole	Linda	CST Secretary	10/2/2000	\$48,635.21
Davis	Tony	Head Custodian	9/1/2004	\$43,872.71
Dollard	Justin	Investigator/Security Officer/ Custodian	2/6/2019	\$64,062.34
Sanchez-Dollard	Andrea	Administrative Secretary	9/8/2008	\$61,328.64
Williams	Samantha	Clerk Typist/Records Admin.	8/7/2017	\$49,172.43

G. MOTION: To approve the Part Time Custodial Staff for the 2020-2021 School Year:

BE IT RESOLVED, that the Board of Education approve the following Part Time Custodians for the 2020-2021 school year:

NAME		ASSIGNMENT	Hourly Rate
Bert Jordan	10 Month	Custodian (Night)	\$25.66

H. MOTION: To approve Pablo Canela:

BE IT RESOLVED, that the Board of Education approve to appoint Mr. Pablo Canela as Treasurer of School Monies at the salary of \$4,645.53 from July 1, 2020 to June 30, 2021.

I. 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 2020-2021 school year, said adjustments to be paid the first reasonable pay period:

Teacher	From	Old Salary	To	New Salary
Donna Butler	Step #6 BA+30	\$51,992.00	Step #6 MA	\$52,492.00

J. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Christen Russell, Part-time Behaviorist, effective June 18, 2021.

K. MOTION: BE IT RESOLVED, that the Board of Education approve Ralphina Perry, Paraprofessional, at the rate of \$18.19 per hour, Step #11, effective on or around April 12, 2021 pending fingerprint approval.



L. MOTION: BE IT RESOLVED, that the Board of Education approve, Keya Brown, Paraprofessional, at the rate of \$18.19 per hour, Step #11 effective, effective on or around April 12, 2021 pending fingerprint approval.

M. MOTION: BE IT RESOLVED, that the Board of Education approve Mary (Von) Baker, substitute custodian, at the rate of \$14 per hour, pending fingerprint approval.

Roll Call

Barbara Kelly	Affirmative	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

CURRICULUM & INSTRUCTION:

11. Consent Agenda:

A motion was made by Barbara Kelly and seconded by Dominique Turner 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 summer hours of Monday through Thursday from 8:00 AM – 4:00 PM, beginning the week of June 21, 2021 (first Friday off June 25th) and ending the week of August 30, 2021 (last Friday off September 3rd).

B. MOTION: BE IT RESOLVED, that the Board of Education approve the Extended School Year Program beginning July 6, 2021 to August 5, 2021, PreK-7th grade, Monday through Thursday, 8:30 AM – 12:30 PM.

Roll Call

Barbara Kelly	Affirmative	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

MOTION: Executive Session Resolution:

Entered executive session at 6:13 p.m.

A motion was made by Barbara Kelly and seconded by Donato Marable: WHEREAS, N.J.S.A. 10:4-12 allows for a Public Body to go into closed session during a Public Meeting, and

WHEREAS, the Board of Education of the Beverly City School District has deemed it necessary to go into closed session to discuss certain matters which are exempted from the Public; and



WHEREAS, the regular meeting of this Board of Education will reconvene at the conclusion of closed session, at approximately 6:30 p.m. this evening.

NOW, THEREFORE, BE IT RESOLVED that the Board of Education of the Beverly City School District will go into closed session for the following reason(s) as outlined in N.J.S.A. 10:4-12:

_____Any matter involving the employment, appointment, termination of employment, terms and conditions of employment, evaluation of the performance, promotion or disciplining of any specific prospective public officer or employee or current public officer or employee employed or appointed by the public body, unless all individual employees or appointees whose rights could be adversely affected request in writing that such matter or matters be discussed at a public meeting (Subject to the balancing of the public's interest and the employee's privacy rights under South Jersey Publishing, 124 N.J. 478, the employee(s) and nature of discussion is:

Superintendent Vacation Payout pursuant N.J.S.A. 18A:30-9

BE IT FURTHER RESOLVED that the Board of Education hereby declares that its discussion of the aforementioned subject(s) may be made public at a time when the Board Attorney advises the Board of Education that the disclosure of the discussion will not detrimentally affect any right, interest or duty of the School District or any other entity with respect to said discussion.

BE IT FURTHER RESOLVED that the Board of Education, for the aforementioned reasons, hereby declares that the public is excluded from the portion of the meeting during which the above discussion shall take place and hereby directs the Board Secretary to take the appropriate action to effectuate the terms of this resolution.

The Board of Education reconvened from executive session at 6:22 p.m.

Roll Call

Barbara Kelly	Affirmative	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

13. Old Business –

- 2021-2022 School Budget – This was reviewed and adopted earlier in the meeting.
- Classroom Trailers – The Board of Education is still looking at two options with regard to the trailers and finalizing numbers for a summer installation.

14. New Business –

- April Board Meeting Date Changed – Dr. Savage noted that due to the budget approval timeframe the Board of Education meeting set for April needs to be moved to May, 6 ,2021. The Board of Education agreed to this change. Dr. Savage will advertize accordingly.



15. Superintendent's Report:

A. Enrollment Report: The report was reviewed.

B. Attendance Report: The report was reviewed.

C. Nurse's Report: The report was reviewed.

D. H.I.B. Incidents:

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

E. Discipline Report:

Total Suspensions: 0

F. Drills:

Evacuation Drill – February 5, 2021 – 1:45 PM

Fire Drill – March 1, 2021 – 8:32 AM

Shelter in Place – March 5, 2021 – 9:59 AM – 4 minutes 15 seconds

16. Correspondence

There was no correspondence this month.

17. Board Comments

There were no Board comments this month.

18. Public Comment

The open to the public for public comments began at 6:33 p.m. and ended at 6:33 p.m.

There were no public comments for the month.

19. Adjournment

A motion was made by Barbara Kelly and seconded by Donato Marable to adjourn the Board of Education Meeting at 6:34 p.m.



Roll Call

Barbara Kelly	Affirmative	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

Respectfully submitted:

Brian F. Savage

Brian F. Savage, Ed.D.

Staff Accountant/Board Secretary

3/10 4:03pm

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 General Fund - Fund 10
 Interim Balance Sheet
 For 8 Month Period Ending 02/28/2021

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

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

101	Cash in bank		\$1,140,939.97
102-107	Cash and cash equivalents		\$500.00
116	Capital reserve Account		\$181,976.00
121	Tax levy receivable		\$1,358,385.12
	Accounts receivable:		
132	Interfund	\$365,303.23	
141	Intergovernmental - State	\$2,616,791.49	
143	Intergovernmental - Other	\$26,911.00	
			\$3,009,005.72

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

301	Estimated Revenues	\$6,968,765.00	
302	Less Revenues	(\$6,992,015.51)	
			(\$23,250.51)

Total assets and resources

\$5,667,556.30
 =====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 General Fund - Fund 10
 Interim Balance Sheet
 For 8 Month Period Ending 02/28/2021

=====

LIABILITIES AND FUND EQUITY

=====

--- LIABILITIES ---

Other current liabilities including Net Assets	\$18,521.00
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TOTAL LIABILITIES	\$18,521.00
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=====

FUND BALANCE

--- Appropriated ---

753	Reserve for Encumbrances - Current Year	\$3,313,522.71
	Reserved fund balance:	

760	Reserved Fund Balance	\$392,738.95
-----	-----------------------	--------------

601	Appropriations	\$7,652,878.00
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602	Less : Expenditures	\$3,915,332.98	
-----	---------------------	----------------	--

603	Encumbrances	\$3,313,522.71	(\$7,228,855.69)
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	\$424,022.31
--	--------------

Total Appropriated	\$4,130,283.97
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--- Unappropriated ---

770	Unreserved Fund Balance -	\$2,202,864.33
-----	---------------------------	----------------

303	Budgeted Fund Balance	(\$684,113.00)
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TOTAL FUND BALANCE	\$5,649,035.30
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TOTAL LIABILITIES AND FUND EQUITY	\$5,667,556.30
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Beverly City Board of Education
 General Fund - Fund 10
 Interim Balance Sheet
 For 8 Month Period Ending 02/28/2021

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$7,652,878.00	\$7,228,855.69	\$424,022.31
Revenues	(\$6,968,765.00)	(\$6,992,015.51)	\$23,250.51
	<u>\$684,113.00</u>	<u>\$236,840.18</u>	<u>\$447,272.82</u>
Less: Adjust for prior year encumb.	<u>\$0.00</u>	<u>\$0.00</u>	
Budgeted Fund Balance	<u>\$684,113.00</u>	<u>\$236,840.18</u>	<u>\$447,272.82</u>
	=====	=====	=====
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$684,113.00	\$236,840.18	\$447,272.82
Fund 18 (Restricted ED JOBS)	\$0.00	\$0.00	\$0.00
Fund 19 (Restricted FEMA Block Grants)	\$0.00	\$0.00	\$0.00
TOTAL Budgeted Fund Balance	<u>\$684,113.00</u>	<u>\$236,840.18</u>	<u>\$447,272.82</u>
	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 8 Month Period Ending 02/28/2021

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$3,078,079.00	\$3,088,772.85		(\$10,693.85)
3XXX From State Sources	\$3,869,212.00	\$3,869,207.00		\$5.00
4XXX From Federal Sources	\$21,474.00	\$34,035.66		(\$12,561.66)
TOTAL REVENUE/SOURCES OF FUNDS	\$6,968,765.00	\$6,992,015.51		(\$23,250.51)
	=====	=====	=====	=====
				AVAILABLE
*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	BALANCE
--- CURRENT EXPENSE ---				
11-1XX-100-XXX Regular Programs - Instruction	\$1,653,533.00	\$848,683.50	\$752,955.66	\$51,893.84
11-2XX-100-XXX Special Education - Instruction	\$518,276.00	\$350,796.45	\$166,886.66	\$592.89
11-230-100-XXX Basic Skills - Remedial Instruction	\$77,272.00	\$71,062.44	\$6,209.56	\$0.00
11-240-100-XXX Bilingual Education - Instruction	\$60,498.00	\$26,303.40	\$34,194.60	\$0.00
11-401-100-XXX School-Spon. Cocurr. Acti-Instr	\$10,000.00	\$1,015.00	\$8,985.00	\$0.00
11-402-100-XXX School-Spons. Athletics - Instruction	\$9,800.00	\$299.99	\$5,695.00	\$3,805.01
--- UNDISTRIBUTED EXPENDITURES ---				
11-000-100-XXX Instruction	\$2,262,793.00	\$826,850.11	\$1,433,971.91	\$1,970.98
11-000-211-XXX Attendance and Social Work Services	\$34,667.00	\$23,642.70	\$10,890.78	\$133.52
11-000-213-XXX Health Services	\$152,311.00	\$74,448.53	\$77,451.66	\$410.81
11-000-216-XXX Speech, OT,PT & Related Svcs	\$144,434.00	\$80,401.13	\$63,936.35	\$96.52
11-000-217-XXX Other Support Serv - Students Extra Srvc	\$89.00	\$0.00	\$0.00	\$89.00
11-000-218-XXX Guidance	\$15,083.00	\$9,754.24	\$4,877.12	\$451.64
11-000-219-XXX Child Study Teams	\$202,414.00	\$178,439.33	\$22,612.16	\$1,362.51
11-000-221-XXX Improv of Inst. - Instruc Staff	\$227,949.00	\$110,718.35	\$116,959.10	\$271.55
11-000-222-XXX Educational Media Serv/School Library	\$7,000.00	\$2,598.35	\$4,079.36	\$322.29
11-000-223-XXX Instructional Staff Training Services	\$10,500.00	\$7,785.00	\$0.00	\$2,715.00
11-000-230-XXX Supp. Serv.-General Administration	\$223,463.00	\$131,249.80	\$70,747.93	\$21,465.27
11-000-240-XXX Supp. Serv.-School Administration	\$31,623.00	\$19,123.67	\$9,752.72	\$2,746.61
11-000-25X-XXX Central Serv & Admin. Inform. Tech.	\$127,257.00	\$82,639.69	\$38,614.38	\$6,002.93
11-000-261-XXX Require Maint. for School Facilities	\$92,500.00	\$67,150.14	\$22,381.00	\$2,968.86
11-000-262-XXX Custodial Services	\$356,340.00	\$250,942.66	\$99,030.74	\$6,366.60
11-000-266-XXX Security	\$62,245.00	\$41,260.00	\$10,872.50	\$10,112.50
11-000-270-XXX Student Transportation Services	\$378,950.00	\$177,468.74	\$166,031.79	\$35,449.47
11-XXX-XXX-2XX Allocated and Unallocated Benefits	\$962,781.00	\$511,074.76	\$186,386.73	\$265,319.51
TOTAL GENERAL CURRENT EXPENSE	\$7,621,778.00	\$3,893,707.98	\$3,313,522.71	\$414,547.31
EXPENDITURES/USES OF FUNDS	=====	=====	=====	=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 GENERAL FUND - FUND 10
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 8 Month Period Ending 02/28/2021

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$16,000.00	\$15,125.00	\$0.00	\$875.00
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$15,100.00	\$6,500.00	.00	\$8,600.00
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	\$31,100.00	\$21,625.00	\$0.00	\$9,475.00
	=====	=====	=====	=====
TOTAL GENERAL FUND EXPENDITURES	\$7,652,878.00	\$3,915,332.98	\$3,313,522.71	\$424,022.31
	=====	=====	=====	=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 GENERAL FUND - FUND 10
 SCHEDULE OF REVENUES
 ACTUAL COMPARED WITH ESTIMATED
 For 8 Month Period Ending 02/28/2021

		ESTIMATED	ACTUAL	UNREALIZED
		-----	-----	-----
--- LOCAL SOURCES ---				
1210	Local Tax Levy	\$3,075,879.00	\$3,075,879.00	.00
1XXX	Miscellaneous	\$2,200.00	\$12,893.85	(\$10,693.85)
	TOTAL	\$3,078,079.00	\$3,088,772.85	(\$10,693.85)
		=====	=====	=====
--- STATE SOURCES ---				
3121	Categorical Transportation Aid	\$193,173.00	\$193,173.00	.00
3131	Extraordinary Aid	\$15,000.00	\$63,539.00	(\$48,539.00)
3132	Categorical Special Education Aid	\$182,606.00	\$182,606.00	.00
3176	Equalization	\$2,614,855.00	\$2,566,311.00	\$48,544.00
3177	Categorical Security	\$105,269.00	\$105,269.00	.00
3178	Adjustment Aid	\$758,309.00	\$758,309.00	.00
	TOTAL	\$3,869,212.00	\$3,869,207.00	\$5.00
		=====	=====	=====
--- FEDERAL SOURCES ---				
4200	Federal Grants including Medicaid Reimbursement	\$21,474.00	\$13,248.66	\$8,225.34
4XXX	Other Federal Aids	\$0.00	\$20,787.00	(\$20,787.00)
	TOTAL	\$21,474.00	\$34,035.66	(\$12,561.66)
		=====	=====	=====
--- OTHER FINANCING SOURCES ---				
	TOTAL REVENUES/SOURCES OF FUNDS	\$6,968,765.00	\$6,992,015.51	(\$23,250.51)
		=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 8 Month Period Ending 02/28/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- Regular Programs - Instruction ---				
11-110-100-101 Kindergarten - Salaries of Teachers	\$140,534.00	\$76,837.74	\$63,696.26	.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$657,829.00	\$374,636.53	\$236,815.00	\$46,377.47
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$435,665.00	\$223,721.84	\$211,943.16	.00
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$3,000.00	\$0.00	\$3,000.00	\$0.00
--- Regular Programs - Undistr. Instruction ---				
11-190-100-106 Other Salaries for Instruction	\$211,505.00	\$10,532.25	\$198,277.76	\$2,694.99
11-190-100-340 Purchased Technical Services	\$61,975.00	\$46,877.73	\$15,075.22	\$22.05
11-190-100-500 Other Purch. Serv. (400-500 series)	\$39,000.00	\$24,377.57	\$14,622.43	.00
11-190-100-610 General Supplies	\$69,025.00	\$56,868.66	\$9,494.82	\$2,661.52
11-190-100-640 Textbooks	\$35,000.00	\$34,831.18	\$31.01	\$137.81
TOTAL	\$1,653,533.00	\$848,683.50	\$752,955.66	\$51,893.84
--- SPECIAL EDUCATION - INSTRUCTION ---				
Learning and/or Language Disabilities Mild or Moderate:				
11-204-100-101 Salaries of Teachers	\$131,502.00	\$83,759.68	\$47,568.82	\$173.50
11-204-100-106 Other Salaries for Instruction	\$141,970.00	\$141,934.61	.00	\$35.39
TOTAL	\$273,472.00	\$225,694.29	\$47,568.82	\$208.89
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$244,744.00	\$125,102.16	\$119,317.84	\$324.00
11-213-100-610 General supplies	\$60.00	.00	.00	\$60.00
TOTAL	\$244,804.00	\$125,102.16	\$119,317.84	\$384.00
TOTAL SPECIAL ED - INSTRUCTION	\$518,276.00	\$350,796.45	\$166,886.66	\$592.89
--- Basic Skills/Remedial-Instruction ---				
11-230-100-101 Salaries of Teachers	\$77,272.00	\$71,062.44	\$6,209.56	\$0.00
TOTAL	\$77,272.00	\$71,062.44	\$6,209.56	\$0.00
--- Bilingual Education-Instruction ---				
11-240-100-101 Salaries of Teachers	\$60,498.00	\$26,303.40	\$34,194.60	\$0.00
TOTAL	\$60,498.00	\$26,303.40	\$34,194.60	\$0.00
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$10,000.00	\$1,015.00	\$8,985.00	.00
TOTAL	\$10,000.00	\$1,015.00	\$8,985.00	\$0.00
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$5,000.00	.00	\$5,000.00	.00
11-402-100-600 Supplies and Materials	\$4,800.00	\$299.99	\$695.00	\$3,805.01
TOTAL	\$9,800.00	\$299.99	\$5,695.00	\$3,805.01
--- UNDISTRIBUTED EXPENDITURES ---				
--- Instruction ---				
11-000-100-561 Tuition to Other LEAs within State Regular	\$632,727.00	\$376,642.20	\$254,450.80	\$1,634.00

Beverly City Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 8 Month Period Ending 02/28/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-100-562 Tuition to Other LEAs within State Special	\$439,519.00	\$208,352.20	\$231,144.80	\$22.00
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$165,401.00	\$99,179.40	\$66,119.60	\$102.00
11-000-100-565 Tuition to Co.Spec.Serv. & Reg. Day schls	\$860,352.00	\$62,382.71	\$797,813.59	\$155.70
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$114,574.00	\$70,966.60	\$43,550.12	\$57.28
11-000-100-568 Tuition - State Facilities	\$50,220.00	\$9,327.00	\$40,893.00	.00
TOTAL	\$2,262,793.00	\$826,850.11	\$1,433,971.91	\$1,970.98
--- Attendance and social work services ---				
11-000-211-100 Salaries	\$30,967.00	\$19,995.68	\$10,890.78	\$80.54
11-000-211-300 Purchased Prof. & Tech. Svc.	\$3,700.00	\$3,647.02	.00	\$52.98
TOTAL	\$34,667.00	\$23,642.70	\$10,890.78	\$133.52
--- Health services ---				
11-000-213-100 Salaries	\$83,571.00	\$42,950.08	\$40,586.80	\$34.12
11-000-213-300 Purchased Prof. & Tech. Svc.	\$60,440.00	\$23,796.50	\$36,643.50	.00
11-000-213-600 Supplies and Materials	\$7,800.00	\$7,518.35	\$221.36	\$60.29
11-000-213-800 Other Objects	\$500.00	\$183.60	.00	\$316.40
TOTAL	\$152,311.00	\$74,448.53	\$77,451.66	\$410.81
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	\$65,764.00	\$38,124.00	\$27,640.00	.00
11-000-216-320 Purchased Prof. Ed. Services	\$77,900.00	\$42,277.13	\$35,526.35	\$96.52
11-000-216-600 Supplies and Materials	\$770.00	.00	\$770.00	.00
TOTAL	\$144,434.00	\$80,401.13	\$63,936.35	\$96.52
--- Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	\$89.00	.00	.00	\$89.00
TOTAL	\$89.00	\$0.00	\$0.00	\$89.00
--- Guidance ---				
11-000-218-105 Sal Secr. & Clerical Asst.	\$15,083.00	\$9,754.24	\$4,877.12	\$451.64
TOTAL	\$15,083.00	\$9,754.24	\$4,877.12	\$451.64
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$175,552.00	\$160,718.72	\$14,781.20	\$52.08
11-000-219-105 Sal Secr. & Clerical Asst.	\$23,515.00	\$15,661.92	\$7,830.96	\$22.12
11-000-219-320 Purchased Prof. - Ed. Services	\$1,000.00	\$523.41	.00	\$376.59
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$67.00	.00	.00	\$67.00
11-000-219-600 Supplies and Materials	\$500.00	\$435.28	.00	\$64.72
11-000-219-800 Other Objects	\$1,780.00	\$1,000.00	.00	\$780.00
TOTAL	\$202,414.00	\$178,439.33	\$22,612.16	\$1,362.51
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$198,449.00	\$81,582.08	\$116,852.68	\$14.24
11-000-221-104 Salaries Other Prof. Staff	\$9,275.00	\$9,261.28	.00	\$13.72
11-000-221-105 Sal Secr. & Clerical Asst.	\$2,851.00	\$2,850.24	.00	\$0.76
11-000-221-11X Other Salaries	\$6,900.00	\$6,735.52	\$106.42	\$58.06
11-000-221-390 Other Purch. Prof. & Tech Svc.	\$9,500.00	\$9,481.50	.00	\$18.50

Beverly City Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 8 Month Period Ending 02/28/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-221-600 Supplies and Materials	\$974.00	\$807.73	.00	\$166.27
TOTAL	\$227,949.00	\$110,718.35	\$116,959.10	\$271.55
--- Educational media serv./sch.library ---				
11-000-222-300 Purchased Prof. & Tech Svc.	\$4,000.00	.00	\$4,000.00	.00
11-000-222-600 Supplies and Materials	\$3,000.00	\$2,598.35	\$79.36	\$322.29
TOTAL	\$7,000.00	\$2,598.35	\$4,079.36	\$322.29
--- Instructional Staff Training Services ---				
11-000-223-320 Purchased Prof. - Ed. Services	\$722.00	.00	.00	\$722.00
11-000-223-500 Other Purchased Services (400-500 series)	\$9,778.00	\$7,785.00	.00	\$1,993.00
TOTAL	\$10,500.00	\$7,785.00	\$0.00	\$2,715.00
--- Support services-general administration ---				
11-000-230-100 Salaries	\$168,663.00	\$96,834.72	\$69,721.62	\$2,106.66
11-000-230-331 Legal Services	\$12,000.00	\$9,320.00	\$840.00	\$1,840.00
11-000-230-332 Audit Fees	\$17,200.00	\$17,200.00	.00	.00
11-000-230-530 Communications/Telephone	\$6,000.00	\$3,165.23	\$86.85	\$2,747.92
11-000-230-585 BOE Other Purchased Prof. Svc.	\$1,000.00	.00	.00	\$1,000.00
11-000-230-590 Other Purchased Services	\$4,600.00	\$2,164.54	\$0.00	\$2,435.46
11-000-230-610 General Supplies	\$4,000.00	\$2,565.31	\$99.46	\$1,335.23
11-000-230-890 Misc. Expenditures	\$3,000.00	.00	.00	\$3,000.00
11-000-230-895 BOE Membership Dues and Fees	\$7,000.00	.00	.00	\$7,000.00
TOTAL	\$223,463.00	\$131,249.80	\$70,747.93	\$21,465.27
--- Support services-school administration ---				
11-000-240-105 Sal. Sec. & Clerical Asst.	\$27,823.00	\$18,042.32	\$9,752.72	\$27.96
11-000-240-600 Supplies and Materials	\$3,300.00	\$581.35	.00	\$2,718.65
11-000-240-800 Other Objects	\$500.00	\$500.00	.00	.00
TOTAL	\$31,623.00	\$19,123.67	\$9,752.72	\$2,746.61
--- Central Services ---				
11-000-251-100 Salaries	\$108,857.00	\$73,032.32	\$35,723.42	\$101.26
11-000-251-340 Purchased Technical Services	\$7,400.00	\$4,083.40	\$2,754.08	\$562.52
11-000-251-600 Supplies and Materials	\$4,000.00	\$1,725.37	\$136.88	\$2,137.75
TOTAL	\$120,257.00	\$78,841.09	\$38,614.38	\$2,801.53
--- Admin. Info. Technology ---				
11-000-252-340 Purchased Technical Services	\$7,000.00	\$3,798.60	.00	\$3,201.40
TOTAL	\$7,000.00	\$3,798.60	\$0.00	\$3,201.40
TOTAL Cent. Svcs. & Admin IT	\$127,257.00	\$82,639.69	\$38,614.38	\$6,002.93
--- Required Maint. for School Facilities ---				
11-000-261-420 Cleaning, Repair & Maint. Svc	\$74,723.00	\$58,671.15	\$13,848.95	\$2,202.90
11-000-261-610 General Supplies	\$17,777.00	\$8,478.99	\$8,532.05	\$765.96
TOTAL	\$92,500.00	\$67,150.14	\$22,381.00	\$2,968.86

Beverly City Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 8 Month Period Ending 02/28/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Custodial Services ---				
11-000-262-1XX Salaries	\$116,640.00	\$68,743.39	\$47,863.69	\$32.92
11-000-262-107 Salaries of Non-Instructional Aids	\$17,500.00	\$16,577.00	.00	\$923.00
11-000-262-300 Purchased Prof. & Tech. Svc.	\$33,500.00	\$27,762.45	\$5,649.77	\$87.78
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$69,300.00	\$54,976.10	\$12,895.22	\$1,428.68
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$600.00	\$423.00	\$141.00	\$36.00
11-000-262-490 Other Purchased Property Svc.	\$900.00	\$696.00	.00	\$204.00
11-000-262-520 Insurance	\$600.00	.00	.00	\$600.00
11-000-262-590 Misc. Purchased Services	\$39,000.00	\$38,639.08	.00	\$360.92
11-000-262-610 General Supplies	\$2,000.00	\$1,619.43	.00	\$380.57
11-000-262-621 Energy (Natural Gas)	\$27,400.00	\$12,489.63	\$14,572.60	\$337.77
11-000-262-622 Energy (Electricity)	\$48,900.00	\$29,016.58	\$17,908.46	\$1,974.96
TOTAL	\$356,340.00	\$250,942.66	\$99,030.74	\$6,366.60
--- Security ---				
11-000-266-100 Salaries	\$62,245.00	\$41,260.00	\$10,872.50	\$10,112.50
TOTAL	\$62,245.00	\$41,260.00	\$10,872.50	\$10,112.50
TOTAL Oper & Maint of Plant Services	\$511,085.00	\$359,352.80	\$132,284.24	\$19,447.96
--- Student transportation services ---				
11-000-270-161 Sal Pupil Trans(Bet Home & Sch)-Sp Ed	\$34,074.00	\$22,214.78	\$821.14	\$11,038.08
11-000-270-162 Sal Pupil Trans.Other than Bet Home & Sch	\$23,724.00	\$16,194.78	\$6,841.14	\$688.08
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	\$32,499.00	\$19,456.38	\$12,970.92	\$71.70
11-000-270-514 Contract Svc (Sp Ed.)-vendors	\$1,000.00	\$50.00	.00	\$950.00
11-000-270-515 Contract Svc (Sp Ed.)-joint agreements	\$75,031.00	\$26,020.37	\$48,631.07	\$379.56
11-000-270-517 Contract Svc (reg std) - ESCs	\$8,422.00	.00	.00	\$8,422.00
11-000-270-518 Contract Svc (Sp Ed) - ESCs	\$158,200.00	\$80,799.65	\$69,200.35	\$8,200.00
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$40,000.00	\$12,432.83	\$27,567.17	.00
11-000-270-800 Misc. Expenditures	\$6,000.00	\$299.95	.00	\$5,700.05
TOTAL	\$378,950.00	\$177,468.74	\$166,031.79	\$35,449.47
--- Personal Services-Employee Benefits---				
11-XXX-XXX-210 Group Insurance	\$8,768.00	\$7,823.00	.00	\$945.00
11-XXX-XXX-220 Social Security Contributions	\$79,000.00	\$51,361.17	\$27,638.83	.00
11-XXX-XXX-241 Other Retirement Contrib. - PERS	\$59,000.00	\$181.50	.00	\$58,818.50
11-XXX-XXX-242 Other Retirement Contrib. - ERIP	\$1,000.00	.00	.00	\$1,000.00
11-XXX-XXX-250 Unemployment Compensation	\$25,000.00	\$8,925.28	\$16,074.72	.00
11-XXX-XXX-260 Workman's Compensation	\$46,750.00	\$38,827.52	.00	\$7,922.48
11-XXX-XXX-270 Health Benefits	\$702,663.00	\$394,064.61	\$138,645.22	\$169,953.17
11-XXX-XXX-280 Tuition Reimbursement	\$30,000.00	\$3,325.50	.00	\$26,674.50
11-XXX-XXX-290 Other Employee Benefits	\$10,600.00	\$6,566.18	\$4,027.96	\$5.86
TOTAL	\$962,781.00	\$511,074.76	\$186,386.73	\$265,319.51
Total Undistributed Expenditures	\$5,292,399.00	\$2,595,547.20	\$2,338,596.23	\$358,255.57
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$7,621,778.00	\$3,893,707.98	\$3,313,522.71	\$414,547.31
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$7,621,778.00	\$3,893,707.98	\$3,313,522.71	\$414,547.31

Beverly City Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 8 Month Period Ending 02/28/2021

Appropriations	Expenditures	Encumbrances	Available Balance
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Beverly City Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 8 Month Period Ending 02/28/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
*** CAPITAL OUTLAY ***				
--- EQUIPMENT ---				
Undist. Exp. - Non-instructional Services				
12-000-300-730 Non-instructional services	\$16,000.00	\$15,125.00	.00	\$875.00
TOTAL	\$16,000.00	\$15,125.00	\$0.00	\$875.00
--- Facilities acquisition and construction services ---				
12-000-400-390 Other Purchased Prof. & Tech Services	\$15,100.00	\$6,500.00	.00	\$8,600.00
Sub Total	\$15,100.00	\$6,500.00	\$0.00	\$8,600.00
TOTAL	\$15,100.00	\$6,500.00	\$0.00	\$8,600.00
TOTAL CAPITAL OUTLAY EXPENDITURES	\$31,100.00	\$21,625.00	\$0.00	\$9,475.00

Beverly City Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 8 Month Period Ending 02/28/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
*** EDUCATION JOBS FUND **				
*** FEMA COMMUNITY DEVELOPMENT BLOCK GRANT ***				
TOTAL GENERAL FUND EXPENDITURES	\$7,652,878.00	\$3,915,332.98	\$3,313,522.71	\$424,022.31

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

For 8 Month Period Ending 02/28/2021

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

Board Secretary/Business Administrator

Date

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

3/10 4:03pm

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
School-Based Budget - Fund 15
Interim Balance Sheet
For 8 Month Period Ending 02/28/21

ASSETS AND RESOURCES

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

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

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
School-Based Budget - Fund 15
Interim Balance Sheet
For 8 Month Period Ending 02/28/21

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LIABILITIES AND FUND EQUITY

=====

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

--- Unappropriated ---

=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
School-Based Budget - Fund 15
Interim Balance Sheet
For 8 Month Period Ending 02/28/21

LIABILITIES AND FUND EQUITY

RECAPITULATION OF FUND BALANCE:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Less: Adjust for prior year encumb.	\$0.00	\$0.00	

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

School-Based Budget - Fund 15
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE
For 8 Month Period Ending 02/28/21

*** REVENUES/SOURCES OF FUNDS ***

BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
_____	_____	_____	_____
_____	_____	_____	_____
=====	=====	=====	=====
ESTIMATED	ACTUAL	UNREALIZED	
_____	_____	_____	

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

School-Based Budget - FUND 15
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 8 Month Period Ending 02/28/21

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

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
School-Based Budget - Fund 15
Interim Balance Sheet
For 8 Month Period Ending 02/28/21

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

Appropriations	Expenditures	Encumbrances	Available Balance
_____	_____	_____	_____
*****	*****	*****	*****

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

For 8 Month Period Ending 02/28/21

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

Board Secretary/Business Administrator

Date

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

3/10 4:03pm

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 Special Revenue Fund - Fund 20
 Interim Balance Sheet
 For 8 Month Period Ending 02/28/21

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

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

101	Cash in bank		\$318,758.55
	Accounts receivable:		
141	Intergovernmental - State	\$31,517.10	
142	Intergovernmental - Federal	\$129,735.98	
143	Intergovernmental - Other	\$0.27	
153,154	Other (net of estimated uncollectible of \$____)	(\$0.27)	
			\$161,253.08
	Other Current Assets		\$0.00

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

301	Estimated Revenues	\$1,253,505.00	
302	Less Revenues	(\$590,589.00)	
			\$662,916.00
	Total assets and resources		\$1,142,927.63
			=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 Special Revenue Fund - Fund 20
 Interim Balance Sheet
 For 8 Month Period Ending 02/28/21

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LIABILITIES AND FUND EQUITY

=====

--- LIABILITIES ---

481	Deferred revenues	\$168,161.42
	Other current liabilities	\$339,320.58
		\$507,482.00
	TOTAL LIABILITIES	\$507,482.00

FUND BALANCE

--- Appropriated ---

753	Reserve for encumbrances - Current Year	\$460,285.32
601	Appropriations	\$1,253,505.00
602	Less: Expenditures	\$618,059.37
603	Encumbrances	\$460,285.32 (\$1,078,344.69)
		\$175,160.31
	TOTAL FUND BALANCE	\$635,445.63
	TOTAL LIABILITIES AND FUND EQUITY	\$1,142,927.63

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
Special Revenue Fund - Fund 20
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 8 Month Period Ending 02/28/21

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
3XXX From State Sources	\$783,488.00	\$409,572.00		\$373,916.00
4XXX From Federal Sources	\$470,017.00	\$181,017.00		\$289,000.00
TOTAL REVENUE/SOURCES OF FUNDS	\$1,253,505.00	\$590,589.00		\$662,916.00
	=====	=====	=====	=====
				AVAILABLE
				BALANCE
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	
STATE PROJECTS:				
Preschool Education Aid (218)	\$783,488.00	\$404,228.00	\$324,509.69	\$54,750.31
TOTAL STATE PROJECTS	\$783,488.00	\$404,228.00	\$324,509.69	\$54,750.31
FEDERAL PROJECTS:				
ESSA Title I - Part A/D (231-239)	\$182,852.00	\$77,541.76	\$75,639.24	\$29,671.00
I.D.E.A. Part B (Handicapped) (250-259)	\$123,529.00	\$74,145.52	\$46,078.48	\$3,305.00
ESSA Title II - Part A/D (270-279)c	\$11,803.00	\$3,219.00	\$8,584.00	.00
ESSA Title IV (280-289)	\$12,164.00	\$6,690.09	\$5,473.91	.00
CARES Act Education Stabilization Fund (477)	\$139,669.00	\$52,235.00	.00	\$87,434.00
TOTAL FEDERAL PROJECTS	\$470,017.00	\$213,831.37	\$135,775.63	\$120,410.00
*** TOTAL EXPENDITURES ***	\$1,253,505.00	\$618,059.37	\$460,285.32	\$175,160.31
	=====	=====	=====	=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 SPECIAL REVENUE - FUND 20
 SCHEDULE OF REVENUES
 ACTUAL COMPARED WITH ESTIMATED
 For 8 Month Period Ending 02/28/21

	<u>ESTIMATED</u>	<u>ACTUAL</u>	<u>UNREALIZED</u>
--- STATE SOURCES ---			
3218 Preschool Education Aid	\$783,488.00	\$409,572.00	\$373,916.00
Total Revenue from State Sources	<u>\$783,488.00</u>	<u>\$409,572.00</u>	<u>\$373,916.00</u>
	=====	=====	=====
--- FEDERAL SOURCES ---			
4411-16 Title I	\$182,852.00	\$54,508.00	\$128,344.00
4420-29 I.D.E.A. Part B (Handicapped)	\$123,529.00	\$49,291.00	\$74,238.00
4530 CARES Act Education Stabilization Fund	\$139,669.00	\$45,000.00	\$94,669.00
4532 Coronavirus Relief Fund Grant		\$26,423.00	(\$26,423.00)
4XXX Other Federal Aids	\$23,967.00	\$5,795.00	\$18,172.00
Total Revenues from Federal Sources	<u>\$470,017.00</u>	<u>\$161,017.00</u>	<u>\$289,000.00</u>
	=====	=====	=====
TOTAL REVENUES/SOURCES OF FUNDS	<u>\$1,253,505.00</u>	<u>\$590,589.00</u>	<u>\$662,916.00</u>
	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
Special Revenue Fund - Fund 20
STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 8 Month Period Ending 02/28/21

	Appropriations	Expenditures	Encumbrances	Available Balance
Local Projects:				
State Projects:				
--- Preschool Education Aid - Instruction ---				
20-218-100-101 Salaries of Teachers	\$260,395.00	\$194,321.00	\$64,574.00	\$1,500.00
20-218-100-106 Other Sal. For Instruction	\$85,440.00	\$39,040.56	\$45,469.44	\$930.00
20-218-100-321 Purchased Prof & Ed Services	\$3,571.56	.00	.00	\$3,571.56
Total Instruction	\$349,406.56	\$233,361.56	\$110,043.44	\$6,001.56
--- Preschool Education Aid - Support Services ---				
20-218-200-102 Salaries of Supervisors of Instruction	\$25,258.00	\$16,164.80	\$9,008.97	\$84.23
20-218-200-103 Salaries of Program Directors	\$33,078.00	\$20,754.40	\$12,161.40	\$162.20
20-218-200-104 Salaries of Other Professional Staff	\$5,129.44	\$15,888.32	.00	(\$10,758.88)
20-218-200-105 Salaries of Sec. And Clerical Assistants	\$21,353.00	\$13,665.60	\$7,616.20	\$71.20
20-218-200-110 Other Salaries	\$41,250.00	\$11,286.60	\$29,963.40	.00
20-218-200-173 Salaries of Community Parent Involvement Spec.	\$12,263.00	.00	\$12,263.00	.00
20-218-200-176 Salaries of Master Teachers	\$76,949.00	.00	\$76,949.00	.00
20-218-200-200 Personal Services - Employee Benefits	\$159,611.00	\$93,106.72	\$66,504.28	.00
20-218-200-440 Rentals	\$42,608.00	.00	.00	\$42,608.00
Total Support Services	\$417,499.44	\$170,866.44	\$214,466.25	\$32,166.75
-- TOTAL Preschool Education Aid --	\$766,906.00	\$404,228.00	\$324,509.69	\$38,168.31
	=====	=====	=====	=====
TOTAL STATE PROJECTS	\$766,906.00	\$404,228.00	\$324,509.69	\$38,168.31
Federal Projects:				
--- CARES Act Educational Stabilization Fund ---				
--- Support Services ---				
20-477-200-300 Professional Tech Services	\$15,000.00	\$15,000.00	.00	.00
20-477-200-400 Purchased Property	\$87,434.00	.00	.00	\$87,434.00
20-477-200-600 Supplies and Materials	\$37,235.00	\$37,235.00	.00	.00
Total Support Services	\$139,669.00	\$52,235.00	\$0.00	\$87,434.00
TOTAL CARES Act Education Stabilization Fund	\$139,669.00	\$52,235.00	\$0.00	\$87,434.00
--- Bridging the Digital Divide Program				
--- Coronavirus Relief Grant Program ---				
--- Other Federal Programs ---				
20-231 to 20-239-XXX-XXX ESSA Title I - Part A/D	\$182,852.00	\$77,541.76	\$75,639.24	\$29,671.00
20-25X-XXX-XXX I.D.E.A. Part B	\$123,529.00	\$74,145.52	\$46,078.48	\$3,305.00
20-27X-XXX-XXX ESSA Title II - Part A/D	\$11,803.00	\$3,219.00	\$8,584.00	.00
20-28X-XXX-XXX ESSA Title IV	\$12,164.00	\$6,690.09	\$5,473.91	.00
TOTAL Other Federal Programs	\$330,348.00	\$161,596.37	\$135,775.63	\$32,976.00

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
	=====	=====	=====	=====
TOTAL FEDERAL PROJECTS	\$470,017.00	\$213,831.37	\$135,775.63	\$120,410.00
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$16,582.00	\$0.00	\$0.00	\$16,582.00
T O T A L E X P E N D I T U R E S	\$1,253,505.00	\$618,059.37	\$460,285.32	\$175,160.31
	=====	=====	=====	=====

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

Special Revenue Fund - Fund 20
For 8 Month Period Ending 02/28/21

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

Board Secretary/Business Administrator

Date

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

3/10 4:03pm

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 8 Month Period Ending 02/28/21

 ASSETS AND RESOURCES

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

101	Cash in bank	(\$233,861.56)
-----	--------------	----------------

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

Total assets and resources		_____ (\$233,861.56) =====
----------------------------	--	----------------------------------

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

Capital Projects Fund - Fund 30
Interim Balance Sheet
For 8 Month Period Ending 02/28/21

LIABILITIES AND FUND EQUITY

FUND BALANCE

--- Appropriated ---

--- Unappropriated ---

770 Fund balance (\$233,861.56)

TOTAL FUND BALANCE (\$233,861.56)

TOTAL LIABILITIES AND FUND EQUITY (\$233,861.56)

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

Capital Projects Fund - Fund 30
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 8 Month Period Ending 02/28/21

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

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

Capital Projects Fund - Fund 30
For 8 Month Period Ending 02/28/21

I, _____, Board Secretary/Business Administrator
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which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Business Administrator

Date

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

3/10 4:03pm

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 Debt Service Fund - Fund 40
 Interim Balance Sheet
 For 8 Month Period Ending 02/28/21

 ASSETS AND RESOURCES

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

101	Cash in bank		\$63,238.73
-----	--------------	--	-------------

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

301	Estimated Revenues	\$84,494.00	
		<hr/>	<hr/>
			\$84,494.00

	Total assets and resources		\$147,732.73
			<hr/>

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

Debt Service Fund - Fund 40
 Interim Balance Sheet
 For 8 Month Period Ending 02/28/21

=====

 LIABILITIES AND FUND EQUITY

 =====

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

601 Appropriations	\$84,494.00	
		\$84,494.00
Total Appropriated		\$84,494.00

--- Unappropriated ---

770 Fund Balance		\$63,238.73
------------------	--	-------------

TOTAL FUND BALANCE		\$147,732.73
TOTAL LIABILITIES AND FUND EQUITY		\$147,732.73

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$84,494.00	\$0.00	\$84,494.00
Revenues	(\$84,494.00)	\$0.00	(\$84,494.00)

--- Change in Maint. / Capital reserve account ---

Less: Adjust for prior year encumb.	\$0.00	\$0.00	
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REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education

Debt Service Fund - Fund 40
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 8 Month Period Ending 02/28/21

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
--- Local Sources ---				
1210 Local tax levy	\$84,494.00	.00		\$84,494.00
Total Local Sources	\$84,494.00	\$0.00		\$84,494.00
TOTAL REVENUE/SOURCES OF FUNDS	\$84,494.00	\$0.00		\$84,494.00

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

Debt Service Fund - Fund 40
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 8 Month Period Ending 02/28/21

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
	-----	-----	-----
--- Additional State School Bldg. Aid - Ch. 10 ---			
40-703-510-830 Interest	\$19,494.00	.00	\$19,494.00
40-703-510-910 Redemption of principal	\$65,000.00	.00	\$65,000.00
	-----	-----	-----
TOTAL	\$84,494.00	\$0.00	\$84,494.00
	=====	=====	=====
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$84,494.00	\$0.00	\$84,494.00
	=====	=====	=====
*** TOTAL USES OF FUNDS ***	\$84,494.00	\$0.00	\$84,494.00
	=====	=====	=====

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

For 8 Month Period Ending 02/28/21

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

Board Secretary/Administrator

Date

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

4/13 8:30am

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 General Fund - Fund 10
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/2021

 ASSETS AND RESOURCES

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

101	Cash in bank		\$788,672.18
102-107	Cash and cash equivalents		\$500.00
116	Capital reserve Account		\$181,976.00
121	Tax levy receivable		\$1,027,315.12
	Accounts receivable:		
132	Interfund	\$365,303.23	
141	Intergovernmental - State	\$2,607,679.37	
143	Intergovernmental - Other	\$26,911.00	
			\$2,999,893.60

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

301	Estimated Revenues	\$6,968,765.00	
302	Less Revenues	(\$6,994,876.93)	
			(\$26,111.93)

	<div style="border-top: 1px solid black; border-bottom: 1px solid black;"> \$4,972,244.97 ***** </div>
Total assets and resources	

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
General Fund - Fund 10
Interim Balance Sheet
For 9 Month Period Ending 03/31/2021

=====

LIABILITIES AND FUND EQUITY

=====

--- LIABILITIES ---

Other current liabilities including Net Assets

\$18,521.00

TOTAL LIABILITIES

\$18,521.00

FUND BALANCE

--- Appropriated ---

753 Reserve for Encumbrances - Current Year

\$2,733,780.44

Reserved fund balance:

760 Reserved Fund Balance

\$392,738.95

601 Appropriations

\$7,652,878.00

602 Less : Expenditures

\$4,610,644.31

603 Encumbrances

\$2,733,780.44 (\$7,344,424.75)

\$308,453.25

Total Appropriated

\$3,434,972.64

--- Unappropriated ---

770 Unreserved Fund Balance -

\$2,202,864.33

303 Budgeted Fund Balance

(\$684,113.00)

TOTAL FUND BALANCE

\$4,953,723.97

TOTAL LIABILITIES AND FUND EQUITY

\$4,972,244.97

=====

Beverly City Board of Education
 General Fund - Fund 10
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/2021

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$7,652,878.00	\$7,344,424.75	\$308,453.25
Revenues	(\$6,968,765.00)	(\$6,994,876.93)	\$26,111.93
	<u>\$684,113.00</u>	<u>\$349,547.82</u>	<u>\$334,565.18</u>
Less: Adjust for prior year encumb.	<u>\$0.00</u>	<u>\$0.00</u>	
Budgeted Fund Balance	<u>\$684,113.00</u>	<u>\$349,547.82</u>	<u>\$334,565.18</u>
	=====	=====	=====
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$684,113.00	\$349,547.82	\$334,565.18
Fund 18 (Restricted ED JOBS)	\$0.00	\$0.00	\$0.00
Fund 19 (Restricted FEMA Block Grants)	\$0.00	\$0.00	\$0.00
	<u>\$684,113.00</u>	<u>\$349,547.82</u>	<u>\$334,565.18</u>
	=====	=====	=====
TOTAL Budgeted Fund Balance	<u>\$684,113.00</u>	<u>\$349,547.82</u>	<u>\$334,565.18</u>
	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 9 Month Period Ending 03/31/2021

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	\$3,078,079.00	\$3,089,106.02		(\$11,027.02)
3XXX	From State Sources	\$3,869,212.00	\$3,869,207.00		\$5.00
4XXX	From Federal Sources	\$21,474.00	\$36,563.91		(\$15,089.91)
TOTAL REVENUE/SOURCES OF FUNDS		\$6,968,765.00	\$6,994,876.93		(\$26,111.93)
=====					
					AVAILABLE BALANCE
*** EXPENDITURES ***					
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	\$1,653,533.00	\$1,078,422.58	\$524,607.04	\$50,503.38
11-2XX-100-XXX	Special Education - Instruction	\$492,312.00	\$304,474.33	\$186,790.45	\$1,047.22
11-230-100-XXX	Basic Skills - Remedial Instruction	\$105,836.00	\$83,600.28	\$0.00	\$22,235.72
11-240-100-XXX	Bilingual Education - Instruction	\$50,898.00	\$32,340.10	\$18,500.00	\$57.90
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$10,000.00	\$1,015.00	\$8,985.00	\$0.00
11-402-100-XXX	School-Spons. Athletics - Instruction	\$9,800.00	\$299.99	\$5,695.00	\$3,805.01
--- UNDISTRIBUTED EXPENDITURES ---					
11-000-100-XXX	Instruction	\$2,262,793.00	\$1,015,428.99	\$1,240,359.03	\$7,004.98
11-000-211-XXX	Attendance and Social Work Services	\$34,667.00	\$26,142.16	\$8,391.32	\$133.52
11-000-213-XXX	Health Services	\$152,437.00	\$84,613.17	\$67,787.02	\$36.81
11-000-216-XXX	Speech, OT,PT & Related Svcs	\$151,434.00	\$96,691.46	\$53,867.15	\$875.39
11-000-217-XXX	Other Support Serv - Students Extra Srvc	\$89.00	\$0.00	\$0.00	\$89.00
11-000-218-XXX	Guidance	\$14,957.00	\$10,973.52	\$3,657.84	\$325.64
11-000-219-XXX	Child Study Teams	\$194,194.00	\$109,695.93	\$78,770.22	\$5,727.85
11-000-221-XXX	Improv of Inst. - Instruc Staff	\$237,329.00	\$198,271.99	\$37,723.00	\$1,334.01
11-000-222-XXX	Educational Media Serv/School Library	\$8,100.00	\$3,640.85	\$4,079.36	\$379.79
11-000-223-XXX	Instructional Staff Training Services	\$8,240.00	\$7,785.00	\$0.00	\$455.00
11-000-230-XXX	Supp. Serv.-General Administration	\$226,163.00	\$166,028.60	\$57,704.13	\$2,430.27
11-000-240-XXX	Supp. Serv.-School Administration	\$28,923.00	\$21,347.71	\$7,528.68	\$46.61
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	\$127,257.00	\$93,653.39	\$28,253.38	\$5,350.23
11-000-261-XXX	Require Maint. for School Facilities	\$92,500.00	\$80,376.96	\$10,809.04	\$1,314.00
11-000-262-XXX	Custodial Services	\$356,340.00	\$286,088.40	\$59,103.86	\$11,147.74
11-000-266-XXX	Security	\$62,245.00	\$46,417.50	\$5,715.00	\$10,112.50
11-000-270-XXX	Student Transportation Services	\$378,950.00	\$206,515.71	\$139,083.34	\$33,350.95
11-XXX-XXX-2XX	Allocated and Unallocated Benefits	\$962,781.00	\$635,195.69	\$186,370.58	\$141,214.73
TOTAL GENERAL CURRENT EXPENSE		\$7,621,778.00	\$4,589,019.31	\$2,733,780.44	\$298,978.25
EXPENDITURES/USES OF FUNDS					=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 GENERAL FUND - FUND 10
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 9 Month Period Ending 03/31/2021

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$16,000.00	\$15,125.00	\$0.00	\$875.00
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$15,100.00	\$6,500.00	.00	\$8,600.00
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	\$31,100.00	\$21,625.00	\$0.00	\$9,475.00
	=====	=====	=====	=====
TOTAL GENERAL FUND EXPENDITURES	\$7,652,878.00	\$4,610,644.31	\$2,733,780.44	\$308,453.25
	=====	=====	=====	=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 GENERAL FUND - FUND 10
 SCHEDULE OF REVENUES
 ACTUAL COMPARED WITH ESTIMATED
 For 9 Month Period Ending 03/31/2021

		ESTIMATED	ACTUAL	UNREALIZED
		-----	-----	-----
--- LOCAL SOURCES ---				
1210	Local Tax Levy	\$3,075,879.00	\$3,075,879.00	.00
1XXX	Miscellaneous	\$2,200.00	\$13,227.02	(\$11,027.02)
	TOTAL	\$3,078,079.00	\$3,089,106.02	(\$11,027.02)
		=====	=====	=====
--- STATE SOURCES ---				
3121	Categorical Transportation Aid	\$193,173.00	\$193,173.00	.00
3131	Extraordinary Aid	\$15,000.00	\$63,539.00	(\$48,539.00)
3132	Categorical Special Education Aid	\$182,606.00	\$182,606.00	.00
3176	Equalization	\$2,614,855.00	\$2,566,311.00	\$48,544.00
3177	Categorical Security	\$105,269.00	\$105,269.00	.00
3178	Adjustment Aid	\$758,309.00	\$758,309.00	.00
	TOTAL	\$3,869,212.00	\$3,869,207.00	\$5.00
		=====	=====	=====
--- FEDERAL SOURCES ---				
4200	Federal Grants including Medicaid Reimbursement	\$21,474.00	\$15,776.91	\$5,697.09
4XXX	Other Federal Aids	\$0.00	\$20,787.00	(\$20,787.00)
	TOTAL	\$21,474.00	\$36,563.91	(\$15,089.91)
		=====	=====	=====
--- OTHER FINANCING SOURCES ---				
	TOTAL REVENUES/SOURCES OF FUNDS	\$6,968,765.00	\$6,994,876.93	(\$26,111.93)
		=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- Regular Programs - Instruction ---				
11-110-100-101 Kindergarten - Salaries of Teachers	\$140,534.00	\$90,659.02	\$49,874.98	.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$657,829.00	\$434,654.57	\$176,796.96	\$46,377.47
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$435,665.00	\$263,100.22	\$172,564.78	.00
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$3,000.00	\$0.00	\$3,000.00	\$0.00
--- Regular Programs - Undistr. Instruction ---				
11-190-100-106 Other Salaries for Instruction	\$211,505.00	\$119,487.68	\$89,000.00	\$3,017.32
11-190-100-340 Purchased Technical Services	\$61,975.00	\$50,143.62	\$11,809.33	\$22.05
11-190-100-500 Other Purch. Serv. (400-500 series)	\$39,000.00	\$27,668.79	\$11,331.21	.00
11-190-100-610 General Supplies	\$69,025.00	\$57,877.50	\$10,198.77	\$948.73
11-190-100-640 Textbooks	\$35,000.00	\$34,831.18	\$31.01	\$137.81
TOTAL	\$1,653,533.00	\$1,078,422.58	\$524,607.04	\$50,503.38
--- SPECIAL EDUCATION - INSTRUCTION ---				
Learning and/or Language Disabilities Mild or Moderate:				
11-204-100-101 Salaries of Teachers	\$132,013.00	\$97,048.57	\$34,790.45	\$173.98
11-204-100-106 Other Salaries for Instruction	\$138,570.00	\$59,492.46	\$79,000.00	\$77.54
TOTAL	\$270,583.00	\$156,541.03	\$113,790.45	\$251.52
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$221,669.00	\$147,933.30	\$73,000.00	\$735.70
11-213-100-610 General supplies	\$60.00	.00	.00	\$60.00
TOTAL	\$221,729.00	\$147,933.30	\$73,000.00	\$795.70
TOTAL SPECIAL ED - INSTRUCTION	\$492,312.00	\$304,474.33	\$186,790.45	\$1,047.22
--- Basic Skills/Remedial-Instruction ---				
11-230-100-101 Salaries of Teachers	\$105,836.00	\$83,600.28	\$0.00	\$22,235.72
TOTAL	\$105,836.00	\$83,600.28	\$0.00	\$22,235.72
--- Bilingual Education-Instruction ---				
11-240-100-101 Salaries of Teachers	\$50,898.00	\$32,340.10	\$18,500.00	\$57.90
TOTAL	\$50,898.00	\$32,340.10	\$18,500.00	\$57.90
--- School spons. oocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$10,000.00	\$1,015.00	\$8,985.00	.00
TOTAL	\$10,000.00	\$1,015.00	\$8,985.00	\$0.00
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$5,000.00	.00	\$5,000.00	.00
11-402-100-600 Supplies and Materials	\$4,800.00	\$299.99	\$695.00	\$3,805.01
TOTAL	\$9,800.00	\$299.99	\$5,695.00	\$3,805.01
--- UNDISTRIBUTED EXPENDITURES ---				
--- Instruction ---				
11-000-100-561 Tuition to Other LEAs within State Regular	\$632,727.00	\$435,220.90	\$190,838.10	\$6,668.00

Beverly City Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 9 Month Period Ending 03/31/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-100-562 Tuition to Other LEAs within State Special	\$439,519.00	\$292,030.10	\$147,466.90	\$22.00
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$165,401.00	\$115,709.30	\$49,589.70	\$102.00
11-000-100-565 Tuition to Co.Spec.Serv. & Reg. Day schls	\$860,352.00	\$82,116.53	\$778,079.77	\$155.70
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$114,574.00	\$81,025.16	\$33,491.56	\$57.28
11-000-100-568 Tuition - State Facilities	\$50,220.00	\$9,327.00	\$40,893.00	.00
TOTAL	\$2,262,793.00	\$1,015,428.99	\$1,240,359.03	\$7,004.98
--- Attendance and social work services ---				
11-000-211-100 Salaries	\$30,967.00	\$22,495.14	\$8,391.32	\$80.54
11-000-211-300 Purchased Prof. & Tech. Svc.	\$3,700.00	\$3,647.02	.00	\$52.98
TOTAL	\$34,667.00	\$26,142.16	\$8,391.32	\$133.52
--- Health services ---				
11-000-213-100 Salaries	\$83,571.00	\$49,732.72	\$33,804.16	\$34.12
11-000-213-300 Purchased Prof. & Tech. Svc.	\$60,832.00	\$27,178.50	\$33,653.50	.00
11-000-213-600 Supplies and Materials	\$7,850.00	\$7,518.35	\$329.36	\$2.29
11-000-213-800 Other Objects	\$184.00	\$183.60	.00	\$0.40
TOTAL	\$152,437.00	\$84,613.17	\$67,787.02	\$36.81
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	\$65,764.00	\$44,680.10	\$21,083.90	.00
11-000-216-320 Purchased Prof. Ed. Services	\$84,900.00	\$52,011.36	\$32,013.25	\$875.39
11-000-216-600 Supplies and Materials	\$770.00	.00	\$770.00	.00
TOTAL	\$151,434.00	\$96,691.46	\$53,867.15	\$875.39
--- Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	\$89.00	.00	.00	\$89.00
TOTAL	\$89.00	\$0.00	\$0.00	\$89.00
--- Guidance ---				
11-000-218-105 Sal Secr. & Clerical Asst.	\$14,957.00	\$10,973.52	\$3,657.84	\$325.64
TOTAL	\$14,957.00	\$10,973.52	\$3,657.84	\$325.64
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$167,332.00	\$90,017.58	\$72,897.00	\$4,417.42
11-000-219-105 Sal Secr. & Clerical Asst.	\$23,515.00	\$17,619.66	\$5,873.22	\$22.12
11-000-219-320 Purchased Prof. - Ed. Services	\$1,000.00	\$623.41	.00	\$376.59
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$67.00	.00	.00	\$67.00
11-000-219-600 Supplies and Materials	\$500.00	\$435.28	.00	\$64.72
11-000-219-800 Other Objects	\$1,780.00	\$1,000.00	.00	\$780.00
TOTAL	\$194,194.00	\$109,695.93	\$78,770.22	\$5,727.85
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$198,449.00	\$166,779.84	\$30,655.00	\$1,014.16
11-000-221-104 Salaries Other Prof. Staff	\$13,895.00	\$10,418.94	\$3,473.00	\$3.06
11-000-221-105 Sal Secr. & Clerical Asst.	\$4,311.00	\$3,206.52	\$1,069.00	\$35.48
11-000-221-11X Other Salaries	\$10,200.00	\$7,577.46	\$2,526.00	\$96.54
11-000-221-390 Other Purch. Prof. & Tech Svc.	\$9,500.00	\$9,481.50	.00	\$18.50

Beverly City Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 9 Month Period Ending 03/31/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-221-600 Supplies and Materials	\$974.00	\$807.73	.00	\$166.27
TOTAL	\$237,329.00	\$198,271.99	\$37,723.00	\$1,334.01
--- Educational media serv./sch.library ---				
11-000-222-300 Purchased Prof. & Tech Svc.	\$5,100.00	\$1,042.50	\$4,000.00	\$57.50
11-000-222-600 Supplies and Materials	\$3,000.00	\$2,598.35	\$79.36	\$322.29
TOTAL	\$8,100.00	\$3,640.85	\$4,079.36	\$379.79
--- Instructional Staff Training Services ---				
11-000-223-320 Purchased Prof. - Bd. Services	\$455.00	.00	.00	\$455.00
11-000-223-500 Other Purchased Services (400-500 series)	\$7,785.00	\$7,785.00	.00	.00
TOTAL	\$8,240.00	\$7,785.00	\$0.00	\$455.00
--- Support services-general administration ---				
11-000-230-100 Salaries	\$186,963.00	\$128,939.06	\$57,617.28	\$406.66
11-000-230-331 Legal Services	\$12,000.00	\$11,195.00	.00	\$805.00
11-000-230-332 Audit Fees	\$17,200.00	\$17,200.00	.00	.00
11-000-230-530 Communications/Telephone	\$4,000.00	\$3,865.23	\$86.85	\$47.92
11-000-230-590 Other Purchased Services	\$2,700.00	\$2,164.54	\$0.00	\$535.46
11-000-230-610 General Supplies	\$2,800.00	\$2,664.77	.00	\$135.23
11-000-230-895 BOE Membership Dues and Fees	\$500.00	.00	.00	\$500.00
TOTAL	\$226,163.00	\$166,028.60	\$57,704.13	\$2,430.27
--- Support services-school administration ---				
11-000-240-105 Sal. Secr. & Clerical Asst.	\$27,823.00	\$20,266.36	\$7,528.68	\$27.96
11-000-240-600 Supplies and Materials	\$600.00	\$581.35	.00	\$18.65
11-000-240-800 Other Objects	\$500.00	\$500.00	.00	.00
TOTAL	\$28,923.00	\$21,347.71	\$7,528.68	\$46.61
--- Central Services ---				
11-000-251-100 Salaries	\$108,857.00	\$81,732.66	\$27,023.08	\$101.26
11-000-251-340 Purchased Technical Services	\$7,400.00	\$6,259.88	\$577.60	\$562.52
11-000-251-600 Supplies and Materials	\$4,000.00	\$1,862.25	.00	\$2,137.75
TOTAL	\$120,257.00	\$89,854.79	\$27,600.68	\$2,801.53
--- Admin. Info. Technology ---				
11-000-252-340 Purchased Technical Services	\$7,000.00	\$3,798.60	\$652.70	\$2,548.70
TOTAL	\$7,000.00	\$3,798.60	\$652.70	\$2,548.70
TOTAL Cent. Svcs. & Admin IT	\$127,257.00	\$93,653.39	\$28,253.38	\$5,350.23
--- Required Maint.for School Facilities ---				
11-000-261-420 Cleaning, Repair & Maint. Svc	\$74,723.00	\$71,652.65	\$2,522.31	\$548.04
11-000-261-610 General Supplies	\$17,777.00	\$8,724.31	\$8,286.73	\$765.96
TOTAL	\$92,500.00	\$80,376.96	\$10,809.04	\$1,314.00
--- Custodial Services ---				
11-000-262-1XX Salaries	\$102,926.00	\$79,224.03	\$17,500.00	\$6,201.97

Beverly City Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-262-107 Salaries of Non-Instructional Aids	\$20,500.00	\$20,317.00	.00	\$183.00
11-000-262-300 Purchased Prof. & Tech. Svc.	\$34,000.00	\$29,103.96	\$4,531.17	\$364.87
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$79,300.00	\$68,205.32	\$10,591.00	\$503.68
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$600.00	\$423.00	\$141.00	\$36.00
11-000-262-490 Other Purchased Property Svc.	\$900.00	\$696.00	.00	\$204.00
11-000-262-520 Insurance	\$600.00	.00	.00	\$600.00
11-000-262-590 Misc. Purchased Services	\$39,000.00	\$38,639.08	.00	\$360.92
11-000-262-610 General Supplies	\$2,000.00	\$1,619.43	.00	\$380.57
11-000-262-621 Energy (Natural Gas)	\$27,400.00	\$15,351.06	\$11,711.17	\$337.77
11-000-262-622 Energy (Electricity)	\$48,900.00	\$32,295.52	\$14,629.52	\$1,974.96
11-000-262-8XX Other Objects	\$214.00	\$214.00	\$0.00	\$0.00
TOTAL	\$356,340.00	\$286,088.40	\$59,103.86	\$11,147.74
--- Security ---				
11-000-266-100 Salaries	\$62,245.00	\$46,417.50	\$5,715.00	\$10,112.50
TOTAL	\$62,245.00	\$46,417.50	\$5,715.00	\$10,112.50
TOTAL Oper & Maint of Plant Services	\$511,085.00	\$412,882.86	\$75,627.90	\$22,574.24
--- Student transportation services ---				
11-000-270-161 Sal Pupil Trans(Bet Home & Sch)-Sp Ed	\$34,074.00	\$25,134.44	.00	\$8,939.56
11-000-270-162 Sal Pupil Trans.Other than Bet Home & Sch	\$23,724.00	\$18,114.44	\$4,921.48	\$688.08
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	\$32,499.00	\$22,699.11	\$9,728.19	\$71.70
11-000-270-514 Contract Svc (Sp Ed.)-vendors	\$1,000.00	\$50.00	.00	\$950.00
11-000-270-515 Contract Svc (Sp Ed.)-joint agreements	\$75,031.00	\$29,990.06	\$44,661.38	\$379.56
11-000-270-517 Contract Svc (reg std) - ESCs	\$8,422.00	.00	.00	\$8,422.00
11-000-270-518 Contract Svc (Sp Ed) - ESCs	\$158,200.00	\$97,344.88	\$52,655.12	\$8,200.00
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$40,000.00	\$12,882.83	\$27,117.17	.00
11-000-270-800 Misc. Expenditures	\$6,000.00	\$299.95	.00	\$5,700.05
TOTAL	\$378,950.00	\$206,515.71	\$139,083.34	\$33,350.95
--- Personal Services-Employee Benefits---				
11-XXX-XXX-210 Group Insurance	\$7,823.00	\$7,823.00	.00	.00
11-XXX-XXX-220 Social Security Contributions	\$79,000.00	\$59,200.98	\$19,799.02	.00
11-XXX-XXX-241 Other Retirement Contrb. - PERS	\$79,600.00	\$79,584.50	.00	\$15.50
11-XXX-XXX-250 Unemployment Compensation	\$25,000.00	\$8,925.28	\$16,074.72	.00
11-XXX-XXX-260 Workman's Compensation	\$38,827.52	\$38,827.52	.00	.00
11-XXX-XXX-270 Health Benefits	\$691,930.48	\$429,766.59	\$147,645.02	\$114,518.87
11-XXX-XXX-280 Tuition Reimbursement	\$30,000.00	\$3,325.50	.00	\$26,674.50
11-XXX-XXX-290 Other Employee Benefits	\$10,600.00	\$7,742.32	\$2,851.82	\$5.86
TOTAL	\$962,781.00	\$635,195.69	\$186,370.58	\$141,214.73
Total Undistributed Expenditures	\$5,299,399.00	\$3,088,867.03	\$1,989,202.95	\$221,329.02
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$7,621,778.00	\$4,589,019.31	\$2,733,780.44	\$298,978.25
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$7,621,778.00	\$4,589,019.31	\$2,733,780.44	\$298,978.25

Beverly City Board of Education
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 9 Month Period Ending 03/31/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
	-----	-----	-----	-----
*** CAPITAL OUTLAY ***				
--- EQUIPMENT ---				
Undist. Exp. - Non-instructional Services				
12-000-300-730 Non-instructional services	\$16,000.00	\$15,125.00	.00	\$875.00
TOTAL	\$16,000.00	\$15,125.00	\$0.00	\$875.00
--- Facilities acquisition and construction services ---				
12-000-400-390 Other Purchased Prof. & Tech Services	\$15,100.00	\$6,500.00	.00	\$8,600.00
Sub Total	\$15,100.00	\$6,500.00	\$0.00	\$8,600.00
TOTAL	\$15,100.00	\$6,500.00	\$0.00	\$8,600.00
TOTAL CAPITAL OUTLAY EXPENDITURES	\$31,100.00	\$21,625.00	\$0.00	\$9,475.00

Beverly City Board of Education
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2021

	Appropriations	Expenditures	Encumbrances	Available Balance
*** EDUCATION JOBS FUND **				
*** FEMA COMMUNITY DEVELOPMENT BLOCK GRANT ***				
TOTAL GENERAL FUND EXPENDITURES	\$7,652,878.00	\$4,610,644.31	\$2,733,780.44	\$308,453.25

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

For 9 Month Period Ending 03/31/2021

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

Board Secretary/Business Administrator

Date

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

4/13 8:30am

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
School-Based Budget - Fund 15
Interim Balance Sheet
For 9 Month Period Ending 03/31/21

ASSETS AND RESOURCES

--- ASSETS ---

--- RESOURCES ---

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
School-Based Budget - Fund 15
Interim Balance Sheet
For 9 Month Period Ending 03/31/21

LIABILITIES AND FUND EQUITY

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

--- Unappropriated ---

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
School-Based Budget - Fund 15
Interim Balance Sheet
For 9 Month Period Ending 03/31/21

LIABILITIES AND FUND EQUITY

RECAPITULATION OF FUND BALANCE:

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

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

School-Based Budget - Fund 15
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE
For 9 Month Period Ending 03/31/21

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

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

School-Based Budget - FUND 15
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/21

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

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
School-Based Budget - Fund 15
Interim Balance Sheet
For 9 Month Period Ending 03/31/21

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

Appropriations	Expenditures	Encumbrances	Available Balance
_____	_____	_____	_____
*****	*****	*****	*****

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

For 9 Month Period Ending 03/31/21

I, _____, Board Secretary/Business Administrator
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which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Business Administrator

Date

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

4/13 8:30am

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 Special Revenue Fund - Fund 20
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/21

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

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

101	Cash in bank		\$540,983.45
	Accounts receivable:		
141	Intergovernmental - State	\$31,517.10	
142	Intergovernmental - Federal	\$129,735.98	
143	Intergovernmental - Other	\$0.27	
153,154	Other (net of estimated uncollectible of \$ _____)	(\$0.27)	
			\$161,253.08

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

301	Estimated Revenues	\$1,253,505.00	
302	Less Revenues	(\$957,553.00)	
			\$295,952.00

			\$998,188.53
Total assets and resources			\$998,188.53
			=====

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 Special Revenue Fund - Fund 20
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/21

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

--- LIABILITIES ---

481	Deferred revenues	\$168,161.42
	Other current liabilities	\$339,320.58
	TOTAL LIABILITIES	\$507,482.00
		=====

FUND BALANCE

--- Appropriated ---

753	Reserve for encumbrances - Current Year	\$272,030.54
601	Appropriations	\$1,253,505.00
602	Less: Expenditures	\$762,798.47
603	Encumbrances	\$272,030.54 (\$1,034,829.01)
		\$218,675.99
	TOTAL FUND BALANCE	\$490,706.53
	TOTAL LIABILITIES AND FUND EQUITY	\$998,188.53
		=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
Special Revenue Fund - Fund 20
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 9 Month Period Ending 03/31/21

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
3XXX From State Sources	\$783,488.00	\$776,536.00		\$6,952.00
4XXX From Federal Sources	\$470,017.00	\$181,017.00		\$289,000.00
TOTAL REVENUE/SOURCES OF FUNDS	\$1,253,505.00	\$957,553.00		\$295,952.00
	=====	=====	=====	=====
*** EXPENDITURES ***				
	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
STATE PROJECTS:				
Preschool Education Aid (218)	\$783,488.00	\$469,392.23	\$170,150.36	\$143,945.41
TOTAL STATE PROJECTS	\$783,488.00	\$469,392.23	\$170,150.36	\$143,945.41
FEDERAL PROJECTS:				
ESSA Title I - Part A/D (231-239)	\$182,852.00	\$136,514.38	\$62,346.04	(\$16,008.42)
I.D.S.A. Part B (Handicapped) (250-259)	\$123,529.00	\$94,104.20	\$26,119.80	\$3,305.00
ESSA Title II - Part A/D (270-279)c	\$11,803.00	\$3,219.00	\$8,584.00	.00
ESSA Title IV (280-289)	\$12,164.00	\$7,333.66	\$4,830.34	.00
CARES Act Education Stabilization Fund (477)	\$139,669.00	\$52,235.00	.00	\$87,434.00
TOTAL FEDERAL PROJECTS	\$470,017.00	\$293,406.24	\$101,880.18	\$74,730.58
*** TOTAL EXPENDITURES ***	\$1,253,505.00	\$762,798.47	\$272,030.54	\$218,675.99
	=====	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
SPECIAL REVENUE - FUND 20
SCHEDULE OF REVENUES
ACTUAL COMPARED WITH ESTIMATED
For 9 Month Period Ending 03/31/21

	<u>ESTIMATED</u>	<u>ACTUAL</u>	<u>UNREALIZED</u>
--- STATE SOURCES ---			
3218 Preschool Education Aid	\$783,488.00	\$776,536.00	\$6,952.00
Total Revenue from State Sources	\$783,488.00	\$776,536.00	\$6,952.00
	=====	=====	=====
--- FEDERAL SOURCES ---			
4411-16 Title I	\$182,852.00	\$54,508.00	\$128,344.00
4420-29 I.D.E.A. Part B (Handicapped)	\$123,529.00	\$49,291.00	\$74,238.00
4530 CARES Act Education Stabilization Fund	\$139,669.00	\$45,000.00	\$94,669.00
4532 Coronavirus Relief Fund Grant		\$26,423.00	(\$26,423.00)
4XXX Other Federal Aids	\$23,967.00	\$5,795.00	\$18,172.00
Total Revenues from Federal Sources	\$470,017.00	\$181,017.00	\$289,000.00
	=====	=====	=====
TOTAL REVENUES/SOURCES OF FUNDS	\$1,253,505.00	\$957,553.00	\$295,952.00
	=====	=====	=====

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Beverly City Board of Education
Special Revenue Fund - Fund 20
STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/21

	Appropriations	Expenditures	Encumbrances	Available Balance
Local Projects:				
State Projects:				
--- Preschool Education Aid - Instruction ---				
20-218-100-101 Salaries of Teachers	\$260,395.00	\$150,483.90	\$31,462.10	\$78,449.00
20-218-100-106 Other Sal. For Instruction	\$85,440.00	\$47,039.63	\$37,470.37	\$930.00
20-218-100-321 Purchased Prof & Ed Services	\$3,571.56	.00	.00	\$3,571.56
Total Instruction	\$349,406.56	\$197,523.53	\$68,932.47	\$82,950.56
--- Preschool Education Aid - Support Services ---				
20-218-200-102 Salaries of Supervisors of Instruction	\$25,258.00	\$18,185.40	\$6,988.37	\$84.23
20-218-200-103 Salaries of Program Directors	\$33,078.00	\$23,348.70	\$9,567.10	\$162.20
20-218-200-104 Salaries of Other Professional Staff	\$5,129.44	\$18,581.22	\$8,079.00	(\$21,530.78)
20-218-200-105 Salaries of Sec. And Clerical Assistants	\$21,353.00	\$15,373.80	\$5,908.00	\$71.20
20-218-200-110 Other Salaries	\$41,250.00	\$13,023.00	\$5,209.00	\$23,018.00
20-218-200-173 Salaries of Community Parent Involvement Spec.	\$12,263.00	.00	\$12,263.00	.00
20-218-200-176 Salaries of Master Teachers	\$76,949.00	\$76,949.00	.00	.00
20-218-200-200 Personal Services - Employee Benefits	\$159,611.00	\$106,407.58	\$53,203.42	.00
20-218-200-440 Rentals	\$42,608.00	.00	.00	\$42,608.00
Total Support Services	\$417,499.44	\$271,868.70	\$101,217.89	\$44,412.85
-- TOTAL Preschool Education Aid --	\$766,906.00	\$469,392.23	\$170,150.36	\$127,363.41
	=====	=====	=====	=====
TOTAL STATE PROJECTS	\$766,906.00	\$469,392.23	\$170,150.36	\$127,363.41
Federal Projects:				
--- CARES Act Educational Stabilization Fund ---				
--- Support Services ---				
20-477-200-300 Professional Tech Services	\$15,000.00	\$15,000.00	.00	.00
20-477-200-400 Purchased Property	\$87,434.00	.00	.00	\$87,434.00
20-477-200-600 Supplies and Materials	\$37,235.00	\$37,235.00	.00	.00
Total Support Services	\$139,669.00	\$52,235.00	\$0.00	\$87,434.00
TOTAL CARES Act Education Stabilization Fund	\$139,669.00	\$52,235.00	\$0.00	\$87,434.00
--- Bridging the Digital Divide Program				
--- Coronavirus Relief Grant Program ---				
--- Other Federal Programs ---				
20-231 to 20-239-XXX-XXX ESSA Title I - Part A/D	\$182,852.00	\$136,514.38	\$62,346.04	(\$16,008.42)
20-25X-XXX-XXX I.D.E.A. Part B	\$123,529.00	\$94,104.20	\$26,119.80	\$3,305.00
20-27X-XXX-XXX ESSA Title II - Part A/D	\$11,803.00	\$3,219.00	\$8,584.00	.00
20-28X-XXX-XXX ESSA Title IV	\$12,164.00	\$7,333.66	\$4,830.34	.00
TOTAL Other Federal Programs	\$330,348.00	\$241,171.24	\$101,880.18	(\$12,703.42)

	<u>Appropriations</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Available Balance</u>
TOTAL FEDERAL PROJECTS	=====	=====	=====	=====
	\$470,017.00	\$293,406.24	\$101,880.18	\$74,730.58
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$16,582.00	\$0.00	\$0.00	\$16,582.00
 TOTAL EXPENDITURES	\$1,253,505.00	\$762,798.47	\$272,030.54	\$218,675.99
	=====	=====	=====	=====

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

Special Revenue Fund - Fund 20
For 9 Month Period Ending 03/31/21

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

Board Secretary/Business Administrator

Date

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

4/13 8:30am

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/21

 ASSETS AND RESOURCES

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

101	Cash in bank	(\$233,861.56)
-----	--------------	----------------

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

Total assets and resources		(\$233,861.56)

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

Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/21

=====

LIABILITIES AND FUND EQUITY

=====

FUND BALANCE

--- Appropriated ---

--- Unappropriated ---

770	Fund balance	(\$233,861.56)
-----	--------------	----------------

TOTAL FUND BALANCE	(\$233,861.56)
--------------------	----------------

TOTAL LIABILITIES AND FUND EQUITY	(\$233,861.56)
-----------------------------------	----------------

=====

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

Capital Projects Fund - Fund 30
INTERIM STATEMENTS COMPARING
BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 9 Month Period Ending 03/31/21

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

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

Capital Projects Fund - Fund 30
For 9 Month Period Ending 03/31/21

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

Board Secretary/Business Administrator

Date

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

4/13 8:30am

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Beverly City Board of Education
 Debt Service Fund - Fund 40
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/21

 ASSETS AND RESOURCES

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

101	Cash in bank	(\$21,255.03)
-----	--------------	---------------

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

301	Estimated Revenues	\$84,494.00	
		\$84,494.00	

	Total assets and resources		\$63,238.97
			\$63,238.97

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

Debt Service Fund - Fund 40
Interim Balance Sheet
For 9 Month Period Ending 03/31/21

LIABILITIES AND FUND EQUITY

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

601	Appropriations		\$84,494.00	
602	Less: Expenditures	\$84,493.76		
			(\$84,493.76)	
				\$0.24

Total Appropriated \$0.24

--- Unappropriated ---

770 Fund Balance \$63,238.73

TOTAL FUND BALANCE \$63,238.97

TOTAL LIABILITIES AND FUND EQUITY \$63,238.97

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$84,494.00	\$84,493.76	\$0.24
Revenues	(\$84,494.00)	\$0.00	(\$84,494.00)
	\$0.00	\$84,493.76	(\$84,493.76)
--- Change in Maint. / Capital reserve account ---			
Subtotal	\$0.00	\$84,493.76	(\$84,493.76)
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
Budgeted Fund Balance	\$0.00	\$84,493.76	(\$84,493.76)

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

Debt Service Fund - Fund 40
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 9 Month Period Ending 03/31/21

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
--- Local Sources ---				
1210 Local tax levy	\$84,494.00	.00		\$84,494.00
Total Local Sources	\$84,494.00	\$0.00		\$84,494.00
=====				
TOTAL REVENUE/SOURCES OF FUNDS	\$84,494.00	\$0.00		\$84,494.00
=====				

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

Debt Service Fund - Fund 40
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 9 Month Period Ending 03/31/21

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
	-----	-----	-----
--- Additional State School Bldg. Aid - Ch. 10 ---			
40-703-510-830 Interest	\$19,494.00	\$19,493.76	\$0.24
40-703-510-910 Redemption of principal	\$65,000.00	\$65,000.00	.00
	-----	-----	-----
TOTAL	\$84,494.00	\$84,493.76	\$0.24
	=====	=====	=====
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$84,494.00	\$84,493.76	\$0.24
	=====	=====	=====
*** TOTAL USES OF FUNDS ***	\$84,494.00	\$84,493.76	\$0.24
	=====	=====	=====

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

For 9 Month Period Ending 03/31/21

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

Board Secretary/Administrator

Date

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

REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS
ALL FUNDS

FOR THE MONTH ENDING: FEBRUARY 2021

CASH R

FUNDS		(1) Beginning Cash Balance REVISED	(2) Cash Receipts This Month
GOVERNMENTAL FUNDS			
1	<i>General Fund - Fund 10</i>	3,141,962.13	658,465.04
2		0.00	
3	<i>ED JOBS - Fund 18</i>	-	
4	<i>Special Revenue Fund - Fund 20 (see page 2)</i>	392,499.83	2,366.00
5	<i>Capital Project Fund - Fund 30</i>	16,316.36	1.12
	<i>Debt Service Fund - Fund 40</i>	48,810.86	
6			
	Total Governmental Funds (Lines 1 thru 5)	3,599,589.18	660,832.16
ENTERPRISE FUNDS			
7			
10	Food Program Fund - Fund 60	131,518.90	15,592.18
8			
9			
11			
12			
	Total Operating Account	3,731,108.08	676,424.34
TRUST AND AGENCY FUNDS			
13			
14	Payroll	19,867.37	220,365.56
15	Payroll Agency - Fund 90	43,446.57	152,461.95
16	FSA account	1,169.91	275.10
17			
	Other - School Activities	11,394.80	465.79
18			
	Total Trust & Agency Funds (Lines 13 thru 15)	75,878.65	373,568.40
19			
	Total All Funds (Lines 6,12, and 16)	3,806,986.73	1,049,992.74

REPORT

(3) Cash Disbursements This Month	(4) Ending Cash Balance	Reconciled Bank Statements	14758.1 14,758.10	Balance Sheets
643,342.13	3,157,085.04			0.00
	0.00			0.00
	-			0.00
83,750.28	311,115.55			
	16,317.48	16,317.48	(0.00)	
	48,810.86			0.00
727,092.41	3,533,328.93	3,662,273.34	0.00	
18,166.67	128,944.41			
	-			-
	-			-
	-	#REF!	#REF!	
				0.00
745,259.08	3,662,273.34			
220,365.56	19,867.37	19,867.37	(0.00)	
149,508.70	46,399.82	46,399.82	-	
	1,445.01	1,445.01	-	
			-	
	11,860.59	11,860.59	-	
369,874.26	79,572.79			
1,115,133.34	3,741,846.13			
				0.00

	<i>Pablo Canela</i>		
	Treasurer of School Moneys		

4/3/2021				

REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS
SPECIAL REVENUE FUND

FOR THE MONTH ENDING: FEBRUARY 2021

CASH REPORT

SPECIAL REVENUE FUND		(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements this Month
1	Local Project	307,345.76		
2	Early Childhood Program Aid	335,598.65	2,366.00	71,549.62
3	Preschool Education Aid	-		
4	DEPA	10,752.22		
	TARA	8,806.06		
	Distance Learning Network Aid	3,508.00		
	Character Education Aid	3,470.95		
	Mentoring Aid	2,058.00		
11	Other- State	7,643.00		
12	P.L. 103-382 Title I & III	(206,693.04)		12,200.66
13	P.L. 103-382 Title II	(39,401.83)		
14	P.L. 103-382 Title IV	(46,739.03)		
15	P.L. 103-382 Title V	727.40		
17	I.D.E.A. Part B (Handicapped)	(208,780.67)		
18	P.L. 101-392 Vocational	-		
19	P.L. 91-230 Adult Basic Education	-		
20	Other -	214,204.36		
		-		
21	Total Special Revenues (Line 1 thru 20) (Must agree with line 3, page 1)	392,499.83	2,366.00	83,750.28
		-		

(4)
Ending
Cash
307,345.76
266,415.03
-
10,752.22
8,806.06
3,508.00
3,470.95
2,058.00
7,643.00
(218,893.70)
(39,401.83)
(46,739.03)
727.40
(208,780.67)
-
-
214,204.36
-
311,115.55
-

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank			
Account number	General operating Acct			
Statement Date	February 28, 2021			
Fund/Funds	10,,20,40,			
1	Balance per Bank			
		Reconciling Items		
		Additions		
		Deposits in transit		
		Date	Amount	
2a				
2b				
2c				
2d		Total D.I.T.'s		
2		Misc	2,349.06	
3		Total Additions		2,349.06
		Deductions		
		Outstanding Checks		
		(attached list)	639,969.08	
4		Other (explain)	-	
5		Total Deductions		639,969.08
6		Net Reconciling Items		
7				
8	Adjusted Balance per Bank As of			February 28, 2021
9	Balance per Board Secretary's Records As of		2/28/2021	**
		Reconciling Items:		
		Additions		
10		Interest Earned	-	
11		Other (Explain)		Pending journal entries
12		Total Additions		-
		Deductions		
13		Bank Charges		
14		Other (Explain)	(1,812,095.20)	Pending journal entries
15		Total deductions		(1,812,095.20)
16		Net Reconciling items		
17	Adjusted Board Secretary's Balance As of			February 28, 2021
* Line 8 MUST EQUAL line 17.				
** If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report				
Page 3a				

Prepared by

Date

4,283,575.88

Helth ben

(637,620.02)

3,645,955.86

1,833,860.66

1,812,095.20

3,645,955.86

-

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank		
Account number	REFERENDUM ACCT		
Statement Date	February 28, 2021		
Fund/Funds	FUND 30		
1	Balance per Bank		
Reconciling Items			
Additions			
Deposits in transit			
	Date	Amount	
2a			
2b			
2c			
2d	Total D.I.T.'s		
2	Misc		-
3	Total Additions		-
Deductions			
Outstanding Checks			
4	(attached list)		-
5	Other (explain)		-
6	Total Deductions		-
7	Net Reconciling Items		
8	Adjusted Balance per Bank As of		February 28, 2021
9	Balance per Board Secretary's Records As of		2/28/2021 **
Reconciling Items:			
Additions			
10	Interest Earned		-
11	Other (Explain)		250,179.04 Pending journal entries
12	Total Additions		250,179.04
Deductions			
13	Bank Charges		
14	Other (Explain)		Pending journal entries
15	Total deductions		-
16	Net Reconciling items		
17	Adjusted Board Secretary's Balance As of		February 28, 2021
* Line 8 MUST EQUAL line 17.			
** If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report			
Page 3a.1			

Prepared by

Date:

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16,317.48

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-

16,317.48

(233,861.56)

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250,179.04

16,317.48

-

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by	
Account number	2400000357	Date	
Statement Date	February 28, 2021		
Fund/Funds	Net Payroll		

1	Balance per Bank				25,435.04
	Reconciling Items				
	Additions				
	Deposits in transit				
	Date				
	Amount				
2a					
2b					
2c	Misc				
2d	Misc				
2	Misc		-		
3	Total Additions			-	
	Deductions				
	Outstanding Checks				
	(attached list)	5,567.67			
4	Other (explain)		-		
5	Total Deductions			5,567.67	
6	Net Reconciling Items				(5,567.67)
7					
8	Adjusted Balance per Bank As of		February 28, 2021		19,867.37
9	Balance per Board Secretary's Records As of			**	-
	Reconciling Items:				
	Additions				
10	Interest Earned				
11	Other (Explain)				
12	Total Additions			-	
	Deductions				
13	Bank Charges				
14	Other (Explain)				
15	Total deductions			-	
16	Net Reconciling items				-
17	Adjusted Board Secretary's Balance As of			*	-

* Line 8 MUST EQUAL line 17.

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

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Page 3c

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by	
Account number	6101433275	Date:	
Statement Date	February 28, 2021		
Fund/Funds	Payroll Agency (90)		
1	Balance per Bank		73,564.41
	Reconciling Items		
	Additions		
	Deposits in transit		
2a	Date	Amount	
2b			
2c			
2d			
2	MISC	WSFS Bank	
3	Total Additions		-
	Deductions		
	Outstanding Checks		
4	(attached list)	27,164.59	
5	Other (prior period void)	-	
6	Total Deductions		27,164.59
7	Net Reconciling Items		(27,164.59)
8	Adjusted Balance per Bank As of	February 28, 2021	46,399.82
9	Balance per Board Secretary's Records As of		**
	Reconciling Items:		
	Additions		
10	Interest Earned		
11	Other (Explain)		
12	Total Additions		-
	Deductions		
13	Bank Charges		
14	Other (Explain)		
15	Total deductions		-
16	Net Reconciling items		-
17	Adjusted Board Secretary's Balance As of		*
	* Line 8 MUST EQUAL line 17.		
	** If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report		
Page 3d			

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by	
Account number	2400000340	Date:	
Statement Date	February 28, 2021		
Fund/Funds	School Activities		

1	Balance per Bank				11,860.59
	Reconciling Items				
	Additions				
	Deposits in transit				
	Date				
	Amount				
2a					
2b					
2c					
2d					
2	total D.I.T.'s				
3	Total Additions				
	Deductions				
	Outstanding Checks				
4	(attached list)		0.00		
5	Other - due current fund		0.00		
6	Total Deductions		0.00		
7	Net Reconciling Items				0.00
8	Adjusted Balance per Bank As of		February 28, 2021		11,860.59
See Page 3d for Summary					
9	Balance per Board Secretary's Records As of			**	
	Reconciling Items:				
	Additions				
10	Interest Earned				
11	Other (Explain)				
12	Total Additions		-		
	Deductions				
13	Bank Charges				
14	Other (Explain)				
15	Total deductions		-		
16	Net Reconciling items				-
17	Adjusted Board Secretary's Balance As of			*	-

* Line 8 MUST EQUAL line 17.

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

Page 3h-e

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by	
Account number	9500064390	Date	
Statement Date	February 28, 2021		
Fund/Funds	FSA account		

1	Balance per Bank				1,445.01
	Reconciling Items				
	Additions				
	Deposits in transit				
	Date				
	Amount				
2a					
2b					
2c					
2d					
2	total D.I.T.'s				
3	Total Additions				
	Deductions				
	Outstanding Checks				
4	(attached list)		0.00		
5	Other - due current fund		0.00		
6	Total Deductions			0.00	
7	Net Reconciling Items				0.00
8	Adjusted Balance per Bank As of		February 28, 2021		1,445.01
See Page 3d for Summary					
9	Balance per Board Secretary's Records As of				**
	Reconciling Items:				
	Additions				
10	Interest Earned				
11	Other (Explain)				
12	Total Additions			-	
	Deductions				
13	Bank Charges				
14	Other (Explain)				
15	Total deductions			-	
16	Net Reconciling items				-
17	Adjusted Board Secretary's Balance As of				*

* Line 8 MUST EQUAL line 17.

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

Page 3h-f

BEVERLY CITY SCHOOLS
ANALYSIS OF RECONCILING ITEMS
As of 2-28-2021

FUND-10

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

NEEDED GENERAL LEDGER ADJUSTMENTS:

Prior year diff 6-30-20	1,842,514.62
July - June serv charges	(34.00)
Payroll posting/transfers	6,901.69
Transfers to FSA -	(550.00)
8-28-20- Wire	(9,746.88)
TRANSFERS -12-2-20	(1,619.82)
TRANSFERS -12-2-20	(1,861.20)
TRANSFERS -12-22-20	(275.00)
TRANSFERS -12-22-20	(539.94)
TRANSFERS -12-22-20	(620.40)

cash per Treasurer school monies report

NEEDED GENERAL LEDGER ADJUSTMENTS:

Prior year diff 6-30-20

(14,427.87)

cash per Treasurer school monies report

MISC

FUND 60

cash per Balance Sheet.

NEEDED GENERAL LEDGER ADJUSTMENTS:

Prior year diff 6-30-20

(3.00)

cash per Treasurer school monies report

BEVERLY CITY SCHOOLS
 OUSTANDING CHECK LIST

2/28/2021

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

OPERATING ACCOUNT

			-		
16502	34.65	25021	5,793.48		
17961	867.83				
18116	1,605.20	25241	552.50	25271	5,554.09
18815	7.50	25242	274.37	25272	90.18
18870	180.00	25243	16,529.90	25273	27.10
19035	600.00	25244	2,713.20	25274	2,005.14
19086	437.50	25245	6,514.64	25275	144.99
19652	12.40	25246	4,370.00	25276	299.95
19653	14.20	25247	400.00	25277	350.00
21136	391.68	25248	6,384.00	25278	3,428.00
21845	32,981.00	25249	540.00	25279	298.00
22596	11,720.00	25250	24.67	25280	272.44
22605	36,399.00	25251	225.00	25281	17,387.67
		25252	11,012.22	25282	91,944.60
		25253	8,351.00	25283	32,276.60
22976	8,287.50	25254	359.14	25284	357.00
		25255	51.74	25285	567.93
23357	166,061.03	25256	945.00	25286	12,297.46
		25257	779.00	25287	1,148.45
23367	200.00	25258	17,106.70	25288	125.00
		25259	3,325.50	25289	177.73
23992	500.00	25260	204.48	25290	3,325.00
24114	31,023.70	25261	86.85	25291	141.56
24129		25262	792.25	25292	683.06
24156	158.00	25263	71.48	25293	198.50
24160	21.1	25264	2,094.17	25294	469.27
		25265	3,242.73	25295	609.95
24731	500.00	25266	6,318.26	25296	3,149.64
24895	29.78	25267	2,720.00	25297	3,645.00
24842	1,250.00	25268	3,643.25		
24854	39,871.00	25269	17,735.00		
24905	1,150.00	25270	1,531.16		
	<u>334,303.07</u>		<u>124,691.69</u>		<u>180,974.31</u>

PAGE 2

TOTAL OPERATING ACCT OS

BEG BAL OS CKS
ISSUED
CASHED
void

NET PAYROLL ACCOUNT

202822 182.23
205215 167.61

206123 984.06
206225 539.01
207363 128.39
209414 1,470.75
211739 85.80

212824 5.27
214204 87.25
214205 198.20

216090 963.13

216862 307.27

217139 138.20
217513

218176 85.82

218351 224.68

BEG BAL OS CKS	27,183.61
ISSUED	34,276.59
CASHED	(34,295.61)
void	
	<u>27,164.59</u>

-

FUND 30 REFERENDUM ACCOUNT

18

-

BEG BAL OS CKS

-

		ISSUED			
		CASHED	-		
		void			
			<hr/>		
			-		
			<hr/>		
			-		

REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS
ALL FUNDS

FOR THE MONTH ENDING: MARCH 2021

CASH R

FUNDS		(1) Beginning Cash Balance REVISED	(2) Cash Receipts This Month
GOVERNMENTAL FUNDS			
1	General Fund - Fund 10	3,157,085.04	396,206.57
2		0.00	
3	ED JOBS - Fund 18	-	
4	Special Revenue Fund - Fund 20 (see page 2)	311,115.55	366,964.00
5	Capital Project Fund - Fund 30	16,317.48	1.25
	Debt Service Fund - Fund 40	48,810.86	
6			
	Total Governmental Funds (Lines 1 thru 5)	3,533,328.93	763,171.82
ENTERPRISE FUNDS			
7			
10	Food Program Fund - Fund 60	128,944.41	11,949.15
8			
9			
11			
12			
	Total Operating Account	3,662,273.34	775,120.97
TRUST AND AGENCY FUNDS			
13			
14	Payroll	19,867.37	266,052.40
15	Payroll Agency - Fund 90	46,399.82	254,464.33
16	FSA account	1,445.01	550.13
17			
	Other - School Activities	11,860.59	150.89
18			
	Total Trust & Agency Funds (Lines 13 thru 15)	79,572.79	521,217.75
19			
	Total All Funds (Lines 6,12, and 16)	3,741,846.13	1,296,338.72

REPORT

(3) Cash Disbursements This Month	(4) Ending Cash Balance	Reconciled Bank Statements	14758.1 14,758.10	Balance Sheets
792,947.99	2,760,343.62			0.00
	0.00			0.00
	-			0.00
144,739.10	533,340.45			
	16,318.73	16,318.73	(0.00)	
84,493.76	(35,682.90)			0.00
937,687.09	3,274,319.90	3,402,971.43	0.00	
12,242.03	128,651.53			
	-			-
	-			-
	-	#REF!	#REF!	0.00
949,929.12	3,402,971.43			
264,164.79	21,754.98	21,754.98	(0.00)	
258,469.65	42,394.50	42,394.50	-	
75.00	1,920.14	1,920.14	-	
			-	
315.00	11,696.48	11,696.48	-	
523,024.44	77,766.10			
1,472,953.56	3,480,737.53			
				0.00

	<i>Pablo Canela</i>		
	Treasurer of School Moneys		

4/30/2021				

REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS
SPECIAL REVENUE FUND

FOR THE MONTH ENDING: MARCH 2021

CASH REPORT

SPECIAL REVENUE FUND		(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements this Month
1	Local Project	307,345.76		
2	Early Childhood Program Aid	266,415.03	366,964.00	65,874.27
3	Preschool Education Aid	-		
4	DEPA	10,752.22		
	TARA	8,806.06		
	Distance Learning Network Aid	3,508.00		
	Character Education Aid	3,470.95		
	Mentoring Aid	2,058.00		
11	Other- State	7,643.00		
12	P.L. 103-382 Title I & III	(218,893.70)		58,262.58
13	P.L. 103-382 Title II	(39,401.83)		
14	P.L. 103-382 Title IV	(46,739.03)		643.57
15	P.L. 103-382 Title V	727.40		
17	I.D.E.A. Part B (Handicapped)	(208,780.67)		19,958.68
18	P.L. 101-392 Vocational	-		
19	P.L. 91-230 Adult Basic Education	-		
20	Other -	214,204.36		
		-		
21	Total Special Revenues (Line 1 thru 20) (Must agree with line 3, page 1)	311,115.55	366,964.00	144,739.10
		-	-	-

--

(4)
Ending
Cash
307,345.76
567,504.76
-
10,752.22
8,806.06
3,508.00
3,470.95
2,058.00
7,643.00
(277,156.28)
(39,401.83)
(47,382.60)
727.40
(228,739.35)
-
-
214,204.36
-
533,340.45
-

Bank Reconciliation

Bank Name	WSFS Bank		
Account number	General operating Acct		
Statement Date	March 31, 2021		
Fund/Funds	10,,20,40,		
1	Balance per Bank		
Reconciling Items			
Additions			
Deposits in transit			
	Date	Amount	
2a			
2b			
2c			
2d	Total D.I.T.'s		
2	Misc	2,349.06	
3	Total Additions		2,349.06
Deductions			
Outstanding Checks			
4	(attached list)	420,689.93	
5	Other (explain)	-	
6	Total Deductions		420,689.93
7	Net Reconciling Items		
8	Adjusted Balance per Bank As of		March 31, 2021
9	Balance per Board Secretary's Records As of		3/31/2021 **
Reconciling Items:			
Additions			
10	Interest Earned		-
11	Other (Explain)		Pending journal entries
12	Total Additions		-
Deductions			
13	Bank Charges		
14	Other (Explain)		(1,767,621.57) Pending journal entries
15	Total deductions		(1,767,621.57)
16	Net Reconciling items		
17	Adjusted Board Secretary's Balance As of		March 31, 2021
* Line 8 MUST EQUAL line 17.			
** If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report			
Page 3a			

Bank Reconciliation

Bank Name	WSFS Bank
Account number	REFERENDUM ACCT
Statement Date	March 31, 2021
Fund/Funds	FUND 30

1	Balance per Bank			
	Reconciling Items			
	Additions			
	Deposits in transit			
	Date	Amount		
2a				
2b				
2c				
2d				
	Total D.I.T.'s			
2	Misc	-		
3	Total Additions		-	
	Deductions			
	Outstanding Checks			
4	(attached list)	-		
5	Other (explain)	-		
6	Total Deductions		-	
7	Net Reconciling Items			
8	Adjusted Balance per Bank As of		March 31, 2021	

9	Balance per Board Secretary's Records As of	3/31/2021	**
	Reconciling Items:		
	Additions		
10	Interest Earned	-	
11	Other (Explain)	250,180.29	Pending journal entries
12	Total Additions		250,180.29
	Deductions		
13	Bank Charges		
14	Other (Explain)		Pending journal entries
15	Total deductions		-
16	Net Reconciling items		
17	Adjusted Board Secretary's Balance As of	March 31, 2021	

* Line 8 MUST EQUAL line 17.

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

Prepared by
Date:
16,318.73
-
16,318.73
(233,861.56)
250,180.29
16,318.73
-

Form A - 149

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by	
Account number	2400000357	Date	
Statement Date	March 31, 2021		
Fund/Funds	Net Payroll		

1	Balance per Bank			27,322.65
	Reconciling Items			
	Additions			
	Deposits in transit			
	Date			
	Amount			
2a				
2b				
2c	Misc			
2d	Misc			
2	Misc	-		
3	Total Additions		-	
	Deductions			
	Outstanding Checks			
	(attached list)	5,567.67		
4	Other (explain)	-		
5	Total Deductions		5,567.67	
6	Net Reconciling Items			(5,567.67)
7				
8	Adjusted Balance per Bank As of	March 31, 2021		21,754.98
9	Balance per Board Secretary's Records As of		**	-
	Reconciling Items:			
	Additions			
10	Interest Earned			
11	Other (Explain)			
12	Total Additions		-	
	Deductions			
13	Bank Charges			
14	Other (Explain)			
15	Total deductions		-	
16	Net Reconciling items			-
17	Adjusted Board Secretary's Balance As of		*	-

* Line 8 MUST EQUAL line 17.

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

0

Page 3c

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by
Account number	6101433275	Date
Statement Date	March 31, 2021	
Fund/Funds	Payroll Agency (90)	

1	Balance per Bank			60,131.95
	Reconciling Items			
	Additions			
	Deposits in transit			
	Date	Amount		
2a				
2b				
2c				
2d				
2	MISC	WSFS Bank		
3	Total Additions		-	
	Deductions			
	Outstanding Checks			
4	(attached list)	17,737.45		
5	Other (prior period void)	-		
6	Total Deductions		17,737.45	
7	Net Reconciling Items			(17,737.45)
8	Adjusted Balance per Bank As of	March 31, 2021		42,394.50

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

* Line 8 MUST EQUAL line 17.

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

Page 3d

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by
Account number	2400000340	Date:
Statement Date	March 31, 2021	
Fund/Funds	School Activities	

1	Balance per Bank				11,696.48
	Reconciling Items				
	Additions				
	Deposits in transit				
	Date				
	Amount				
2a					
2b					
2c					
2d					
2	total D.I.T.'s				
3	Total Additions				
	Deductions				
	Outstanding Checks				
	(attached list)		0.00		
4					
5	Other - due current fund		0.00		
6	Total Deductions			0.00	
7	Net Reconciling Items				0.00
8	Adjusted Balance per Bank As of		March 31, 2021		11,696.48

See Page 3d for Summary

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

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

Bank Reconciliation

Bank Name	WSFS Bank	Prepared by
Account number	9500064390	Date:
Statement Date	March 31, 2021	
Fund/Funds	FSA account	

1	Balance per Bank				1,920.14
	Reconciling Items				
	Additions				
	Deposits in transit				
	Date	Amount			
2a					
2b					
2c					
2d					
2	total D.I.T.'s				
3	Total Additions				
	Deductions				
	Outstanding Checks				
4	(attached list)				
		0.00			
5	Other - due current fund				
		0.00			
6	Total Deductions				
			0.00		
7	Net Reconciling Items				
					0.00
8	Adjusted Balance per Bank As of		March 31, 2021		1,920.14

See Page 3d for Summary

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

* Line 8 MUST EQUAL line 17.

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

BEVERLY CITY SCHOOLS
 ANALYSIS OF RECONCILING ITEMS
 As of 3-31-2021

FUND-10

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

NEEDED GENERAL LEDGER ADJUSTMENTS:

Prior year diff 6-30-20	1,842,514.62
July - June serv charges	(34.00)
Payroll posting/transfers	6,901.69
Transfers to FSA -	(550.00)
8-28-20- Wire	(9,746.88)
TRANSFERS -12-2-20	(1,619.82)
TRANSFERS -12-2-20	(1,861.20)
TRANSFERS -12-22-20	(275.00)
TRANSFERS -12-22-20	(539.94)
TRANSFERS -12-22-20	(620.40)
TRANSFERS -3-2-21	(275.00)
TRANSFERS -3-2-21	(539.94)
TRANSFERS -3-2-21	(620.40)
TRANSFERS -3-23-21	(558.78)
TRANSFERS -3-23-21	(640.62)
TRANSFERS -3-23-21	(275.00)
PAYROLL - RETRO PAY NOT POSTED	(52,785.17)
Payroll posting	11,221.28

cash per Treasurer school monies report

NEEDED GENERAL LEDGER ADJUSTMENTS:

Prior year diff 6-30-20

(14,427.87)

cash per Treasurer school monies report

MISC

FUND 60

cash per Balance Sheet.

NEEDED GENERAL LEDGER ADJUSTMENTS:

Prior year diff 6-30-20

(3.00)

cash per Treasurer school monies report

BEVERLY CITY SCHOOLS
 OUSTANDING CHECK LIST

3/31/2021

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

OPERATING ACCOUNT

			-		
16502	34.65	25021	5,793.48		
17961	867.83	25270	1,531.16		
18116	1,605.20				
18815	7.50	25300	500.00		
18870	180.00	25306	7,728.00		
19035	600.00	25307	450.00		
19086	437.50	25308	2,650.00		
19652	12.40	25311	700.00		
19653	14.20				
21136	391.68	25328	575.00		
21845	32,981.00	2533	8,125.00		
22596	11,720.00	25332	1,531.16		
22605	36,399.00	25333	451.21		
		25337	7,027.20		
		25348	3,675.00		
22976	8,287.50	25349	45,679.42		
23357	166,061.03				
23367	200.00				
23992	500.00				
24114	31,023.70				
24129					
24156	158.00				
24160	21.1				
24731	500.00				
24895					
24842	1,250.00				
24854	39,871.00				
24905	1,150.00				
	<u>334,273.29</u>		<u>86,416.63</u>		<u>-</u>

TOTAL OPERATING ACCT OS

BEG BAL OS CKS

ISSUED
CASHED
void

NET PAYROLL ACCOUNT

202822	182.23
205215	167.61
206123	984.06
206225	539.01
207363	128.39
209414	1,470.75
211739	85.80
212824	5.27
214204	87.25
214205	198.20
216090	963.13
216862	307.27
217139	138.20
217513	
218176	85.82
218351	224.68

		ISSUED			
		CASHED		-	
		void			
				-	
				-	
				-	

Beverly City Board of Education Monthly Transfer Report

va_s1701_8919
02/25/2021

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Regular Programs	11-1XX-100-XXX	1,836,733.00	0.00	1,836,733.00	183,673.30	(183,200.00)	-9.97	473.30	51,893.84
	12-1XX-100-XXX								
	13-1XX-100-XXX								
	15-1XX-100-XXX								
	18-1XX-100-XXX								
Special Education, Basic Skills/Remedial and Bilingual Instruction and Speech/OT/PT and Ex	1X-2XX-100-XXX	624,869.00	0.00	624,869.00	62,486.90	175,700.00	28.12	238,186.90	778.41
	1X-000-216-XXX								
	1X-000-217-XXX								
Vocational Programs-Local	1X-3XX-100-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School-Spon. Co/Extra-Curr. Activities, School Sponsored Athletics, and Other Instructiona	11-4XX-100-XXX	22,000.00	0.00	22,000.00	2,200.00	(2,200.00)	-10.00	0.00	3,805.01
	11-4XX-200-XXX								
	12-4XX-100-XXX								
	15-4XX-100-XXX								
	15-4XX-200-XXX								
Community Services Programs/Operations	1X-800-330-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
UNDISTRIBUTED EXPENDITURES		2,483,602.00	0.00	2,483,602.00		(9,700.00)			56,477.26
Tuition	11-000-100-XXX	2,001,793.00	0.00	2,001,793.00	200,179.30	261,000.00	13.04	461,179.30	1,970.98
	16-000-100-XXX								
	17-000-100-XXX								
	18-000-100-XXX								
Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/	1X-000-211-XXX	444,375.00	0.00	444,375.00	44,437.50	(32,900.00)	-7.40	11,537.50	2,680.77
	1X-000-213-XXX								
	1X-000-218-XXX								
	1X-000-219-XXX								
	1X-000-222-XXX								
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX	243,449.00	0.00	243,449.00	24,344.90	(5,000.00)	-2.05	19,344.90	2,986.55
	1X-000-223-XXX								
General Administration	1X-000-230-XXX	247,663.00	0.00	247,663.00	24,766.30	(24,200.00)	-9.77	566.30	21,465.27
School Administration	1X-000-240-XXX	31,623.00	0.00	31,623.00	3,162.30	0.00	0.00	3,162.30	2,746.61
Central Services & Administrative Information Technology	1X-000-25X-XXX	138,457.00	0.00	139,457.00	13,945.70	(12,200.00)	-8.75	1,745.70	6,002.93
Operation and Maintenance of Plant Services	1X-000-26X-XXX	567,285.00	0.00	567,285.00	56,728.50	(56,200.00)	-9.91	528.50	19,447.96
Student Transportation Services	1X-000-270-XXX	420,750.00	0.00	420,750.00	42,075.00	(41,800.00)	-9.93	275.00	35,449.47

Beverly City Board of Education Monthly Transfer Report

va_s1701_8919
02/25/2021

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	1,068,881.00	0.00	1,068,881.00	106,888.10	(106,100.00)	-9.93	788.10	265,319.51
Food Services	11-000-310-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer Property Sale Proceedes to Debt Service Reserve	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer from General Fund Surplus to Debt Service Fund to Repay CDL	11-000-520-936	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL GENERAL CURRENT EXPENSE		5,165,276.00	0.00	5,165,276.00	(17,400.00)	12,000.00	300.00	12,400.00	875.00
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	4,000.00	0.00	4,000.00	400.00	0.00	0.00	15,100.00	8,600.00
Facilities Acquisition and Construction Services	12-000-4XX-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Reserve-Transfer to Capital Expend. Fund	12-000-4XX-931	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL CAPITAL EXPENDITURES		4,000.00	0.00	4,000.00	0.00	27,100.00	0.00	0.00	9,475.00
TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer of Funds to Charter Schools	10-000-100-56X	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING BUDGET GRAND TOTAL		7,652,878.00	0.00	7,652,878.00	0.00	0.00	0.00	424,022.31	

School Business Administrator Signature

Date

Beverly City Board of Education

Expense Account Adjustment Analysis By Account#

va_exaat1.082406
02/25/2021

Current Cycle : February

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
11-000-100-561-	TUITION-LEA REGULAR	bt feb	000037	02/25/2021	BSAVAGE	\$636,127.00	(\$3,400.00)	\$632,727.00
11-000-100-562-	TUITION-LEA SPECIAL EDUC	bt - feb	000038	02/25/2021	BSAVAGE	\$361,319.00	\$78,200.00	\$439,519.00
11-000-100-565-	TUITION-CSSD & DAY SCHOO	bt - feb	000039	02/25/2021	BSAVAGE	\$863,352.00	(\$3,000.00)	\$860,352.00
11-000-100-566-	TUITION-PRIVATE SCHOOL	bt feb	000037	02/25/2021	BSAVAGE	\$111,174.00	\$3,400.00	\$114,574.00
11-000-216-320-	SPEECH/OT/PT PROF SER	bt feb	000037	02/25/2021	BSAVAGE	\$71,900.00	\$6,000.00	\$77,900.00
11-000-216-610-	SPEECH SUPPLIES	bt feb	000037	02/25/2021	BSAVAGE	\$0.00	\$770.00	\$770.00
11-000-221-104-	CURR/INSTR PROF SALARIES	bt feb	000037	02/25/2021	BSAVAGE	\$8,500.00	\$775.00	\$9,275.00
11-000-221-105-	CURR/INSTR SECY/CLER SAL	bt feb	000037	02/25/2021	BSAVAGE	\$2,700.00	\$151.00	\$2,851.00
11-000-221-610-	CI SUPPLIES	bt feb	000037	02/25/2021	BSAVAGE	\$1,900.00	(\$926.00)	\$974.00
11-000-223-320-	TRAINING PURCH PRF/ED SV	bt feb	000037	02/25/2021	BSAVAGE	\$1,000.00	(\$278.00)	\$722.00
11-000-223-500-	OTHER PURCHASED SERVICES	bt feb	000037	02/25/2021	BSAVAGE	\$5,100.00	\$278.00	\$5,378.00
11-000-230-331-	GEN ADMIN-LEGAL SVC	bt - feb	000039	02/25/2021	BSAVAGE	\$17,000.00	(\$5,000.00)	\$12,000.00
11-000-230-339-	GENERAL ADMIN PURCH PROF	bt - feb	000039	02/25/2021	BSAVAGE	\$1,900.00	(\$1,900.00)	\$0.00
11-000-230-340-	GEN ADMIN PURCH PRF/TECH	bt - feb	000039	02/25/2021	BSAVAGE	\$2,000.00	(\$2,000.00)	\$0.00
11-000-261-420-	MAINT CLEANING/REPAIRS	bt feb	000037	02/25/2021	BSAVAGE	\$82,723.00	(\$8,000.00)	\$74,723.00
11-000-261-610-	MAINT SUPPLIES	bt feb	000037	02/25/2021	BSAVAGE	\$45,777.00	(\$28,000.00)	\$17,777.00
11-000-262-107-	CAFETERIA AIDES	bt feb	000037	02/25/2021	BSAVAGE	\$15,500.00	\$2,000.00	\$17,500.00
11-000-262-300-	OPER PURCH PROF/TECH SVS	bt feb	000037	02/25/2021	BSAVAGE	\$32,000.00	\$1,500.00	\$33,500.00
11-000-262-420-	OPER CONTRACT SERVICES	bt feb	000037	02/25/2021	BSAVAGE	\$49,300.00	\$20,000.00	\$69,300.00
11-000-262-490-	OTHPURPROP WATERSEWER	bt feb	000037	02/25/2021	BSAVAGE	\$1,900.00	(\$1,000.00)	\$900.00
11-000-262-610-	OPER SUPPLIES	bt feb	000037	02/25/2021	BSAVAGE	\$4,000.00	(\$2,000.00)	\$2,000.00
11-000-262-621-	OPER ENERGY - GAS	bt feb	000037	02/25/2021	BSAVAGE	\$10,400.00	\$17,000.00	\$27,400.00
11-000-262-622-A -	GASOLINE	bt feb	000037	02/25/2021	BSAVAGE	\$2,500.00	(\$1,500.00)	\$1,000.00
11-000-270-515-	TRANS SP ED JOINT AGREE	bt feb	000037	02/25/2021	BSAVAGE	\$53,531.00	\$21,500.00	\$75,031.00
11-000-270-517-	TRANS CONT REG SVC ESC	bt feb	000037	02/25/2021	BSAVAGE	\$29,922.00	(\$21,500.00)	\$8,422.00
11-000-291-270-	OTHER HEALTH BENEFITS	bt feb	000037	02/25/2021	BSAVAGE	\$706,763.00	(\$4,100.00)	\$702,663.00
11-000-291-290-A -	OTHER RETIREMENT - DCRP	bt feb	000037	02/25/2021	BSAVAGE	\$6,500.00	\$4,100.00	\$10,600.00
11-120-100-101-	GR. 1-5 TEACHER SALARIES	bt - feb	000038	02/25/2021	BSAVAGE	\$697,029.00	(\$78,200.00)	\$618,829.00
		bt - feb	000039	02/25/2021	BSAVAGE	\$618,829.00	\$24,000.00	\$642,829.00

Beverly City Board of Education

Expense Account Adjustment Analysis By Account#

va_exea1.082406
02/25/2021

Current Cycle : February

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
11-204-100-106- -	LLD PARA SALARY	bt feb	000037	02/25/2021	BSAVAGE	\$154,740.00	(\$54,200.00)	\$147,970.00
		bt - feb	000039	02/25/2021	BSAVAGE	\$147,970.00	(\$6,770.00)	\$141,970.00
			Total For Account # 11-204-100-106- -			\$21,200.00	(\$12,770.00)	\$15,100.00
12-000-400-390- -	FACILITIES-PROF/TECH SVC	bt - feb	000039	02/25/2021	BSAVAGE	\$21,200.00	(\$6,100.00)	\$15,100.00
Total Current Appr.								\$0.00

Beverly City Board of Education Monthly Transfer Report

va_s1701_8919
03/18/2021

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Regular Programs	11-1XX-100-XXX 12-1XX-100-XXX 13-1XX-100-XXX 15-1XX-100-XXX 18-1XX-100-XXX	1,836,733.00	0.00	1,836,733.00	183,673.30	(183,200.00)	-9.97	473.30	50,503.38
Special Education, Basic Skills/Remedial and Bilingual Instruction and Speech/OT/PT and Ex	1X-2XX-100-XXX 1X-000-216-XXX 1X-000-217-XXX	624,869.00	0.00	624,869.00	62,486.90	175,700.00	28.12	238,186.90	24,305.23
Vocational Programs-Local	1X-3XX-100-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School-Spon. Co/Extra-Curr. Activities, School Sponsored Athletics, and Other Instructiona	11-4XX-100-XXX 11-4XX-200-XXX 12-4XX-100-XXX 15-4XX-100-XXX 15-4XX-200-XXX	22,000.00	0.00	22,000.00	2,200.00	(2,200.00)	-10.00	0.00	3,805.01
Community Services Programs/Operations	1X-800-330-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
UNDISTRIBUTED EXPENDITURES		2,483,602.00	0.00	2,483,602.00	(9,700.00)				78,613.62
Tuition	11-000-100-XXX 16-000-100-XXX 17-000-100-XXX 18-000-100-XXX	2,001,793.00	0.00	2,001,793.00	200,179.30	261,000.00	13.04	461,179.30	7,004.98
Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/	1X-000-211-XXX 1X-000-213-XXX 1X-000-218-XXX 1X-000-219-XXX 1X-000-222-XXX	444,375.00	0.00	444,375.00	44,437.50	(40,020.00)	-9.01	4,417.50	6,603.61
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX 1X-000-223-XXX	243,449.00	0.00	243,449.00	24,344.90	2,120.00	0.87	26,464.90	1,789.01
General Administration	1X-000-230-XXX	247,663.00	0.00	247,663.00	24,766.30	(21,500.00)	-8.68	3,266.30	2,430.27
School Administration	1X-000-240-XXX	31,623.00	0.00	31,623.00	3,162.30	(2,700.00)	-8.54	462.30	46.61
Central Services & Administrative Information Technology	1X-000-25X-XXX	139,457.00	0.00	139,457.00	13,945.70	(12,200.00)	-8.75	1,745.70	5,350.23
Operation and Maintenance of Plant Services	1X-000-26X-XXX	567,285.00	0.00	567,285.00	56,728.50	(56,200.00)	-9.91	528.50	22,574.24
Student Transportation Services	1X-000-270-XXX	420,750.00	0.00	420,750.00	42,075.00	(41,800.00)	-9.93	275.00	33,350.95

Beverly City Board of Education Monthly Transfer Report

va_s1701_8919
03/18/2021

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	1,068,881.00	0.00	1,068,881.00	106,888.10	(106,100.00)	-9.93	788.10	141,214.73
Food Services	11-000-310-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer Property Sale Proceedes to Debt Service Reserve	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer from General Fund Surplus to Debt Service Fund to Repay CDL	11-000-520-936	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL GENERAL CURRENT EXPENSE		5,165,276.00	0.00	5,165,276.00	(17,400.00)	12,000.00	300.00	12,400.00	220,364.63
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	4,000.00	0.00	4,000.00	400.00	12,000.00	300.00	12,400.00	875.00
Facilities Acquisition and Construction Services	12-000-4XX-XXX	0.00	0.00	0.00	0.00	15,100.00	0.00	15,100.00	8,600.00
Capital Reserve-Transfer to Capital Expend. Fund	12-000-4XX-931	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL CAPITAL EXPENDITURES		4,000.00	0.00	4,000.00	4,000.00	27,100.00	0.00	0.00	9,475.00
TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer of Funds to Charter Schools	10-000-100-56X	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING BUDGET GRAND TOTAL		7,652,878.00	0.00	7,652,878.00	0.00	0.00	0.00	0.00	308,453.25

School Business Administrator Signature

Date

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

Current Cycle : March

va_exaa1.082406
03/18/2021

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
Current Appropriation Adjustments								
11-000-213-300-	HEALTH PURCHASED PROF/ED	BT - March	000041	03/18/2021	BSAVAGE	\$60,440.00	\$392.00	\$60,832.00
11-000-213-610-	HEALTH SUPPLIES	BT - March	000041	03/18/2021	BSAVAGE	\$7,800.00	\$50.00	\$7,850.00
11-000-213-890-	HEALTH OTHER OBJECTS	BT - March	000041	03/18/2021	BSAVAGE	\$500.00	(\$316.00)	\$184.00
11-000-216-320-	SPEECH/OT/PT PROF SER	bt - march	000048	03/18/2021	BSAVAGE	\$77,900.00	\$7,000.00	\$84,900.00
11-000-218-105-	GUID SECY/CLER SALARIES	BT - March	000041	03/18/2021	BSAVAGE	\$15,083.00	(\$126.00)	\$14,957.00
11-000-219-104-	CST SALARIES	bt - march	000043	03/18/2021	BSAVAGE	\$175,552.00	(\$7,120.00)	\$168,432.00
		bt - march	000045	03/18/2021	BSAVAGE	\$168,432.00	(\$1,100.00)	\$167,332.00
			Total For Account # 11-000-219-104-				(\$8,220.00)	
11-000-221-104-	CURR/INSTR PROF SALARIES	BT - March	000041	03/18/2021	BSAVAGE	\$9,275.00	\$1,200.00	\$10,475.00
		bt - march	000043	03/18/2021	BSAVAGE	\$10,475.00	\$3,420.00	\$13,895.00
			Total For Account # 11-000-221-104-				\$4,620.00	
11-000-221-105-	CURR/INSTR SECY/CLER SAL	BT - March	000041	03/18/2021	BSAVAGE	\$2,851.00	\$360.00	\$3,211.00
		bt - march	000043	03/18/2021	BSAVAGE	\$3,211.00	\$1,100.00	\$4,311.00
			Total For Account # 11-000-221-105-				\$1,460.00	
11-000-221-110-	CI OTHER SALARIES	BT - March	000041	03/18/2021	BSAVAGE	\$6,900.00	\$700.00	\$7,600.00
		bt - march	000043	03/18/2021	BSAVAGE	\$7,600.00	\$2,600.00	\$10,200.00
			Total For Account # 11-000-221-110-				\$3,300.00	
11-000-222-320-	LIB/MEDIA PCH PRF/ED SVS	bt - march	000045	03/18/2021	BSAVAGE	\$4,000.00	\$1,100.00	\$5,100.00
11-000-223-320-	TRAINING PURCH PRF/ED SV	BT - March	000041	03/18/2021	BSAVAGE	\$722.00	(\$267.00)	\$455.00
11-000-223-580-	WORKSHOPS	BT - March	000041	03/18/2021	BSAVAGE	\$4,400.00	(\$1,993.00)	\$2,407.00
11-000-230-100-	GEN ADMIN SPRINTEND SAL	bt - march	000044	03/18/2021	BSAVAGE	\$138,882.00	\$18,300.00	\$157,182.00
11-000-230-530-	TELEPHONE POSTAGE	bt - march	000044	03/18/2021	BSAVAGE	\$6,000.00	(\$2,000.00)	\$4,000.00
11-000-230-585-	GEN ADM BOARD TRAVEL	bt - march	000044	03/18/2021	BSAVAGE	\$1,000.00	(\$1,000.00)	\$0.00
11-000-230-590-	GEN AD ADVERTISEMENT	bt - march	000044	03/18/2021	BSAVAGE	\$2,500.00	(\$1,900.00)	\$600.00
11-000-230-610-	GEN ADMIN-SUPPLIES	bt - march	000044	03/18/2021	BSAVAGE	\$4,000.00	(\$1,200.00)	\$2,800.00
11-000-230-890-	GEN ADMIN-MISC EXPENSES	bt - march	000044	03/18/2021	BSAVAGE	\$3,000.00	(\$3,000.00)	\$0.00
11-000-230-895-	BOE MEMBERSHIP/DUES/FEEES	bt - march	000044	03/18/2021	BSAVAGE	\$7,000.00	(\$6,500.00)	\$500.00
11-000-240-610-	SCHOOL ADMIN-SUPPLIES	bt - march	000044	03/18/2021	BSAVAGE	\$3,300.00	(\$2,700.00)	\$600.00
11-000-282-107-	CAFETERIA AIDES	bt - march	000046	03/18/2021	BSAVAGE	\$17,500.00	\$3,000.00	\$20,500.00
11-000-282-110-	OPER/CUST SALARIES	bt - march	000046	03/18/2021	BSAVAGE	\$86,640.00	(\$18,714.00)	\$67,926.00

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

va_exaa1.082406
03/18/2021

Current Cycle : March

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
11-000-262-110-OT -	OPERCUSTODIAL OT	bt - march	000046	03/18/2021	BSAVAGE	\$30,000.00	\$5,000.00	\$35,000.00
11-000-262-300- -	OPER PURCH PROF/TECH SVS	bt - march	000046	03/18/2021	BSAVAGE	\$33,500.00	\$500.00	\$34,000.00
11-000-262-420- -	OPER CONTRACT SERVICES	bt - march	000046	03/18/2021	BSAVAGE	\$69,300.00	\$10,000.00	\$79,300.00
11-000-262-800- -	OPER MISC EXPENSE	bt - march	000046	03/18/2021	BSAVAGE	\$0.00	\$214.00	\$214.00
11-000-291-210- -	GROUP INSURANCE	bt march	000040	03/18/2021	DBRYSON	\$8,768.00	(\$945.00)	\$7,823.00
11-000-291-241- -	EMP BEN OTH RETIRE	bt march	000040	03/18/2021	DBRYSON	\$59,000.00	\$20,600.00	\$79,600.00
11-000-291-242- -	OTH RET CONT- P.E.R.S.	bt march	000040	03/18/2021	DBRYSON	\$1,000.00	(\$1,000.00)	\$0.00
11-000-291-260- -	WORKERS' COMP.	bt march	000040	03/18/2021	DBRYSON	\$46,750.00	(\$7,922.48)	\$38,827.52
11-000-291-270- -	OTHER HEALTH BENEFITS	bt march	000040	03/18/2021	DBRYSON	\$702,663.00	(\$10,732.52)	\$691,930.48
11-204-100-101-01 -	LLD-SUBSTITUTES	bt - march	000047	03/18/2021	BSAVAGE	\$3,000.00	\$511.00	\$3,511.00
11-204-100-106- -	LLD PARA SALARY	bt - march	000047	03/18/2021	BSAVAGE	\$141,970.00	(\$3,400.00)	\$138,570.00
11-213-100-101- -	RR TEACHER SALARIES	bt - march	000047	03/18/2021	BSAVAGE	\$234,744.00	(\$15,000.00)	\$219,744.00
11-213-100-101-01 -	RESOURCE RM- SUBSTITUTES	bt - march	000047	03/18/2021	BSAVAGE	\$10,000.00	(\$8,075.00)	\$1,925.00
11-230-100-101- -	BSC SKILLS TEACHER SALAR	bt - march	000048	03/18/2021	BSAVAGE	\$77,272.00	\$35,564.00	\$112,836.00
						\$112,836.00	(\$7,000.00)	\$105,836.00
							\$28,564.00	
							(\$9,600.00)	\$50,898.00
11-240-100-101- -	BILINGUAL TEACHER SALARI	bt - march	000047	03/18/2021	BSAVAGE	\$60,498.00		\$60,498.00
60-910-310-420- -	FOOD SERV EQP REPAIR	bt - march	000042	03/18/2021	BSAVAGE	\$779.00	\$350.00	\$1,129.00
						\$1,129.00	\$2.50	\$1,131.50
							\$352.50	
60-910-310-500- -	FOOD SERVICE COSTS	bt - march	000042	03/18/2021	BSAVAGE	\$299,221.00	(\$350.00)	\$298,871.00
						\$298,871.00	(\$2.50)	\$298,868.50
							(\$352.50)	

Total Current Appr. \$0.00

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

va_exaa1.082406
03/18/2021

Current Cycle : March

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
11-000-219-104 -	CST SALARIES	correct account fanslau	000012	03/18/2021	BSAVAGE	\$185,017.58	(\$95,000.00)	\$90,017.58
11-000-221-102 -	CURR/INSTR SALARIES	correct account fanslau	000012	03/18/2021	BSAVAGE	\$91,779.84	\$95,000.00	\$186,779.84
		correct accountn giacobbe	000013	03/18/2021	BSAVAGE	\$186,779.84	(\$20,000.00)	\$166,779.84
			Total For Account # 11-000-221-102- -				\$75,000.00	
11-000-230-100 -	GEN ADMIN SPRINTEND SAL	correct accountn giacobbe	000013	03/18/2021	BSAVAGE	\$88,763.22	\$20,000.00	\$108,763.22
11-190-100-106 -	OTHER SALARIES-INSTR	correct account	000014	03/18/2021	BSAVAGE	\$12,487.68	\$107,000.00	\$119,487.68
11-204-100-106 -	LLD PARA SALARY	correct account	000014	03/18/2021	BSAVAGE	\$166,492.46	(\$107,000.00)	\$59,492.46
20-218-100-101 -	PSEA TEACHER SAL	correct account	000011	03/18/2021	BSAVAGE	\$227,432.90	(\$76,949.00)	\$150,483.90
20-218-200-176 -	PEA SS MASTER TEACHERS	correct account	000011	03/18/2021	BSAVAGE	\$0.00	\$76,949.00	\$76,949.00

Total Disbursement

\$0.00

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

va_po04.102317
04/30/2021

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
21-00433		1059/GENERAL CHEMICAL CO.	11-000-261-610- -	MAINT SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	1,964.06
21-00434		1815/BEVERLY SEWERAGE AUTHORITY	11-000-262-490- -	OTHPURPROP	05/06/21	1 DBRYSONREQ	CR-	358.00
21-00435		1641/COLORCRAFT SIGN COMPANY	11-000-240-610- -	SCHOOL ADMIN-SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	942.50
21-00436		2016/HEWITT MD, JAMES L.	11-000-216-320- -	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	1,725.00
21-00437		3421/DAVID B. RUBIN, PC	11-000-230-331- -	GEN ADMIN-LEGAL SVC	05/06/21	1 DBRYSONREQ	CR-	3,811.02
21-00438		1858/EDUCATIONAL SERVICES UNIT	11-000-216-320- -	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	98.00
21-00439		2984/STAPLES ADVANTAGE	11-000-230-610- -	GEN ADMIN-SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	322.62
21-00440		3462/MIDDLESEX LAMINATING	11-190-100-610- -	GENERAL SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	144.99
21-00441		3462/MIDDLESEX LAMINATING	11-190-100-610- -	GENERAL SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	150.00
21-00442		1775/PEMBERTON TWP. BOARD OF	11-000-216-320- -	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	758.50
21-00443		2473/GRAINGER	11-000-261-420- -	MAINT CLEANING/REPAIRS	05/06/21	1 DBRYSONREQ	CR-	138.40
21-00444		3585/PRESENTATION SYSTEMS INC.	11-190-100-610- -	GENERAL SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	945.00
21-00445		3232/DON J. URIE ASSOCIATES, INC.	60-910-310-420- -	FOOD SERV EQP REPAIR	05/06/21	1 DBRYSONREQ	CR-	4,113.00
21-00446		3583/JAY'S LANDSCAPING,LLC	11-000-262-420- -	OPER CONTRACT	05/06/21	1 DBRYSONREQ	CR-	875.00
21-00447		3073/CMRS-FP	11-000-230-530- -	TELEPHONE POSTAGE	05/06/21	1 DBRYSONREQ	CR-	500.00
21-00448		3134/FEDEX	11-000-230-530- -	TELEPHONE POSTAGE	05/06/21	1 DBRYSONREQ	CR-	33.24
21-00449		3526/KENNEY, GROSS, KOVATS &	11-000-230-331- -	GEN ADMIN-LEGAL SVC	05/06/21	1 DBRYSONREQ	CR-	140.00

Beverly City Board of Education

Entered Purchase Order Report By PO Number

va_po04.102317
04/30/2021

Approval Status Legend: IR=In-Complete Requisition, CR=Completed Requisition, EP=Entered PO

PO#	Control#	Vendor#/Name	Account #	Description	Date	Ba- Entered tch By	Approval Status (2 needed)	PO Amount
21-00450		3579/PROFESSIONAL MEDICAL STAFFING	11-000-213-300-	HEALTH PURCHASED	05/06/21	1 DBRYSONREQ	CR-	369.75
21-00451		2209/COYNE, SANDRA	11-000-291-270-	OTHER HEALTH BENEFITS	05/06/21	1 DBRYSONREQ	CR-	104.40
21-00452		3231/LUNCH TIME SOFTWARE, LLC.	60-910-310-420-	FOOD SERV EQP REPAIR	05/06/21	1 DBRYSONREQ	CR-	1,495.00
21-00453		3674/J LEIGH C, LLC	11-000-216-320-	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	387.50
21-00454		3628/THE QUIET CHILD THERAPY, LLC	11-000-216-320-	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	4,800.00
21-00455		2636/MAPLE SHADE BOARD OF ED	11-000-100-562-	TUITION-LEA SPECIAL EDUC	05/06/21	1 DBRYSONREQ	CR-	3,384.06
21-00456		2914/TPAF BACK PENSION	11-000-291-232-	T.P.A.F. CONTRIBUTIONS -	05/06/21	1 DBRYSONREQ	CR-	20.88
21-00457		3268/PARA PLUS TRANSLATIONS, INC.	11-000-216-320-	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	68.50
21-00458		2135/WILSON LANGUAGE TRAINING	11-190-100-610-	GENERAL SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	4,456.20
21-00459		2865/CM3 BUILDING SOLUTIONS INC	11-000-261-420-	MAINT CLEANING/REPAIRS	05/06/21	1 DBRYSONREQ	CR-	264.00
21-00460		3632/RMR SERVICES & REPAIR, LLC	11-000-261-420-	MAINT CLEANING/REPAIRS	05/06/21	1 DBRYSONREQ	CR-	467.24
21-00461		3424/THE RICHLAND-KNOWLES AGENCY	11-000-262-590-	OPER MISC PURCHASE	05/06/21	1 DBRYSONREQ	CR-	420.00
21-00462		1323/GENERAL FIRE SALES & SERVICE	11-000-261-420-	MAINT CLEANING/REPAIRS	05/06/21	1 DBRYSONREQ	CR-	194.95
21-00463		1039/COURIER TIMES INC - BURLINGTON	11-000-230-590-	GEN AD ADVERTISEMENT	05/06/21	1 DBRYSONREQ	CR-	31.96
21-00464		3684/A PLUS WILDLIFE	11-000-262-300-	OPER PURCH PROF/TECH	05/06/21	1 DBRYSONREQ	CR-	450.00
21-00465		3683/LINDENWOLD BOARD OF	11-000-100-561-	TUITION-LEA REGULAR	05/06/21	1 DBRYSONREQ	CR-	6,273.54
21-00466		2945/MGL PRINTING SOLUTIONS	11-000-251-610-	BUSINESS SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	391.00

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

va_po04.102317
04/30/2021

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

Current Entered	\$40,598.31
Prior Entered	\$0.00
Total Entered	\$40,598.31

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

ve_po04.102317
05/06/2021

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered By	Approval Status	PO Amount	
							(2 needed)		
21-00467		3485/BLACKBOARD, INC.	11-190-100-500- -	OTHER PURCHASED SVC	05/06/21	1 DBRYSONREQ	CR-	787.95	
21-00468		2473/GRAINGER	11-000-261-420- -	MAINT CLEANING/REPAIRS	05/06/21	1 DBRYSONREQ	CR-	546.00	
21-00469		1117/PRO ED	11-190-100-610- -	GENERAL SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	189.00	
21-00470		3191/CNNH, LLC	11-000-216-320- -	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	660.00	
21-00471		2135/WILSON LANGUAGE TRAINING	11-190-100-610- -	GENERAL SUPPLIES	05/06/21	1 DBRYSONREQ	CR-	539.00	
21-00472		3189/GREAT PLUMBERS	11-000-261-420- -	MAINT CLEANING/REPAIRS	05/06/21	1 DBRYSONREQ	CR-	3,110.86	
21-00473		3496/DE LONG SERVICE COMPANY, INC.	60-910-310-420- -	FOOD SERV EQP REPAIR	05/06/21	1 DBRYSONREQ	CR-	680.00	
21-00474		3674/J LEIGH C, LLC	11-000-216-320- -	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	1,395.00	
21-00475		3628/THE QUIET CHILD THERAPY, LLC	11-000-216-320- -	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	1,775.00	
21-00476		1858/EDUCATIONAL SERVICES UNIT	11-000-216-320- -	SPEECH/OT/PT PROF SER	05/06/21	1 DBRYSONREQ	CR-	196.00	
Report Totals									
								Current Entered	\$9,878.81
								Prior Entered	\$0.00
								Total Entered	\$9,878.81

Beverly City Board of Education

34 Fully Approved Requisitions converted into Entered Purchase Orders.

va_areq1
020514
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Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
21-00433	21-00433	DBRYSONRE	GENERAL CHEMICAL CO.	000		1,964.06
		Q				
21-00434	21-00434	DBRYSONRE	BEVERLY SEWERAGE AUTHORITY	000		358.00
		Q				
21-00435	21-00435	DBRYSONRE	COLORCRAFT SIGN COMPANY	000		942.50
		Q				
21-00436	21-00436	DBRYSONRE	HEWITT MD, JAMES L.	000		1,725.00
		Q				
21-00437	21-00437	DBRYSONRE	DAVID B. RUBIN, PC	000		3,811.02
		Q				
21-00438	21-00438	DBRYSONRE	EDUCATIONAL SERVICES UNIT	000		98.00
		Q				
21-00439	21-00439	DBRYSONRE	STAPLES ADVANTAGE	000	ANDREA SANCHEZ	322.62
		Q				
21-00440	21-00440	DBRYSONRE	MIDDLESEX LAMINATING	000	ANDREA SANCHEZ	144.99
		Q				
21-00441	21-00441	DBRYSONRE	MIDDLESEX LAMINATING	000		150.00
		Q				
21-00442	21-00442	DBRYSONRE	PEMBERTON TWP. BOARD OF EDUC.	000		758.50
		Q				
21-00443	21-00443	DBRYSONRE	GRAINGER	000		138.40
		Q				
21-00444	21-00444	DBRYSONRE	PRESENTATION SYSTEMS INC.	000	ANDREA SANCHEZ	945.00
		Q				
21-00445	21-00445	DBRYSONRE	DON J. URIE ASSOCIATES, INC.	000		4,113.00
		Q				
21-00446	21-00446	DBRYSONRE	JAY'S LANDSCAPING,LLC	000		875.00
		Q				
21-00447	21-00447	DBRYSONRE	CMRS-FP	000		500.00
		Q				
21-00448	21-00448	DBRYSONRE	FEDEX	000		33.24
		Q				
21-00449	21-00449	DBRYSONRE	KENNEY, GROSS, KOVATS & PARTON	000		140.00
		Q				
21-00450	21-00450	DBRYSONRE	PROFESSIONAL MEDICAL STAFFING	000		369.75
		Q				
21-00451	21-00451	DBRYSONRE	COYNE, SANDRA	000		104.40
		Q				
21-00452	21-00452	DBRYSONRE	LUNCH TIME SOFTWARE, LLC.	000		1,495.00
		Q				
21-00453	21-00453	DBRYSONRE	J LEIGH C, LLC	000		387.50
		Q				
21-00454	21-00454	DBRYSONRE	THE QUIET CHILD THERAPY, LLC	000		4,800.00
		Q				
21-00455	21-00455	DBRYSONRE	MAPLE SHADE BOARD OF ED	000		3,384.06
		Q				
21-00456	21-00456	DBRYSONRE	TPAF BACK PENSION	000		20.88
		Q				
21-00457	21-00457	DBRYSONRE	PARA PLUS TRANSLATIONS, INC.	000		68.50
		Q				
21-00458	21-00458	DBRYSONRE	WILSON LANGUAGE TRAINING CORP	000	AMY HORNBECK	4,456.20
		Q				
21-00459	21-00459	DBRYSONRE	CM3 BUILDING SOLUTIONS INC	000		264.00

Beverly City Board of Education

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34 Fully Approved Requisitions converted into Entered Purchase Orders.

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
		Q				
21-00460	21-00460	DBRYSONRE	RMR SERVICES & REPAIR, LLC	000		467.24
		Q				
21-00461	21-00461	DBRYSONRE	THE RICHLAND-KNOWLES AGENCY	000		420.00
		Q				
21-00462	21-00462	DBRYSONRE	GENERAL FIRE SALES & SERVICE	000		194.95
		Q				
21-00463	21-00463	DBRYSONRE	COURIER TIMES INC - BURLINGTON	000		31.96
		Q				
21-00464	21-00484	DBRYSONRE	A PLUS WILDLIFE	000		450.00
		Q				
21-00465	21-00465	DBRYSONRE	LINDENWOLD BOARD OF EDUCATION	000		6,273.54
		Q				
21-00466	21-00466	DBRYSONRE	MGL PRINTING SOLUTIONS	000		391.00
		Q				

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10 Fully Approved Requisitions converted into Entered Purchase Orders.

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Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
21-00467	21-00467	DBRYSONRE Q	BLACKBOARD, INC.	000		787.95
21-00468	21-00468	DBRYSONRE Q	GRAINGER	000		546.00
21-00469	21-00469	DBRYSONRE Q	PRO ED	000	CAITLIN STONE	189.00
21-00470	21-00470	DBRYSONRE Q	CNNH, LLC	000		660.00
21-00471	21-00471	DBRYSONRE Q	WILSON LANGUAGE TRAINING CORP	000	AMY HORNBECK	539.00
21-00472	21-00472	DBRYSONRE Q	GREAT PLUMBERS	000		3,110.86
21-00473	21-00473	DBRYSONRE Q	DE LONG SERVICE COMPANY, INC.	000		680.00
21-00474	21-00474	DBRYSONRE Q	J LEIGH C, LLC	000		1,395.00
21-00475	21-00475	DBRYSONRE Q	THE QUIET CHILD THERAPY, LLC	000		1,775.00
21-00476	21-00476	DBRYSONRE Q	EDUCATIONAL SERVICES UNIT	000		196.00

Beverly City Board of Education Bills And Claims Report By Account Number

9H

va_bill1.102317
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for Batch 51 and Check Date is 04/30/2021

Account #	Description	PO #	Inv #	Vendor # / Name	Check Description or Type * Multi Remit To Check Name	Check#	Check Amount
POSTED CHECKS							
11-000-291-250- -	UNEMPLOYMENT COMPENSATIO	PRL-FICA		1704 / PAYROLL PURCHASE ORDER HP	1Q 2021 BD SHARE SUI	3302021	6,297.24
				Total for 11-000-291-250- -	UNEMPLOYMENT COMPENSATIO		\$6,297.24
11-000-291-270- -	OTHER HEALTH BENEFITS	21-00111		2394 / STATE OF NJ HEALTH BENEFITS PR	HP April 2021	42021	59,045.43
				Total for 11-000-291-270- -	OTHER HEALTH BENEFITS		\$59,045.43
20-218-200-200- -	PSEA EMP BENEFITS	21-00111		2394 / STATE OF NJ HEALTH BENEFITS PR	HP April 2021	42021	13,050.87
				Total for 20-218-200-200- -	PSEA EMP BENEFITS		\$13,050.87
Total for Posted Checks							\$78,393.54

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

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for Batch 50 and Check Date is 05/07/2021

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							
	21-00128	11-000-216-320- / SPEECH/OT/PT PROF SER		CP	205/226	25358	425.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CP	305/326	25358	701.25
					Total for ABC PEDIATRIC THERAPY, LLC/ 3616		\$1,126.25
ATLANTIC BUSINESS PRODUCTS/ 3206							
	21-00427	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	CNIN138553C	25359	387.73
					Total for ATLANTIC BUSINESS PRODUCTS/ 3206		\$387.73
B.C.I.T./ 1952							
	21-00276	11-000-100-563- / TUITION-CO VOC SCHOOL		CP	APRIL 2021	25360	16,529.90
		11-000-100-563- / TUITION-CO VOC SCHOOL		CP	MAY 2021	25360	16,529.90
					Total for B.C.I.T./ 1952		\$33,059.80
B.C.S.S.D./ 1266							
	21-00238	11-000-100-565- / TUITION-CSSD & DAY SCHOO		CP	ARRIL 2021-A.T.	25361	2,284.80
		11-000-100-565- / TUITION-CSSD & DAY SCHOO		CP	MARCH 2021-A.T.	25361	3,284.40
					Total for B.C.S.S.D./ 1266		\$5,569.20
BANCROFT NEUROHEALTH/ 3454							
	21-00338	11-000-100-566- / TUITION-PRIVATE SCHOOL		CP	MAY 2021-J.L.	25362	5,626.28
					Total for BANCROFT NEUROHEALTH/ 3454		\$5,626.28
BAYADA NURSES INC/ 2591							
	21-00073	11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	16340934	25363	920.00
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	16358568	25363	1,150.00
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	16376240	25363	920.00
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	16394055	25363	920.00
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	16411548	25363	460.00
					Total for BAYADA NURSES INC/ 2591		\$4,370.00
BECKER'S SCHOOL SUPPLY/ 3261							
	21-00414	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	1723189-IN	25364	403.37
					Total for BECKER'S SCHOOL SUPPLY/ 3261		\$403.37
BEVAN SECURITY SYSTEMS/ 1054							
	21-00382	11-000-262-420- / OPER CONTRACT SERVICES		CF	0011171	25365	680.00
					Total for BEVAN SECURITY SYSTEMS/ 1054		\$680.00
BEVERLY SEWERAGE AUTHORITY/ 1815							

* CF - Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial
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Posted Checks							
BROOKFIELD ACADEMY/ 1953	21-00434	11-000-262-490- / OTHPURPROP WATERSEWER		CF	401/630	25366	358.00
					Total for Beverly Sewerage Authority/ 1815		\$358.00
BROWN, JESSICA/ 3671	21-00239	20-250-100-500- / IDEA TUITION		CP	APRIL 2020-J.M.	25367	5,376.00
					Total for BROOKFIELD ACADEMY/ 1953		\$5,376.00
	21-00273	11-000-270-503- / TRANS AID IN LIEU PAY		CP	APRIL 2021-16 DAYS	25368	480.00
		11-000-270-503- / TRANS AID IN LIEU PAY		CP	MARCH 2021-22 DAYS	25368	660.00
					Total for BROWN, JESSICA/ 3671		\$1,140.00
CDW GOVERNMENT INC./ 2884	21-00373	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	9367705	25369	668.73
					Total for CDW GOVERNMENT INC./ 2884		\$668.73
CEDAR CREEK TREE REMOVAL, LLC/ 3682	21-00425	11-000-262-420- / OPER CONTRACT SERVICES		CF	000034	25370	150.00
					Total for CEDAR CREEK TREE REMOVAL, LLC/ 3682		\$150.00
CINNAMINSON TOWNSHIP SCHOOL DISTRICT/ 1294	21-00173	11-000-100-562- / TUITION-LEA SPECIAL EDUC		CP	APRIL 2021-J.M.S.	25371	5,442.00
		11-000-100-562- / TUITION-LEA SPECIAL EDUC		CP	MARCH 2021 -J.M.S.	25371	5,442.00
					Total for CINNAMINSON TOWNSHIP SHCOOL DISTRICT/ 1294		\$10,884.00
CM3 BUILDING SOLUTIONS INC/ 2865	21-00304	11-000-261-420- / MAINT CLEANING/REPAIRS		CF	Q2038401	25372	1,788.00
	21-00459	11-000-261-420- / MAINT CLEANING/REPAIRS		CF	S210265	25372	264.00
					Total for CM3 BUILDING SOLUTIONS INC/ 2865		\$2,052.00
CMRS-FP/ 3073	21-00447	11-000-230-530- / TELEPHONE POSTAGE		CF	ACT. NO. 600027659	25373	500.00
					Total for CMRS-FP/ 3073		\$500.00
COLORCRAFT SIGN COMPANY/ 1641	21-00435	11-000-240-610- / SCHOOL ADMIN-SUPPLIES		CF	33305	25374	942.50
					Total for COLORCRAFT SIGN COMPANY/ 1641		\$942.50
COMCAST CABLEVISION/ 1792							

* 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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Posted Checks							
COOPER PEDIATRIC NEUROLOGY/ 2608	21-00063	11-190-100-340- /PURCHASED TECH SVC		CP	Act No. 8499 05 117 0029668	25375	249.57
		11-190-100-340- /PURCHASED TECH SVC		CP	Act No. 8499 05 117 0032811	25375	109.57
		11-190-100-340- /PURCHASED TECH SVC		CP	Act No. 8499051170029668	25375	249.57
		11-190-100-340- /PURCHASED TECH SVC		CP	Act No. 8499051170032811	25375	109.57
				Total for COMCAST CABLEVISION/ 1792			\$718.28
COOPER PEDIATRIC NEUROLOGY/ 2608	21-00326	11-000-216-320- /SPEECH/OT/PT PROF SER		CF	11/23/2020	25376	375.00
				Total for COOPER PEDIATRIC NEUROLOGY/ 2608			\$375.00
COURIER TIMES INC - BURLINGTON TIMES INC/ 1039	21-00463	11-000-230-590- / GEN AD ADVERTISEMENT		CF	107384619	25377	31.96
				Total for COURIER TIMES INC - BURLINGTON TIMES INC/ 1039			\$31.96
COYNE, SANDRA/ 2209	21-00451	11-000-291-270- / OTHER HEALTH BENEFITS		CF	401/1001	25378	104.40
				Total for SANDRA COYNE/ 2209			\$104.40
DAVID B. RUBIN, PC/ 3421	21-00437	11-000-230-331- / GEN ADMIN-LEGAL SVC		CP	17721	25379	2,236.02
		11-000-230-331- / GEN ADMIN-LEGAL SVC		CF	17735	25379	1,575.00
				Total for DAVID B. RUBIN, PC/ 3421			\$3,811.02
DE LONG SERVICE COMPANY, INC./ 3496	21-00419	60-910-310-420- / FOOD SERV EQP REPAIR		CF	36680	25380	352.50
				Total for DE LONG SERVICE COMPANY, INC./ 3496			\$352.50
EDUCATIONAL SERVICES UNIT/ 1858	21-00476	11-000-216-320- / SPEECH/OT/PT PROF SER		CF	21-E0549	25381	196.00
	21-00240	11-000-270-518- / TRANS ESC SP ED CONTRACT		CP	21E-0533-J15 GPA	25381	3,434.07
		11-000-270-518- / TRANS ESC SP ED CONTRACT		CP	APRIL2021-21E-0497	25381	9,942.61
	21-00438	11-000-216-320- / SPEECH/OT/PT PROF SER		CF	BEV-AAC-210315	25381	98.00
	21-00240	11-000-270-518- / TRANS ESC SP ED CONTRACT		CP	MARCH2021-21-E0459	25381	16,406.57
				Total for EDUCATIONAL SERVICES UNIT/ 1858			\$30,077.25

FEDEX/ 3134

* CF - Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial
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Posted Checks							
FILEBANK INC./ 2887	21-00448	11-000-230-530- / TELEPHONE POSTAGE		CF	7-344-06008	25382	33.24
					Total for FEDEX/ 3134		\$33.24
FP MAILING SOLUTIONS/ 3072	21-00059	11-000-251-340- / BUS OFF PURCH TECH SERV		CP	MAY 2021	25383	102.24
					Total for FILEBANK INC./ 2887		\$102.24
FUN AND FUNCTION/ 3488	21-00056	11-000-230-530- / TELEPHONE POSTAGE		CF	R1104850108- 4/3/21-7/2/21	25384	86.85
					Total for FP MAILING SOLUTIONS/ 3072		\$86.85
GENERAL CHEMICAL CO./ 1059	21-00401	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	496646	25385	37.94
					Total for FUN AND FUNCTION/ 3488		\$37.94
GLOUCESTER COUNTY SPECIAL SVC./ 1914	21-00371	11-000-261-610- / MAINT SUPPLIES		CF	297036	25386	1,720.35
					Total for GENERAL CHEMICAL CO./ 1059		\$1,720.35
GOPHER SPORT/ 1405	21-00294	11-000-270-515- / TRANS SP ED JOINT AGREE		CP	FEB 2021-1V2781	25387	4,518.87
	21-00295	11-000-100-565- / TUITION-CSSD & DAY SCHOO		CP	MARCH 2021 -1V2946	25387	733.04
	21-00294	11-000-270-515- / TRANS SP ED JOINT AGREE		CP	MARCH 2021-1V3110	25387	4,092.93
					Total for GLOUCESTER COUNTY SPECIAL SVC./ 1914		\$9,344.84
GRAINGER/ 2473	21-00254	11-402-100-610- / ATHLETICS SUPPLIES		CF	9789277	25388	696.44
					11-402-100-610- / ATHLETICS SUPPLIES	25388	116.71
					Total for GOPHER SPORT/ 1405		\$813.15
GST TRANSPORT, CORP./ 2738	21-00420	11-000-261-420- / MAINT CLEANING/REPAIRS		CF	9827145922	25389	140.00
					11-000-261-420- / MAINT CLEANING/REPAIRS	25389	389.86
					Total for GRAINGER/ 2473		\$529.86
HAMPTON ACADEMY/ 1256	21-00322	11-000-270-511- / TRANS CONT SVS REG		CP	APRIL 2021	25390	3,242.73
					11-000-270-511- / TRANS CONT SVS REG	25390	3,242.73
					Total for GST Transport, Corp./ 2738		\$6,485.46

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Posted Checks							
HEALTH RESERVES, LLC./ 3676	21-00330	11-000-100-566- / TUITION-PRIVATE SCHOOL		CP	APRIL 2021-Z.P.	25391	3,313.26
		20-250-100-500- / IDEA TUITION		CF	APRIL 2021-Z.P.	25391	2,007.38
		20-250-100-500- / IDEA TUITION		CP	March 2021-Z.P.	25391	7,648.42
					Total for HAMPTON ACADEMY/ 1256		\$12,969.06
HORIZON DENTAL OPTION PLAN/ 2999	21-00336	11-000-216-320- / SPEECH/OT/PT PROF SER		CP	303/331-2021	25392	2,677.50
					Total for HEALTH RESERVES, LLC/ 3676		\$2,677.50
J LEIGH C, LLC/ 3674	21-00067	11-000-291-270- / OTHER HEALTH BENEFITS		CP	APRIL 2021 - 296236902	25393	3,643.25
		11-000-291-270- / OTHER HEALTH BENEFITS		CP	MAY 2021-296454149	25393	3,760.09
					Total for Horizon Dental Option Plan/ 2999		\$7,403.34
JESUS THE GOOD SHEPARD PARISH/ 3259	21-00453	11-000-216-320- / SPEECH/OT/PT PROF SER		CF	318/330	25394	387.50
	21-00474	11-000-216-320- / SPEECH/OT/PT PROF SER		CF	401/423	25394	1,395.00
					Total for J LEIGH C, LLC/ 3674		\$1,782.50
JONES, AMIE/ 3596	21-00062	11-000-262-420- / OPER CONTRACT SERVICES		CP	APRIL 2021	25395	1,531.16
		11-000-262-420- / OPER CONTRACT SERVICES		CP	MAY 2021	25395	1,531.16
					Total for JESUS THE GOOD SHEPARD PARISH/ 3259		\$3,062.32
KENNEY, GROSS, KOVATS & PARTON/ 3526	21-00395	20-280-100-100- / T-4 SALARIES		CP	3/26/2021	25396	451.21
		20-280-100-100- / T-4 SALARIES		CP	3/19/2021	25396	451.21
					Total for JONES, AMIE/ 3596		\$902.42
LEXISNEXIS RISK SOLUTIONS FL INC./ 3573	21-00449	11-000-230-331- / GEN ADMIN-LEGAL SVC		CF	JANUARY 2021	25397	140.00
					Total for KENNEY, GROSS, KOVATS & PARTON/ 3526		\$140.00
	21-00075	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	MAY 2021	25398	90.18
				Total for LEXISNEXIS RISK SOLUTIONS FL INC./ 3573		\$90.18	
LINDENWOLD BOARD OF EDUCATION/ 3683	21-00465	11-000-100-561- / TUITION-LEA REGULAR		CP	FEB 2021	25399	1,034.10

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Posted Checks

LUNCH TIME SOFTWARE, LLC/ 3231							
21-00452	60-910-310-420-	-/ FOOD SERV EQP REPAIR		CF	9008	25400	1,495.00
Total for LUNCH TIME SOFTWARE, LLC/ 3231							\$1,495.00
MAPLE SHADE BOARD OF ED/ 2636							
21-00455	11-000-100-562-	-/ TUITION-LEA SPECIAL EDUC		CP	MAR 2021	25399	1,585.62
21-00234	11-000-100-562-	-/ TUITION-LEA SPECIAL EDUC		CP	21-0075-19/20 TUITION ADJ.	25401	3,384.06
Total for MAPLE SHADE BOARD OF ED/ 2636							\$5,726.46
MCCALL, CHER/ 3597							
21-00396	20-232-200-100-	-/ SALARIES OF PROGRAM DIRE		CP	3/19/2021	25402	355.02
	20-280-100-100-	-/ T-4 SALARIES		CP	3/19/2021	25402	96.18
	20-232-200-100-	-/ SALARIES OF PROGRAM DIRE		CP	3/26/2021	25402	355.02
	20-280-100-100-	-/ T-4 SALARIES		CP	3/26/2021	25402	96.18
	20-232-200-100-	-/ SALARIES OF PROGRAM DIRE		CP	4/23/2021	25402	355.02
	20-280-100-100-	-/ T-4 SALARIES		CP	4/23/2021	25402	96.18
	20-232-200-100-	-/ SALARIES OF PROGRAM DIRE		CP	4/30/2021	25402	355.02
	20-280-100-100-	-/ T-4 SALARIES		CP	4/30/2021	25402	96.18
Total for MCCALL, CHER/ 3597							\$1,804.80
NETWORK SUPPORT LLC/ 2672							
21-00072	11-190-100-340-	-/ PURCHASED TECH SVC		CP	1960	25403	576.00
	11-190-100-340-	-/ PURCHASED TECH SVC		CP	1961	25403	624.00
	11-190-100-340-	-/ PURCHASED TECH SVC		CP	1962	25403	480.00
	11-190-100-340-	-/ PURCHASED TECH SVC		CP	1963	25403	816.00
	11-190-100-340-	-/ PURCHASED TECH SVC		CP	1964	25403	156.25
	11-190-100-340-	-/ PURCHASED TECH SVC		CP	1966	25403	187.50
	11-190-100-340-	-/ PURCHASED TECH SVC		CP	1967	25403	624.00
	11-190-100-340-	-/ PURCHASED TECH SVC		CP	1968	25403	528.00
Total for Network Support LLC/ 2672							\$3,991.75
NJ AMERICAN WATER CO/ 1140							
21-00068	11-000-262-300-	-/ OPER PURCH PROF/TECH SVS		CP	3/23/2021	25404	265.03

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Posted Checks

11-000-262-300-		-/ OPER PURCH PROF/TECH SVS		CP	4/23/2021	25404	265.03
Total for NJ AMERICAN WATER CO./ 1140							\$530.06
NUTRI-SERVE FOOD MGMT/ 2821							
21-00230		60-910-310-500-		CP	930031321	25405	3,451.36
		60-910-310-500-		CP	930032021	25405	3,827.48
		60-910-310-500-		CP	930032721	25405	3,351.93
		60-910-310-500-		CP	930040321	25405	2,793.05
		60-910-310-500-		CP	930041021	25405	1,327.14
		60-910-310-500-		CP	930041721	25405	3,861.83
		60-910-310-500-		CP	930042421	25405	3,957.53
Total for NUTRI-SERVE FOOD MGMT/ 2821							\$22,570.32
PALMYRA BOARD OF EDUCATION/ 1249							
21-00277		11-000-100-561-		CP	APRIL 2021	25406	63,612.70
		11-000-100-562-		CP	APRIL 2021	25406	28,331.90
		11-000-100-561-		CP	MAY 2021	25406	63,612.70
		11-000-100-562-		CP	MAY 2021	25406	28,331.90
Total for PALMYRA BOARD OF EDUCATION/ 1249							\$183,889.20
PARA PLUS TRANSLATIONS, INC./ 3268							
21-00457		11-000-216-320-		CF	156579	25407	68.50
Total for PARA PLUS TRANSLATIONS, INC./ 3268							\$68.50
PEARSON CLINICAL/ 3487							
21-00387		11-000-216-610-		CF	14015694	25408	815.85
Total for PEARSON CLINICAL/ 3487							\$815.85
PEMBERTON TWP. BOARD OF EDUC./ 1775							
21-00442		11-000-216-320-		CF	FEB OT	25409	369.00
		11-000-216-320-		CP	JAN OT	25409	389.50
21-00403		11-000-100-562-		CP	MARCH 2021 CB	25409	4,639.90
		11-000-100-562-		CP	MARCH 2021 XD	25409	3,193.50
Total for PEMBERTON TWP. BOARD OF EDUC./ 1775							\$8,591.90
PROFESSIONAL MEDICAL STAFFING/ 3579							
21-00450		11-000-213-300-		CF	2-2661	25410	369.75
Total for PROFESSIONAL MEDICAL STAFFING/ 3579							\$369.75

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Posted Checks							
PRUDENTIAL INS. CO. - NJEA/ 2395							
	21-00104	11-000-291-270- / OTHER HEALTH BENEFITS		CP	CONTROL # 41431 -501/531	25411	406.23
		11-000-291-270- / OTHER HEALTH BENEFITS		CP	CONTROL # 44388 - 501/531	25411	214.50
		11-000-291-270- / OTHER HEALTH BENEFITS		CP	control # 41431 -601/630	25411	406.23
		11-000-291-270- / OTHER HEALTH BENEFITS		CP	control #44388 -601/630	25411	214.50
					Total for PRUDENTIAL INS. CO. - NJEA/ 2395		\$1,241.46
PSE & G/ 1141							
	21-00069	11-000-262-622- / OPER ENERGY - ELECTRICIT		CP	4/28/21 - ELECTRICIT	25412	3,291.87
		11-000-262-621- / OPER ENERGY - GAS		CP	4/28/21- GAS	25412	854.82
					Total for PSE & G/ 1141		\$4,146.69
RMR SERVICES & REPAIR, LLC/ 3632							
	21-00460	11-000-261-420- / MAINT CLEANING/REPAIRS		CF	18092	25413	100.00
		11-000-261-420- / MAINT CLEANING/REPAIRS		CP	18284	25413	367.24
					Total for RMR SERVICES & REPAIR, LLC/ 3632		\$467.24
RULLO & JULLIET ASSOCIATES INC/ 2019							
	21-00176	11-000-262-420- / OPER CONTRACT SERVICES		CF	6437	25414	1,632.00
					Total for RULLO & JULLIET ASSOCIATES INC/ 2019		\$1,632.00
SCHOOL HEALTH CORP/ 1795							
	21-00412	11-000-213-610- / HEALTH SUPPLIES		CF	3895007-00	25415	113.50
					Total for SCHOOL HEALTH CORP/ 1795		\$113.50
SCHOOL SPECIALTY , LLC./ 1752							
	21-00405	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	308103733217	25416	280.59
					Total for SCHOOL SPECIALTY, LLC./ 1752		\$280.59
SIMONE, CATHERINE/ 3576							
	21-00303	20-270-200-300- / T2A PUR. SERV.		CP	05/04/2021	25417	1,073.00
		20-270-200-300- / T2A PUR. SERV.		CP	318-331	25417	3,219.00
		20-270-200-300- / T2A PUR. SERV.		CP	4/29/2021	25417	1,073.00
					Total for SIMONE, CATHERINE/ 3576		\$5,365.00
SYSTEMS 3000/ 1001							
	21-00418	11-000-252-340- / AIT PUR TECH SERV		CF	221-145450	25418	652.70
					Total for SYSTEMS 3000/ 1001		\$652.70
THE QUIET CHILD THERAPY, LLC/ 3628							

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Posted Checks							
	21-00475	11-000-216-320- / SPEECH/OT/PT PROF SER		CF	413/422	25419	1,775.00
	21-00454	11-000-216-320- / SPEECH/OT/PT PROF SER		CF	MARCH 2021	25419	4,800.00
					Total for THE QUIET CHILD THERAPY, LLC/ 3628		\$6,575.00
	21-00461	11-000-262-590- / OPER MISC PURCHASE		CF	1055	25420	420.00
					Total for THE RICHLAND-KNOWLES AGENCY/ 3424		\$420.00
	21-00456	11-000-291-232- / T.P.A.F. CONTRIBUTIONS -		CF	NOTICE NO. 410	25421	20.88
					Total for TPAF BACK PENSION/ 2914		\$20.88
	21-00070	11-190-100-500- / OTHER PURCHASED SVC		CP	3/27/2021	25422	83.01
		11-190-100-500- / OTHER PURCHASED SVC		CP	4/27/2021	25422	142.14
					Total for VERIZON/ 1139		\$225.15
	21-00071	11-000-262-420- / OPER CONTRACT SERVICES		CP	APRIL 2021	25423	683.06
		11-000-262-420- / OPER CONTRACT SERVICES		CP	May 2021	25423	683.06
					Total for WASTE MANAGEMENT OF NEW JERSEY/ 1169		\$1,366.12
	21-00057	11-000-262-441- / OPER RENTALS		CF	588892-401/630	25424	141.00
					Total for WATERLOGIC EAST, INC./ 3453		\$141.00
	21-00060	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	APRIL 2021	25425	198.50
					Total for WESTERN PEST SERVICES/ 2521		\$198.50
	21-00096	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	59747	25426	1,410.80
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	60087	25426	93.24
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	60099	25426	428.92
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	60102	25426	489.34
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	60104	25426	206.66
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	60211	25426	661.05

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XEROX CORPORATION/ 3443	21-00064	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	65085	25426	274.80
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	65105	25426	337.74
Total for WILLIAM H. SADLIER, INC./ 3415							\$3,902.55
XTEL COMMUNICATIONS/ 2813	21-00065	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	012953223	25427	256.20
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	MARCH 2021	25427	138.24
Total for XEROX CORPORATION/ 3443							\$394.44
XTEL COMMUNICATIONS/ 2813	21-00065	11-190-100-500- / OTHER PURCHASED SVC		CP	210902229	25428	3,168.85
		11-190-100-500- / OTHER PURCHASED SVC		CP	211202240	25428	3,170.32
Total for XTEL COMMUNICATIONS/ 2813							\$6,339.17
Total for Posted Checks							\$422,900.82

Posted Checks

Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
1-000-211-105- -	903152021	03/15/2021	1,249.73	ATTEND SVCS- CLER SAL
1-000-213-104- -	903152021	03/15/2021	2,901.88	HEALTH SVC SALARIES
1-000-213-105- -	903152021	03/15/2021	489.44	HEALTH SVCS- CLER SAL
1-000-216-100- -	903152021	03/15/2021	3,278.05	SPEECH TEACHER SALARY
1-000-218-105- -	903152021	03/15/2021	609.64	GUID SECY/CLER SALARIES
1-000-219-104- -	903152021	03/15/2021	12,149.43	CST SALARIES
1-000-219-105- -	903152021	03/15/2021	978.87	CST SECY/CLER SALARIES
1-000-221-102- -	903152021	03/15/2021	5,098.88	CURR/INSTR SALARIES
1-000-221-104- -	903152021	03/15/2021	578.83	CURR/INSTR PROF SALARIES
1-000-221-105- -	903152021	03/15/2021	178.14	CURR/INSTR SECY/CLER SAL
1-000-221-110- -	903152021	03/15/2021	420.97	CI OTHER SALARIES
1-000-230-100- -	903152021	03/15/2021	4,931.29	GEN ADMIN SPRINTEND SAL
1-000-230-104- -	903152021	03/15/2021	187.00	TREASURER SALARIES
1-000-230-105- -	903152021	03/15/2021	933.88	GENERAL ADMIN- CLER SAL
1-000-240-105- -	903152021	03/15/2021	1,112.02	SCH ADMIN SEC/CLER SAL
1-000-251-104- -	903152021	03/15/2021	3,404.67	BUSINESS ADMIN SALARIES
1-000-251-105- -	903152021	03/15/2021	945.50	BUS ADMIN/SECY SALARIES
1-000-262-107- -	903152021	03/15/2021	1,914.00	CAFETERIA AIDES
1-000-262-110- -	903152021	03/15/2021	2,559.32	OPER/CUST SALARIES
1-000-262-110-OT -	903152021	03/15/2021	1,776.18	OPER/CUSTODIAL OT
1-000-266-100- -	903152021	03/15/2021	2,578.75	UE S SALS OF SEC G & INV
1-000-270-161- -	903152021	03/15/2021	1,459.83	SAL. FOR PUPIL TRANS(BET
1-000-270-162- -	903152021	03/15/2021	959.83	SAL. FOR PUPIL TRANS(BET
1-110-100-101- -	903152021	03/15/2021	6,815.64	KNDG TEACHER SALARIES
1-110-100-101-01 -	903152021	03/15/2021	95.00	PRESCH/KIND- SUBSTITUTES
1-120-100-101- -	903152021	03/15/2021	29,666.52	GR. 1-5 TEACHER SALARIES
1-120-100-101-01 -	903152021	03/15/2021	95.00	GRADES 1-5 - SUBSTITUTES
1-130-100-101- -	903152021	03/15/2021	19,641.69	GR. 6-8 TEACHER SALARIES
1-130-100-101-01 -	903152021	03/15/2021	95.00	GRADES 6-8 - SUBSTITUTES
1-190-100-106- -	903152021	03/15/2021	936.79	OTHER SALARIES-INSTR
1-204-100-101- -	903152021	03/15/2021	5,692.30	LLD TEACHER SALARIES
1-204-100-101-01 -	903152021	03/15/2021	1,144.29	LLD-SUBSTITUTES
1-204-100-106- -	903152021	03/15/2021	12,106.42	LLD PARA SALARY
1-213-100-101- -	903152021	03/15/2021	10,754.85	RR TEACHER SALARIES
1-230-100-101- -	903152021	03/15/2021	6,268.92	BSC SKILLS TEACHER SALAR
1-240-100-101- -	903152021	03/15/2021	3,018.35	BILINGUAL TEACHER SALARI
20-218-100-101- -	903152021	03/15/2021	16,555.95	PSEA TEACHER SAL
20-218-100-108- -	903152021	03/15/2021	3,656.20	PSEA AIDES SAL
20-218-200-102- -	903152021	03/15/2021	1,010.30	PSEA SUPERV SAL
20-218-200-103- -	903152021	03/15/2021	1,297.15	PRE-K SALARIES OF SUPERV
20-218-200-104- -	903152021	03/15/2021	1,346.45	PSEA OTHER PROF SAL
20-218-200-105- -	903152021	03/15/2021	854.10	PRE-K SALARIES OF SECR A
20-218-200-110- -	903152021	03/15/2021	868.20	OTHER SALARIES
20-231-100-101- -	903152021	03/15/2021	6,291.58	TITLE I TEACHER SALARIES
Total # of Payments	44.00	Total Check Amount	178,906.83	

Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	903302021	03/30/2021	1,249.73	ATTEND SVCS- CLER SAL
11-000-213-104- -	903302021	03/30/2021	2,901.88	HEALTH SVC SALARIES
11-000-213-105- -	903302021	03/30/2021	489.44	HEALTH SVCS- CLER SAL
11-000-216-100- -	903302021	03/30/2021	3,278.05	SPEECH TEACHER SALARY
11-000-218-105- -	903302021	03/30/2021	609.64	GUID SECY/CLER SALARIES
11-000-219-104- -	903302021	03/30/2021	12,149.43	CST SALARIES
11-000-219-105- -	903302021	03/30/2021	978.87	CST SECY/CLER SALARIES
11-000-221-102- -	903302021	03/30/2021	5,098.88	CURR/INSTR SALARIES
11-000-221-104- -	903302021	03/30/2021	578.83	CURR/INSTR PROF SALARIES
11-000-221-105- -	903302021	03/30/2021	178.14	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	903302021	03/30/2021	420.97	CI OTHER SALARIES
11-000-230-100- -	903302021	03/30/2021	4,931.29	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	903302021	03/30/2021	187.00	TREASURER SALARIES
11-000-230-105- -	903302021	03/30/2021	933.88	GENERAL ADMIN- CLER SAL
11-000-240-105- -	903302021	03/30/2021	1,112.02	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	903302021	03/30/2021	3,404.67	BUSINESS ADMIN SALARIES
11-000-251-105- -	903302021	03/30/2021	945.50	BUS ADMIN/SECY SALARIES
11-000-262-107- -	903302021	03/30/2021	1,826.00	CAFETERIA AIDES
11-000-262-110- -	903302021	03/30/2021	2,943.57	OPER/CUST SALARIES
11-000-262-110-OT -	903302021	03/30/2021	3,201.57	OPER/CUSTODIAL OT
11-000-266-100- -	903302021	03/30/2021	2,578.75	UE S SALS OF SEC G & INV
11-000-270-161- -	903302021	03/30/2021	1,459.83	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	903302021	03/30/2021	959.83	SAL. FOR PUPIL TRANS(BET
11-110-100-101- -	903302021	03/30/2021	6,815.64	KNDG TEACHER SALARIES
11-110-100-101-01 -	903302021	03/30/2021	95.00	PRESCH/KIND- SUBSTITUTES
11-120-100-101- -	903302021	03/30/2021	29,666.52	GR. 1-5 TEACHER SALARIES
11-120-100-101-01 -	903302021	03/30/2021	590.00	GRADES 1-5 - SUBSTITUTES
11-130-100-101- -	903302021	03/30/2021	19,641.69	GR. 6-8 TEACHER SALARIES
11-190-100-106- -	903302021	03/30/2021	1,018.64	OTHER SALARIES-INSTR
11-204-100-101- -	903302021	03/30/2021	5,692.30	LLD TEACHER SALARIES
11-204-100-101-01 -	903302021	03/30/2021	760.00	LLD-SUBSTITUTES
11-204-100-106- -	903302021	03/30/2021	12,451.43	LLD PARA SALARY
11-213-100-101- -	903302021	03/30/2021	11,791.29	RR TEACHER SALARIES
11-213-100-101-01 -	903302021	03/30/2021	285.00	RESOURCE RM- SUBSTITUTES
11-230-100-101- -	903302021	03/30/2021	6,268.92	BSC SKILLS TEACHER SALAR
11-240-100-101- -	903302021	03/30/2021	3,018.35	BILINGUAL TEACHER SALARI
20-218-100-101- -	903302021	03/30/2021	16,555.95	PSEA TEACHER SAL
20-218-100-106- -	903302021	03/30/2021	4,342.87	PSEA AIDES SAL
20-218-200-102- -	903302021	03/30/2021	1,010.30	PSEA SUPERV SAL
20-218-200-103- -	903302021	03/30/2021	1,297.15	PRE-K SALARIES OF SUPERV
20-218-200-104- -	903302021	03/30/2021	1,346.45	PSEA OTHER PROF SAL
20-218-200-105- -	903302021	03/30/2021	854.10	PRE-K SALARIES OF SECR A
20-218-200-110- -	903302021	03/30/2021	868.20	OTHER SALARIES
20-231-100-101- -	903302021	03/30/2021	6,291.58	TITLE I TEACHER SALARIES
Total # of Payments	44.00	Total Check Amount	.183,079.15	

Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	904012021	04/01/2021	1,869.12	ATTEND SVCS- CLER SAL
11-000-213-104- -	904012021	04/01/2021	1,703.52	HEALTH SVC SALARIES
11-000-213-105- -	904012021	04/01/2021	309.24	HEALTH SVCS- CLER SAL
11-000-216-100- -	904012021	04/01/2021	1,212.60	SPEECH TEACHER SALARY
11-000-218-105- -	904012021	04/01/2021	1,250.64	GUID SECY/CLER SALARIES
11-000-219-104- -	904012021	04/01/2021	3,718.26	CST SALARIES
11-000-219-105- -	904012021	04/01/2021	618.48	CST SECY/CLER SALARIES
11-000-230-104- -	904012021	04/01/2021	118.08	TREASURER SALARIES
11-000-251-105- -	904012021	04/01/2021	597.38	BUS ADMIN/SECY SALARIES
11-000-262-110- -	904012021	04/01/2021	764.59	OPER/CUST SALARIES
11-000-262-110-OT -	904012021	04/01/2021	1,115.82	OPER/CUSTODIAL OT
11-000-266-100- -	904012021	04/01/2021	1,655.74	UE S SALS OF SEC G & INV
11-000-270-161- -	904012021	04/01/2021	606.44	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	904012021	04/01/2021	606.44	SAL. FOR PUPIL TRANS(BET
11-110-100-101- -	904012021	04/01/2021	1,114.80	KNDG TEACHER SALARIES
11-120-100-101- -	904012021	04/01/2021	5,691.93	GR. 1-5 TEACHER SALARIES
11-130-100-101- -	904012021	04/01/2021	5,997.40	GR. 6-8 TEACHER SALARIES
11-190-100-106- -	904012021	04/01/2021	146.77	OTHER SALARIES-INSTR
11-204-100-101- -	904012021	04/01/2021	1,323.60	LLD TEACHER SALARIES
11-204-100-106- -	904012021	04/01/2021	2,901.98	LLD PARA SALARY
11-213-100-101- -	904012021	04/01/2021	2,390.84	RR TEACHER SALARIES
11-230-100-101- -	904012021	04/01/2021	6,147.15	BSC SKILLS TEACHER SALAR
11-240-100-101- -	904012021	04/01/2021	861.75	BILINGUAL TEACHER SALARI
20-218-100-101- -	904012021	04/01/2021	4,700.40	PSEA TEACHER SAL
20-218-100-106- -	904012021	04/01/2021	539.64	PSEA AIDES SAL
20-218-200-104- -	904012021	04/01/2021	769.08	PSEA OTHER PROF SAL
20-231-100-101- -	904012021	04/01/2021	462.45	TITLE I TEACHER SALARIES
Total # of Payments	27.00	Total Check Amount	49,194.14	

Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	904152021	04/15/2021	1,353.57	ATTEND SVCS- CLER SAL
11-000-213-104- -	904152021	04/15/2021	2,901.88	HEALTH SVC SALARIES
11-000-213-105- -	904152021	04/15/2021	506.62	HEALTH SVCS- CLER SAL
11-000-216-100- -	904152021	04/15/2021	3,278.05	SPEECH TEACHER SALARY
11-000-218-105- -	904152021	04/15/2021	679.12	GUID SECY/CLER SALARIES
11-000-219-104- -	904152021	04/15/2021	12,149.43	CST SALARIES
11-000-219-105- -	904152021	04/15/2021	1,013.22	CST SECY/CLER SALARIES
11-000-221-102- -	904152021	04/15/2021	5,098.88	CURR/INSTR SALARIES
11-000-221-104- -	904152021	04/15/2021	578.83	CURR/INSTR PROF SALARIES
11-000-221-105- -	904152021	04/15/2021	178.14	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	904152021	04/15/2021	420.97	CI OTHER SALARIES
11-000-230-100- -	904152021	04/15/2021	4,931.29	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	904152021	04/15/2021	193.56	TREASURER SALARIES
11-000-230-105- -	904152021	04/15/2021	933.88	GENERAL ADMIN- CLER SAL
11-000-240-105- -	904152021	04/15/2021	1,112.02	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	904152021	04/15/2021	3,404.67	BUSINESS ADMIN SALARIES
11-000-251-105- -	904152021	04/15/2021	978.69	BUS ADMIN/SECY SALARIES
11-000-262-107- -	904152021	04/15/2021	1,738.00	CAFETERIA AIDES
11-000-262-110- -	904152021	04/15/2021	2,873.67	OPER/CUST SALARIES
11-000-262-110-OT -	904152021	04/15/2021	2,141.88	OPER/CUSTODIAL OT
11-000-266-100- -	904152021	04/15/2021	2,669.26	UE S SALS OF SEC G & INV
11-000-270-161- -	904152021	04/15/2021	1,493.52	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	904152021	04/15/2021	993.52	SAL. FOR PUPIL TRANS(BET
11-110-100-101- -	904152021	04/15/2021	6,815.64	KNDG TEACHER SALARIES
11-110-100-101-01 -	904152021	04/15/2021	50.00	PRESCH/KIND- SUBSTITUTES
11-120-100-101- -	904152021	04/15/2021	29,666.52	GR. 1-5 TEACHER SALARIES
11-130-100-101- -	904152021	04/15/2021	19,641.69	GR. 6-8 TEACHER SALARIES
11-190-100-106- -	904152021	04/15/2021	1,082.31	OTHER SALARIES-INSTR
11-204-100-101- -	904152021	04/15/2021	5,692.30	LLD TEACHER SALARIES
11-204-100-106- -	904152021	04/15/2021	13,108.62	LLD PARA SALARY
11-213-100-101- -	904152021	04/15/2021	11,930.19	RR TEACHER SALARIES
11-213-100-101-01 -	904152021	04/15/2021	190.00	RESOURCE RM- SUBSTITUTES
11-230-100-101- -	904152021	04/15/2021	6,268.92	BSC SKILLS TEACHER SALAR
11-240-100-101- -	904152021	04/15/2021	3,018.35	BILINGUAL TEACHER SALARI
20-218-100-101- -	904152021	04/15/2021	16,555.95	PSEA TEACHER SAL
20-218-100-106- -	904152021	04/15/2021	4,424.24	PSEA AIDES SAL
20-218-200-102- -	904152021	04/15/2021	1,010.30	PSEA SUPERV SAL
20-218-200-103- -	904152021	04/15/2021	1,297.15	PRE-K SALARIES OF SUPERV
20-218-200-104- -	904152021	04/15/2021	1,346.45	PSEA OTHER PROF SAL
20-218-200-105- -	904152021	04/15/2021	854.10	PRE-K SALARIES OF SECR A
20-218-200-110- -	904152021	04/15/2021	868.20	OTHER SALARIES
20-231-100-101- -	904152021	04/15/2021	6,291.58	TITLE I TEACHER SALARIES
Total # of Payments	42.00	Total Check Amount	181,735.18	

Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	904302021	04/30/2021	1,353.57	ATTEND SVCS- CLER SAL
11-000-213-104- -	904302021	04/30/2021	2,901.88	HEALTH SVC SALARIES
11-000-213-105- -	904302021	04/30/2021	506.62	HEALTH SVCS- CLER SAL
11-000-216-100- -	904302021	04/30/2021	3,278.05	SPEECH TEACHER SALARY
11-000-218-105- -	904302021	04/30/2021	679.12	GUID SECY/CLER SALARIES
11-000-219-104- -	904302021	04/30/2021	12,149.43	CST SALARIES
11-000-219-105- -	904302021	04/30/2021	1,013.22	CST SECY/CLER SALARIES
11-000-221-102- -	904302021	04/30/2021	5,098.88	CURR/INSTR SALARIES
11-000-221-104- -	904302021	04/30/2021	578.83	CURR/INSTR PROF SALARIES
11-000-221-105- -	904302021	04/30/2021	178.14	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	904302021	04/30/2021	420.97	CI OTHER SALARIES
11-000-230-100- -	904302021	04/30/2021	4,931.29	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	904302021	04/30/2021	193.56	TREASURER SALARIES
11-000-230-105- -	904302021	04/30/2021	933.88	GENERAL ADMIN- CLER SAL
11-000-240-105- -	904302021	04/30/2021	1,112.02	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	904302021	04/30/2021	3,404.67	BUSINESS ADMIN SALARIES
11-000-251-105- -	904302021	04/30/2021	978.69	BUS ADMIN/SECY SALARIES
11-000-262-107- -	904302021	04/30/2021	1,870.00	CAFETERIA AIDES
11-000-262-110- -	904302021	04/30/2021	3,572.90	OPER/CUST SALARIES
11-000-262-110-OT -	904302021	04/30/2021	2,969.50	OPER/CUSTODIAL OT
11-000-266-100- -	904302021	04/30/2021	2,669.26	UE S SALS OF SEC G & INV
11-000-270-161- -	904302021	04/30/2021	1,493.52	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	904302021	04/30/2021	993.52	SAL. FOR PUPIL TRANS(BET
11-110-100-101- -	904302021	04/30/2021	6,737.60	KNDG TEACHER SALARIES
11-110-100-101-01 -	904302021	04/30/2021	95.00	PRESCH/KIND- SUBSTITUTES
11-120-100-101- -	904302021	04/30/2021	29,284.16	GR. 1-5 TEACHER SALARIES
11-130-100-101- -	904302021	04/30/2021	19,321.75	GR. 6-8 TEACHER SALARIES
11-190-100-106- -	904302021	04/30/2021	950.43	OTHER SALARIES-INSTR
11-204-100-101- -	904302021	04/30/2021	5,780.30	LLD TEACHER SALARIES
11-204-100-101-01 -	904302021	04/30/2021	380.00	LLD-SUBSTITUTES
11-204-100-106- -	904302021	04/30/2021	11,998.26	LLD PARA SALARY
11-213-100-101- -	904302021	04/30/2021	11,846.85	RR TEACHER SALARIES
11-230-100-101- -	904302021	04/30/2021	6,268.92	BSC SKILLS TEACHER SALAR
11-240-100-101- -	904302021	04/30/2021	3,018.35	BILINGUAL TEACHER SALARI
20-218-100-101- -	904302021	04/30/2021	16,655.95	PSEA TEACHER SAL
20-218-100-106- -	904302021	04/30/2021	3,828.01	PSEA AIDES SAL
20-218-200-102- -	904302021	04/30/2021	1,010.30	PSEA SUPERV SAL
20-218-200-103- -	904302021	04/30/2021	1,297.15	PRE-K SALARIES OF SUPERV
20-218-200-104- -	904302021	04/30/2021	1,346.45	PSEA OTHER PROF SAL
20-218-200-105- -	904302021	04/30/2021	854.10	PRE-K SALARIES OF SECR A
20-218-200-110- -	904302021	04/30/2021	868.20	OTHER SALARIES
20-231-100-101- -	904302021	04/30/2021	6,291.58	TITLE I TEACHER SALARIES
Total # of Payments	42.00	Total Check Amount	181,114.88	

Last Name	First Name	Nurse	District Fingerprints Approved
BOYLE	KRISTINE	Nurse	Beverly, Delanco, Edgewater Park, Riverton
Drake	Kim	Nurse	Beverly, Delanco, Edgewater Park, Riverton
FUSCO	SALLY	Nurse	Delanco, Edgewater Park
Grimes	Alicia	Nurse	Beverly, Edgewater Park
LEBON	CARLA	Nurse	Edgewater Park
Mc Mire	Debra	Nurse	Beverly, Delanco, Edgewater Park, Riverton
WILHELM	BARBARA	Nurse	Riverton
YANSICK	KATHLEEN	Nurse	Riverton
Abdur-Rahim	Mecca		Beverly, Delanco, Edgewater Park, Riverton
Atkinson	Kristin		Delanco
Austin	Joanna		Riverton (approved 1/26/2021
Belford	Tyrone		Beverly, Delanco, Edgewater Park
Berg	Jacqueline		Riverton
Best	Moral		Beverly, Edgewater Park, Riverton
Betley	Brenda		Edgewater Park
Beverly	Delores		Beverly, Delanco, Edgewater Park, Riverton
Boyer	Michael		Edgewater Park
Brown	Tatyana		Edgewater Park
Burmeister	Lois		Delanco
Callahan	Eugene Jr.		Delanco, Edgewater Park
Capers	Paula		Edgewater Park
Caruso	Jaclyn		Delanco, Edgewater Park
COLLINS	BARBARA		Beverly, Edgewater Park
DECHNIK	SUSAN		Riverton
Dees-Brown	Zora		Edgewater Park
Dempster	Conor		Beverly
Dirr	Michael		Beverly, Delanco, Edgewater Park, Riverton
Donnelly	James		Delanco
Giles	Jennifer		Beverly, Edgewater Park
Hawthorne	Flelicia		Beverly, Delanco, Edgewater Park, Riverton
Hewitt	Petra		Edgewater Park
Irby-Morgan	TroJah		Beverly, Edgewater Park
Jackson	Sylvester		Beverly, Delanco, Edgewater Park, Riverton
JACOBSEN	JUDY		Riverton
Johnson	Donna		Riverton

Last Name	First Name	Nurse	District Fingerprints Approved
KAMINSKI	LEE ANN		Beverly, Delanco, Edgewater Park, Riverton
Kelly	Rita		Delanco, Edgewater Park
Koveloski	Marilena		Beverly, Delanco, Edgewater Park, Riverton
Letton	Deborah		Delanco (Long Term Sub)
Lilliston	Corey		Delanco
LIPPINCOTT	MARILYN		NONE (Grandfathered in Riverton ONLY)
Mack	Jeffrey		Beverly, Delanco, Edgewater Park, Riverton
Malachowski	Ralph		Edgewater Park
Marcus	Larry		Delanco, Edgewater Park, Riverton
Mc Connell	Nikole		Beverly, Delanco, Edgewater Park, Riverton
Mc Rae	CRYSTAL		Edgewater Park
Megee	Jamie		Beverly, Edgewater Park
Miranda	Daniel		Beverly
Morgan	Gregory		Beverly, Delanco, Edgewater Park, Riverton
MULHERN	JOHN		Delanco, Edgewater Park, Riverton
NEMETH	JOHN		Beverly, Delanco, Edgewater Park
Netterville	LaShan		Beverly, Edgewater Park
O'HARE	ELIZABETH		Edgewater Park
O'Rourke	Marianne		Beverly, Delanco, Edgewater Park
PAHL	(MARY) DIANE		Beverly, Delanco, Edgewater Park
Paone	Maryjane		Beverly, Delanco, Edgewater Park, Riverton
PERICE	LINDA		Beverly, Delanco, Edgewater Park, Riverton
Plastrik	Eboni		Edgewater Park
RIZZO	GREGORY		Beverly, Delanco, Riverton
Romero	Collin		Edgewater Park (LONG TERM SUB until 5/21/2021)
Rosenheim	Barbara		Edgewater Park
SANDERS	MONICA		Beverly, Delanco, Edgewater Park, Riverton
Santiago	Andrea		Beverly, Delanco, Edgewater Park
SCOTT	GERALD		Beverly, Delanco, Edgewater Park
Shaffer	Jaclyn		Edgewater Park
Spence	DIANE		Beverly, Delanco, Edgewater Park, Riverton
Stevenson	Vanessa		Beverly, Delanco, Edgewater Park, Riverton
TATTI	KATHY		Beverly, Delanco, Edgewater Park
THORN	RENEE'		Beverly, Delanco, Edgewater Park
Watson	Krystina		Beverly, Edgewater Park

Last Name	First Name	Nurse	District Fingerprints Approved
WENZKE	DONNA		Riverton
Wick Jr.	James		Beverly, Delanco, Edgewater Park, Riverton
Williams-Moore	Ida		Beverly, Edgewater Park
Woeste	Jacquelyn		Edgewater Park
Wright	Lynne		Beverly, Delanco, Edgewater Park, Riverton
Young	Christine		Beverly, Delanco, Edgewater Park, Riverton
ZITZLER	MARYELLEN		Grandfathered by Edgewater Park

LONG TERM SUBSTITUTE FOR DELANCO			
CASTELLI	JAMES		Beverly, Delanco, Edgewater Park
Healy	Donna		Delanco

11J



March 17, 2021

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

Dear Dr. Giacobbe,

I am expecting the birth of my child on June 23, 2021. A statement from my physician verifying my pregnancy, approximate date of birth, and disability time period will be provided to the board office. 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 plan to resume working in person until the due date of my child. Previous deliveries have occurred earlier than expected, therefore, I am tentatively requesting to use 5 sick days, unless the end of the school year precedes the use of all the requested sick days. Following completion of the use of my sick days, 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 following the last day of paid leave (tentative date, June 2021) and end on September 26, 2021.

I will return in the 2021-2022 school year, on Monday, September 27, 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 these leaves. Thank you for your time and consideration.

Sincerely,

Caitlin Stone

Cc: Board of Education

May 3, 2021

Dear Dr. Giacobbe,

Please accept this letter as my official resignation from my 1st grade teacher position with Beverly City School, effective at the completion of the 2020-2021 school year. I would like to thank you for the opportunity you have given me to learn and grow as an educator this past school year. I would also like to extend my appreciation to you for all of the help you have provided me both professionally and personally throughout the year.

At this time, I will continue implementing the knowledge and skills I have obtained thus far, as well as the suggestions provided to me from administration, through my final days of employment.

If you have any further questions or if I can be of any assistance, please feel free to contact me.

Sincerely,

A handwritten signature in black ink that reads "Kelsey Springsteen" with a horizontal line extending to the right.

Kelsey Springsteen

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

May 4, 2021

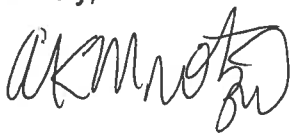
Dear Dr. Giacobbe,

Please accept this letter as my formal resignation from Beverly City School, effective at the conclusion of the 2020-2021 school year. It has been a privilege and a pleasure working at Beverly. I consider myself extremely fortunate to have completed my student teaching in your school, and to have been granted the opportunity to instruct my own Kindergarten class this past year. I would like to thank you for all of the professional assistance you, and the rest of the administration, have provided me with during my time in your school.

Moving forward, as I continue my career, I will take with me the countless lessons that I have learned from my first year of teaching. Through my final days of employment in Beverly City school, I will continue to implement the management and instructional strategies that I have been learning, as well as the professional advice and suggestions that I have been given.

Thank you again for awarding me the opportunity to build a strong foundation for the rest of my teaching career in your wonderful school. If you have any questions, please feel free to contact me.

Sincerely,

A handwritten signature in black ink, appearing to read 'Amanda Mrotzek', written in a cursive style.

Amanda Mrotzek
Kindergarten Teacher
Beverly City School

11N



May 3, 2021

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

Dear Dr. Giacobbe,

I am expecting the birth of my child on September 10, 2021. A statement from my physician verifying my pregnancy, approximate date of birth and disability time period will be forthcoming along with the certification of health care provider paperwork. I am requesting the use of NJFLA to care for my newborn baby as laid out in the district policy.

I intend to work until September 10, 2021. I will begin using 20 sick days beginning September 13, 2021 through October 8, 2021 for the purpose of incapacity due to pregnancy.

Further, following the completion of my sick days, 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. I intend to use 11 out of the 12 weeks of leave which will begin October 12, 2021 and end on December 23, 2021. I will return to work on January 3, 2022. I intend to apply to the State of New Jersey Insurance Benefits beginning October 12, 2021. After I receive the necessary paperwork for the BOE office I will then submit these forms for your completion within the time prescribed by law. Proper notification verifying my intent to return will be provided.

I am requesting notification from the Board of Education granting these leaves. Thank you for your time and consideration.

Sincerely,

Stefanie Maldonado
CC: Board of Education

REVISED



2020-2021 School Year Calendar

SEPTEMBER 2020

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			

OCTOBER 2020

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

NOVEMBER 2020

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 2020

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

JANUARY 2021

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

FEBRUARY 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						

MARCH 2021

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

APRIL 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	

MAY 2021

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

JUNE 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			

September

New Teachers
Staff Only
Open House for Parents & Students
3 PM - 7 PM
SCHOOL CLOSED
School Opens for Students

September 1
September 2
September 3

September 7
September 8

October

Student Dismissal 12:30 PM
SCHOOL CLOSED

October 9
October 12

November

Student Dismissal 12:30 PM
Parent Teacher Conference
1:15 PM - 3:15 PM & 5 PM - 7 PM
SCHOOL CLOSED
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 2 & 4
November 2

November 3
November 4

November 5-6
November 12
November 20
November 25
November 26-27

December

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

December 10
December 23
December 24-31

January

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

January 1
January 15
January 18
January 28

February

Report Cards Issued
Student Dismissal 12:30 PM
SCHOOL CLOSED

February 5
February 11
February 12 & 15

March

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

March 10, 11
March 10-12

April

12:30 PM Dismissal for ALL
SCHOOL CLOSED - Spring Recess
3rd Marking Period Ends
Report Cards Issued
Student Dismissal 12:30 PM

April 1
April 2-9
April 13
April 16
April 30

May

Student Dismissal 12:30 PM
SCHOOL CLOSED

May 27
May 28 & 31

June

Student Dismissal 12:30 PM
Student Dismissal 12:30 PM
SCHOOL CLOSED
Last Day for Students & Staff

June 1
June 17 & 21-22
June 18
June 22

Legend:

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

O Staff Only

Month	Students	Staff	Month	Students	Staff
September	17	19	February	18	18
October	21	21	March	23	23
November	16	16	April	16	16
December	17	17	May	19	19
January	19	19	June	16	16
Total			Students - 183		
			Staff - 185		

Summary of Student/Staff Days:

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

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

* - Added snow days if needed

BEVERLY K-8

World Language Curriculum



Enter A Learner.

Exit A Leader.

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Section I - General Curriculum Information

Beverly City World Language Curriculum Goal

The goal of the Beverly City School World Language Curriculum was developed to provide learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Goal Rational-World Language Education in the 21st Century

As one of the most diverse states in the United States, New Jersey encompasses a multicultural, global citizenry. In all regions, there are people speaking and interacting with others in different languages; there are street signs in several languages and international enterprises conducting business in English and in a multitude of other languages. The New Jersey Department of Education, whose mission is to equip students with necessary knowledge, skills, and attitudes to participate successfully in the 21st century, embraces the state's multiculturalism and diversity, including the acquisition of diverse languages and cultures.

Mission:

World languages education provides learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Vision:

An education in world languages fosters a population that:

- ❖ Cultivates communication and cultural understanding in more than one language with the levels of language proficiency that are required to function in a variety of occupations and careers in the contemporary workplace.
- ❖ Exhibits attitudes, values, and skills that indicate a positive disposition and understanding of cultural differences and that enhances cross cultural communication.
- ❖ Participates in local and global communities with people who speak languages other than English to address social justice issues and other global problems.
- ❖ Values language learning for its long-term worth in advancing personal, work-related, and/or financial success in our increasingly interconnected world.

Curriculum Requirements and Considerations

NJDOE Curriculum Requirements

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

The NJDOE Curriculum Requirements were outlined in a memo dated September 1, 2016. A copy of the letter is at the end of this section. A reduced summary is here.

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

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

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

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

These tools include at a minimum:

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

Further, all curricula must be aligned to current academic standards. As you know, the New Jersey State Board of Education has adopted academic standards in 21st Century Life and Careers, Comprehensive Health and Physical Education, Science, Social Studies, Technology, Visual and Performing Arts, World Languages, Mathematics and Language Arts Literacy on July 9, 2014. All curricula in all content areas must be aligned to these new standards. Finally, indicator #3 requires that an adoption date be entered for each of the nine content areas. Enter the month and year that the curriculum was initially adopted.

PJJ:qsac2016/i&p#3

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

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

- ❖ District boards of education shall be responsible for the review and continuous improvement of curriculum and instruction based upon changes in knowledge, technology, assessment results, and modifications to the NJSLs, according to N.J.A.C. 6A:8-2.
 1. District boards of education shall include interdisciplinary connections throughout the K–12 curriculum.
 2. District boards of education shall integrate into the curriculum 21st century themes and skills (N.J.A.C. 6A:8-3.1(c)2).
- ❖ **Twenty-first century themes and skills integrated into all content standards areas (N.J.A.C. 6A:8-1.1(a)3).**
“Twenty-first century themes and skills” means themes such as global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; learning and innovation skills, including

creativity and innovation, critical thinking and problem solving, and communication and collaboration; information, media, and technology skills; and life and career skills, including flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Dissection Law

N.J.S.A. 18A:35-4.25 and N.J.S.A. 18A:35-4.24 authorizes parents or guardians to assert the right of their children to refuse to dissect, vivisect, incubate, capture or otherwise harm or destroy animals or any parts thereof as part of a course of instruction.

Amistad Law:

N.J.S.A. 18A 52:16A-88 Every board of education shall incorporate the information regarding the contributions of AfricanAmericans to our country in an appropriate place in the curriculum of elementary and secondary school students.

Holocaust Law:

N.J.S.A. 18A:35-28 Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.

LGBT and Disabilities Law:

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

A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.

Beverly City Curriculum Development Considerations

Considerations were to:

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

The Future of the Beverly City World Language Curriculum

- (1) To treat this document as a work in progress,
- (2) To carefully notice what worked well and looking for activities that might be better.
- (3) To provide authentic learning experiences that enable students to apply content knowledge, develop social studies skills, and collaborate with students from around the world
- (4) To prepare students for college, careers, and civic life.

NJ SLS- World Language Instruction

Intent and Spirit of the World Languages Standard

The study of world languages benefits all students by fostering academic success, cognitive flexibility, increased access to information from other content areas, employment opportunities, and the ability to function more effectively with understanding and respect in all environments encountered in their lives. To meet the high school graduation requirement (N.J.A.C. 6A: 8:5.1), the New Jersey Student Learning Standards – World Languages (NJSLS – WL) promotes an acquisition process that is research-based, spiraling and recursive, and aligned to appropriate proficiency targets that are designed to ultimately enable learners to attain Novice-High level proficiency or above, which is a requirement for high school graduation. All students have regular, sequential instruction in one or more world languages beginning in kindergarten and continuing at least through the freshman year of high school. Further, N.J.A.C. 6A:8-5.1(b)4 directs districts to actively encourage all students who otherwise meet the current-year requirement for high school graduation to continue their study of a second language through high school in order to reach higher proficiency levels. Opportunities to develop higher levels of proficiency should be based on personal and career interests.

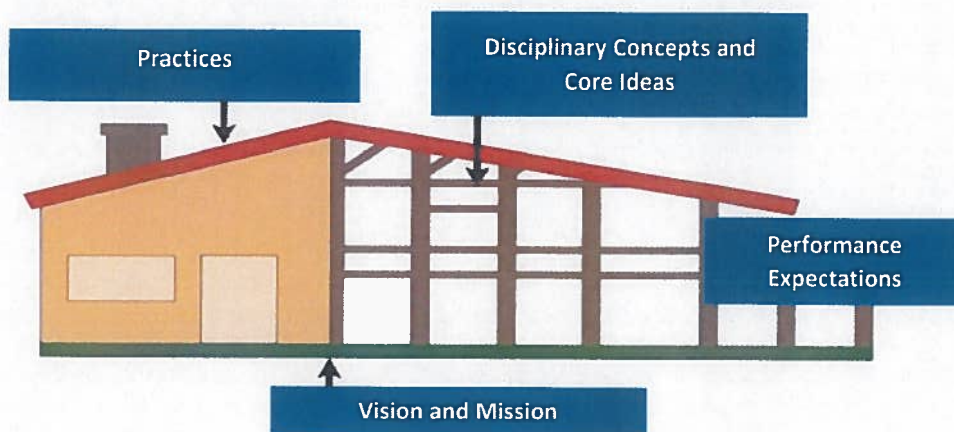
The number of years spent studying a language and the frequency of instruction impact the level of proficiency acquired in the language. This principle has historically been supported by research in the United States and abroad (Raymond, 2012). A three-year grant project (2005-08) administered by the New Jersey Department of Education supports these research findings. Data from the federally funded project that assessed the language proficiency of 60,000 8th-grade students presented compelling evidence for the need to develop programs that offer all students the opportunity to meet the state designated proficiency level of Novice-High. The data showed that programs offering a minimum of 540 hours of articulated instruction in classes that meet at least three times a week throughout the academic year produce a majority of students who can speak at the Novice-High proficiency level or higher. Consequently, the establishment and/or maintenance of quality, well- articulated language programs at the elementary and middle-school levels, as required by New Jersey Administrative Code, is critical for building the capacity of high school students to achieve the Novice-High level of language proficiency required for graduation.

Revised Standards

Framework for NJ Designed Standards

The design of this version of the NJ World Language Standard is intended to:

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



In this diagram:

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

NJSLS-World Language Disciplinary Concepts

- ❖ *Interpretive Mode of Communication*- In the Interpretive mode of communication, students demonstrate understanding of spoken and written communication within appropriate cultural contexts. Examples of this kind of one-way reading or listening include cultural interpretations of printed texts, videos, online texts, movies, radio and television broadcasts, and speeches. Beyond the Novice level, "interpretation" differs from "comprehension" because it implies the ability to read or listen "between the lines" and "beyond the lines."
 - Core Idea
 - Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.
 - Proficiency Levels
 - ◆ Novice Low
 - ◆ Novice Mid
 - ◆ Novice High
 - ◆ Intermediate Low
 - ◆ Intermediate Mid
 - ◆ Intermediate High
 - ◆ Advanced Low
- ❖ *Interpersonal Mode of Communication*- In the Interpersonal mode of communication, students engage in direct oral and/or written communication with others. Examples of this "two-way" communication include conversing face-to-face, participating in online discussions or videoconferences, instant messaging and text messaging, and exchanging personal letters or e-mail messages.
 - Core Ideas
 - Interpersonal communication between and among people is the exchange of information and the negotiation of meaning.
 - Proficiency Levels
 - ◆ Novice Low
 - ◆ Novice Mid
 - ◆ Novice High
 - ◆ Intermediate Low
 - ◆ Intermediate Mid
 - ◆ Intermediate High
 - ◆ Advanced Low
 - Speakers and writers gain confidence and competence as they progress along the proficiency continuum.

- Proficiency Levels
 - ◆ Intermediate Mid
 - ◆ Intermediate High
 - ◆ Advanced Low
- ❖ *Presentational Mode of Communication*- In the Presentational mode of communication, students present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction. Examples of this one-to-many mode of communication include a presentation to a group, posting an online video or webpage, creating and posting a podcast or videocast, and writing an article for a newspaper.
 - Core Ideas
 - Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
 - Proficiency Levels
 - ◆ Novice Low
 - ◆ Novice Mid
 - ◆ Novice High
 - ◆ Intermediate Low
 - ◆ Intermediate Mid
 - ◆ Intermediate High
 - ◆ Advanced Low
 - Speakers and writers gain confidence and competence as they progress along the proficiency continuum.
 - Proficiency Levels
 - ◆ Intermediate Mid
 - ◆ Intermediate High
 - ◆ Advanced Low

NJSLS-World Language Practices

The practices are the skills that individuals who leverage their ability to speak multiple languages in their careers use on a regular basis. Because the purpose of World Languages is to provide students with the essential language skills and cultural understandings in languages other than English, many of the practices can be applied to daily life. These practices establish a strong link between communication and culture, which is applied when making connections and comparisons and in using language to function as part of local and global communities. Curriculum writers and educators will want to consider how they can design learning experiences that will enable their students to develop these skills in conjunction with the skills reflected in the core ideas and performance expectations (ACTFL, 2012).

Practice	Description
Communicate	Communicate effectively in more than one language in order to function in a variety of situations and for multiple purposes.
Cultures	Learners use the language to investigate, explain, and reflect on the relationship between the practices and perspectives of the cultures studied. Learners use the language to investigate, explain, and reflect on the relationship between the products and perspectives of the cultures studied.
Connections	Learners use the language to investigate, explain, and reflect on the nature of language through comparisons of the language studied and their own. Learners use the language to investigate, explain, and reflect on the concept of culture through comparisons of the cultures studied and their own.

Comparisons	Develop insight into the nature of language and culture in order to interact with cultural competence.
Communities	Learners use the language both within and beyond the classroom to interact and collaborate in their community and the globalized world. Learners set goals and reflect on their progress in using languages for enjoyment, enrichment, and advancement.

Language Proficiency Levels

Unlike other content areas, the NJSL – WL is benchmarked by proficiency levels. In this iteration of version, the performance expectations for all three modes of communication are displayed in one document according to proficiency level. Below is a chart from ACTFL Performance Descriptors for Language Learners (2012) that shows how assessing for performance is different from assessing for proficiency.

The ultimate goal of world language instruction is for learners to attain high levels of proficiency, which allows them to use the language with ease and confidence in everyday interactions with native speakers and in the workplace. To attain proficiency, learners learn, use, and practice language that they acquire in a classroom setting. Spiraling and recursive performance in a world language leads to proficiency.

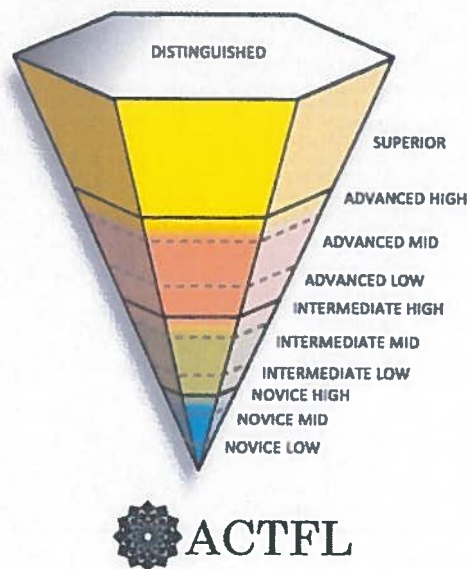
- ❖ Performance is defined as how well a learner uses language acquired in a classroom setting.
- ❖ Proficiency is defined as the spontaneous use of language in real-world situations that might occur when:
 - interacting with native speakers of the language, or
 - immersed in a target language environment

Assessing Performance	Assessing Proficiency
<i>Based on instruction:</i> Describes what the language learner can demonstrate based on what was learned	<i>Independent of specific instruction or curriculum:</i> Describes what the language user can do regardless of where, when or how the language was acquired
<i>Practice:</i> Tasks are derived from the language functions and vocabulary that learners have practiced or rehearsed but which are applied to other tasks with familiar contexts	<i>Spontaneous:</i> Tasks are non-rehearsed situations
<i>Familiar content and context:</i> Content based on what was learned, practiced, or rehearsed; all within a context similar but not identical to how learned	<i>Broad content and context:</i> Context and content are those that are appropriate for the given level
<i>Demonstrated performance:</i> To be evaluated within a range, must be able to demonstrate the features of the domains of a given range in those contexts and content areas that have been learned and practices.	<i>Sustained performance across all the tasks and contexts for the level:</i> To be at a level, must demonstrate consistent patterns of all the criteria for a given level, all of the time

The following guidelines describe what individuals can do with language when speaking, writing, listening, and reading in real-life situations in spontaneous and non-rehearsed contexts (ACTFL, 2012). The guidelines identify five major levels of proficiency: Novice, Intermediate, Advanced, Superior, and Distinguished.

- ❖ *Novice Low*: Students communicate using words and phrases that are memorized and practiced when talking about very familiar topics related to self, family, friends, school and home.
- ❖ *Novice Mid*: Students communicate using memorized words and some phrases to talk about familiar topics related to school, home, and the community.
- ❖ *Novice High*: Students communicate using words, lists, and simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- ❖ *Intermediate Low*: Students communicate using simple sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- ❖ *Intermediate Mid*: Students communicate using strings of sentences to ask and answer questions, to handle simple transactions related to everyday life, and to talk about subject matter studied in other classes.
- ❖ *Intermediate High*: Students communicate using connected sentences and paragraphs to handle complicated situations on a wide-range of topics.
- ❖ *Advanced Low*: Students communicate using paragraph-level discourse to handle complicated situations on a wide-range of topics.

Figure 1: ACTFL Proficiency Levels

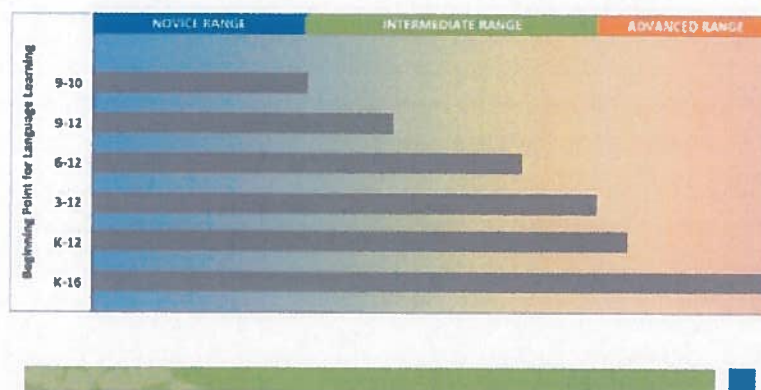


Realistic Grade-Level Targets for Benchmarked Performance Levels

Language learners can be expected to move through levels of proficiency at different rates. In addition, language learners may demonstrate differing proficiencies depending upon the communicative mode in which they are functioning (interpersonal, interpretive, or presentational) and the language they are studying. For example, students studying a language with a different writing or grammar system and few if any cognates or loan words may require additional time to acquire the language at the same proficiency level as students studying a language with many cognates or loan words and the same writing or similar grammar system. Other factors that correlate to the development of proficiency include the age and cognitive development of the students and literacy in their first language.

The chart below comes from the ACTFL Performance Descriptors for Language Learners 2012 and visually depicts general approximation of performance for all students. As time and intensity of program are directly related to the development of proficiency the chart reflects elementary programs that meet for at least 90 minutes a week in a standards-based program and middle school and high school programs that meet daily for the equivalent of a class period.

Figure 2: Time as a Critical Component for Developing Language Performance



13 | ACTFL Performance Descriptors for Language Learners © ACTFL, Inc., 2012

Grade Bands, Proficiency Targets, and Core Ideas The NJSLS

WL is organized in grade bands (K–2, 3-5, 6–8, 9–12). Within each band, the modes of communication (interpretive, interpersonal, and presentational) are explicated by core ideas, intercultural understandings, and targeted proficiency levels. Further, clear expectations guide users by giving performance examples describing what students can do with the language they are learning at the targeted level. The guide is sequential, organized as a continuum toward higher levels of proficiency.

The intercultural statements build upon the American Council on the Teaching of Foreign Languages (ACTFL) statements for Intercultural Communication (Moeller & Yu, 2015) and provide examples for students to use the target language and knowledge of culture to improve Intercultural Communicative Competence. The statements underscore the intricate relationship between language and culture by providing examples of the products and practices that learners may encounter and understand at different levels of proficiency. Intercultural Communicative Competence is essential for establishing effective and positive relationships across cultural boundaries.

The Seal of Biliteracy

The State Seal of Biliteracy (N.J.A.C. 6A: 8-5.3) identifies graduating high school students who are able to demonstrate high levels of proficiency in English in addition to one or more world languages. The Seal of Biliteracy seeks to: encourage students to study languages; provide employers with a method of identifying people with language and biliteracy skills; provide universities with a method to recognize and award academic credit to applicants seeking admission; and strengthen intergroup relationships, affirm the value of diversity, and honor the multiple cultures and languages of communities. Students who meet all requirements to be eligible for a Seal of Biliteracy receive a notation on local transcripts and a certificate from the New Jersey Department of Education.

Philosophy and Goals NJSLS

WL reflect the philosophy and goals found in the national Standards for Foreign Language Learning in the 21st Century (National Standards in Foreign Language Education Project, 2006) and the summary of the World-Readiness Standards for Learning Languages. They were developed by consulting standards in the United States and internationally, as well as by examining the latest research and best practices on second-language acquisition. The revised world languages standard is generic in nature, designed as a core subject, and is meant to be inclusive for all languages taught in New Jersey schools. With regard to the implementation of NJSLS – WL for particular languages or language groups:

American Sign Language (ASL)

The differences between studying ASL and spoken languages can be profound. Students of American Sign Language learn how to communicate spatially, rather than arranging words sequentially into sentences. They face

unique challenges due to the modality differences between speaking and signing. This involves language features like the use of space, eye gaze, classifiers, depicting verbs and cinematic techniques. Students engage in all three modes of communication— interpersonal, interpretive, and presentational by using the hands, face and body to express ideas while incorporating a variety of complex linguistic features, such as role shifting, semantic influences on message meanings and application of appropriate prosodic features to reflect the signer's intent and tone. Contrary to a linear language, ASL students are challenged to express their ideas while simultaneously using these complex units of meaning. In addition, students learn different ways to navigate conversational interactions like turn-taking, attention getting techniques, and the importance of maintaining eye contact.

Classical languages

The study of classical languages focuses primarily on the interpretive mode using historical contexts. Occasionally, some attention may be given to oral dimensions of classical languages, such as by asking students to make presentations in the language of study as a way of strengthening their language knowledge and use.

Heritage-languages

Heritage-language students may be (1) newly-arrived immigrants to the United States, (2) first-generation students whose home language is not English and who have been schooled primarily in the United States, or (3) second- or third- generation students who have learned some aspects of a heritage language at home. These students have varying abilities and proficiencies in their respective heritage languages; they often carry on fluent and idiomatic conversations (interpersonal mode), but require instruction that allows them to develop strengths in reading (interpretive mode) and in formal speaking and writing (presentational mode). These students are held to the same standards for world languages as their English-speaking peers, and they should be provided with opportunities for developing skills in their native languages that are both developmentally supportive and rigorous. Designing curriculum to maintain and further develop native-language skills ensures that the skills of these students do not erode over time as English becomes their dominant language.

NJ SLS-Social Studies Teacher and Instructional Support

- American Council on Teaching of Foreign Languages <https://www.actfl.org/resources/about-actfl>
- Nandur <https://www.cal.org/earlylang/>
- Teaching Foreign Languages K-12: A Library of Classroom Practices <https://www.learner.org/series/teaching-foreign-languages-k-12-a-library-of-classroom-practices/>
- World Language Classroom <https://wiclassroom.com/>

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Section II Kindergarten - Grade 5 World Language Instruction

Summary of Kindergarten- Grade 5 World Language Instruction

The focus of the Beverly City School Kindergarten through Fifth grade World Language Curriculum is to provide learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Student proficiency, as identified by the New Jersey Student Learning Standards for World Language, are addressed in each grade level, and are measured through teacher observation, in-class projects, assessments, and discussions. Approved websites, Chromebooks, computers, CD-ROMs, and hands-on materials are used to engage students in the standards they need to master. All of these ideas are presented in the Beverly City School Kindergarten through Fifth Grade World Language Curriculum.

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
Digital artifacts can be owned by individuals or organizations.	Digital artifacts can be owned by individuals or organizations.
Individuals should practice safe behaviors when using the Internet.	Individuals should practice safe behaviors when using the Internet.
An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.	An individual's digital footprint reflects the various actions an individual makes online, both positive and negative.
Digital communities allow for social interactions that can result in positive or negative outcomes.	Digital communities allow for social interactions that can result in positive or negative outcomes.
Young people can have a positive impact on the natural world in the fight against climate change.	Young people can have a positive impact on the natural world in the fight against climate change.

<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:

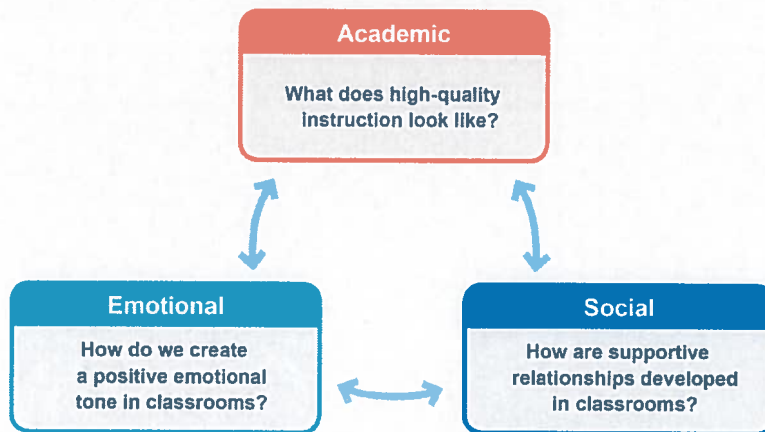
- ❖ Standards require students to participate in classroom discussions and explain their points of view. Thus, students need to learn communication skills and how communication must vary depending on their audience and their communication objective.

- ❖ 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 5 World Language Pacing

Unit	Unit Title	Weeks	Time Frame
1	All About Me	6 weeks	September through Mid-October
2	School Days	6 weeks	Mid-October through November
3	Home, Sweet Home	6 weeks	December through early January
4	Food, Glorious Food!	6 weeks	mid-January through February
5	Celebrations	6 weeks	March to early April
6	Migratory Animals	6 weeks	early April to mid-May
7	Going Green	6 weeks	May through June

Kindergarten - Grade 2 World Language Instruction

NJSLS- World Language Standards

Interpretive Mode of Communication

Novice Low learners identify a limited number of memorized or familiar words, symbols, or characters in very familiar contexts when they are supported by visuals in informational and fictional texts.

Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> • 7.1.NL.IPRET.1: Identify a few memorized and practiced words contained in oral, viewed, and written chunks of language in culturally authentic materials when supported by visual cues such as pictures and gestures and text support such as bolded words, bulleted lists, and/or captions. • 7.1.NL.IPRET.2: Respond with physical actions and/or gestures to simple oral directions, commands, and requests. • 7.1.NL.IPRET.3: Recognize a few common gestures associated with the target culture(s). • 7.1.NL.IPRET.4: Recognize a few memorized words related to weather and climate in the target culture(s) and in students' own cultures in highly contextualized oral texts.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, pets, school supplies, animals, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality within the family, similarities and differences of school supplies in the target culture and in students' own cultures, authentic songs and dances as a reflection of target culture people

Interpersonal Mode of Communication

Novice Low learners communicate using practiced and memorized words and phrases. They answer some formulaic questions on very familiar topics and express personal needs with memorized words and phrases. *Novice Low learners* often use gestures and pictures to convey meaning.

Core Idea	Performance Expectation

<p>Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.</p>	<ul style="list-style-type: none"> • 7.1.NL.IPERS.1: Respond to a few simple questions on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.2: With the help of gestures and/or visuals, share with others basic needs on very familiar topics using memorized words and phrases that have been repeatedly practiced. • 7.1.NL.IPERS.3: Tell others a few basic preferences and/or feelings using memorized words and phrases, often supported by gestures or visuals. • 7.1.NL.IPERS.4: React to a few procedural instructions, directions, and commands in classroom situations. • 7.1.NL.IPERS.5: Enact a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.IPERS.6: Share with others the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
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Intercultural Statements	Possible Topics
<p>Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.</p>	<p>Family members, school supplies, pets, weather.</p>
<p>Learners recognize and identify a few typical practices of the target culture.</p>	<p>Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.</p>

Presentational Mode of Communication

Novice Low learners express basic information about themselves using memorized words and phrases, with the help of gestures or visuals.

Core Idea	Performance Expectation
<p>Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.</p>	<ul style="list-style-type: none"> • 7.1.NL.PRSNT.1: Present very familiar personal information using memorized words and phrases that have been repeatedly practiced, often using gestures and visuals to support communication. • 7.1.NL.PRSNT.2: Express a few basic preferences and/or feelings using memorized words and phrases

	<p>that are supported by gestures or visuals.</p> <ul style="list-style-type: none"> • 7.1.NL.PRSNT.3: Imitate a few culturally authentic gestures when greeting others and during leave takings. • 7.1.NL.PRSNT.4: State the names of a few memorized and practiced words and phrases related to climate change in the target culture(s) and in students' own cultures.
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Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, school supplies, pets, weather.
Learners recognize and identify a few typical practices of the target culture.	Greetings based on different levels of language formality, school supplies in target culture and in the United States, authentic songs and dances as a reflection of target-language people.

Unit 1 - All About Me

Content:

- Physical characteristics
- Personality qualities
- Numbers 1-31
- The structures necessary to:
 1. Describe physical qualities and personality qualities
 2. Express emotions
 3. Tell age (as a memorized chunk)
 4. Express where one lives and goes to school
- Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age
- Culturally appropriate expressions and gestures to greet and take leave
- How to raise or lower intonation when asking different types of questions (if appropriate in the target language)
- Pastime activities
- Expressions used to indicate location
- The structures necessary to:
 1. Express like and dislike (as memorized chunks)
 2. Give and respond to commands (as memorized chunks)
- Memorized and frequently practiced questions to inquire about likes and dislikes and pastime activities

Skills:

- Recognize descriptions of people as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics and personality qualities using digital tools.
- Answer simple questions related to physical characteristics and personality qualities using digital tools.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities.
- Recognize pastime preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to pastime activities using digital tools and face-to-face communication.
- Answer simple questions related to pastime activities using digital tools and face-to-face communication.
- Describe self and others using oral or written text.
- Identify culturally specific pastime activities.
- Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime activities.

Resources:

- Espanol Para Ti Program
 - Videos
 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
 - *Fredo's Adventures*

Additional Resources

- Duolingo [duolingo.com](https://www.duolingo.com)
- <https://discoveringtheworldthroughmysonseyes.com/>
- <https://www.bbc.co.uk/bitesize>
- <https://www.th espanish experiment.com/>
- <https://onlinefreespanish.com/>
- <https://www.spanishplayground.net/>
- <https://www.123teachme.com/>
- <https://onethirdstories.com/>

Unit Assessments and Activities:

- Teacher Observations
- Unit Assessments
<https://drive.google.com/drive/folders/1PB4ToYeEubZaQ8cRZ-HtTjAUsw3beT9C?usp=sharing>
- Classroom Participation

Unit 2: School Days

Content:

- Classroom objects and furniture
- School supplies
- Cultural products related to school
- Cultural practices related to school

- School subjects
- Activities associated with school
- Days of the week
- Months of the year
- Ordinal numbers
- Question words
- Numbers for telling time
- Expressions associated with telling time (i.e. morning, afternoon, evening)
- The structures necessary to:
 - Express time
 - Ask memorized questions related to school activities in the present time frame
 - Respond to simple questions related to school activities in the present time frame

The following items have already been assessed in Unit 1 and are being recycled in this unit:

- The structures necessary to:
 - Express likes or dislikes
 - Give and respond to commands (as memorized chunks)
 - Expressions used to indicate location

Skills:

- Identify school supplies found in written and oral text.
- Demonstrate understanding of commands associated with classroom items.
- Tell where things and people in the classroom are located.
- Compare an American classroom with one in the target culture.
- Interpret a school schedule to identify classes and time.
- Identify extra-curricular activities typical in the target culture.
- Ask memorized questions related to school life.
- Answer simple questions related to school life.
- Express likes and dislikes related to academic and social aspects of school life.
- Describe a typical school day.
- Compare school life in the target culture(s) with school life in the U.S.

Resources:

- Espanol Para Ti Program
 - Videos
 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
 - *Fredo's Adventures*

Additional Resources

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- Classroom Participation

Unit 3: Home, Sweet Home

Content:

- Types of furniture found in the home
- Names of rooms in the home
- Common household items used in each room
- Characteristics of a home
- The structures necessary to:
 - Describe homes
 - Describe the contents of homes
- Memorized and frequently practiced questions related to:
 - Rooms in the home
 - Location of items in the home
- Common household chores
- Memorized and frequently practiced questions related to distribution of chores

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
 - State a preference or an opinion
 - Express like and dislike
 - Indicate location
 - Give and respond to commands (as memorized chunks)

Skills:

- Identify furniture and items in a home as found in authentic materials from an electronic information source.
- Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market.
- Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.
- Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.
- Compare homes in the target and home cultures.
- Create a tour of a home from the target culture.
- Create multimedia rich visual representations of one's home or a home representative of the home culture.
- Retell highlights from an authentic video or simple written text that includes description of the home and its contents.
- Identify chores as found in authentic materials from an electronic information source.
- Ask memorized questions related to chores using digital tools.
- Respond to simple questions related to chores using digital tools.

- Use memorized language to express preferences related to the division of household chores.
- Create a multimedia rich visual representation related to chores.
- Compare common household chores in the home culture with common household chores in the target culture(s).
- Retell highlights from an authentic video or simple written text that includes description of chores.
- Identify culturally specific chores.

Resources:

- Espanol Para Ti Program
 - Videos
 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
 - *Fredo's Adventures*

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- Classroom Participation

Unit 4 Food, Glorious Food!

Content:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Memorized questions related to describing food
- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
 - Extend, accept, and refuse an invitation
- Memorized questions related to ordering and paying for a meal

- Currency from target culture and conversion to American equivalent

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
 - State a preference
 - Express likes and dislikes
 - Indicate location
 - Compare

Skills:

- Identify the main idea of an authentic text dealing with food products and practices.
- Ask questions related to food preferences, products, and practices.
- Answer questions related to food preferences, products, and practices.
- Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.
- Recognize familiar food terms as found in an authentic menu.
- Demonstrate comprehension of series of oral and written directions as related to table settings.
- Give and follow directions related to healthy eating.
- Recognize and use common gestures and cultural practices associated with food.
- Engage in an unrehearsed conversation to order a meal by asking and answering questions.

Resources:

- Espanol Para Ti Program
 - Videos
 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
 - *Fredo's Adventures*

Additional Resources

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Unit Assessments and Activities:

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- Classroom Participation

Unit 5 Celebrations

Content:

- Family members
- Clothing
- Names of authentic holidays and celebrations
- Seasons
- Structures needed to:
 - Ask and answer questions related to family members
 - Ask and answer questions related to clothing and preferences
 - Ask and answer questions related to when holidays and celebrations occur
- Activities associated with planning , attending, and participating in celebrations
- Structures needed to:
 - Describe typical holidays
 - Describe activities that take place during holiday celebrations
 - Compare and contrast celebrations in the home and target culture

The following items have been previously assessed and are being recycled in this unit:

- How people greet and take leave in a target culture(s)
- Pastime activities
- Food
- Days of the week
- Months of the year
- Colors
- Structures needed to:
 - Express likes and dislikes
 - State preferences
 - Compare
 - Describe

Skills:

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Recognize names of family members as found in culturally authentic video/audio/written texts.
- Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations.
- Ask memorized questions related to family members.
- Answer simple questions related to family members.
- Ask memorized questions related to clothing.
- Answer simple questions related to clothing.
- Ask memorized questions related to celebrations in the home and target cultures.
- Answer simple questions related to celebrations in the home and target cultures.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- State likes, dislikes, and preferences related to clothing.
- Describe clothing.
- Describe family members.
- Identify customs and traditions of target culture(s) as found in culturally authentic video/audio/written texts.
- Ask memorized questions related to activities that take place during celebrations in the home and target cultures.

- Answer simple questions related to activities that take place during celebrations in the home and target cultures.
- Extend/accept/reject an invitation to celebrations in the home and target cultures.
- Describe celebrations in the home and target cultures.
- Create an invitation for a target culture celebration.
- Compare/contrast celebrations in the home and target cultures.
- Plan and carry out a simulated celebration related to the target culture in the classroom.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- Express likes, dislikes, and preferences related to activities associated with celebrations.

Resources:

- Espanol Para Ti Program
 - Videos
 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
 - *Fredo's Adventures*

Additional Resources

- Duolingo [duolingo.com](https://www.duolingo.com)
- <https://discoveringtheworldthroughmysonseyes.com/>
- <https://www.bbc.co.uk/bitesize>
- <https://www.thespanshexperiment.com/>
- <https://onlinefreespanish.com/>
- <https://www.spanishplayground.net/>
- <https://www.123teachme.com/>
- <https://onethirdstories.com/>

Unit Assessments and Activities:

- Teacher Observations
- Unit Assessments
<https://drive.google.com/drive/folders/1PB4ToYeEubZAQ8cRZ-HtTjAUsw3beT9C?usp=sharing>
- Classroom Participation

Unit 6 Migratory Animals

Content:

- Names of migratory animals
- Physical characteristics of migratory animals
- Basic survival needs of migratory animals
- Names of habitats of migratory animals
- Geographical locations where migratory animals may be found
- Compass points (to follow migration of animals)
- The structures necessary to:
 - Describe animals (e.g. verbs such as to be and to have)
 - Express needs
 - Show possession

- Memorized and frequently practiced questions associated with characteristics of animals and basic survival needs of animals
- Reasons animal migrate
- Weather patterns
- The structures necessary to describe weather

Skills:

- Recognize names and characteristics of migratory animals contained in culturally authentic materials using electronic information sources.
- Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some migratory animals.
- Recognize names of habitats, continents, and countries in which migratory animals live as found in culturally authentic materials from electronic information sources.
- Imitate appropriate intonation for asking different types of questions about migratory animals, their habitats, and geographical locations in the target language.
- Recognize familiar spoken or written words and phrases related to animal migration, weather patterns, and reasons animals migrate as found in culturally authentic materials using electronic information sources.
- Demonstrate comprehension of brief oral and/or written messages about world-wide weather conditions and patterns as found in culturally authentic materials.
- Demonstrate comprehension of brief oral and/or written messages about animals native to various regions of the world as found in culturally authentic materials.
- Ask simple questions related to reasons animals migrate using memorized words and phrases.
- Answer simple questions related to reasons animals migrate using memorized words and phrases.

Resources:

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 - Videos
 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
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- Classroom Participation

Unit 7 Go Green

Content:

- Symbols of recycling in target culture
- Vocabulary associated with symbols of recycling
- Recyclable categories
- Shapes and materials
- Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items
- Vocabulary of locations
- Vocabulary of renewable resources, such as water, electricity, and paper
- The structures necessary to:
 - Give and respond to memorized commands associated with reduce, reuse, recycle
- Indicate frequency

The following items have already been assessed in other unit(s) and are being recycled in this unit:

- Colors
- Numbers
- School supplies
- The structures necessary to:
 - Indicate location
 - Compare
 - Indicate direction

Skills:

- Identify recycled products of the target culture as found in authentic materials from electronic information sources and other sources.
- Give and follow commands related to recycled products.
- Ask memorized questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.
- Respond to simple questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.
- Compare recycled products in home and target cultures.
- Ask memorized questions related to use of renewable resources of the home and target cultures using digital tools and face-to-face communication.
- Respond to simple questions related to use of renewable resources of the home and target cultures using digital tools and face-to-face communication.
- Compare practices regarding renewable resources in home and target cultures.

Resources:

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 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
 - *Fredo's Adventures*

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Grade 3 - Grade 5 World Language Instruction

NJSLS- World Language Standards

Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and	Family members, pets, school supplies, animals,

identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.

Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectation
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners'	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.

own culture.	
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea	Performance Expectation
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world. .

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations

	in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.
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Unit 1 - All About Me

Content:

- Physical characteristics
- Personality qualities
- Numbers 1-31
- The structures necessary to:
 1. Describe physical qualities and personality qualities
 2. Express emotions
 3. Tell age (as a memorized chunk)
 4. Express where one lives and goes to school
- Memorized and frequently practiced questions associated with physical characteristics, personality qualities, and age
- Culturally appropriate expressions and gestures to greet and take leave
- How to raise or lower intonation when asking different types of questions (if appropriate in the target language)
- Pastime activities
- Expressions used to indicate location
- The structures necessary to:
 1. Express like and dislike (as memorized chunks)
 2. Give and respond to commands (as memorized chunks)
- Memorized and frequently practiced questions to inquire about likes and dislikes and pastime activities

Skills:

- Recognize descriptions of people as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics and personality qualities using digital tools.
- Answer simple questions related to physical characteristics and personality qualities using digital tools.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic text (oral or written) that includes physical characteristics and personality qualities.
- Recognize pastime preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to pastime activities using digital tools and face-to-face communication.
- Answer simple questions related to pastime activities using digital tools and face-to-face communication.
- Describe self and others using oral or written text.
- Identify culturally specific pastime activities.
- Retell highlights from a culturally authentic text (oral or written) that includes preferences related to pastime activities.

Resources:

- Espanol Para Ti Program
 - Videos
 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
 - *Fredo's Adventures*

Additional Resources

- Duolingo duolingo.com
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Unit Assessments and Activities:

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- Classroom Participation

Unit 2: School Days

Content:

- Classroom objects and furniture
- School supplies
- Cultural products related to school
- Cultural practices related to school
- School subjects
- Activities associated with school
- Days of the week
- Months of the year
- Ordinal numbers
- Question words
- Numbers for telling time
- Expressions associated with telling time (i.e. morning, afternoon, evening)
- The structures necessary to:
 - Express time
 - Ask memorized questions related to school activities in the present time frame
 - Respond to simple questions related to school activities in the present time frame

The following items have already been assessed in Unit 1 and are being recycled in this unit:

- The structures necessary to:
 - Express likes or dislikes
 - Give and respond to commands (as memorized chunks)
 - Expressions used to indicate location

Skills:

- Identify school supplies found in written and oral text.
- Demonstrate understanding of commands associated with classroom items.
- Tell where things and people in the classroom are located.
- Compare an American classroom with one in the target culture.
- Interpret a school schedule to identify classes and time.
- Identify extra-curricular activities typical in the target culture.
- Ask memorized questions related to school life.
- Answer simple questions related to school life.
- Express likes and dislikes related to academic and social aspects of school life.
- Describe a typical school day.
- Compare school life in the target culture(s) with school life in the U.S.

Resources:

- Espanol Para Ti Program
 - Videos
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 - Activity Cassettes
 - Song Cassette
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Unit 3: Home, Sweet Home**Content:**

- Types of furniture found in the home
- Names of rooms in the home
- Common household items used in each room
- Characteristics of a home
- The structures necessary to:
 - Describe homes
 - Describe the contents of homes
- Memorized and frequently practiced questions related to:

- o Rooms in the home
- o Location of items in the home
- Common household chores
- Memorized and frequently practiced questions related to distribution of chores

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
 - o State a preference or an opinion
 - o Express like and dislike
 - o Indicate location
 - o Give and respond to commands (as memorized chunks)

Skills:

- Identify furniture and items in a home as found in authentic materials from an electronic information source.
- Identify furniture and items in a home as found in videos of home tours from authentic electronic sources and advertisements for homes on the market.
- Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.
- Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, and furniture) using digital tools.
- Compare homes in the target and home cultures.
- Create a tour of a home from the target culture.
- Create multimedia rich visual representations of one's home or a home representative of the home culture.
- Retell highlights from an authentic video or simple written text that includes description of the home and its contents.
- Identify chores as found in authentic materials from an electronic information source.
- Ask memorized questions related to chores using digital tools.
- Respond to simple questions related to chores using digital tools.
- Use memorized language to express preferences related to the division of household chores.
- Create a multimedia rich visual representation related to chores.
- Compare common household chores in the home culture with common household chores in the target culture(s).
- Retell highlights from an authentic video or simple written text that includes description of chores.
- Identify culturally specific chores.

Resources:

- Espanol Para Ti Program
 - o Videos
 - o Flashcards
 - o Activity Cassettes
 - o Song Cassette
 - o Puppets
 - o *Fredo's Adventures*

Additional Resources

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- Classroom Participation

Unit 4 Food, Glorious Food!

Content:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Memorized questions related to describing food
- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
 - Extend, accept, and refuse an invitation
- Memorized questions related to ordering and paying for a meal
- Currency from target culture and conversion to American equivalent

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
 - State a preference
 - Express likes and dislikes
 - Indicate location
 - Compare

Skills:

- Identify main idea of an authentic text dealing with food products and practices.
- Ask questions related to food preferences, products, and practices.
- Answer questions related to food preferences, products, and practices.
- Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.
- Recognize familiar food terms as found in an authentic menu.
- Demonstrate comprehension of series of oral and written directions as related to table settings.
- Give and follow directions related to healthy eating.
- Recognize and use common gestures and cultural practices associated with food.
- Engage in an unrehearsed conversation to order a meal by asking and answering questions.

Resources:

- Espanol Para Ti Program
 - Videos
 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
 - *Fredo's Adventures*

Additional Resources

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- Classroom Participation

Unit 5 Celebrations

Content:

- Family members
- Clothing
- Names of authentic holidays and celebrations
- Seasons
- Structures needed to:
 - Ask and answer questions related to family members
 - Ask and answer questions related to clothing and preferences
 - Ask and answer questions related to when holidays and celebrations occur
- Activities associated with planning , attending, and participating in celebrations
- Structures needed to:
 - Describe typical holidays
 - Describe activities that take place during holiday celebrations
 - Compare and contrast celebrations in the home and target culture

The following items have been previously assessed and are being recycled in this unit:

- How people greet and take leave in a target culture(s)
- Pastime activities
- Food
- Days of the week
- Months of the year
- Colors
- Structures needed to:

- o Express likes and dislikes
- o State preferences
- o Compare
- o Describe

Skills:

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Recognize names of family members as found in culturally authentic video/audio/written texts.
- Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations.
- Ask memorized questions related to family members.
- Answer simple questions related to family members.
- Ask memorized questions related to clothing.
- Answer simple questions related to clothing.
- Ask memorized questions related to celebrations in the home and target cultures.
- Answer simple questions related to celebrations in the home and target cultures.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- State likes, dislikes, and preferences related to clothing.
- Describe clothing.
- Describe family members.
- Identify customs and traditions of target culture(s) as found in culturally authentic video/audio/written texts.
- Ask memorized questions related to activities that take place during celebrations in the home and target cultures.
- Answer simple questions related to activities that take place during celebrations in the home and target cultures.
- Extend/accept/reject an invitation to celebrations in the home and target cultures.
- Describe celebrations in the home and target cultures.
- Create an invitation for a target culture celebration.
- Compare/contrast celebrations in the home and target cultures.
- Plan and carry out a simulated celebration related to the target culture in the classroom.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- Express likes, dislikes, and preferences related to activities associated with celebrations.

Resources:

- Espanol Para Ti Program
 - o Videos
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- Classroom Participation

Unit 6 Migratory Animals

Content:

- Names of migratory animals
- Physical characteristics of migratory animals
- Basic survival needs of migratory animals
- Names of habitats of migratory animals
- Geographical locations where migratory animals may be found
- Compass points (to follow migration of animals)
- The structures necessary to:
 - Describe animals (e.g. verbs such as to be and to have)
 - Express needs
 - Show possession
- Memorized and frequently practiced questions associated with characteristics of animals and basic survival needs of animals
- Reasons animal migrate
- Weather patterns
- The structures necessary to describe weather

Skills:

- Recognize names and characteristics of migratory animals contained in culturally authentic materials using electronic information sources.
- Interpret visual resources to complete a graphic organizer about the needs and physical characteristics of some migratory animals.
- Recognize names of habitats, continents, and countries in which migratory animals live as found in culturally authentic materials from electronic information sources.
- Imitate appropriate intonation for asking different types of questions about migratory animals, their habitats, and geographical locations in the target language.
- Recognize familiar spoken or written words and phrases related to animal migration, weather patterns, and reasons animals migrate as found in culturally authentic materials using electronic information sources.
- Demonstrate comprehension of brief oral and/or written messages about world-wide weather conditions and patterns as found in culturally authentic materials.
- Demonstrate comprehension of brief oral and/or written messages about animals native to various regions of the world as found in culturally authentic materials.
- Ask simple questions related to reasons animals migrate using memorized words and phrases.
- Answer simple questions related to reasons animals migrate using memorized words and phrases.

Resources:

- Espanol Para Ti Program

- Videos
- Flashcards
- Activity Cassettes
- Song Cassette
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Unit 7 Go Green

Content:

- Symbols of recycling in target culture
- Vocabulary associated with symbols of recycling
- Recyclable categories
- Shapes and materials
- Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items
- Vocabulary of locations
- Vocabulary of renewable resources, such as water, electricity, and paper
- The structures necessary to:
 - Give and respond to memorized commands associated with reduce, reuse, recycle
- Indicate frequency

The following items have already been assessed in other unit(s) and are being recycled in this unit:

- Colors
- Numbers
- School supplies
- The structures necessary to:
 - Indicate location
 - Compare
 - Indicate direction

Skills:

- Identify recycled products of the target culture as found in authentic materials from electronic information sources and other sources.

- Give and follow commands related to recycled products.
- Ask memorized questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.
- Respond to simple questions related to recycled products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.
- Compare recycled products in home and target cultures.
- Ask memorized questions related to use of renewable resources of the home and target cultures using digital tools and face-to-face communication.
- Respond to simple questions related to use of renewable resources of the home and target cultures using digital tools and face-to-face communication.
- Compare practices regarding renewable resources in home and target cultures.

Resources:

- Espanol Para Ti Program
 - Videos
 - Flashcards
 - Activity Cassettes
 - Song Cassette
 - Puppets
 - *Fredo's Adventures*

Additional Resources

- Duolingo [duolingo.com](https://www.duolingo.com)
- <https://discoveringtheworldthroughmysonseyes.com/>
- <https://www.bbc.co.uk/bitesize>
- <https://www.thespanishexperiment.com/>
- <https://onlinefreespanish.com/>
- <https://www.spanishplayground.net/>
- <https://www.123teachme.com/>
- <https://onethirdstories.com/>

Unit Assessments and Activities:

- Teacher Observations
- Unit Assessments
<https://drive.google.com/drive/folders/1PB4ToYeEubZAQ8cRZ-HtTjAUsw3beT9C?usp=sharing>
- Classroom Participation

Learning Style Accommodations

English Language Learners:

1. Consult with ESL teacher, Jodi Gottlieb, to gain action plan strategies she has developed. If she has given you an 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 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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Section II Grades 6-8 World Language Instruction

Summary of Grades 6-8 World Language Instruction

The focus of the Beverly City School grades 6-8 World Language Curriculum is to provide learners with the essential language skills and cultural understandings in languages other than English necessary to live and work in a global, culturally diverse world.

Student proficiency, as identified by the New Jersey Student Learning Standards for World Language, are addressed in each grade level, and are measured through teacher observation, in-class projects, assessments, and discussions. Approved websites, Chromebooks, computers, CD-ROMs, and hands-on materials are used to engage students in the standards they need to master. All of these ideas are presented in the Beverly City School Kindergarten through Fifth Grade World Language Curriculum.

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 8

Gathering and evaluating knowledge and information from a variety of sources, including global perspectives, fosters creativity and innovative thinking.

Critical Thinking and Problem-solving

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

By the end of grade 8

Multiple solutions exist to solve a problem.

An essential aspect of problem solving is being able to self reflect on why possible solutions for solving problems were or were not successful.

Digital Citizenship

By the end of grade 8

Detailed examples exist to illustrate crediting others when incorporating their digital artifacts in one's own work.

There are tradeoffs between allowing information to be public and keeping information private and secure.

Digital footprints are publicly accessible, even if only shared with a select group. Appropriate measures such as proper interactions can protect online reputations.

Digital communities are used by Individuals to share information, organize, and engage around issues and topics of interest.

Digital technology and data can be leveraged by communities to address effects of climate change.

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 8

Awareness of and appreciation for cultural differences is critical to avoid barriers to productive and positive interaction.

Information and Media Literacy

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

By the end of grade 8
Increases in the quantity of information available through electronic means have heightened the need to check sources for possible distortion, exaggeration, or misrepresentation.
Digital tools make it possible to analyze and interpret data, including text, images, and sound. These tools allow for broad concepts and data to be more effectively communicated.
The mode of information can convey a message to consumers or an audience.
Sources of information are evaluated for accuracy and relevance when considering the use of information.
There are ethical and unethical uses of information and media.

Technology Literacy
By the end of grade 8
Some digital tools are appropriate for gathering, organizing, analyzing, and presenting information, while other types of digital tools are appropriate for creating text, visualizations, models, and communicating with others.
Digital tools allow for remote collaboration and rapid sharing of ideas unrestricted by geographic location or time.

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.

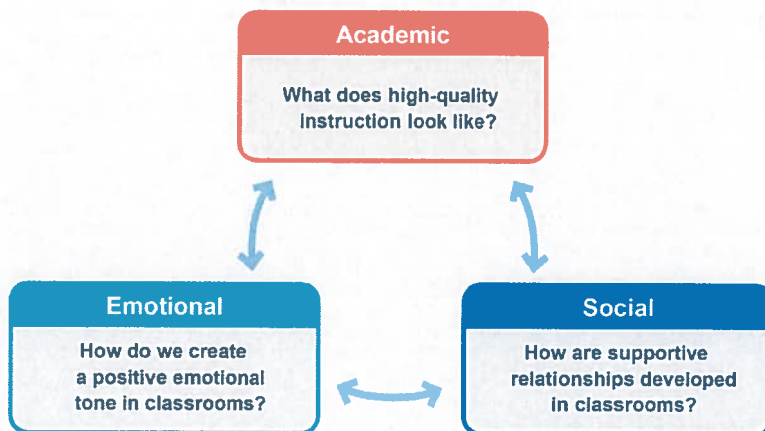
For example:

- ❖ 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 a positive emotional tone in classrooms?



(NJDOE, 2019)

Grades 6-8 World Language Pacing

The recursive nature of second language instruction requires that most Cumulative Progress Indicators be addressed in many contexts and in multiple units throughout a proficiency level.

Unit	Unit Title	Weeks	Time Frame
1	<p>All About Me</p> <ul style="list-style-type: none"> ● Greeting and introducing yourself ● Expressing needs ● Regular AR verbs and essential irregular verbs in the present tense ● Building sentences in the future ● Using the two verbs for To be: Ser and Estar 	6 weeks	September through Mid-October
2	<p>School Days</p> <ul style="list-style-type: none"> ● Making plans with friends and telling a simple story ● Addressing people in a formal or informal manner ● Forming basic questions and negations ● Forming basic plurals ● Constant review of: <ul style="list-style-type: none"> ○ Regular AR verbs and essential irregular verbs in the present tense ○ Building sentences in the future 	6 weeks	Mid-October through November
3	<p>Home, Sweet Home</p> <ul style="list-style-type: none"> ● Discussing origins ● Masculine and feminine gender of nouns and adjectives ● Basic pronouns and quantifiers ● Demonstratives and possessives <ul style="list-style-type: none"> ○ Constant review of: <ul style="list-style-type: none"> ■ Regular AR verbs and essential irregular verbs in the present tense ■ Building sentences in the future 	6 weeks	December through early January
4	<p>Food, Glorious Food!</p> <ul style="list-style-type: none"> ● Going out to eat and for entertainment ● Navigating airports and bus stations ● Taking transports and communicating with taxi drivers ● Addressing people in a formal or informal manner ● Forming basic questions and negations ● Forming basic plurals ● Masculine and feminine gender of nouns and adjectives 	6 weeks	mid-January through February

	<ul style="list-style-type: none"> ● Basic pronouns and quantifiers ● Demonstratives and possessives ● Essential contractions (preposition) ● Constant review of: <ul style="list-style-type: none"> ○ Regular AR verbs and essential irregular verbs in the present tense ○ Building sentences in the future 		
5	Celebrations <ul style="list-style-type: none"> ● Essential contractions (prepositions + articles) ● Basic comparisons ● Counting up to 999,999 and expressing time ● Sounds of Spanish ● Forming basic questions and negations ● Forming basic plurals ● Masculine and feminine gender of nouns and adjectives ● Basic pronouns and quantifiers ● Demonstratives and possessives ● Essential contractions (preposition) ● Constant review of: <ul style="list-style-type: none"> ○ Regular AR verbs and essential irregular verbs in the present tense ○ Building sentences in the future 	6 weeks	March to early April
6	Migratory Animals <ul style="list-style-type: none"> ● Looking for animals, people, and places (directions) ● Essential contractions (prepositions + articles) ● Basic comparisons ● Counting up to 999,999 and expressing time ● Sounds of Spanish ● Constant review of: <ul style="list-style-type: none"> ○ Addressing people in a formal or informal manner ○ Forming basic questions and negations ○ Forming basic plurals ○ Masculine and feminine gender of nouns and adjectives ○ Basic pronouns and quantifiers ○ Demonstratives and possessives ○ Essential contractions (preposition) ○ Constant review of: 	6 weeks	early April to mid-May

	<ul style="list-style-type: none"> ○ Regular AR verbs and essential irregular verbs in the present tense ○ Building sentences in the future 		
7	<p>Going Green</p> <ul style="list-style-type: none"> ● Describing places and items 	6 weeks	May through June

Grades 6-8 World Language Instruction

NJSLS- World Language Standards

Interpretive Mode of Communication

Novice Mid learners understand and communicate at the word, phrase, and simple sentence level and can independently identify and recognize memorized words and phrases that bring meaning to text.

Core Idea	Performance Expectation
Learning a language involves interpreting meaning from listening, viewing, and reading culturally authentic materials in the target language.	<ul style="list-style-type: none"> • 7.1.NM.IPRET.1: Identify familiar spoken and written words, phrases, and simple sentences contained in culturally authentic materials and other resources related to targeted themes. • 7.1.NM.IPRET.2: Respond with actions and/or gestures to oral and written directions, commands, and requests that relate to familiar and practiced topics. • 7.1.NM.IPRET.3: Identify familiar people, places, objects in daily life based on simple oral and written descriptions. • 7.1.NM.IPRET.4: Report on the content of short messages that they hear, view, and read in predictable culturally authentic materials. • 7.1.NM.IPRET.5: Demonstrate comprehension of brief oral and written messages found in short culturally authentic materials on global issues, including climate change.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family members, pets, school supplies, animals, weather.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, similarities and differences of school routines and expectations, animals in the target

	culture(s) compared to those in the students' own culture(s), the effects of weather patterns in target language regions of the world and in the students' own regions.
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Interpersonal Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level independently when responding to learned questions, ask memorized questions, state needs and preferences, and briefly describe people, place, and things. They have no real functional abilities and, therefore, cannot participate in true exchanges of information.

Core Idea	Performance Expectation
Interpersonal communication is the exchange of information and the negotiation of meaning between and among individuals.	<ul style="list-style-type: none"> • 7.1.NM.IPERS.1: Request and provide information by asking and answering simple, practiced questions, using memorized words and phrases. • 7.1.NM.IPERS.2: Share basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.IPERS.3: Express one's own and react to others' basic preferences and/or feelings using memorized, words, phrases, and simple memorized sentences that are supported by gestures and visuals. • 7.1.NM.IPERS.4: Give and follow simple oral and written directions, commands, and requests when participating in classroom and cultural activities. • 7.1.NM.IPERS.5: Imitate gestures and intonation of the target culture(s) native speakers when greeting others, during leave-takings, and in daily interactions. • 7.1.NM.IPERS.6: Exchange brief messages with others about climate in the target regions of the world and in one's own region using memorized and practiced words, phrases, and simple, formulaic sentences.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Respect for different family members and other individuals in a society, school routines and expectations, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the

	students' own regions.
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Presentational Mode of Communication

Novice Mid learners understand and communicate at the word and phrase level and can use memorized words and phrases independently when stating needs and preferences. They can describe people, places, and things with a combination of memorized words and phrases and a few simple sentences formed by combining and recombining learned language.

Core Idea	Performance Expectation
Presentational communication involves presenting information, concepts, and ideas to an audience of listeners or readers on a variety of topics.	<ul style="list-style-type: none"> • 7.1.NM.PRSNT.1: Present basic personal information, interests, and activities using memorized words, phrases, and a few simple sentences on targeted themes. • 7.1.NM.PRSNT.2: State basic needs on very familiar topics using words, phrases, and short memorized, formulaic sentences practiced in class. • 7.1.NM.PRSNT.3: Imitate, recite, and/or dramatize simple poetry, rhymes, songs, and skits. • 7.1.NM.PRSNT.4: Copy/write words, phrases, or simple guided texts on familiar topics. • 7.1.NM.PRSNT.5: Present information from age- and level-appropriate, culturally authentic materials orally or in writing. • 7.1.NM.PRSNT.6: Name and label tangible cultural products associated with climate change in the target language regions of the world.

Intercultural Statements	Possible Topics
Through the target language, learners recognize and identify the names of a few typical products related to everyday life in the target culture and in the learners' own culture.	Family, food, school supplies, pets, preferences, weather, authentic songs and dances.
Learners recognize and identify a few typical practices of the target culture.	Showing respect for different family members and other individuals in the target language societies and in the students' own culture, school routines and expectations in the target language societies and in the students' own culture, typical pets in the target culture(s) and in the students' own culture, a few weather conditions in target language regions of the world and in the students' own regions.

Unit 1 - All About Me

Content:

- Physical characteristics
- Personality qualities
- Pastime activities
- Expressions of like and dislike
- Numbers 1-31
- expressions used to indicate location

The structures necessary to:

1. Describe physical qualities and personality qualities
 2. Express emotions
 3. Express likes and dislikes related to pastimes
 4. Tell age (as a memorized chunk)
 5. Give and respond to commands (as memorized chunks)
 6. Express where one lives and goes to school
- Memorized and frequently practiced questions associated with physical characteristics, personality qualities, age, emotions, and preferences related to pastimes
 - Culturally appropriate expressions and gestures to greet and take leave
 - How to raise or lower intonation when asking different types of questions (if appropriate in the target language)

Skills:

- Recognize descriptions of people and pastime preferences as found in culturally authentic oral and written texts.
- Ask memorized questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Answer simple questions related to physical characteristics, personality qualities, age, and pastime activities using digital tools.
- Use appropriate greetings and leave taking from the target culture.
- Imitate appropriate intonation for asking different types of questions in the target language (if appropriate in the target language).
- Describe self and others using oral or written text.
- Retell highlights from a culturally authentic children's text (oral or written) that includes physical characteristics, personality qualities, pastime activities, and likes and dislikes.
- Identify culturally specific pastime activities.

Resources

- Fluenz

Additional Resources

- Duolingo [duolingo.com](https://www.duolingo.com/)
- <https://discoveringtheworldthroughmysonseyes.com/>
- <https://www.bbc.co.uk/bitesize>
- <https://www.thespanishexperiment.com/>
- <https://onlinefreespanish.com/>

- <https://www.spanishplayground.net/>
- <https://www.123teachme.com/>
- <https://onethirdstories.com/>

Unit Assessments and Activities:

- Teacher Observations
- Unit Assessments
https://drive.google.com/drive/folders/1qZZBJ-G36mzVJsJ4A_Rdn8olsn-LRZt7?usp=sharing
- Classroom Participation

Unit 2: School Days

Content:

- School subjects
- Classroom objects and furniture
- School supplies
- Activities associated with school
- Ordinal numbers
- Question words
- Numbers for telling time
- Days of the week
- Months of the year
- Expressions associated with telling time (i.e. morning, afternoon, evening)
- The structures necessary to:
 - Express time
 - Ask memorized questions related to school activities in the present time frame
 - Answer simple questions related to school activities in the present time frame
- Cultural products related to school
- Cultural practices related to school

The following items have already been assessed in Unit 1 and are being recycled in this unit:

- The structures necessary to:
 - Express likes or dislikes
 - Give and respond to commands (as memorized chunks)
 - Indicate location

Skills:

- Recognize familiar school vocabulary as found in culturally authentic video clips from the target culture.
- Demonstrate understanding of commands related to school routine.
- Identify information related to class schedules and school activities as found in culturally authentic electronic information sources and other written texts.
- Ask memorized questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Answer simple questions related to school life by interacting with classmates and members of the target culture using digital tools and face-to-face communication.
- Inquire about preferences related to school.
- Respond to questions about preferences related to school.
- Compare school life in the home and target culture(s).

Resources:

- Fluenz

Additional Resources

- Duolingo [duolingo.com](https://www.duolingo.com)
- <https://discoveringtheworldthroughmysonseyes.com/>
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Unit 3: Home, Sweet Home**Content:**

- Types of furniture found in the home
- Names of rooms in the home
- Common household items used in each room
- Common household chores
- Characteristics of a home
- The structures necessary to:
 - Describe homes
 - Describe the contents of homes
- Memorized and frequently practiced questions related to:
 - Rooms in the home
 - Location of items in the home
 - Family responsibilities and chores

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures necessary to:
 - State a preference or an opinion
 - Express like and dislike
 - Indicate location
 - Give and respond to commands (as memorized chunks)

Skills:

- Identify household chores found in authentic materials from an electronic information source and other sources.
- Identify furniture and items in the home as found in videos of home tours from authentic electronic sources, advertisements for homes on the market, and/or written articles on homes and chores.
- Ask memorized questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools.

- Respond to simple questions related to homes (rooms, descriptions of one's home, items in a home, furniture, and chores) using digital tools.
- Use memorized language to express preferences related to the division of household chores.
- Compare homes in the target and home cultures.
- Compare common household chores in the home culture with common chores in the target culture.
- Create a tour of a home from the target culture.
- Create multimedia rich visual representations of one's home or a home representative of the home culture.
- Retell highlights from an authentic video or simple written text that includes description of the home and its contents.
- Identify culturally specific household items and chores.

Resources:

- Fluenz

Additional Resources

- Duolingo [duolingo.com](https://www.duolingo.com)
- <https://discoveringtheworldthroughmysonseyes.com/>
- <https://www.bbc.co.uk/bitesize>
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- Classroom Participation

Unit 4 Food, Glorious Food!

Content:

- Names of common vegetables, fruits, grains, proteins, and dairy items
- Colors
- Names of common 'empty calorie' foods
- Vocabulary used to describe quantity (e.g. ounce, gram, pound, kilo, teaspoon, tablespoon, cup, and slice)
- Vocabulary associated with table setting (plate, bowl, knife, fork, spoon, napkin, and tablecloth)
- Adjectives used to describe food (e.g. fresh, frozen, canned, and homemade)
- Adjectives to describe size and shape of food
- Culturally authentic gestures and practices associated with eating
- The structures necessary to:
 - Order and pay for food (e.g. I would like, Please bring me, I need, and Do you have?)
 - Extend, accept, and refuse an invitation
- Memorized questions related to ordering and paying for a meal
- Currency from target culture and conversion to American equivalent

The following items have already been assessed in previous units and are being recycled in this unit:

- The structures needed to:

- o State a preference
- o Express likes and dislikes
- o Indicate location
- o Express time
- o Compare

Skills:

- Demonstrate comprehension of a series of oral and written directions as related to food products and practices.
- Recognize and use common gestures and cultural practices associated with food.
- Ask memorized questions related to food preferences, products, and practices.
- Answer simple questions related to food preferences, products, and practices.
- Engage in an unrehearsed conversation to order a meal.
- Present information related to food preferences, products, and practices in the target culture based on information found in age- and level-appropriate, culturally authentic materials.

Resources:

- Fluenz

Additional Resources

- Duolingo [duolingo.com](https://www.duolingo.com)
- <https://discoveringtheworldthroughmysonseyes.com/>
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Unit 5 Celebrations

Content:

- Family members
- Clothing
- Names of authentic holidays
- Seasons
- Activities associated with planning , attending, and participating in celebrations
- Structures needed to:
 - o Ask and answer questions related to family members
 - o Ask and answer questions related to clothing and preferences
 - o Ask and answer questions related to when holidays and celebrations occur
 - o Describe typical holidays
 - o Describe activities that take place during holiday celebrations

- o Compare and contrast celebrations in the home and target culture

The following items have been previously assessed and are being recycled in this unit:

- How people greet and take leave in a target culture(s)
- Pastime activities
- Food
- Days of the week
- Months of the year
- Colors
- Structures needed to:
 - o Express likes and dislikes
 - o State preferences
 - o Compare
 - o Describe

Skills:

- Identify culture-specific holidays, as found in culturally authentic video/audio/written texts.
- Identify customs and traditions of target cultures, as found in culturally authentic video/audio/written texts.
- Recognize names of family members as found in culturally authentic video/audio/written texts.
- Identify articles of clothing as found in culturally authentic video/audio/written texts related to celebrations.
- Ask memorized questions related to family members.
- Answer simple questions related to family members.
- Ask memorized questions related to clothing.
- Answer simple questions related to clothing.
- Ask memorized questions related to celebrations in the home and target cultures.
- Answer simple questions related to celebrations in the home and target cultures.
- Describe celebrations in the home and target cultures.
- Express likes, dislikes, and preferences related to activities associated with celebrations.
- Perform a culturally authentic song/poem associated with a particular target culture celebration.
- Create an invitation related to a target culture celebration.

Resources:

- Fluenz

Additional Resources

- Duolingo duolingo.com
- <https://discoveringtheworldthroughmysonseyes.com/>
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- Classroom Participation

Unit 6 Migratory Animals

Content:

- Names of migratory animals
- Physical characteristics of migratory animals
- Basic survival needs of migratory animals
- Names of habitats of migratory animals
- Geographical locations where migratory animals may be found
- Compass points (to follow migration of animals)
- The structures necessary to:
 - Describe animals (e.g. verbs such as to be and to have)
 - Express needs
 - Show possession
- Memorized and frequently practiced questions associated with characteristics of animals and basic survival needs of animals
- Reasons animal migrate

The following items have already been assessed in previous units and are being recycled in this unit:

- Seasons
- The structures necessary to:
 - Indicate location
 - Give and respond to commands (as memorized chunks)
 - Compare
 - Express likes and dislikes

Skills:

- Recognize familiar spoken or written words and phrases related to animal migration as found in culturally authentic materials from electronic information sources.
- Demonstrate comprehension of brief oral and written messages about migratory animals from culturally authentic materials.
- Imitate appropriate intonation for asking different types of questions about migratory animals.
- Ask memorized questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
- Answer simple questions with a partner about different animals, their characteristics, and their needs for food, shelter, and survival.
- Use digital tools to exchange information about migratory animals using words and memorized phrases.
- Ask simple questions related to reasons animals migrate using memorized words and phrases.
- Respond to simple questions related to reasons animals migrate using memorized words and phrases.
- Give directions for migration patterns of some migratory animals.
- Compare animals using information included on a graphic organizer.

Resources:

- Fluenz

Additional Resources

- Duolingo [duolingo.com](https://www.duolingo.com)
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- Classroom Participation

Unit 7 Go Green

Content:

- Symbols of recycling in target culture
- Vocabulary associated with symbols of recycling
- Recyclable categories
- Shapes and materials
- Memorized and frequently practiced questions associated with number, color, location, and type of recyclable items
- Vocabulary of renewable resources, such as water, electricity, and paper
- The structures necessary to:
 - Give and respond to memorized commands associated with reduce, reuse, and recycle
 - Indicate frequency

The following items have already been assessed in other unit(s) and are being recycled in this unit:

- Colors
- Numbers
- School supplies
- The structures necessary to:
 - Indicate location
 - Compare
 - Indicate direction

Skills:

- Identify environmental practices and products of the target culture as found in authentic materials from electronic information sources and other sources.
- Identify renewable resources as found in authentic materials from electronic information sources and other sources.
- Give and follow commands related to environmental practices.
- Ask memorized questions related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.
- Respond to simple questions related to recycling products (number, color, location, and signage) of the home and target cultures using digital tools and face-to-face communication.
- Ask memorized questions related to practices regarding use of renewable resources of the home and target cultures using digital tools and face-to-face communication.

- Respond to memorized questions related to practices regarding use of renewable resources of the home and target cultures using digital tools and face-to-face communication.
- Compare recycling products and practices in home and target cultures.
- Compare environmental products and practices in home and target cultures.

Resources:

- Fluenz

Additional Resources

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- Classroom Participation

Learning Style Accommodations

English Language Learners:

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

STUDENT COUNT

GRADE/TEACHER

<u>PRE-K</u>	<u>In Person</u>	<u>Virtual</u>	<u>Hybrid</u>
Ms. Scarperia	9	2	
Ms. Foglio	10	0	
Ms. Spratt	8	1	
Ms. Grenier	7	1	

KINDERGARTEN

Mrs. Shockley	14	5	
Mrs. Mrotzek	12	7	
Ms. Kehlenbeck	0	2	

FIRST GRADE

Mrs. Maldonado	10	3	
Ms. Springsteen	6	4	
Ms. Kehlenbeck	2	1	

SECOND GRADE

Mr. Vogelei	9	6	1
Ms. Balkovic	16	1	
Ms. Kehlenbeck	0	2	

THIRD GRADE

Mrs. McCloskey	10	9	
Mrs. Fisher	11	5	1
Mrs. Blythe	1	0	

FOURTH GRADE

Mrs. Katsifis	12	3	
Ms. Campo	12	3	1
Mrs. Blythe	0	1	

FIFTH GRADE HOMEROOM

Ms. Gottlieb	15	5	
Mrs. Blythe	2	1	

SIXTH GRADE HOMEROOM

Mrs. Torriilo	11	4	
Mr. Dempster	9	4	
Mr. Morrissey	4	3	1

SEVENTH GRADE HOMEROOM

Mr. Knazek	12	14	1
Mr. Morrissey	3	2	

EIGHTH GRADE HOMEROOM

Mrs. Druding	11	12	1
Mr. Morrissey	1	1	

TOTAL COUNT

217

102

6 = 325

Attendance Totals for Beverly Elementary School from 04/01/2021 - 04/29/2021
 Report 1005 run on 04/29/2021

Grade	PTC	HR	Total	Days Possible	Days Present	Days Absent	Days Tardy	A-D-E	A-D-A	% ATT	ADA/ADE
01	All	All	26	390	369	21	26	26	24.6	94.615	94.615
02	All	All	35	525	483	42	29	35	32.2	92	92
03	All	All	37	554	503	51	42	36.933	33.533	90.794	90.794
04	All	All	32	480	449	31	26	32	29.933	93.542	93.542
05	All	All	23	345	325	20	44	23	21.667	94.203	94.203
06	All	All	36	540	522	18	26	36	34.8	96.667	96.667
07	All	All	32	466	418	48	19	31.067	27.867	89.7	89.7
08	All	All	26	390	366	24	14	26	24.4	93.846	93.846
3F	All	All	17	255	236	19	10	17	15.733	92.549	92.549
4F	All	All	21	315	286	29	31	21	19.067	90.794	90.794
KF	All	All	40	592	523	69	65	39.467	34.867	88.345	88.345
TOTAL			325	4,852	4,480	372	332	323,467	298,667	92.333	92.333

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

Grade	PTC	HR	Total	Days Possible	Days Present	Days Absent	Days Tardy	A-D-E	A-D-A	% ATT	ADA/ADE
01	All		26	390	369	21	26	26	24.6	94.615	94.615
02	All		35	525	483	42	29	35	32.2	92	92
03	All		37	554	503	51	42	36.933	33.533	90.794	90.794
04	All		32	480	449	31	26	32	29.933	93.542	93.542
05	All		23	345	325	20	44	23	21.667	94.203	94.203
06	All		36	540	522	18	26	36	34.8	96.667	96.667
07	All		32	466	418	48	19	31.067	27.867	89.7	89.7
08	All		26	390	366	24	14	26	24.4	93.846	93.846
3F	All		17	255	236	19	10	17	15.733	92.549	92.549
4F	All		21	315	286	29	31	21	19.067	90.794	90.794
KF	All		40	592	523	69	65	39.467	34.867	88.345	88.345
TOTAL			325	4,852	4,480	372	332	323.467	298.667	92.333	92.333

Total Sum of All Schools ADE: 323.467

Total Sum of All Schools ADA: 298.667



Nurse's Monthly Report

Date Range: 3/15/2021-4/30/2021

Student Visits: 238

Physicals Processed: 7 estimated

Health Screenings Performed: 106

Students Requiring Emergency Services (911): 0

Employee Visits: 12

Documented Contagious Illnesses: 3

Child Study Team Referrals Completed: Screenings completed per request: 4

Other:

- Reviewed immunization and physical exams for new/transfer students
- Communicated with parents regarding immunization deficiencies
- Sent home emergency care plans for completion
- Entered medical needs into Genesis record system for teacher accessibility and student confidentiality
- Monitored the weekly activity level of COVID in Burl. County
- Followed NJDOH/CDC guidelines for tracking/assessing students and staff with COVID symptoms and making appropriate referrals as well as follow-up on COVID testing results and clearing for reentry to in-person learning
- CDRSS tracking system completed weekly
- Facilitated school health clinic visits and medication administration
- Medical planning for new/transfer students
- Secured medications for 20-21 school year
- Reviewed health forms for 20-21 school year
- Obtained COVID vaccine appointments at Mega-site for Beverly City School staff
- Epilepsy training for Beverly City School staff
- Attended Stop the Bleed Training webinar
- Sent out scoliosis screening letters and conducted scoliosis screening for 5th and 7th graders
- Sent out letters to 5th graders parents/guardians regarding required 6th grade immunizations
- New hire safe schools training

Prepared by Alyssa de la Pena, BSN, RN, CSN-NJ
Beverly City School Nurse