



**BEVERLY CITY BOARD OF EDUCATION**

**601 Bentley Avenue**

**Beverly, New Jersey 08010**

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

**REGULAR MEETING**

**Beverly City School**

**6:00 PM**

**September 18, 2019**

**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 July 21, 2019. A copy was also submitted to the Beverly Post Office.

Public agendas are available on the table as you enter the room. There is one full copy of the support documentation located in the binder next to the agendas. Please feel free to examine the binder, but please do not remove any items as a courtesy to other members of the public. Copies of all documents are available from the Business Office during regular business hours.

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

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

At no time during these public comment periods will the Board allow disparaging remarks about students, district personnel, or members of the Board of Education. In addition, the Board will not allow remarks about specific students or district





personnel. If such remarks are made, the Board President will declare the speaker out of order and will request the speaker cease and desist from making such comments. Refusal to do so may result in removal from the Board meeting.

2. Pledge of Allegiance

3. Roll Call

K. Lee Dixon	_____	Michael Stewart	_____
Barbara Kelly	_____	Dominique Turner	_____
Donato Marable	_____	Richard Wolbert	_____

4. President opens meeting

5. Board Member Comments on the Agenda

6. Public Comment on Agenda Items Only

7. Standardized Test Results Presentation

8. MOTION: To approve the minutes for the Regular meeting on July 24, 2019.

Roll Call

K. Lee Dixon	_____	Michael Stewart	_____
Barbara Kelly	_____	Dominique Turner	_____
Donato Marable	_____	Richard Wolbert	_____

MONTHLY FINANCIALS/CONTRACTS:

9. Consent Agenda:

The following action items A through L 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 June 2019: Balance on hand \$2,930,839.97

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 June 2019, 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.

\_\_\_\_\_  
Sch. Bus. Adm./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 June 2019, after review of the Secretary's monthly financial report (appropriations section) and upon consultation with the Business Administrator and other appropriate district officials, that to the best of our knowledge no major account or fund has been over-expended in violation of N.J.A.C. 6A:23-2.12 (c)4 i-vi and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

B. MOTION: To accept the financial Report of the Secretary for the month ending July 2019: Balance on hand \$3,693,636.41

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 July 2019, budgetary line item account has obligations and payments (contracted orders) which in total exceed the amount appropriated by the District Board of Education pursuant to N.J.S.A.18A:22-8 and 18A:22-8.1, which would be in violation of N.J.A.C. 6A:23-2.12 (a), that the District financial accounts have been reconciled and are in balance.

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Sch. Bus. Adm./Board Secretary

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Date

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C. MOTION: To accept the financial report of the Treasurer of School Monies ending June 2019.

D. MOTION: To accept the financial report of the Treasurer of School Monies ending July 2019.

E. MOTION: To approve to authorize the Business Administrator to make transfers within accounts for the month of June 2019.

F. MOTION: To approve to authorize the Business Administrator to make transfers within accounts for the month of July 2019.

G. MOTION: To approve the purchase orders in the amount of \$1,087,330.67 for the month of August 2019.

H. MOTION: To approve the purchase orders in the amount of \$ 438,410.32 for the month of September 2019.

I. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$185,172.49 for the month of August 2019 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.

J. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$ 409,944.23 for the month of September 2019 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.

K. MOTION: To approve the gross payroll wages for the pay period ending July 15, 2019 in the amount of \$43,524.77 and for the pay period ending July 31, 2019 in the amount of \$50,813.58 in the total amount of \$94,338.35 for the month of July 2019.

L. MOTION: To approve the gross payroll wages for the pay period ending August 15, 2019 in the amount of \$53,547.25 and for the pay period ending August 31, 2019 in the amount of \$42,545.96 in the total amount of \$96,093.21 for the month of August 2019.

Roll Call

K. Lee Dixon

Barbara Kelly

Donato Marable

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Michael Stewart

Dominique Turner

Richard Wolbert

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FINANCIALS/CONTRACTS:

10. Consent Agenda:

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

A MOTION: To approve the following 2019-2020 school year tuition for out-of-district placement:

School	# of Students	Cost	Effective	Comments	Total
BCIT	44	\$3,448.00	9/1/2019-6/30/2020		\$151,712.00
BCSSSD	1	\$60,000.00 (Estimated)	9/1/2019-6/30/2020	1:1 LPN Nurse provided by Bayada	\$60,000.00
Brookfield	1	\$58,320.00	9/1/2019-6/30/2020		\$58,320.00
Brookfield	1	\$6,480.00	ESY		\$6,480.00
YALE	1	\$60,703.20	9/1/2019-6/30/2020		\$60,703.20
Garfield Park	1	\$56,336.40	9/1/2019-6/30/2020		\$56,336.40

B. MOTION: BE IT RESOLVED, that the Board of Education approve the contract of RnB Design for the 2019-2020 school year for the following amount:

- Website Maintenance/Hosting - \$300.00 per month

C. MOTION: BE IT RESOLVED, that the Board of Education approve Power Equipment contract for the 2019-2020 school year in the amount of \$495.00.

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

E. MOTION: BE IT RESOLVED, that the Board of Education approve the contract of Garden State Transport Renewal for the 2019-2020 school year to BCIT West in the total amount of \$31,429.80

Roll Call

K. Lee Dixon

Barbara Kelly

Donato Marable

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Michael Stewart

Dominique Turner

Richard Wolbert

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PERSONNEL:

11. Consent Agenda:

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

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

C. MOTION: BE IT RESOLVED, that the Board of Education approve Mary Cowan, Paraprofessional, at the rate of \$16.79 per hour, Step #10, retroactive September 1, 2019 to June 30, 2020.

D. MOTION: To approve the Sub Caller List:

BE IT RESOLVED, that the Board of Education approve the Sub Caller List for the month of October 2019.

E. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Jamie Weller, School Nurse, effective October 4, 2019.

F. MOTION: BE IT RESOLVED, that the Board of Education approve Edward Carragher, Teacher, at the salary of \$49,600.00, BA Step #1, \$5,000.00 annual stipend for Palmyra bus run, and \$5,000.00 annual stipend for a student placed in a resource home, retroactive September 1, 2019 to June 30, 2020.

G. MOTION: BE IT RESOLVED, that the Board of Education approve the submission of Dr. Elizabeth Giacobbe's completed Merit Goals to the County for approval for the 2018-2019 school year:

-Quantitative #1:

Increase scores on STAR Math Assessment in Grades 3-8

-Quantitative #2:

Increase scores on edConnect Math Assessment in Grades K-2

-Quantitative #3:

80% of Faculty will achieve 3.0 or better on student growth objective

-Qualitative #1:

Decrease chronic absenteeism

Qualitative #2:





Enhance and improve PreK program

H. MOTION: BE IT RESOLVED, that the Board of Education approve Stephanie Williams, Paraprofessional, at the rate of \$16.79 per hour, Step #10, retroactive September 1, 2019 to June 30, 2020.

I. MOTION: BE IT RESOLVED, that the Board of Education approve Naja Wimberly, Paraprofessional, at the rate of \$16.79 per hour, Step #10, retroactive September 1, 2019 to June 30, 2020.

J. MOTION: BE IT RESOLVED, that the Board of Education approve Michelle Graham to be added to the substitute caller list for the 2019-2020 school year.

K. MOTION: BE IT RESOLVED, that the Board of Education approve the resignation of Megan Goodspeed, Paraprofessional, effective August 14, 2019.

L. MOTION: BE IT RESOLVED, that the Board of Education approve Easton Morris, Paraprofessional, at the rate of \$17.94 per hour, Step #11, retroactive September 1, 2019 to June 30, 2020.

M. MOTION: BE IT RESOLVED, that the Board of Education approve Kathleen Kehlenbeck as long term substitute teacher at the rate of \$200.00 per diem, retroactive September 1, 2019.

N. MOTION: BE IT RESOLVED, that the Board of Education approve Alyssa Newman, School Nurse, Step #15 BA, at the salary of \$68,998.00, effective September 30, 2019.

O. MOTION: BE IT RESOLVED, that the Board of Education approve Erin Murray, Preschool Teacher, Step #8 BA, at the salary of \$55,874.00, retro September 12, 2019.

P. MOTION: BE IT RESOLVED, that the Board of Education approve the following staff as General Detention teachers for the 2019-2020 School Year per the negotiated amount in the BEA Contract (on an as needed basis and a rotating schedule):

- Dorothy Foglio
- Lori Genovesi
- Kathy Tipton
- Brittney Kelley
- Donna Groves
- Lisa DiPace
- Glenn Dempster
- Karen Spratt

Q. MOTION: BE IT RESOLVED, that the Board of Education approve Ashley Dalia, Sign Language Interpreter, at the rate of \$100.00 per hour on an as needed basis.

R. MOTION: BE IT RESOLVED, that the Board of Education approve the FMLA for Caitlin Stone, effective December 16, 2019 and return to work on March 9, 2020.





S. MOTION: BE IT RESOLVED, that the Board of Education approve Amy Horneck, Master Pre-Kindergarten Teacher, at the salary of \$74,347.00, Step #16 MA+15, retroactive September 1, 2019 to June 30, 2020.

T. MOTION: BE IT RESOLVED, that the Board of Education approve Shannon Dennis, Teacher, at the salary of \$49,970.00, Step #3 BA, retroactive September 1, 2019 to June 30, 2020.

U. MOTION: BE IT RESOLVED, that the Board of Education approve Claire Kerr as long term substitute teacher at the rate of \$200.00 per diem, retroactive September 17, 2019.

Roll Call

K. Lee Dixon	_____	Michael Stewart	_____
Barbara Kelly	_____	Dominique Turner	_____
Donato Marable	_____	Richard Wolbert	_____

CURRICULUM & INSTRUCTION:

12. Consent Agenda:

The following action items A through Q 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 renewal of Discovery Education Streaming PLUS in the amount of \$2,600.00 for the 2018-2019 school year.

B. MOTION: BE IT RESOLVED, that the Board of Education approve the Tools of the Mind Curriculum for Pre-Kindergarten for the 2019-2020 school year.

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

Elizabeth Giacobbe – M.G.  
 Kerri Lawler – W.D.  
 Tevin Gibson – K.G.  
 Lois Harmon – C.H. , C.H., J.H.

D. MOTION: BE IT RESOLVED, that the Board of Education approve the contract of SGO/SGP/Teacher Evaluation Scoring Sheet Employment Proposal of Michael McConnell for the 2019-2020 school year in the amount of \$3,000.00.

E. MOTION: BE IT RESOLVED, that the Board of Education approve the Danielson Evaluation Rubric for the 2019-2020 school year.







F. MOTION: BE IT RESOLVED, that the Board of Education approve Catherine Simone, Educational Consultant, at a rate of \$600.00 a day for 8 days throughout the school year, for a total not to exceed \$4,800.00.

G. MOTION: BE IT RESOLVED, that the Board of Education approve the renewal of IXL site license for 250 students in grades K-8<sup>th</sup>.

H. MOTION: BE IT RESOLVED, that the Board of Education approve the Reflex Site License for all students at a rate of \$4,667.92.

I. MOTION: BE IT RESOLVED, that the Board of Education approve the Beverly City School District Burlington County Mentoring Plan for the 2019-2020 school year.

J. MOTION: BE IT RESOLVED, that the Board of Education approve the Beverly City School District Safety and Security Plan.

K. MOTION: BE IT RESOLVED, that the Board of Education approve the Beverly City School District Professional Development Plan for the 2019-2020 school year.

L. MOTION: BE IT RESOLVED, that the Board of Education approve the 2019-2020 Student-Family Handbook.

M. MOTION: BE IT RESOLVED, that the Board of Education approve the 2019-2020 Staff Handbook.

N. MOTION: BE IT RESOLVED, that the Board of Education approve to accept the grant award for the FY20 IDEA in the amount of:

Basic: \$117,719  
Preschool: \$3,327

O. MOTION: BE IT RESOLVED, that the Board of Education approve the submission of the annual New Jersey Department of Education School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act for July 2018-June 2019 with a preliminary score of 76/78.

P. MOTION: BE IT RESOLVED, that the Board of Education approve the additional 2019-2020 Preschool Education Aid (PEA) One-Year Operational Plan in the amount of \$498,424.00.

Q. MOTION: BE IT RESOLVED, that the Board of Education approve payment to the Burlington County Curriculum Consortium in the amount of \$75.00 for the membership for Kerri Lawler during the 2019-2020 school year.

Roll Call

K. Lee Dixon

Barbara Kelly

Jonato Marable

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Michael Stewart

Dominique Turner

Richard Wolbert

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PROFESSIONAL DEVELOPMENT:

13. MOTION: BE IT RESOLVED, that the Board of Education approve the professional development for Michael Stewart to attend the NJSBA workshop in Atlantic City, NJ on October 21<sup>st</sup>-24<sup>th</sup>, 2019.

Roll Call

K. Lee Dixon	_____	Michael Stewart	_____
Barbara Kelly	_____	Dominique Turner	_____
Donato Marable	_____	Richard Wolbert	_____

POLICIES:

14. MOTION: BE IT RESOLVED, that the Board of Education approve the first reading of the following policies:

0000 Bylaws

- 0142 Board Member Qualifications, Prohibited Acts, and Code of Ethics (M)
- 0169.02 Board member Use of Social Networks – Missing

1000 Administration

- 1140 Affirmative Action Program (M) – Missing
- 1220 Employment of Chief School Administrator (M)
- 1230 Superintendent's Duties (M)
- 1240 Evaluation of Superintendent (M)
- 1510 Americans with Disabilities Act (M)
- 1522 School Level Planning – Abolish
- 1523 Comprehensive Equity Plan (M)
- 1530 Equal Employment Opportunities (M)
- 1550 Equal Employment/Anti-Discrimination Practices (M)
- 1581 Victim of Domestic or Sexual Violence Leve (M) – Missing
- 1613 Disclosure and Review of Applicant's Employment History (M) – Missing
- 1631 Residency Requirements for Person Holding School District Office, Employment or Position - Missing
- 1642 Earned Sick Leave Law (M) - Missing

2000 Program

- 2132 School District Goals and Objectives – Update Citation
- 2200 Curriculum Content (M)
- 2260 Affirmative Action Program for School and Classroom Practices (M)
- 2361 Acceptable Use of Computer networks/Computers and Resources (M)
- 2411 Guidance Counseling (M)
- 2412 Home Instruction Due to Health Condition (M)
- 414 programs and Services for Students in High Poverty and in High Need School Districts (M)
- 2415 No Child Left Behind Programs (M)



- 2415.01 Academic Standards, Academic Assessments and Accountability (M)
- 2415.04 Title I – District-Wide Parental Involvement (M)
- 2415.06 Unsafe School Choice Option (M)
- 2415.30 Title I – Education Stability for Children In Foster Care (M) – Missing
- 2417 Student Intervention and Referral Services (M)
- 2418 Section 504 of the Rehabilitation Act of 1973 – Students (M) – Missing
- 2422 Health and Physical Education (M)
- 2423 Bilingual and ESL Education (M)
- 2425 Physical Education – Abolish
- 2431 Athletic Competition (M)
- 2431.4 Prevention and Treatment of Sports-Related Concussion and Head Injuries (M)
- 2460 Special Education (M)
- 2464 Gifted and Talented Students (M)
- 2467 Surrogate Parents and Foster Parents (M)
- 2468 Independent Educational Evaluations – Missing
- 2481 Home or Out-of-School Instruction for a General Education Student for Reasons Other Than a Temporary or Chronic Condition (M)
- 2610 Educational Program Evaluation (M)
- 2622 Student Assessment (M)
- 2700 Services to Nonpublic School Students (M)

Regulations

- R1240 Evaluation of Superintendent (M)
- R1510 Americans with Disabilities Act (M)
- R1530 Equal Employment Opportunity Compliant Procedure (M)
- R1550 Equal Employment/Anti-Discrimination Practices (M)
- R1613 Disclosure and Review of Applicant's Employment History (M)
- R1642 Earned Sick Leave Law (M)
- R2200 Curriculum Content (M)
- R2361 Acceptable Use of Computer networks/Computers and Resources (M)
- R2411 Guidance Counseling (M)
- R2412 Home Instruction Due to Health Condition (M)
- R2414 programs and Services for Students in High Poverty and in High Need School Districts (M)
- R2417 Student Intervention and Referral Services (M)
- R2418 Section 504 of the Rehabilitation Act of 1973 – Students (M)
- R2423 Bilingual and ESL Education (M)
- R2431.1 Emergency Procedures for Athletic Practices and Competitions (M)
- R2431.2 Medical Examination Prior to Participating on a School Sponsored Interscholastic or Intramural Team or Squad (M)
- R2431.4 Prevention and Treatment of Sports-Related Concussion and Head Injuries (M)
- R2460 Special Education (M)
- R2460.1 Special Education – Location, Identification and Referral (M)
- R2460.8 Special Education – Free and Appropriate Public Education (M)
- R2460.9 Special Education – Transition from Early Intervention Programs to Preschool Programs (M)





- R2460.15 Special Education – In-Service Training Needs for Professional and Paraprofessional Staff (M)
- R2460.16 Special Education – Instruction Material to Blind or Print-Disables Students (M)
- R2481 Home or Out-of-School Instruction for a General Education Student for Reasons Other Than a Temporary or Chronic Condition (M)

Roll Call

K. Lee Dixon	_____	Michael Stewart	_____
Barbara Kelly	_____	Dominique Turner	_____
Donato Marable	_____	Richard Wolbert	_____

15. Old Business

16. New Business

16. Superintendent's Report

A. Enrollment Report

B. Attendance Report

C. Nurse' Report

D. H.I.B. Incidents:

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

E. Drills:

- Fire Drill – September 11, 2019 – 2:32 PM – 3 minutes 45 seconds

17. Correspondence

18. Board Comments

19. Public Comments

20. Adjournment







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

7

Beverly City School  
July 24, 2019

5:00 PM  
Beverly School Library

Minutes

1. CALL TO ORDER

The meeting was called to order at 5:00 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 July 21, 2019. A copy was also submitted to the Beverly Post Office.

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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

K. Lee Dixon	Present	Michael Stewart	Present
Barbara Kelly	Absent	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 of Education comments on the agenda.

### 6. Public Comment on Agenda Items Only

There were no public comments on the agenda.

7A. MOTION: A motion was made by K Lee Dixon and seconded by Michel Stewart to accept the resignation of Heather Young as a Beverly City Board of Education Board Member.

### Roll Call

K. Lee Dixon	Affirmative	Michael Stewart	Affirmative
Barbara Kelly	Absent	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

7B. MOTION: A motion was made by K Lee Dixon and seconded by Michel Stewart to approve the minutes for the Regular meeting on June 26, 2019.

### Roll Call

K. Lee Dixon	Affirmative	Michael Stewart	Affirmative
Barbara Kelly	Absent	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

### MONTHLY FINANCIALS/CONTRACTS:



8. Consent Agenda:

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

A. MOTION: To accept the financial Report of the Secretary for the month ending May 2019: Balance on hand \$3,465,329.04

Board Secretary's Month Certification

Budgetary Line Item Status

Certification of No Over-expenditures – Recommend acceptance that pursuant to N.J.A.C. 6A:23-2.12(c)3, Dr. Brian F. Savage, Board Secretary, certifies that as of May 2019, 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

\_\_\_\_\_

Staff Accountant/Board Secretary

Date

Board Certification – Recommend acceptance that through the adoption of this resolution, the Beverly City Board of Education, pursuant to N.J.A.C. 6A:23-2.12 (c) 4, certifies that as of May 2019, after review of the Secretary's monthly financial report (appropriations section) and upon consultation with the Business Administrator and other appropriate district officials, that to the best of our knowledge no major account or fund has been over-expended in violation of N.J.A.C. 6A:23-2.12 (c)4 i-vi and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

B. MOTION: To accept the financial report of the Treasurer of School Monies ending May 2019.

C. MOTION: To approve to authorize the Business Administrator to make transfers within accounts for the month of May 2019.

D. MOTION: To approve the purchase orders in the amount of \$1,324,291.31 for the month of July 2019.



E. MOTION: BE IT RESOLVED, that the Board of Education approve the bills totaling \$6,422.80 for the month of July 2019 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 June 15, 2019 in the amount of \$304,698.90 and for the pay period ending June 30, 2019 in the amount of \$41,160.77 in the total amount of \$345,859.67 for the month of June 2019.

G. MOTION: BE IT RESOLVED, that the Board of Education approve the final purchase orders in the amount of \$63,526.90 for the 2018-2019 school year.

H. MOTION: To approve the final bills list:

BE IT RESOLVED, that the Board of Education approve the final bills totaling \$812,847.34 for the 2018-2019 school year 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.

Roll Call

K. Lee Dixon	Affirmative, Abstained on Motions E&F	Michael Stewart	Affirmative
Barbara Kelly	Absent	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

FINANCIALS/CONTRACTS:

9. Consent Agenda:

A motion was made Dominique Turner and seconded by Donato Marable 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. Please note Motion E was held.

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

B. MOTION: BE IT RESOLVED, that the Board of Education approve the New Jersey Commission for the Blind and Visually Impaired contract for the 2019-2020 school year.



C. MOTION: BE IT RESOLVED, that the Board of Education approve the New Jersey Commission for the Blind and Visually Impaired State Aid Deduction in the amount of \$1,900.00 for 1 student.

D. MOTION: BE IT RESOLVED, that the Board of Education approve the SEMI Medicaid Reimbursement Program for the 2019-2020 school year.

E. MOTION: BE IT RESOLVED, that the Board of Education approve the contract of RnB Design for the 2019-2020 school year for the following amount was held:

- Web Hosting - \$150.00 per month
- Website Maintenance - \$150.00 per month

Roll Call

K. Lee Dixon	Affirmative	Michael Stewart	Affirmative
Barbara Kelly	Absent	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

PERSONNEL:

10. Consent Agenda:

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

A. MOTION: To approve Pablo Canela:

BE IT RESOLVED, that the Board of Education approve to appoint Mr. Pablo Canela as Treasurer of School Monies from July 1, 2019 to June 30, 2020, in the amount of \$4,488.00.(REVISED)

B. MOTION: BE IT RESOLVED, that the Board of Education approve Denise McGuckin, Occupational Therapist, at the rate of \$85.00 per hour for the 2019-2020 school year.

C. MOTION: BE IT RESOLVED, that the Board of Education approve Mike Knazek, Teacher, at the salary of \$59,252.00, Step #10 MA, effective September 1, 2019 to June 30, 2020.

D. MOTION: BE IT RESOLVED, that the Board of Education approve Janice Watson, part-time night custodian at the rate of \$14.78 per hour for the 2019-2020 school year. (REVISED)

E. MOTION: BE IT RESOLVED, that the Board of Education approve Amy Hornbeck, Teacher, at the salary of \$74,347.00,



Step #16 MA+15, effective September 1, 2019 to June 30, 2020.

F. 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 \$35.00 an hour for a teacher/nurse and \$15.00 an hour as a Paraprofessional:

Conor Dempster – Paraprofessional  
Donna Groves – Paraprofessional

G. MOTION: BE IT RESOLVED, that the Board of Education approve Alyson Stout, Physical Therapist, at the rate of \$85.00 per hour for the 2019-2020 school year.

H. MOTION: BE IT RESOLVED, that the Board of Education approve Doreen Torrillo, Teacher, at the salary of \$69,998.00, Step #15 BA+30, effective September 1, 2019 to June 30, 2019.

I. MOTION: BE IT RESOLVED, that the Board of Education approve Shannon Dennis as a long term sub for a maternity leave position effective September 1, 2019 at the salary of \$49,970.00, Step #3 BA, prorated.

Roll Call

K. Lee Dixon	Affirmative	Michael Stewart	Affirmative
Barbara Kelly	Absent	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

CURRICULUM & INSTRUCTION:

11. Consent Agenda:

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

A. MOTION: BE IT RESOLVED, that the Board of Education approve to accept the grant awards for these funds upon the subsequent approval of the fiscal year 2020 ESEA application in the amount of \$164,710.00 in Title I funds, \$5,901.00 in Title I Reallocated, \$12,377.00 in Title II-A funds, and \$10,272.00 Title IV funds.

B. MOTION: BE IT RESOLVED, that the Board of Education approve the following curricular frameworks for the 2019-2020 school year:



- ESL K-8<sup>th</sup> Grade
- Social Studies K-4<sup>th</sup> Grade
- Social Studies 5<sup>th</sup> – 8<sup>th</sup> Grade
- World Language K-8<sup>th</sup> Grade
- English Language Arts K-8<sup>th</sup> Grade
- Math K-8<sup>th</sup> Grade
- Algebra 8<sup>th</sup> Grade
- Gifted and Talented K-8<sup>th</sup> Grade
- Visual Art K-8<sup>th</sup> Grade
- Technology and Library PreK-8<sup>th</sup> Grade
- Health and Physical Education K-8<sup>th</sup> Grade
- Music K-8<sup>th</sup> Grade
- Science K-8<sup>th</sup> Grade

C. MOTION: BE IT RESOLVED, that the Board of Education approve the submission of the Student Data Safety System Certification for the 2018-2019 school year.

D. MOTION: BE IT RESOLVED, that the Board of Education approve the review of the annual New Jersey Department of Education School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act for July 2018-June 2019 with a preliminary score of 76/78.

E. MOTION: BE IT RESOLVED, that the Board of Education approve the submittal of the Preschool Education Expansion Aide Grant (PEEA).

Roll Call

K. Lee Dixon	Affirmative	Michael Stewart	Affirmative
Barbara Kelly	Absent	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

12. Old Business – Reduction of Board Members from seven (7) members to five (5) members:

There was discussion on reducing the board membership from seven (7) to five (5) members. Richard Wolbert and Brian Savage gave a summary of the reasons why the reduction made sense; including the board having a hard time filling the current seven (7) positions on a regular basis. A proposed motion was present for the board to review and possibly approve. After a discussion was held, the board of education decided to move forward with the reduction of board members.



MOTION: A motion was made by K Lee Dixon and seconded by Michael Stewart to approve the following motion to reduce the Board of Education membership as noted; As per N.J.S.A. 18A:12-12, the Beverly City Board of Education has determined in the best interest of the Beverly City School District that the membership of the Board of Education should be reduced from seven (7) to five (5) members. A question will be submitted to the voters of the district at the next annual school election and the question shall be stated in the notice of the election.

Roll Call

K. Lee Dixon	Affirmative	Michael Stewart	Affirmative
Barbara Kelly	Absent	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

13. New Business

Mr. Wolbert asked about the status of the 5-year facility plan. The Administration will look into issue and take the proper actions.

14. Correspondence

There was no correspondence for the month.

15. Board Comments

Mr. Wolbert gave the Board of Education an update on the charter school that is looking to open in Beverly at the church.

16. Public Comments

The open to the public comment portion of the meeting began at 5:37 p.m. and closed at 5:37 p.m.

There were no public comments.

17. Adjournment

A motion was made by Michael Stewart and seconded by Donato Marable to adjourn the Board of Education Meeting at 5:38 p.m.

Roll Call





K. Lee Dixon	Affirmative	Michael Stewart	Affirmative
Barbara Kelly	Absent	Dominique Turner	Affirmative
Donato Marable	Affirmative	Richard Wolbert	Affirmative

Respectfully submitted:

**Brian F. Savage**

Brian F. Savage, Ed.D.

Staff Accountant/Board Secretary

There was no executive session this month.

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 General Fund - Fund 10  
 Interim Balance Sheet  
 For 12 Month Period Ending 06/30/2019

8A

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ASSETS AND RESOURCES

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

101	Cash in bank		\$900,816.24
102-107	Cash and cash equivalents		\$500.00
116	Capital reserve Account		\$181,976.00
	Accounts receivable:		
132	Interfund	\$365,303.23	
141	Intergovernmental - State	\$544,493.01	
143	Intergovernmental - Other	\$26,911.00	
			\$936,707.24

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

301	Estimated Revenues	\$6,612,354.00	
302	Less Revenues	(\$6,241,222.86)	
			\$371,131.14

Total assets and resources

-----

\$2,391,130.62

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REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 General Fund - Fund 10  
 Interim Balance Sheet  
 For 12 Month Period Ending 06/30/2019

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 LIABILITIES AND FUND EQUITY  
 =====

--- LIABILITIES ---

Other current liabilities	\$18,521.00
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TOTAL LIABILITIES	\$18,521.00
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FUND BALANCE

--- Appropriated ---

Reserved fund balance:

760	Reserved Fund Balance	\$392,738.95
601	Appropriations	\$7,214,885.00
602	Less : Expenditures	\$6,763,688.37
		(\$6,763,688.37)
		\$451,196.63

Total Appropriated	\$843,935.58
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--- Unappropriated ---

770	Unreserved Fund Balance -	\$2,131,205.04
303	Budgeted Fund Balance	(\$602,531.00)

TOTAL FUND BALANCE	\$2,372,609.62
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TOTAL LIABILITIES AND FUND EQUITY	\$2,391,130.62
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Beverly City Board of Education  
 General Fund - Fund 10  
 Interim Balance Sheet  
 For 12 Month Period Ending 06/30/2019

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$7,214,885.00	\$6,763,688.37	\$451,196.63
Revenues	(\$6,612,354.00)	(\$6,241,222.86)	(\$371,131.14)
	<u>\$602,531.00</u>	<u>\$522,465.51</u>	<u>\$80,065.49</u>
Less: Adjust for prior year encumb.	<u>\$0.00</u>	<u>\$0.00</u>	
Budgeted Fund Balance	<u>\$602,531.00</u>	<u>\$522,465.51</u>	<u>\$80,065.49</u>
	=====	=====	=====
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$602,531.00	\$522,465.51	\$80,065.49
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>\$602,531.00</u>	<u>\$522,465.51</u>	<u>\$80,065.49</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 12 Month Period Ending 06/30/2019**

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
<b>*** REVENUES/SOURCES OF FUNDS ***</b>					
1XXX	From Local Sources	\$2,904,839.00	\$2,960,522.08		(\$55,683.08)
3XXX	From State Sources	\$3,690,680.00	\$3,206,863.25		\$483,816.75
4XXX	From Federal Sources	\$16,835.00	\$73,837.53		(\$57,002.53)
<b>TOTAL REVENUE/SOURCES OF FUNDS</b>		<b>\$6,612,354.00</b>	<b>\$6,241,222.86</b>		<b>\$371,131.14</b>
=====					
<b>*** EXPENDITURES ***</b>					
		<b>APPROPRIATIONS</b>	<b>EXPENDITURES</b>	<b>ENCUMBRANCES</b>	<b>AVAILABLE BALANCE</b>
-----					
<b>--- CURRENT EXPENSE ---</b>					
11-1XX-100-XXX	Regular Programs - Instruction	\$1,519,934.00	\$1,427,038.72	\$0.00	\$92,895.28
11-2XX-100-XXX	Special Education - Instruction	\$491,009.00	\$462,700.98	\$0.00	\$28,308.02
11-230-100-XXX	Basic Skills - Remedial Instruction	\$84,456.00	\$84,395.60	\$0.00	\$60.40
11-240-100-XXX	Bilingual Education - Instruction	\$57,075.00	\$56,974.00	\$0.00	\$101.00
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$12,750.00	\$7,087.55	\$0.00	\$5,662.45
11-402-100-XXX	School-Spons. Athletics - Instruction	\$8,750.00	\$7,224.18	\$0.00	\$1,525.82
11-4XX-100-XXX	Other Instrc. Programs - Instruction	\$1.00	\$0.00	\$0.00	\$1.00
<b>--- UNDISTRIBUTED EXPENDITURES ---</b>					
11-000-100-XXX	Instruction	\$1,580,656.00	\$1,545,465.96	\$0.00	\$35,190.04
11-000-211-XXX	Attendance and Social Work Services	\$40,504.00	\$40,413.95	\$0.00	\$90.05
11-000-213-XXX	Health Services	\$148,182.00	\$147,146.18	\$0.00	\$1,035.82
11-000-216-XXX	Speech, OT,PT & Related Svcs	\$116,009.00	\$115,949.35	\$0.00	\$59.65
11-000-217-XXX	Other Support Serv - Students Extra Srvc	\$7,363.00	\$0.00	\$0.00	\$7,363.00
11-000-218-XXX	Guidance	\$29,475.00	\$29,257.02	\$0.00	\$217.98
11-000-219-XXX	Child Study Teams	\$278,432.00	\$234,214.04	\$0.00	\$44,217.96
11-000-221-XXX	Improv of Inst. - Instruc Staff	\$264,127.00	\$245,394.84	\$0.00	\$18,732.16
11-000-222-XXX	Educational Media Serv/School Library	\$12,620.00	\$10,719.83	\$0.00	\$1,900.17
11-000-223-XXX	Instructional Staff Training Services	\$21,610.00	\$17,204.90	\$0.00	\$4,405.10
11-000-230-XXX	Supp. Serv.-General Administration	\$230,231.00	\$210,233.55	\$0.00	\$19,997.45
11-000-240-XXX	Supp. Serv.-School Administration	\$25,852.00	\$25,822.66	\$0.00	\$29.34
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	\$221,143.00	\$163,177.73	\$0.00	\$57,965.27
11-000-261-XXX	Require Maint. for School Facilities	\$73,793.00	\$73,576.93	\$0.00	\$216.07
11-000-262-XXX	Custodial Services	\$435,352.00	\$430,676.45	\$0.00	\$4,675.55
11-000-266-XXX	Security	\$43,000.00	\$42,720.00	\$0.00	\$280.00
11-000-270-XXX	Student Transportation Services	\$372,325.00	\$276,873.41	\$0.00	\$95,451.59
11-XXX-XXX-2XX	Allocated and Unallocated Benefits	\$1,050,036.00	\$1,024,292.54	.00	\$25,743.46
<b>TOTAL GENERAL CURRENT EXPENSE</b>					
<b>EXPENDITURES/USES OF FUNDS</b>		<b>\$7,124,685.00</b>	<b>\$6,678,560.37</b>	<b>\$0.00</b>	<b>\$446,124.63</b>
=====					

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 12 Month Period Ending 06/30/2019

*** EXPENDITURES - cont'd ***	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$88,581.00	\$83,509.00	\$0.00	\$5,072.00
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$1,619.00	\$1,619.00	.00	.00
TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	\$90,200.00	\$85,128.00	\$0.00	\$5,072.00
	=====	=====	=====	=====
TOTAL GENERAL FUND EXPENDITURES	\$7,214,885.00	\$6,763,688.37	\$0.00	\$451,196.63
	=====	=====	=====	=====

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 12 Month Period Ending 06/30/2019

		ESTIMATED	ACTUAL	UNREALIZED
		-----	-----	-----
--- LOCAL SOURCES ---				
1210	Local Tax Levy	\$2,902,839.00	\$2,867,714.24	\$35,124.76
1XXX	Miscellaneous	\$2,000.00	\$92,807.84	(\$90,807.84)
	TOTAL	\$2,904,839.00	\$2,960,522.08	(\$55,683.08)
		=====	=====	=====
--- STATE SOURCES ---				
3121	Categorical Transportation Aid	\$193,173.00	\$193,173.00	.00
3131	Extraordinary Aid	\$10,000.00	\$48,592.00	(\$38,592.00)
3132	Categorical Special Education Aid	\$182,606.00	\$182,606.00	.00
3176	Equalization	\$2,420,975.00	\$1,874,587.00	\$546,388.00
3177	Categorical Security	\$105,269.00	\$105,269.00	.00
3178	Adjustment Aid	\$778,657.00	\$778,657.00	.00
3190	Other Unrestricted State Aid		\$15,279.25	(\$15,279.25)
3XXX	Other State Aids	\$0.00	\$8,700.00	(\$8,700.00)
	TOTAL	\$3,690,680.00	\$3,206,863.25	\$483,816.75
		=====	=====	=====
--- FEDERAL SOURCES ---				
4200	Medicaid Reimbursement	\$16,835.00	\$29,688.98	(\$12,853.98)
4XXX	Other Federal Aids	\$0.00	\$44,148.55	(\$44,148.55)
	TOTAL	\$16,835.00	\$73,837.53	(\$57,002.53)
		=====	=====	=====
--- OTHER FINANCING SOURCES ---				
	TOTAL REVENUES/SOURCES OF FUNDS	\$6,612,354.00	\$6,241,222.86	\$371,131.14
		=====	=====	=====



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 12 Month Period Ending 06/30/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- Regular Programs - Instruction ---				
11-110-100-101 Kindergarten - Salaries of Teachers	\$153,931.00	\$148,005.00	.00	\$5,926.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$613,970.00	\$600,736.27	.00	\$13,233.73
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$365,708.00	\$302,755.64	.00	\$62,952.36
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$5,000.00	\$3,550.00	\$0.00	\$1,450.00
11-150-100-320 Purchased Prof.-Ed. Services	\$3,000.00	.00	.00	\$3,000.00
--- Regular Programs - Undistr. Instruction ---				
11-190-100-106 Other Salaries for Instruction	\$198,128.00	\$198,115.33	.00	\$12.67
11-190-100-320 Purchased Prof.-Ed. Services	\$3,497.00	\$3,400.00	.00	\$97.00
11-190-100-340 Purchased Technical Services	\$59,350.00	\$59,326.43	.00	\$23.57
11-190-100-500 Other Purch. Sarv. (400-500 series)	\$38,500.00	\$34,055.97	.00	\$4,444.03
11-190-100-610 General Supplies	\$66,350.00	\$66,332.56	.00	\$17.44
11-190-100-640 Textbooks	\$10,000.00	\$8,649.15	.00	\$1,350.85
11-190-100-800 Other Objects	\$2,500.00	\$2,112.37	.00	\$387.63
TOTAL	\$1,519,934.00	\$1,427,038.72	\$0.00	\$92,895.28
--- SPECIAL EDUCATION - INSTRUCTION ---				
Learning and/or Language Disabilities Mild or Moderate:				
11-204-100-101 Salaries of Teachers	\$209,388.00	\$209,310.34	\$0.00	\$77.66
11-204-100-106 Other Salaries for Instruction	\$77,000.00	\$65,092.28	.00	\$11,907.72
11-204-100-610 General Supplies	\$900.00	.00	.00	\$900.00
TOTAL	\$287,288.00	\$274,402.62	\$0.00	\$12,885.38
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$201,721.00	\$186,906.02	\$0.00	\$14,814.98
11-213-100-610 General supplies	\$2,000.00	\$1,392.34	.00	\$607.66
TOTAL	\$203,721.00	\$188,298.36	\$0.00	\$15,422.64
TOTAL SPECIAL ED - INSTRUCTION				
	\$491,009.00	\$462,700.98	\$0.00	\$28,308.02
--- Basic Skills/Remedial-Instruction ---				
11-230-100-101 Salaries of Teachers	\$84,456.00	\$84,395.60	\$0.00	\$60.40
TOTAL	\$84,456.00	\$84,395.60	\$0.00	\$60.40
--- Bilingual Education-Instruction ---				
11-240-100-101 Salaries of Teachers	\$57,075.00	\$56,974.00	\$0.00	\$101.00
TOTAL	\$57,075.00	\$56,974.00	\$0.00	\$101.00
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$10,000.00	\$5,617.55	.00	\$4,382.45
11-401-100-500 Purchased Sarvices (300-500 series)	\$2,050.00	\$812.00	.00	\$1,238.00
11-401-100-800 Other Objects	\$700.00	\$658.00	.00	\$42.00
TOTAL	\$12,750.00	\$7,087.55	\$0.00	\$5,662.45
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$4,750.00	\$4,704.00	.00	\$46.00

Beverly City Board of Education  
 GENERAL FUND - FUND 10  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 12 Month Period Ending 06/30/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
11-402-100-600 Supplies and Materials	\$4,000.00	\$2,520.18	.00	\$1,479.82
TOTAL	\$8,750.00	\$7,224.18	\$0.00	\$1,525.82
--- Other Instructional programs-Instruction ---				
11-403-100-100 Salaries	\$1.00	.00	.00	\$1.00
TOTAL	\$1.00	\$0.00	\$0.00	\$1.00
--- UNDISTRIBUTED EXPENDITURES ---				
--- Instruction ---				
11-000-100-561 Tuition to Other LEAs within State Regular	\$283,569.00	\$282,468.18	.00	\$1,100.82
11-000-100-562 Tuition to Other LEAs within State Special	\$287,783.00	\$282,325.99	.00	\$5,457.01
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$147,440.00	\$138,580.00	.00	\$8,860.00
11-000-100-565 Tuition to Co.Spec.Serv. & Reg. Day schls	\$666,566.00	\$666,520.99	.00	\$45.01
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$159,833.00	\$157,517.80	.00	\$2,315.20
11-000-100-568 Tuition - State Facilities	\$35,465.00	\$18,053.00	.00	\$17,412.00
TOTAL	\$1,580,656.00	\$1,545,465.96	\$0.00	\$35,190.04
--- Attendance and social work services ---				
11-000-211-100 Salaries	\$38,905.00	\$38,857.84	.00	\$47.16
11-000-211-300 Purchased Prof. & Tech. Svc.	\$1,599.00	\$1,556.11	.00	\$42.89
TOTAL	\$40,504.00	\$40,413.95	\$0.00	\$90.05
--- Health services ---				
11-000-213-100 Salaries	\$79,382.00	\$79,381.76	.00	\$0.24
11-000-213-300 Purchased Prof. & Tech. Svc.	\$67,225.00	\$66,407.50	.00	\$817.50
11-000-213-600 Supplies and Materials	\$1,490.00	\$1,271.92	.00	\$218.08
11-000-213-800 Other Objects	\$85.00	\$85.00	.00	.00
TOTAL	\$148,182.00	\$147,146.18	\$0.00	\$1,035.82
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	\$61,109.00	\$61,109.00	.00	.00
11-000-216-320 Purchased Prof. Ed. Services	\$54,450.00	\$54,390.53	.00	\$59.47
11-000-216-600 Supplies and Materials	\$450.00	\$449.82	.00	\$0.18
TOTAL	\$116,009.00	\$115,949.35	\$0.00	\$59.65
--- Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	\$3,763.00	.00	.00	\$3,763.00
11-000-217-320 Purchased Prof. Ed. Services	\$3,600.00	.00	.00	\$3,600.00
TOTAL	\$7,363.00	\$0.00	\$0.00	\$7,363.00
--- Guidance ---				
11-000-218-105 Sal Secr. & Clerical Asst.	\$22,375.00	\$22,193.52	.00	\$181.48
11-000-218-320 Purchased Prof. - Ed. Services	\$7,100.00	\$7,063.50	.00	\$36.50
TOTAL	\$29,475.00	\$29,257.02	\$0.00	\$217.98
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$220,580.00	\$178,444.13	.00	\$42,135.87
11-000-219-105 Sal Secr. & Clerical Asst.	\$22,873.00	\$22,858.30	.00	\$14.70

Beverly City Board of Education  
 GENERAL FUND - FUND 10  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 12 Month Period Ending 06/30/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-219-320 Purchased Prof. - Ed. Services	\$29,480.00	\$29,437.50	.00	\$42.50
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$899.00	\$689.68	.00	\$209.32
11-000-219-600 Supplies and Materials	\$2,820.00	\$2,784.43	.00	\$35.57
11-000-219-800 Other Objects	\$1,780.00	.00	.00	\$1,780.00
TOTAL	\$278,432.00	\$234,214.04	\$0.00	\$44,217.96
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$224,677.00	\$206,864.68	.00	\$17,812.32
11-000-221-104 Salaries Other Prof. Staff	\$11,500.00	\$11,331.12	.00	\$168.88
11-000-221-105 Sal Secr. & Clerical Asst.	\$4,110.00	\$3,994.80	.00	\$115.20
11-000-221-11X Other Salaries	\$8,400.00	\$8,240.88	.00	\$159.12
11-000-221-390 Other Purch. Prof. & Tech Svc.	\$15,215.00	\$14,963.36	.00	\$251.64
11-000-221-600 Supplies and Materials	\$225.00	.00	.00	\$225.00
TOTAL	\$264,127.00	\$245,394.84	\$0.00	\$18,732.16
--- Educational media serv./sch.library ---				
11-000-222-300 Purchased Prof. & Tech Svc.	\$6,000.00	\$5,042.50	.00	\$957.50
11-000-222-600 Supplies and Materials	\$5,500.00	\$4,564.33	.00	\$935.67
11-000-222-800 Other Objects	\$1,120.00	\$1,113.00	.00	\$7.00
TOTAL	\$12,620.00	\$10,719.83	\$0.00	\$1,900.17
--- Instructional Staff Training Services ---				
11-000-223-390 Other Purch. Prof. & Tech Svc.	\$50.00	\$40.67	.00	\$9.33
11-000-223-500 Other Purchased Services (400-500 series)	\$21,560.00	\$17,164.23	.00	\$4,395.77
TOTAL	\$21,610.00	\$17,204.90	\$0.00	\$4,405.10
--- Support services-general administration ---				
11-000-230-100 Salaries	\$150,181.00	\$145,774.69	\$0.00	\$4,406.31
11-000-230-331 Legal Services	\$18,150.00	\$10,305.51	.00	\$7,844.49
11-000-230-332 Audit Fees	\$23,450.00	\$23,400.00	.00	\$50.00
11-000-230-339 Other Purchased Prof. Svc.	\$11,940.00	\$11,870.00	.00	\$70.00
11-000-230-340 Purchased Tech. Services	\$2,000.00	\$1,724.00	.00	\$276.00
11-000-230-530 Communications/Telephone	\$4,510.00	\$4,354.46	.00	\$155.54
11-000-230-585 BOE Other Purchased Prof. Svc.	\$1,000.00	.00	.00	\$1,000.00
11-000-230-590 Other Purchased Services	\$5,000.00	\$3,623.62	\$0.00	\$1,376.38
11-000-230-610 General Supplies	\$4,000.00	\$2,862.77	.00	\$1,137.23
11-000-230-890 Misc. Expenditures	\$3,000.00	\$485.00	.00	\$2,515.00
11-000-230-895 BOE Membership Dues and Fees	\$7,000.00	\$5,833.50	.00	\$1,166.50
TOTAL	\$230,231.00	\$210,233.55	\$0.00	\$19,997.45
--- Support services-school administration ---				
11-000-240-105 Sal Secr. & Clerical Asst.	\$21,161.00	\$21,131.76	.00	\$29.24
11-000-240-300 Purchased Prof. & Tech. Svc.	\$700.00	\$700.00	.00	.00
11-000-240-600 Supplies and Materials	\$3,491.00	\$3,490.90	.00	\$0.10
11-000-240-800 Other Objects	\$500.00	\$500.00	.00	.00
TOTAL	\$25,852.00	\$25,822.66	\$0.00	\$29.34
--- Central Services ---				
11-000-251-100 Salaries	\$165,103.00	\$129,403.28	.00	\$35,699.72

Beverly City Board of Education  
 GENERAL FUND - FUND 10  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 12 Month Period Ending 06/30/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-251-340 Purchased Technical Services	\$20,440.00	\$8,150.37	.00	\$12,289.63
11-000-251-592 Misc Pur Serv (400-500 series )	\$4,000.00	.00	.00	\$4,000.00
11-000-251-600 Supplies and Materials	\$6,400.00	\$3,914.18	.00	\$2,485.82
11-000-251-89X Other Objects	\$3,200.00	.00	.00	\$3,200.00
TOTAL	\$199,143.00	\$141,467.83	\$0.00	\$57,675.17
--- Admin. Info. Technology ---				
11-000-252-340 Purchased Technical Services	\$22,000.00	\$21,709.90	.00	\$290.10
TOTAL	\$22,000.00	\$21,709.90	\$0.00	\$290.10
TOTAL Cent. Svcs. & Admin IT	\$221,143.00	\$163,177.73	\$0.00	\$57,965.27
--- Required Maint.for School Facilities ---				
11-000-261-420 Cleaning, Repair & Maint. Svc	\$34,093.00	\$33,921.38	.00	\$171.62
11-000-261-610 General Supplies	\$39,700.00	\$39,655.55	.00	\$44.45
TOTAL	\$73,793.00	\$73,576.93	\$0.00	\$216.07
--- Custodial Services ---				
11-000-262-1XX Salaries	\$123,221.00	\$121,764.35	\$0.00	\$1,456.65
11-000-262-107 Salaries of Non-Instructional Aids	\$3,500.00	\$3,225.00	.00	\$275.00
11-000-262-300 Purchased Prof. & Tech. Svc.	\$65,810.00	\$65,781.88	.00	\$28.12
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$123,421.00	\$123,164.96	.00	\$256.04
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$607.00	\$607.00	.00	.00
11-000-262-490 Other Purchased Property Svc.	\$1,100.00	\$1,068.00	.00	\$32.00
11-000-262-520 Insurance	\$36,600.00	\$36,579.00	.00	\$21.00
11-000-262-590 Misc. Purchased Services	\$2,000.00	\$1,814.68	.00	\$185.32
11-000-262-610 General Supplies	\$1,000.00	\$131.14	.00	\$868.86
11-000-262-621 Energy (Natural Gas)	\$12,000.00	\$11,615.17	.00	\$384.83
11-000-262-622 Energy (Electricity)	\$65,093.00	\$64,711.27	.00	\$381.73
11-000-262-8XX Other Objects	\$1,000.00	\$214.00	\$0.00	\$786.00
TOTAL	\$435,352.00	\$430,676.45	\$0.00	\$4,675.55
--- Security ---				
11-000-266-100 Salaries	\$43,000.00	\$42,720.00	.00	\$280.00
TOTAL	\$43,000.00	\$42,720.00	\$0.00	\$280.00
TOTAL Oper & Maint of Plant Services	\$552,145.00	\$546,973.38	\$0.00	\$5,171.62
--- Student transportation services ---				
11-000-270-161 Sal Pupil Trans (Bet Home & Sch) -Sp Ed	\$47,860.00	\$36,969.38	.00	\$10,890.62
11-000-270-162 Sal Pupil Trans. Other than Bet Home & Sch	\$22,054.00	\$22,053.30	.00	\$0.70
11-000-270-511 Contract Svc (btw Home & Sch.) -vendors	\$31,799.00	\$31,429.80	.00	\$369.20
11-000-270-512 Contract Svc (other btw home & sch) -vndrs	\$10,000.00	\$600.00	.00	\$9,400.00
11-000-270-513 Contract Svc (btw home & sch.) -joint agree	\$1,500.00	.00	.00	\$1,500.00
11-000-270-514 Contract Svc (Sp Ed.) -vendors	\$5,000.00	.00	.00	\$5,000.00
11-000-270-515 Contract Svc (Sp Ed.) -joint agreements	\$6,000.00	.00	.00	\$6,000.00
11-000-270-517 Contract Svc (reg std) - ESCs	\$24,903.00	\$8,460.90	.00	\$16,442.10

Beverly City Board of Education  
 GENERAL FUND - FUND 10  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 12 Month Period Ending 06/30/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-270-518 Contract Svc (Sp Ed) - ESCs	\$180,000.00	\$135,287.03	.00	\$44,712.97
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$39,709.00	\$38,850.00	.00	\$859.00
11-000-270-610 General Supplies	\$3,500.00	\$3,223.00	.00	\$277.00
TOTAL	\$372,325.00	\$276,873.41	\$0.00	\$95,451.59
--- Personal Services-Employee Benefits---				
11-XXX-XXX-210 Group Insurance	\$7,218.00	\$3,548.00	.00	\$3,670.00
11-XXX-XXX-220 Social Security Contributions	\$73,000.00	\$72,974.44	.00	\$25.56
11-XXX-XXX-241 Other Retirement Contrib. - PERS	\$55,423.00	\$52,323.50	.00	\$3,099.50
11-XXX-XXX-242 Other Retirement Contrib. - ERIP	\$1,000.00	\$43.33	.00	\$956.67
11-XXX-XXX-250 Unemployment Compensation	\$10,000.00	\$9,599.84	.00	\$400.16
11-XXX-XXX-260 Workman's Compensation	\$42,200.00	\$42,124.10	.00	\$75.90
11-XXX-XXX-270 Health Benefits	\$834,795.00	\$818,012.74	.00	\$16,782.26
11-XXX-XXX-280 Tuition Reimbursement	\$10,705.00	\$10,703.05	.00	\$1.95
11-XXX-XXX-290 Other Employee Benefits	\$15,695.00	\$14,963.54	.00	\$731.46
TOTAL	\$1,050,036.00	\$1,024,292.54	\$0.00	\$25,743.46
Total Undistributed Expenditures	\$4,950,710.00	\$4,633,139.34	\$0.00	\$317,570.66
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$7,124,685.00	\$6,678,560.37	\$0.00	\$446,124.63
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$7,124,685.00	\$6,678,560.37	\$0.00	\$446,124.63

Beverly City Board of Education  
 GENERAL FUND - FUND 10  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 12 Month Period Ending 06/30/2019

	Appropriations	Expenditures	Encumbrances	Available Balance	
*** CAPITAL OUTLAY ***					
--- EQUIPMENT ---					
Undist. Exp. - Non-instructional Services					
12-000-300-730	Non-instructional services	\$88,581.00	\$83,509.00	.00	\$5,072.00
TOTAL		\$88,581.00	\$83,509.00	\$0.00	\$5,072.00
--- Facilities acquisition and construction services ---					
12-000-400-390	Other Purchased Prof. & Tech Services	\$1,619.00	\$1,619.00	.00	.00
Sub Total		\$1,619.00	\$1,619.00	\$0.00	\$0.00
TOTAL		\$1,619.00	\$1,619.00	\$0.00	\$0.00
TOTAL CAPITAL OUTLAY EXPENDITURES		\$90,200.00	\$85,128.00	\$0.00	\$5,072.00

Beverly City Board of Education  
GENERAL FUND - FUND 10  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 12 Month Period Ending 06/30/2019

	<u>Appropriations</u>	<u>Expenditures</u>	<u>Encumbrances</u>	<u>Available Balance</u>
*** EDUCATION JOBS FUND **				
*** FEMA COMMUNITY DEVELOPMENT BLOCK GRANT ***				
TOTAL GENERAL FUND EXPENDITURES	\$7,214,885.00	\$6,763,688.37	\$0.00	\$451,196.63

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

For 12 Month Period Ending 06/30/2019

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

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

\_\_\_\_\_  
Date



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

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7/29 10:03pm

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
School-Based Budget - Fund 15  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/19

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

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

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

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REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
School-Based Budget - Fund 15  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/19

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LIABILITIES AND FUND EQUITY

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FUND BALANCE

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--- 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 12 Month Period Ending 06/30/19

\*\*\*\*\*  
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 12 Month Period Ending 06/30/19

\*\*\* 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 12 Month Period Ending 06/30/19

	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 12 Month Period Ending 06/30/19

=====  
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 12 Month Period Ending 06/30/19

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

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

\_\_\_\_\_  
Date



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

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7/29 10:03pm

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
Special Revenue Fund - Fund 20  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/19

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$146,592.92
	Accounts receivable:		
141	Intergovernmental - State	\$231,153.10	
142	Intergovernmental - Federal	\$129,735.98	
143	Intergovernmental - Other	\$0.27	
153,154	Other (net of estimated uncollectible of \$____)	(\$0.27)	
			\$360,889.08

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

301	Estimated Revenues	\$581,136.00	
302	Less Revenues	(\$581,136.00)	
			\$507,482.00
	Total assets and resources		\$507,482.00
			=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
Special Revenue Fund - Fund 20  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/19

=====

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 ---

601 Appropriations \$581,136.00

602 Less: Expenditures \$581,136.00

(\$581,136.00)

TOTAL LIABILITIES AND FUND EQUITY \$507,482.00

=====

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 12 Month Period Ending 06/30/19

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
3XXX	From State Sources	\$256,200.00	\$256,200.00		.00
4XXX	From Federal Sources	\$324,936.00	\$324,936.00		.00
TOTAL REVENUE/SOURCES OF FUNDS		\$581,136.00	\$581,136.00		\$0.00
=====					
*** EXPENDITURES ***		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
STATE PROJECTS:					
	Preschool Education Aid	\$256,200.00	\$256,200.00	.00	.00
TOTAL STATE PROJECTS		\$256,200.00	\$256,200.00	\$0.00	\$0.00
FEDERAL PROJECTS:					
	NCLB Title I - Part A/D	\$185,452.00	\$185,452.00	.00	.00
	I.D.E.A. Part B (Handicapped)	\$115,860.00	\$115,860.00	.00	.00
	NCLB Title II - Part A/D	\$13,054.00	\$13,054.00	.00	.00
	NCLB Title IV	\$10,570.00	\$10,570.00	.00	.00
TOTAL FEDERAL PROJECTS		\$324,936.00	\$324,936.00	\$0.00	\$0.00
*** TOTAL EXPENDITURES ***		\$581,136.00	\$581,136.00	\$0.00	\$0.00
=====					

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 12 Month Period Ending 06/30/19

	ESTIMATED	ACTUAL	UNREALIZED
	-----	-----	-----
--- LOCAL SOURCES ---			
--- STATE SOURCES ---			
3218      Preschool Education Aid	\$256,200.00	\$256,200.00	.00
	-----	-----	-----
Total Revenue from State Sources	\$256,200.00	\$256,200.00	\$0.00
	=====	=====	=====
--- FEDERAL SOURCES ---			
4411-16    Title I	\$185,452.00	\$185,452.00	.00
4420-29    I.D.E.A. Part B (Handicapped)	\$115,860.00	\$115,860.00	.00
4XXX      Other Federal Aids	\$23,624.00	\$23,624.00	\$0.00
	-----	-----	-----
Total Revenues from Federal Sources	\$324,936.00	\$324,936.00	\$0.00
	=====	=====	=====
TOTAL REVENUES/SOURCES OF FUNDS	\$581,136.00	\$581,136.00	\$0.00
	=====	=====	=====

**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 12 Month Period Ending 06/30/19**

	Appropriations	Expenditures	Encumbrances	Available Balance
State Projects:				
PRESCHOOL EDUCATION AID				
--- Preschool Education Aid - Instruction ---				
20-218-100-101 Salaries of Teachers	\$188,456.00	\$188,456.00	.00	.00
20-218-100-106 Other Sal. For Instruction	\$20,482.00	\$20,482.00	.00	.00
TOTAL Instruction	\$208,938.00	\$208,938.00	\$0.00	\$0.00
--- Preschool Education Aid - Support Services ---				
20-218-200-200 Personal Services - Employee Benefits	\$47,262.00	\$47,262.00	.00	.00
TOTAL Support Services	\$47,262.00	\$47,262.00	\$0.00	\$0.00
=====				
TOTAL PRESCHOOL EDUCATION AID	\$256,200.00	\$256,200.00	\$0.00	\$0.00
Other State Projects:				
PRESCHOOL EXPANSION GRANT				
=====				
=====				
TOTAL OTHER STATE PROJECTS	\$256,200.00	\$256,200.00	\$0.00	\$0.00
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$324,936.00	\$324,936.00	\$0.00	\$0.00
TOTAL EXPENDITURE	\$581,136.00	\$581,136.00	\$0.00	\$0.00
=====				

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

Special Revenue Fund - Fund 20  
For 12 Month Period Ending 06/30/19

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

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

\_\_\_\_\_  
Date

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

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7/29 10:03pm

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Capital Projects Fund - Fund 30  
 Interim Balance Sheet  
 For 12 Month Period Ending 06/30/19

=====

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)
----------------------------	--	--------------

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

Capital Projects Fund - Fund 30  
Interim Balance Sheet  
For 12 Month Period Ending 06/30/19

=====

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 12 Month Period Ending 06/30/19

	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 12 Month Period Ending 06/30/19

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

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

\_\_\_\_\_  
Date

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

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7/29 10:03pm

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Debt Service Fund - Fund 40  
 Interim Balance Sheet  
 For 12 Month Period Ending 06/30/19

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$63,238.49
-----	--------------	--	-------------

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

301	Estimated Revenues	\$81,894.00	
		\$81,894.00	

	Total assets and resources		\$145,132.49

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

Debt Service Fund - Fund 40  
 Interim Balance Sheet  
 For 12 Month Period Ending 06/30/19

=====

LIABILITIES AND FUND EQUITY

=====

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

601	Appropriations		\$81,894.00	
602	Less : Expenditures	\$81,893.75		
			(\$81,893.75)	
				\$0.25

Total Appropriated \$0.25

--- Unappropriated ---

770	Fund Balance			\$145,132.24
-----	--------------	--	--	--------------

TOTAL FUND BALANCE \$145,132.49

TOTAL LIABILITIES AND FUND EQUITY \$145,132.49

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$81,894.00	\$81,893.75	\$0.25
Revenues	(\$81,894.00)	\$0.00	(\$81,894.00)
	\$0.00	\$81,893.75	(\$81,893.75)
--- Change in Maint. / Capital reserve account ---			
Subtotal	\$0.00	\$81,893.75	(\$81,893.75)
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
Budgeted Fund Balance	\$0.00	\$81,893.75	(\$81,893.75)

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 12 Month Period Ending 06/30/19

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
--- Local Sources ---				
1210 Local tax levy	\$81,894.00	.00		\$81,894.00
Total Local Sources	\$81,894.00	\$0.00		\$81,894.00
TOTAL REVENUE/SOURCES OF FUNDS	\$81,894.00	\$0.00		\$81,894.00



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 12 Month Period Ending 06/30/19

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
--- Additional State School Bldg. Aid - Ch. 10 ---			
40-703-510-830 Interest	\$21,894.00	\$21,893.75	\$0.25
40-703-510-910 Redemption of principal	\$60,000.00	\$60,000.00	.00
TOTAL	\$81,894.00	\$81,893.75	\$0.25
=====			
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$81,894.00	\$81,893.75	\$0.25
=====			
*** TOTAL USES OF FUNDS ***	\$81,894.00	\$81,893.75	\$0.25
=====			

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

For 12 Month Period Ending 06/30/19

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

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REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 General Fund - Fund 10 (including subfunds 16 and 17)  
 Interim Balance Sheet  
 For 1 Month Period Ending 07/31/2019

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

9B

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

101	Cash in bank		\$1,755,803.93
102-107	Cash and cash equivalents		\$500.00
116	Capital reserve Account		\$181,976.00
121	Tax levy receivable		\$2,765,122.00
	Accounts receivable:		
132	Interfund	\$365,303.23	
141	Intergovernmental - State	\$3,982,125.39	
143	Intergovernmental - Other	\$26,911.00	
			\$4,374,339.62

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

301	Estimated Revenues	\$6,824,305.00	
302	Less Revenues	(\$7,150,360.64)	
			(\$326,054.64)
			-----
	Total assets and resources		\$8,751,686.91
			=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
General Fund - Fund 10 (including subfunds 16 and 17)  
Interim Balance Sheet  
For 1 Month Period Ending 07/31/2019

=====

LIABILITIES AND FUND EQUITY

=====

--- LIABILITIES ---

Other current liabilities \$18,521.00

TOTAL LIABILITIES \$18,521.00

FUND BALANCE

--- Appropriated ---

753 Reserve for encumbrances - Current Year \$4,123,710.74  
Reserved fund balance:

760 Reserved Fund Balance \$392,738.95

601 Appropriations \$7,528,933.00

602 Less : Expenditures \$92,618.57

603 Encumbrances \$4,123,710.74 (\$4,216,329.31)

\$3,312,603.69

Total Appropriated \$7,829,053.38

--- Unappropriated ---

770 Fund Balance - \$1,608,739.53

303 Budgeted Fund Balance (\$704,627.00)

TOTAL FUND BALANCE \$8,733,165.91

TOTAL LIABILITIES AND FUND EQUITY \$8,751,686.91

=====

Beverly City Board of Education  
 General Fund - Fund 10 (including subfunds 16 and 17)  
 Interim Balance Sheet  
 For 1 Month Period Ending 07/31/2019

RECAPITULATION OF FUND BALANCE:	Budgeted	Actual	Variance
Appropriations	\$7,528,933.00	\$4,216,329.31	\$3,312,603.69
Revenues	(\$6,824,306.00)	(\$7,150,360.64)	\$326,054.64
	<u>\$704,627.00</u>	<u>(\$2,934,031.33)</u>	<u>\$3,638,658.33</u>
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
Budgeted Fund Balance	<u>\$704,627.00</u>	<u>(\$2,934,031.33)</u>	<u>\$3,638,658.33</u>
	=====	=====	=====
Recapitulation of Budgeted Fund Balance by Subfund			
Fund 10 (includes 10, 11, 12, and 13)	\$704,627.00	(\$2,934,031.33)	\$3,638,658.33
Fund 16 (Restricted ARRA-ESF)	\$0.00	\$0.00	\$0.00
Fund 17 (Restricted ARRA-GSF)	\$0.00	\$0.00	\$0.00
TOTAL Budgeted Fund Balance	<u>\$704,627.00</u>	<u>(\$2,934,031.33)</u>	<u>\$3,638,658.33</u>
	=====	=====	=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
GENERAL FUND - FUND 10 (including subfunds 16 and 17)  
INTERIM STATEMENTS COMPARING  
BUDGET REVENUE WITH ACTUAL TO DATE AND  
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
For 1 Month Period Ending 07/31/2019

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
1XXX	From Local Sources	\$3,009,025.00	\$3,357,753.64		(\$348,728.64)
3XXX	From State Sources	\$3,793,055.00	\$3,783,055.00		\$10,000.00
4XXX	From Federal Sources	\$22,226.00	\$9,552.00		\$12,674.00
TOTAL REVENUE/SOURCES OF FUNDS		\$6,824,306.00	\$7,150,360.64		(\$326,054.64)
=====					
					AVAILABLE
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	BALANCE
--- CURRENT EXPENSE ---					
11-1XX-100-XXX	Regular Programs - Instruction	\$1,613,398.00	\$1,964.99	\$1,150,453.15	\$460,979.86
11-2XX-100-XXX	Special Education - Instruction	\$369,295.00	\$22,379.40	\$328,860.60	\$18,055.00
11-230-100-XXX	Basic Skills - Remedial Instruction	\$118,708.00	\$0.00	\$118,187.40	\$520.60
11-240-100-XXX	Bilingual Education - Instruction	\$58,452.00	\$0.00	\$58,452.00	\$0.00
11-401-100-XXX	School-Spon. Cocurr. Acti-Instr	\$13,000.00	\$840.00	\$9,160.00	\$3,000.00
11-402-100-XXX	School-Spons. Athletics - Instruction	\$8,500.00	\$0.00	\$0.00	\$8,500.00
--- UNDISTRIBUTED EXPENDITURES ---					
11-000-100-XXX	Instruction	\$1,905,211.00	\$0.00	\$151,712.00	\$1,753,499.00
11-000-211-XXX	Attendance and Social Work Services	\$43,371.00	\$3,447.56	\$37,923.16	\$2,000.28
11-000-213-XXX	Health Services	\$145,247.00	\$1,063.88	\$82,176.10	\$62,007.02
11-000-216-XXX	Speech, OT,PT & Related Svcs	\$95,540.00	\$0.00	\$65,869.50	\$29,670.50
11-000-217-XXX	Other Support Serv - Students Extra Srvc	\$26,637.00	\$0.00	\$0.00	\$26,637.00
11-000-218-XXX	Guidance	\$24,753.00	\$1,979.38	\$21,773.18	\$1,000.44
11-000-219-XXX	Child Study Teams	\$258,086.00	\$5,396.06	\$206,781.78	\$45,908.16
11-000-221-XXX	Improv of Inst. - Instruc Staff	\$273,096.00	\$18,062.34	\$233,767.75	\$21,265.91
11-000-222-XXX	Educational Media Serv/School Library	\$4,020.00	\$0.00	\$4,000.00	\$20.00
11-000-223-XXX	Instructional Staff Training Services	\$11,300.00	\$27.03	\$158.00	\$11,114.97
11-000-230-XXX	Supp. Serv.-General Administration	\$235,791.00	\$12,375.88	\$150,831.29	\$72,583.83
11-000-240-XXX	Supp. Serv.-School Administration	\$30,650.00	\$2,224.04	\$24,964.44	\$3,461.52
11-000-25X-XXX	Central Serv & Admin. Inform. Tech.	\$154,651.00	\$10,302.22	\$114,096.18	\$30,252.60
11-000-261-XXX	Require Maint. for School Facilities	\$135,000.00	\$0.00	\$9,376.25	\$125,623.75
11-000-262-XXX	Custodial Services	\$387,118.00	\$11,403.64	\$137,933.52	\$237,780.84
11-000-266-XXX	Security	\$62,100.00	\$5,157.50	\$56,732.50	\$210.00
11-000-270-XXX	Student Transportation Services	\$427,980.00	\$4,137.23	\$220,284.12	\$203,558.65
11-XXX-XXX-2XX	Allocated and Unallocated Benefits	\$1,123,029.00	(\$8,142.58)	\$940,217.82	\$190,953.76
TOTAL GENERAL CURRENT EXPENSE EXPENDITURES/USES OF FUNDS		\$7,524,933.00	\$92,618.57	\$4,123,710.74	\$3,308,603.69
=====					



REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 GENERAL FUND - FUND 10 (including subfunds 16 and 17)  
 INTERIM STATEMENTS COMPARING  
 BUDGET REVENUE WITH ACTUAL TO DATE AND  
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE  
 For 1 Month Period Ending 07/31/2019

	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
	-----	-----	-----	-----
*** EXPENDITURES - cont'd ***				
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$4,000.00	\$0.00	\$0.00	\$4,000.00
	-----	-----	-----	-----
 TOTAL CAP OUTLAY EXPEND./USES OF FUNDS	 \$4,000.00	 \$0.00	 \$0.00	 \$4,000.00
	=====	=====	=====	=====
  TOTAL GENERAL FUND EXPENDITURES	  \$7,528,933.00	  \$92,618.57	  \$4,123,710.74	  \$3,312,603.69
	=====	=====	=====	=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
GENERAL FUND - FUND 10 (including subfunds 16 and 17)

SCHEDULE OF REVENUES

ACTUAL COMPARED WITH ESTIMATED

For 1 Month Period Ending 07/31/2019

		ESTIMATED	ACTUAL	UNREALIZED
		-----	-----	-----
--- LOCAL SOURCES ---				
1210	Local Tax Levy	\$3,007,025.00	\$3,319,877.00	(\$312,852.00)
1XXX	Miscellaneous	\$2,000.00	\$37,876.64	(\$35,876.64)
	TOTAL	\$3,009,025.00	\$3,357,753.64	(\$348,728.64)
		=====	=====	=====
--- STATE SOURCES ---				
3131	Extraordinary Aid	\$10,000.00	.00	\$10,000.00
3132	Categorical Special Education Aid	\$182,606.00	\$182,606.00	.00
3176	Equalization	\$2,543,698.00	\$2,543,698.00	.00
3177	Categorical Security	\$105,269.00	\$105,269.00	.00
3178	Adjustment Aid	\$758,309.00	\$758,309.00	.00
3121	Categorical Transportation Aid	\$193,173.00	\$193,173.00	.00
	TOTAL	\$3,793,055.00	\$3,783,055.00	\$10,000.00
		=====	=====	=====
--- FEDERAL SOURCES ---				
4200	Medicaid Reimbursement	\$22,226.00	.00	\$22,226.00
4XXX	Other Federal Aids	\$0.00	\$9,552.00	(\$9,552.00)
	TOTAL	\$22,226.00	\$9,552.00	\$12,674.00
		=====	=====	=====
--- OTHER FINANCING SOURCES ---				
	TOTAL REVENUES/SOURCES OF FUNDS	\$6,824,306.00	\$7,150,360.64	(\$326,054.64)
		=====	=====	=====

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
GENERAL FUND - FUND 10 (including subfunds 16 and 17)  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 1 Month Period Ending 07/31/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
<b>*** GENERAL CURRENT EXPENSE ***</b>				
--- Regular Programs - Instruction ---				
11-110-100-101 Kindergarten - Salaries of Teachers	\$158,630.00	.00	\$150,629.60	\$8,000.40
11-120-100-101 Grades 1-5 - Teachers Sal.	\$585,230.00	.00	\$541,230.20	\$43,999.80
11-130-100-101 Grades 6-8 - Teachers Sal.	\$349,544.00	.00	\$299,635.20	\$49,908.80
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$3,000.00	\$0.00	\$0.00	\$3,000.00
11-150-100-320 Purchased Prof.-Ed. Services	\$3,000.00	.00	.00	\$3,000.00
11-190-100-106 Other Salary for Instruction	\$261,394.00	.00	\$18,051.40	\$243,342.60
11-190-100-320 Purchased Prof.-Ed. Services	\$40,000.00	.00	.00	\$40,000.00
11-190-100-340 Purchased Technical Services	\$46,600.00	\$1,964.99	\$44,635.01	.00
11-190-100-500 Other Purch. Serv. (400-500 series)	\$40,000.00	.00	\$37,000.00	\$3,000.00
11-190-100-610 General Supplies	\$70,000.00	.00	\$43,137.02	\$26,862.98
11-190-100-640 Textbooks	\$50,000.00	.00	\$16,134.72	\$33,865.28
11-190-100-890 Other Objects	\$6,000.00	.00	.00	\$6,000.00
TOTAL	\$1,613,398.00	\$1,964.99	\$1,150,453.15	\$460,979.86
--- SPECIAL EDUCATION - INSTRUCTION ---				
Learning and/or Language Disabilities:				
11-204-100-101 Salaries of Teachers	\$158,791.00	\$16,689.40	\$139,049.60	\$3,052.00
11-204-100-106 Other Sal. For Instruction	\$5,690.00	\$5,690.00	.00	.00
11-204-100-610 General supplies	\$1,000.00	.00	.00	\$1,000.00
TOTAL	\$165,481.00	\$22,379.40	\$139,049.60	\$4,052.00
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$200,014.00	\$0.00	\$189,811.00	\$10,203.00
11-213-100-610 General supplies	\$3,800.00	.00	.00	\$3,800.00
TOTAL	\$203,814.00	\$0.00	\$189,811.00	\$14,003.00
TOTAL SPECIAL ED - INSTRUCTION				
	\$369,295.00	\$22,379.40	\$328,860.60	\$18,055.00
--- Basic Skills/Remedial-Instruction ---				
11-230-100-101 Salaries of Teachers	\$118,708.00	\$0.00	\$118,187.40	\$520.60
TOTAL	\$118,708.00	\$0.00	\$118,187.40	\$520.60
--- Bilingual Education-Instruction ---				
11-240-100-101 Salaries of Teachers	\$58,452.00	\$0.00	\$58,452.00	\$0.00
TOTAL	\$58,452.00	\$0.00	\$58,452.00	\$0.00
--- School spons.cocurricular activities-Instruction ---				
11-401-100-100 Salaries	\$10,000.00	\$840.00	\$9,160.00	.00
11-401-100-500 Purchased Services (300-500 series)	\$3,000.00	.00	.00	\$3,000.00
TOTAL	\$13,000.00	\$840.00	\$9,160.00	\$3,000.00
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$4,500.00	.00	.00	\$4,500.00
11-402-100-600 Supplies and Materials	\$4,000.00	.00	.00	\$4,000.00

Beverly City Board of Education  
 GENERAL FUND - FUND 10 (including subfunds 16 and 17)  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 1 Month Period Ending 07/31/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
TOTAL	\$8,500.00	\$0.00	\$0.00	\$8,500.00
--- UNDISTRIBUTED EXPENDITURES ---				
--- Instruction ---				
11-000-100-561 Tuition to Other LEAs within State Regular	\$615,653.00	.00	.00	\$615,653.00
11-000-100-562 Tuition to Other LEAs within State Special	\$208,600.00	.00	.00	\$208,600.00
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$185,500.00	.00	\$151,712.00	\$33,788.00
11-000-100-565 Tuition to Co.Spec.Serv. & Reg. Day schls	\$671,394.00	.00	.00	\$671,394.00
11-000-100-566 Tuition to Priv Sch for Disbl w/i State	\$188,599.00	.00	.00	\$188,599.00
11-000-100-568 Tuition - State Facilities	\$35,465.00	.00	.00	\$35,465.00
TOTAL	\$1,905,211.00	\$0.00	\$151,712.00	\$1,753,499.00
--- Attendance and social work services ---				
11-000-211-100 Salaries	\$41,371.00	\$3,447.56	\$37,923.16	\$0.28
11-000-211-300 Purchased Prof. & Tech. Svc.	\$2,000.00	.00	.00	\$2,000.00
TOTAL	\$43,371.00	\$3,447.56	\$37,923.16	\$2,000.28
--- Health services ---				
11-000-213-100 Salaries	\$82,247.00	\$978.88	\$81,265.68	\$2.44
11-000-213-300 Purchased Prof. & Tech. Svc.	\$60,000.00	.00	.00	\$60,000.00
11-000-213-600 Supplies and Materials	\$2,500.00	.00	\$910.42	\$1,589.58
11-000-213-800 Other Objects	\$500.00	\$85.00	.00	\$415.00
TOTAL	\$145,247.00	\$1,063.88	\$82,176.10	\$62,007.02
--- Speech, OT,PT & Related Svcs ---				
11-000-216-100 Salaries	\$63,540.00	.00	\$63,540.00	.00
11-000-216-320 Purchased Prof. Ed. Services	\$30,000.00	.00	\$1,900.00	\$28,100.00
11-000-216-600 Supplies and Materials	\$2,000.00	.00	\$429.50	\$1,570.50
TOTAL	\$95,540.00	\$0.00	\$65,869.50	\$29,670.50
--- Other support services - Students - Extra Srvc				
11-000-217-100 Salaries	\$18,637.00	.00	.00	\$18,637.00
11-000-217-320 Purchased Prof. Ed. Services	\$8,000.00	.00	.00	\$8,000.00
TOTAL	\$26,637.00	\$0.00	\$0.00	\$26,637.00
--- Guidance ---				
11-000-218-105 Sal Secr. & Clerical Asst.	\$23,753.00	\$1,979.38	\$21,773.18	\$0.44
11-000-218-320 Purchased Prof. - Ed. Services	\$1,000.00	.00	.00	\$1,000.00
TOTAL	\$24,753.00	\$1,979.38	\$21,773.18	\$1,000.44
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$187,425.00	\$3,438.32	\$182,986.52	\$1,000.16
11-000-219-105 Sal Secr. & Clerical Asst.	\$23,494.00	\$1,957.74	\$21,535.14	\$1.12
11-000-219-320 Purchased Prof. - Ed. Services	\$15,000.00	.00	.00	\$15,000.00
11-000-219-390 Other Purch. Prof. & Tech Svc.	\$27,587.00	.00	.00	\$27,587.00
11-000-219-600 Supplies and Materials	\$2,800.00	.00	\$2,065.12	\$734.88
11-000-219-800 Other Objects	\$1,780.00	.00	\$195.00	\$1,585.00
TOTAL	\$258,086.00	\$5,396.06	\$206,781.78	\$45,908.16

Beverly City Board of Education  
 GENERAL FUND - FUND 10 (including subfunds 16 and 17)  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 1 Month Period Ending 07/31/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Improv. of instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$239,396.00	\$15,706.46	\$203,201.94	\$20,487.60
11-000-221-104 Salaries Other Prof. Staff	\$13,900.00	\$1,157.66	\$12,734.26	\$8.08
11-000-221-105 Sal Secr. & Clerical Asst.	\$4,300.00	\$356.28	\$3,919.08	\$24.64
11-000-221-110 Other Salaries	\$10,200.00	\$841.94	\$9,261.34	\$96.72
11-000-221-390 Other Purch. Prof. & Tech Svc.	\$4,700.00	.00	\$4,651.13	\$48.87
11-000-221-600 Supplies and Materials	\$600.00	.00	.00	\$600.00
TOTAL	\$273,096.00	\$18,062.34	\$233,767.75	\$21,265.91
--- Educational media serv./sch.library ---				
11-000-222-300 Purchased Prof. & Tech Svc.	\$4,020.00	.00	\$4,000.00	\$20.00
TOTAL	\$4,020.00	\$0.00	\$4,000.00	\$20.00
--- Instructional Staff Training Services ---				
11-000-223-390 Other Purch. Prof. & Tech Svc.	\$1,000.00	.00	.00	\$1,000.00
11-000-223-500 Other Purchased Services (400-500 series)	\$10,300.00	\$27.03	\$158.00	\$10,114.97
TOTAL	\$11,300.00	\$27.03	\$158.00	\$11,114.97
--- Support services-general administration ---				
11-000-230-101 Salaries of Teachers	\$161,791.00	\$12,375.88	\$136,134.68	\$13,280.44
11-000-230-331 Legal Services	\$27,000.00	.00	.00	\$27,000.00
11-000-230-332 Audit Fees	\$18,000.00	.00	\$9,900.00	\$8,100.00
11-000-230-339 Other Purchased Prof. Svc.	\$4,000.00	.00	.00	\$4,000.00
11-000-230-340 Purchased Tech. Services	\$2,000.00	.00	.00	\$2,000.00
11-000-230-530 Communications/Telephone	\$3,000.00	.00	\$382.75	\$2,617.25
11-000-230-585 BOE Other Purchased Prof. Svc.	\$1,000.00	.00	.00	\$1,000.00
11-000-230-590 Other Purchased Services	\$5,000.00	\$0.00	\$450.00	\$4,550.00
11-000-230-610 General Supplies	\$4,000.00	.00	\$1,368.86	\$2,631.14
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	\$2,595.00	\$4,405.00
TOTAL	\$235,791.00	\$12,375.88	\$150,831.29	\$72,583.83
--- Support services-school administration ---				
11-000-240-105 Sal Secr. & Clerical Asst.	\$26,690.00	\$2,224.04	\$24,464.44	\$1.52
11-000-240-600 Supplies and Materials	\$3,460.00	.00	.00	\$3,460.00
11-000-240-800 Other Objects	\$500.00	.00	\$500.00	.00
TOTAL	\$30,650.00	\$2,224.04	\$24,964.44	\$3,461.52
--- Central Services ---				
11-000-251-100 Salaries	\$122,596.00	\$10,199.98	\$112,200.02	\$196.00
11-000-251-340 Purchased Technical Services	\$8,855.00	\$102.24	\$1,485.76	\$7,267.00
11-000-251-592 Misc Pur Serv (400-500 series)	\$4,000.00	.00	.00	\$4,000.00
11-000-251-600 Supplies and Materials	\$4,000.00	.00	.00	\$4,000.00
11-000-251-890 Other Objects	\$3,200.00	.00	.00	\$3,200.00
TOTAL	\$142,651.00	\$10,302.22	\$113,685.78	\$18,663.00
--- Admin. Info. Technology ---				
11-000-252-340 Purchased Technical Services	\$12,000.00	.00	\$410.40	\$11,589.60

Beverly City Board of Education  
 GENERAL FUND - FUND 10 (including subfunds 16 and 17)  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 1 Month Period Ending 07/31/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
<b>TOTAL</b>	<b>\$12,000.00</b>	<b>\$0.00</b>	<b>\$410.40</b>	<b>\$11,589.60</b>
<b>TOTAL Cent. Svcs. &amp; Admin IT</b>	<b>\$154,651.00</b>	<b>\$10,302.22</b>	<b>\$114,096.18</b>	<b>\$30,252.60</b>
--- Required Maint. for School Facilities ---				
11-000-261-420 Cleaning, Repair & Maint. Svc.	\$100,000.00	.00	\$376.25	\$99,623.75
11-000-261-610 General Supplies	\$35,000.00	.00	\$9,000.00	\$26,000.00
<b>TOTAL</b>	<b>\$135,000.00</b>	<b>\$0.00</b>	<b>\$9,376.25</b>	<b>\$125,623.75</b>
--- Custodial Services ---				
11-000-262-1XX Salaries	\$121,518.00	\$7,458.01	\$64,926.95	\$49,133.04
11-000-262-300 Purchased Prof. & Tech. Svc.	\$25,000.00	\$198.50	\$7,398.50	\$17,403.00
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$46,000.00	\$3,170.13	\$31,185.07	\$11,644.80
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$18,000.00	\$141.00	\$423.00	\$17,436.00
11-000-262-490 Other Purchased Property Svc.	\$4,000.00	\$436.00	.00	\$3,564.00
11-000-262-520 Insurance	\$28,600.00	.00	.00	\$28,600.00
11-000-262-590 Misc. Purchased Services	\$7,000.00	.00	.00	\$7,000.00
11-000-262-610 General Supplies	\$6,000.00	.00	.00	\$6,000.00
11-000-262-621 Energy (Natural Gas)	\$61,000.00	.00	\$4,000.00	\$57,000.00
11-000-262-622 Energy (Electricity)	\$65,000.00	.00	\$30,000.00	\$35,000.00
11-000-262-800 Other Objects	\$5,000.00	.00	.00	\$5,000.00
<b>TOTAL</b>	<b>\$387,118.00</b>	<b>\$11,403.64</b>	<b>\$137,933.52</b>	<b>\$237,780.84</b>
--- Security ---				
11-000-266-100 Salaries	\$62,100.00	\$5,157.50	\$56,732.50	\$210.00
<b>TOTAL</b>	<b>\$62,100.00</b>	<b>\$5,157.50</b>	<b>\$56,732.50</b>	<b>\$210.00</b>
<b>TOTAL Oper &amp; Maint of Plant Services</b>	<b>\$584,218.00</b>	<b>\$16,561.14</b>	<b>\$204,042.27</b>	<b>\$363,614.59</b>
--- Student transportation services ---				
11-000-270-161 Sal Pupil Trans(Bet Home & Sch)-Sp Ed	\$58,938.00	\$1,919.66	\$39,167.86	\$17,850.48
11-000-270-162 Sal Pupil Trans.Other than Bet Home & Sch	\$23,038.00	\$1,919.66	\$21,116.26	\$2.08
11-000-270-511 Contract Svc (btw Home & Sch.)-vendors	\$40,499.00	.00	.00	\$40,499.00
11-000-270-512 Contract Svc (other btw home & sch)-vndrs	\$9,850.00	.00	.00	\$9,850.00
11-000-270-514 Contract Svc (Sp Ed.)-vendors	\$10,000.00	.00	.00	\$10,000.00
11-000-270-515 Contract Svc (Sp Ed.)-joint agreements	\$13,531.00	.00	.00	\$13,531.00
11-000-270-517 Contract Svc (reg std) - ESCs	\$68,934.00	.00	.00	\$68,934.00
11-000-270-518 Contract Svc (Sp Ed) - ESCs	\$180,000.00	.00	\$160,000.00	\$20,000.00
11-000-270-503 Contr Svc-Aid in Lieu Paymnts-Non Pub Sch	\$17,190.00	.00	.00	\$17,190.00
11-000-270-800 Misc. Expenditures	\$6,000.00	\$297.91	.00	\$5,702.09
<b>TOTAL</b>	<b>\$427,980.00</b>	<b>\$4,137.23</b>	<b>\$220,284.12</b>	<b>\$203,558.65</b>
--- Personal Services-Employee Benefits---				
11-XXX-XXX-210 Group Insurance	\$46,268.00	.00	.00	\$46,268.00
11-XXX-XXX-220 Social Security Contributions	\$70,000.00	\$5,022.12	\$64,977.88	.00
11-XXX-XXX-241 Other Retirement Contrb. - Regular	\$48,723.00	.00	.00	\$48,723.00
11-XXX-XXX-242 Other Retirement Contrb. - ERIP	\$1,000.00	.00	.00	\$1,000.00

Beverly City Board of Education  
 GENERAL FUND - FUND 10 (including subfunds 16 and 17)  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 1 Month Period Ending 07/31/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
11-XXX-XXX-250 Unemployment Compensation	\$25,000.00	\$5,243.18	\$19,756.82	.00
11-XXX-XXX-260 Workman's Compensation	\$46,535.00	.00	.00	\$46,535.00
11-XXX-XXX-270 Health Benefits	\$849,003.00	(\$18,424.76)	\$849,000.00	\$18,427.76
11-XXX-XXX-280 Tuition Reimbursement	\$30,000.00	.00	.00	\$30,000.00
11-XXX-XXX-290 Other Employee Benefits	\$6,500.00	\$16.88	\$6,483.12	.00
TOTAL	\$1,123,029.00	(\$8,142.58)	\$940,217.82	\$190,953.76
Total Undistributed Expenditures	\$5,343,580.00	\$67,434.18	\$2,458,597.59	\$2,817,548.23
*** TOTAL CURRENT EXPENSE EXPENDITURES ***	\$7,524,933.00	\$92,618.57	\$4,123,710.74	\$3,308,603.69
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***	\$7,524,933.00	\$92,618.57	\$4,123,710.74	\$3,308,603.69

Beverly City Board of Education  
 GENERAL FUND - FUND 10 (including subfunds 16 and 17)  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 1 Month Period Ending 07/31/2019

	Appropriations	Expenditures	Encumbrances	Available Balance	
*** CAPITAL OUTLAY ***					
--- EQUIPMENT ---					
Undist. Exp. - Non-instructional Services					
12-000-300-730	Non-instructional services	\$4,000.00	.00	.00	\$4,000.00
TOTAL		\$4,000.00	\$0.00	\$0.00	\$4,000.00
TOTAL CAPITAL OUTLAY EXPENDITURES		\$4,000.00	\$0.00	\$0.00	\$4,000.00



Beverly City Board of Education  
 GENERAL FUND - FUND 10 (including subfunds 16 and 17)  
 STATEMENT OF APPROPRIATIONS  
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
 For 1 Month Period Ending 07/31/2019

	Appropriations	Expenditures	Encumbrances	Available Balance
	_____	_____	_____	_____
*** EDUCATION STABILIZATION FUND **				
*** GOVERNMENT SERVICES FUND **				
TOTAL GENERAL FUND EXPENDITURES	\$7,528,933.00	\$92,618.57	\$4,123,710.74	\$3,312,603.69

REPORT OF THE SECRETARY CERTIFICATION PAGE  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
General Fund - Fund 10 (including subfunds 16 and 17)

For 1 Month Period Ending 07/31/2019

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:23-2.11(a).

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

\_\_\_\_\_  
Date

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

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8/7 10:23pm

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
ABBOTT Fund - Fund 15  
Interim Balance Sheet  
For 1 Month Period Ending 07/31/19

\*\*\*\*\*  
ASSETS AND RESOURCES  
\*\*\*\*\*

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

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

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\*\*\*\*\*

REPORT OF THE SECRETARY  
TO THE BOARD OF EDUCATION  
Beverly City Board of Education  
ABBOTT Fund - Fund 15  
Interim Balance Sheet  
For 1 Month Period Ending 07/31/19

=====

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  
ABBOTT Fund - Fund 15  
Interim Balance Sheet  
For 1 Month Period Ending 07/31/19

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

RECAPITULATION OF FUND BALANCE:

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

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

ABBOTT Fund - FUND 15  
INTERIM STATEMENTS COMPARING  
BUDGET REVENUE WITH ACTUAL TO DATE  
For 1 Month Period Ending 07/31/19

\*\*\* 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

ABBOTT Fund - FUND 15  
STATEMENT OF APPROPRIATIONS  
COMPARED WITH EXPENDITURES AND ENCUMBRANCES  
For 1 Month Period Ending 07/31/19

	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  
ABBOTT Fund - Fund 15  
Interim Balance Sheet  
For 1 Month Period Ending 07/31/19

=====  
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  
ABBOTT Fund - Fund 15

For 1 Month Period Ending 07/31/19

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:23-2.11(a).

\_\_\_\_\_  
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



8/7 10:23pm

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Special Revenue Fund - Fund 20  
 Interim Balance Sheet  
 For 1 Month Period Ending 07/31/19

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

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

101	Cash in bank		\$156,032.92
	Accounts receivable:		
141	Intergovernmental - State	\$461,359.10	
142	Intergovernmental - Federal	\$129,735.98	
153,154	Other (net of estimated uncollectible of \$____)	(\$0.27)	
			\$591,094.81
	Other Current Assets		\$0.27

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

301	Estimated Revenues	\$544,512.00	
302	Less Revenues	(\$239,646.00)	
			\$304,866.00
	Total assets and resources		\$1,051,994.00
			=====

REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Special Revenue Fund - Fund 20  
 Interim Balance Sheet  
 For 1 Month Period Ending 07/31/19

=====

LIABILITIES AND FUND EQUITY

=====

--- LIABILITIES ---

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

FUND BALANCE

--- Appropriated ---

753	Reserve for encumbrances - Current Year	\$327,321.60
601	Appropriations	\$544,512.00
603	Encumbrances	\$327,321.60 (\$327,321.60)
		\$217,190.40
	<b>TOTAL FUND BALANCE</b>	<b>\$544,512.00</b>
	<b>TOTAL LIABILITIES AND FUND EQUITY</b>	<b>\$1,051,994.00</b>
		=====

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 1 Month Period Ending 07/31/19

		BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***					
3XXX	From State Sources	\$230,206.00	\$230,206.00		.00
4XXX	From Federal Sources	\$314,306.00	\$9,440.00		\$304,866.00
TOTAL REVENUE/SOURCES OF FUNDS		\$544,512.00	\$239,646.00		\$304,866.00
*** EXPENDITURES ***					
		APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
STATE PROJECTS:					
	Preschool Education Aid	\$230,206.00	.00	\$198,238.00	\$31,968.00
TOTAL STATE PROJECTS		\$230,206.00	\$0.00	\$198,238.00	\$31,968.00
FEDERAL PROJECTS:					
	NCLB Title I - Part A/D	\$170,611.00	.00	\$122,006.60	\$48,604.40
	I.D.E.A. Part B (Handicapped)	\$121,046.00	.00	.00	\$121,046.00
	NCLB Title II - Part A/D	\$12,377.00	.00	\$7,077.00	\$5,300.00
	NCLB Title IV	\$10,272.00	.00	.00	\$10,272.00
TOTAL FEDERAL PROJECTS		\$314,306.00	\$0.00	\$129,083.60	\$185,222.40
*** TOTAL EXPENDITURES ***		\$544,512.00	\$0.00	\$327,321.60	\$217,190.40

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 1 Month Period Ending 07/31/19

--- Preschool Education Aid - Instruction ---

20-218-100-101 Salaries of Teachers	\$198,238.00	.00	\$198,238.00	.00
TOTAL	\$198,238.00	\$0.00	\$198,238.00	\$0.00

--- Preschool Education Aid - Support Services ---

20-218-200-200 Personal Services - Employee Benefits	\$31,968.00	.00	.00	\$31,968.00
TOTAL Support Services	\$31,968.00	\$0.00	\$0.00	\$31,968.00
TOTAL PRESCHOOL EDUCATION AID	\$230,206.00	\$0.00	\$198,238.00	\$31,968.00
T O T A L    E X P E N D I T U R E	\$230,206.00	\$0.00	\$198,238.00	\$31,968.00
	=====	=====	=====	=====

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

Special Revenue Fund - Fund 20  
For 1 Month Period Ending 07/31/19

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:23-2.11(a).

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

\_\_\_\_\_  
Date



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

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REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Capital Projects Fund - Fund 30  
 Interim Balance Sheet  
 For 1 Month Period Ending 07/31/19

=====

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 1 Month Period Ending 07/31/19

=====

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 1 Month Period Ending 07/31/19

	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 1 Month Period Ending 07/31/19

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:23-2.11(a).

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

\_\_\_\_\_  
Date

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

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REPORT OF THE SECRETARY  
 TO THE BOARD OF EDUCATION  
 Beverly City Board of Education  
 Debt Service Fund - Fund 40  
 Interim Balance Sheet  
 For 1 Month Period Ending 07/31/19

=====

ASSETS AND RESOURCES

=====

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

101	Cash in bank		\$63,238.49
-----	--------------	--	-------------

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

301	Estimated Revenues	\$80,694.00	
		<u>                    </u>	<u>\$80,694.00</u>

	Total assets and resources		\$143,932.49
			=====

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

Debt Service Fund - Fund 40  
 Interim Balance Sheet  
 For 1 Month Period Ending 07/31/19

=====

LIABILITIES AND FUND EQUITY

=====

FUND BALANCE

--- Appropriated ---

Reserved fund balance:

601	Appropriations	\$80,694.00	
			\$80,694.00
	Total Appropriated		\$80,694.00
---	Unappropriated		
770	Fund Balance		\$63,238.49

TOTAL FUND BALANCE

\$143,932.49

TOTAL LIABILITIES AND FUND EQUITY

\$143,932.49

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$80,694.00	\$0.00	\$80,694.00
Revenues	(\$80,694.00)	\$0.00	(\$80,694.00)
---			
Change in Maint. / Capital reserve account			
Less: Adjust for prior year encumb.	\$0.00	\$0.00	



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 1 Month Period Ending 07/31/19

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
	_____	_____	_____	_____
*** REVENUES/SOURCES OF FUNDS ***				
--- Local Sources ---				
1210 Local tax levy	\$80,694.00	.00		\$80,694.00
	_____	_____	_____	_____
Total Local Sources	\$80,694.00	\$0.00		\$80,694.00
	=====	=====	=====	=====
TOTAL REVENUE/SOURCES OF FUNDS	\$80,694.00	\$0.00		\$80,694.00
	=====	=====	=====	=====

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 1 Month Period Ending 07/31/19

*** EXPENDITURES ***	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
--- Additional State School Bldg. Aid - Ch. 10 ---			
40-703-510-830 Interest	\$20,694.00	.00	\$20,694.00
40-703-510-910 Redemption of principal	\$60,000.00	.00	\$60,000.00
	-----	-----	-----
TOTAL	\$80,694.00	\$0.00	\$80,694.00
	=====	=====	=====
TOTAL USES OF FUNDS BEFORE TRANSFERS	\$80,694.00	\$0.00	\$80,694.00
	=====	=====	=====
*** TOTAL USES OF FUNDS ***	\$80,694.00	\$0.00	\$80,694.00
	=====	=====	=====

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

For 1 Month Period Ending 07/31/19

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:23-2.11(a).

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

\_\_\_\_\_  
Date

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

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## REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS  
ALL FUNDS

FOR THE MONTH ENDING: JUNE 2019

CASH REPORT					
FUNDS	(1) Beginning Cash Balance REVISED	(2) Cash Receipts This Month	(3) Cash Disbursements This Month	(4) Ending Cash Balance	
<b>GOVERNMENTAL FUNDS</b>					
1	General Fund - Fund 10	2,984,144.59	283,502.69	695,143.66	2,572,503.62
2		0.00			0.00
3	ED JOBS - Fund 18	-			-
4	Special Revenue Fund - Fund 20 (see page 2)	287,351.51	0.00	148,401.59	138,949.92
5	Capital Project Fund - Fund 30	16,089.88	1.32		16,091.20
6	Debt Service Fund - Fund 40	130,704.37		81,893.75	48,810.62
	Total Governmental Funds (Lines 1 thru 5)	3,418,290.35	283,504.01	843,545.25	2,776,355.36
<b>ENTERPRISE FUNDS</b>					
7					
10	Food Program Fund - Fund 60	102,653.97	22,450.96	29,199.52	95,905.41
8					-
9					-
11					-
12					-
	Total Operating Account	3,520,944.32	305,954.97	872,744.77	2,872,260.77
<b>TRUST AND AGENCY FUNDS</b>					
13					
14	Payroll	19,830.55	218,690.48	218,690.48	19,830.55
15	Payroll Agency - Fund 90	14,372.97	137,416.36	116,354.72	35,434.61
16	FSA account	117.96	0.00	0.00	117.96
17					
18	Other - School Activities	4,004.96	422.37	1,231.25	3,196.08
	Total Trust & Agency Funds (Lines 13 thru 15)	38,326.44	356,529.21	336,276.45	58,579.20
19					
	Total All Funds (Lines 6,12, and 16)	3,559,270.76	662,484.18	1,209,021.22	2,930,839.97

*Pablo Canela*

Treasurer of School Moneys

8/11/2019

## REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS  
SPECIAL REVENUE FUND

FOR THE MONTH ENDING: JUNE 2019

CASH REPORT					
SPECIAL REVENUE FUND		(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements this Month	(4) Ending Cash
1	Local Project	121,146.76		7,176.00	113,970.76
2	Early Childhood Program Aid	393,898.88		67,373.93	326,524.95
3	Preschool Education Aid	-			-
4	DEPA	10,752.22			10,752.22
	TARA	8,806.06			8,806.06
	Distance Learning Network Aid	3,508.00			3,508.00
	Character Education Aid	3,470.95			3,470.95
	Mentoring Aid	2,058.00			2,058.00
11	Other- State	7,643.00			7,643.00
12	P.L. 103-382 Title I & III	(264,973.09)		56,461.51	(321,434.60)
13	P.L. 103-382 Title II	(48,559.23)		1,000.00	(49,559.23)
14	P.L. 103-382 Title IV	(61,323.10)			(61,323.10)
15	P.L. 103-382 Title V	727.40			727.40
17	I.D.E.A. Part B (Handicapped)	(77,585.70)		16,390.15	(93,975.85)
18	P.L. 101-392 Vocational	-			-
19	P.L. 91-230 Adult Basic Education	-			-
20	Other -	187,781.36			187,781.36
		-			-
21	Total Special Revenues (Line 1 thru 20) (Must agree with line 3, page 1)	287,351.51	-	148,401.59	138,949.92

Form A - 149

Bank Reconciliation

Bank Name	Beneficial		Prepared by
Account number	General operating Acct		Date:
Statement Date	May 31, 2019		
Fund/Funds	10,,20,40,		
1	Balance per Bank		3,619,583.80
Reconciling Items			
Additions			
Deposits in transit			
	Date	Amount	
2a			
2b			
2c			
2d	Total D.I.T.'s		
2	Misc	2,348.76	
3	Total Additions		2,348.76
Deductions			
Outstanding Checks			
(attached list)			
4		765,762.99	
5	Other (explain)	-	
6	Total Deductions		765,762.99
7	Net Reconciling Items		(763,414.23)
8	Adjusted Balance per Bank As of	May 31, 2019	2,856,169.57
9	Balance per Board Secretary's Records As of	5/31/2019	** 1,388,532.06
Reconciling Items:			
Additions			
10	Interest Earned	-	
11	Other (Explain)		Pending journal entries
12	Total Additions		-
Deductions			
13	Bank Charges		
14	Other (Explain)	(1,467,637.51)	Pending journal entries
15	Total deductions		(1,467,637.51)
16	Net Reconciling items		1,467,637.51
17	Adjusted Board Secretary's Balance As of	May 31, 2019	2,856,169.57
<p>* Line 8 MUST EQUAL line 17.</p> <p>** If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report</p>			
Page 3a			

Form A - 149

Bank Reconciliation

Bank Name		Beneficial		Prepared by	
Account number		REFERENDUM ACCT		Date:	
Statement Date		May 31, 2019			
Fund/Funds		FUND 30			
1 Balance per Bank				16,091.20	
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				May 31, 2019	16,091.20
9 Balance per Board Secretary's Records As of				5/31/2019	** (233,861.56)
Reconciling Items:					
Additions					
10	Interest Earned		-		
11	Other (Explain)		249,952.76	Pending journal entries	
12	Total Additions			249,952.76	
Deductions					
13	Bank Charges				
14	Other (Explain)			Pending journal entries	
15	Total deductions			-	
16	Net Reconciling items				249,952.76
17 Adjusted Board Secretary's Balance As of				May 31, 2019	16,091.20
* 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					



Form A - 149

Bank Reconciliation

Bank Name	Beneficial	Prepared by _____ Date: _____
Account number	2400000357	
Statement Date	May 31, 2019	
Fund/Funds	Net Payroll	

1	Balance per Bank				40,889.43
	Reconciling Items				
	Additions				
	Deposits in transit				
	Date				
	Amount				
2a					
2b					
2c	Misc				
2d	Misc				
2	Misc		-		
3	Total Additions			-	
	Deductions				
	Outstanding Checks				
4	(attached list)	21,058.88			
5	Other (explain)		-		
6	Total Deductions			21,058.88	
7	Net Reconciling Items				(21,058.88)
8	Adjusted Balance per Bank As of		May 31, 2019		19,830.55

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

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

Form A - 149

Bank Reconciliation

Bank Name	Beneficial	Prepared by Date:
Account number	6101433275	
Statement Date	May 31, 2019	
Fund/Funds	Payroll Agency (90)	

1 Balance per Bank				65,478.57
Reconciling Items				
Additions				
Deposits in transit				
	Date	Amount		
2a				
2b				
2c				
2d				
2	MISC	-	-	
3	Total Additions		-	
Deductions				
Outstanding Checks				
4	(attached list)	30,043.96		
5	Other (prior period voids)	-		
6	Total Deductions		30,043.96	
7	Net Reconciling Items			(30,043.96)
8	Adjusted Balance per Bank As of		May 31, 2019	35,434.61

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

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

# Form A - 149

## Bank Reconciliation

Bank Name	Beneficial	Prepared by
Account number	2400000340	Date:
Statement Date	May 31, 2019	
Fund/Funds	School Activities	

1	Balance per Bank					3,196.08
	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		May 31, 2019			3,196.08

See Page 3d for Summary

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

\* Line 8 MUST EQUAL line 17.

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

# Form A - 149

## Bank Reconciliation

Bank Name	Beneficial		Prepared by
Account number	9500064390		Date:
Statement Date	May 31, 2019		
Fund/Funds	FSA account		

1	Balance per Bank		117.96
	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	May 31, 2019	117.96
<b>See Page 3d for Summary</b>			
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 6-30-2019

**FUND-10**

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

1,082,792.24

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

<b>Prior year diff 6-30-18</b>		884,129.39
July - June serv charges		(4,319.44)
Payroll posting/transfers		(1,170.67)
Payroll posting/transfers -agency	9/24/2018	(8,712.63)
Transfer to FSA		(300.00)
June 30 due agency acct		17,672.03
Paper transaction		524,140.00
july health banefit payments		78,272.70

---

1,489,711.38

cash per Treasurer school monies report

2,572,503.62

<b>FUND 20</b>	<b>20</b>		
<b>cash per Board Secretary's Report</b>		<u>-</u>	<u><u>146,592.92</u></u>
<b>NEEDED GENERAL LEDGER ADJUSTMENTS:</b>			
<b>Prior year diff 6-30-18</b>		(7,643.00)	
			<u><u>(7,643.00)</u></u>
<b>cash per Treasurer school monies report</b>			<b>138,949.92</b>

**FUND 30**

cash per Board Secretary's Report

(233,861.56)

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

Prior year diff 6-30-18

249,936.66

Due to current fund -payroll charges

Due to current fund disb adj

trnsfer from general fund

fund 30 acct check

Interest

16.10

249,952.76

cash per Treasurer school monies report

16,091.20

**FUND 40**

**cash per Board Secretary's Report**

63,238.49

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

**Prior year diff 6-30-18**

(14,427.87)

(14,427.87)

**cash per Treasurer school monies report**

48,810.62



MISC

**FUND 60**

cash per Balance Sheet.

95,908.41

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

misc adj

(3.00)

(3.00)

cash per Treasurer school monies report

95,905.41

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

6/30/2019

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

OPERATING ACCOUNT

PAGE 1

16502	34.65	23976	500.00		
17961	867.83	23980	250.00	24034	3,243.54
18116	1,605.20	23986	500.00	24035	7,063.50
18815	7.50	23987	500.00	24036	110.00
18870	180.00	23989	500.00	24037	750.00
19035	600.00	23992	500.00	24038	350.00
19086	437.50	23994	500.00	24039	3,549.28
19652	12.40	23998	125.01	24040	4,980.00
19653	14.20	23006	500.00	24041	420.00
21136	391.68	24011	500.00	24042	375.00
21845	32,981.00	24012	15,654.44	24043	85.00
22596	11,720.00	24013	10,193.75	24044	839.99
22605	36,399.00	24014	650.00	24045	2,849.40
		24015	4,950.00	24046	2,910.67
		24016	4,495.00	24047	607.98
22976	8,287.50	24017	8,396.00	24048	4,120.00
		24018	4,694.00	24049	-
23357	166,061.03	24019	4,672.00	24050	4,483.75
		24020	235.99	24051	2,700.00
23367	200.00	24021	1,282.52	24052	267.10
		24022	420.00	24053	845.00
23946		24023	1,607.46	24054	500.00
		24024	32,616.09	24055	27,138.52
23950		24025	966.00	24056	1,598.66
		24026	5,821.33	24057	187.38
23967	134.16	24027	2,070.00	24058	1,118.36
		24028	28,700.00	24059	800.00
		24029	620.00	24060	463.77
		24030	63.93	24061	535.03
		24031	102.24	24062	4,205.01
		24032	280.36	24063	381.78
		24033	500.00		

259,933.65

133,366.12

77,478.72

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

6/30/2019

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
24064	8,710.00	24095	1,725.97	24126	6,870.00
24065	300.00	24096	30.72	24127	1,500.00
24066	1,000.00	24097	386.46	24128	24.09
24067	163.89	24098	132.25	24129	36,874.77
24068	36,579.00	24099	3,153.41	24130	11,325.00
24069	850.00	24100	500.00	24131	139.44
24070	89.11	24101	145.19	24132	71.88
24071	171.00	24102	620.00	24133	1,946.82
24072	107.75	24103	3,549.28	24134	462.23
24073	16,922.00	24104	1,300.00	24135	22,502.03
24074	175.00	24105	6,900.00		
24075	134.44	24106	170.00		
24076	867.90	24107	1,365.50		
24077	6,211.27	24108	920.90		
24078	1,066.05	24109	138.99		
24079	198.50	24110	456.42		
24080	487.23	24111	350.00		
24081	5,240.72	24112	1,135.00		
24082	7,176.00	24113	4,014.69		
24083	1,245.60	24114	31,023.70		
24084	35,100.00	24115	286.94		
24085	3,075.00	24116	156.64		
24086	7,086.00	24117	1,178.00		
24087	493.59	24118	535.03		
24088	69.49	24119	4,902.95		
24089	3,898.20	24120	460.00		
24090	350.00	24121	1,600.00		
24091	34.72	24122	3,787.75		
24092	523.76	24123	557.41		
24093	1,095.00	24124	2,082.64		
24094	199.00	24125	82.18		
	<u>139,620.22</u>		<u>73,648.02</u>		<u>81,716.26</u>

BEVERLY CITY SCHOOLS  
OUTSTANDING CHECK LIST

6/30/2019

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
TOTAL OPERATING ACCT OS					<u>765,762.99</u>
BEG BAL OS CKS					260,691.65
ISSUED					519,871.33
CASHED					(14,799.69)
void					<u>(0.30)</u>
					<u>765,762.99</u>

-

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

6/30/2019

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
<u>NET PAYROLL ACCOUNT</u>					

202822	182.23	218168	594.16		
205215	167.61	218169	2,533.08		
		218172	1,724.30		
		218173	502.79		
206123	984.06	218175	2,194.13		
206225	539.01	218176	85.82		
207363	128.39				
209414	1,470.75	218181	1,296.65		
211739	85.80	218191	1,969.83		
		218198	85.82		
212824	5.27	218213	1,546.28		
214204	87.25	218219	123.77		
214205	198.20	218220	930.96		
		218223	87.07		
		218225	45.92		
		218230	224.69		
216090	963.13	218231	1,638.38		
216862	307.27				
217139	138.20				
217223					
217513	45.16				
218158	172.90				

<u>5,475.23</u>	<u>15,583.65</u>	<u>-</u>
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TOTAL O/S CHECKS -PAYROLL ACCT	<u><u>21,058.88</u></u>
--------------------------------	-------------------------

BEG BAL OS CKS	5,431.05
ISSUED	78,810.16
CASHED	(63,182.33)
	<u><u>21,058.88</u></u>

void in prev month

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

6/30/2019

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

PAYROLL AGENCY

10539	14.20				
11722	755.02				
11723	4,440.00				
11724	1,100.00				
11725	988.31				
11726	375.00				
11727	272.86				
11728	189.62				
11729	825.00				
11730	16,432.35				
	75.00				
	4,576.60				

30,043.96

BEG BAL OS CKS	29,542.37
ISSUED	38,229.74
CASHED	(37,728.15)
void	
	<u>30,043.96</u>

BEVERLY CITY SCHOOLS  
OUTSTANDING CHECK LIST

6/30/2019

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

18

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

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





## REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS  
ALL FUNDS

FOR THE MONTH ENDING: JULY 2019

CASH REPORT					
	FUNDS	(1) Beginning Cash Balance REVISED	(2) Cash Receipts This Month	(3) Cash Disbursements This Month	(4) Ending Cash Balance
	<b>GOVERNMENTAL FUNDS</b>				
1	General Fund - Fund 10	2,572,503.62	968,129.55	207,592.50	3,333,040.67
2		0.00			0.00
3	ED JOBS - Fund 18	-			-
4	Special Revenue Fund - Fund 20 (see page 2)	138,949.92	9,440.00		148,389.92
5	Capital Project Fund - Fund 30	16,091.20	23.21		16,114.41
	Debt Service Fund - Fund 40	48,810.62			48,810.62
6					
	Total Governmental Funds (Lines 1 thru 5)	2,776,355.36	977,592.76	207,592.50	3,546,355.62
	<b>ENTERPRISE FUNDS</b>				
7					
10	Food Program Fund - Fund 60	95,905.41	11,089.70	0.00	106,995.11
8					-
9					-
11					-
12					
	Total Operating Account	2,872,260.77	988,682.46	207,592.50	3,653,350.73
	<b>TRUST AND AGENCY FUNDS</b>				
13					
14	Payroll	19,830.55	68,103.83	68,103.83	19,830.55
15	Payroll Agency - Fund 90	35,434.61	54,387.27	73,485.38	16,336.50
16	FSA account	117.96	0.17		118.13
17					
18	Other - School Activities	3,196.08	804.42		4,000.50
	Total Trust & Agency Funds (Lines 13 thru 15)	58,579.20	123,295.69	141,589.21	40,285.68
19					
	Total All Funds (Lines 6,12, and 16)	2,930,839.97	1,111,978.15	349,181.71	3,693,636.41

*Pablo Canela*

Treasurer of School Moneys

9/7/2019

## REPORT OF THE TREASURER TO THE BOARD OF EDUCATION

BEVERLY CITY SCHOOLS  
SPECIAL REVENUE FUND

FOR THE MONTH ENDING: JULY 2019

CASH REPORT					
SPECIAL REVENUE FUND		(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements this Month	(4) Ending Cash
1	Local Project	113,970.76	9,440.00		123,410.76
2	Early Childhood Program Aid	326,524.95			326,524.95
3	Preschool Education Aid	-			-
4	DEPA	10,752.22			10,752.22
	TARA	8,806.06			8,806.06
	Distance Learning Network Aid	3,508.00			3,508.00
	Character Education Aid	3,470.95			3,470.95
	Mentoring Aid	2,058.00			2,058.00
11	Other- State	7,643.00			7,643.00
12	P.L. 103-382 Title I & III	(321,434.60)			(321,434.60)
13	P.L. 103-382 Title II	(49,559.23)			(49,559.23)
14	P.L. 103-382 Title IV	(61,323.10)			(61,323.10)
15	P.L. 103-382 Title V	727.40			727.40
17	I.D.E.A. Part B (Handicapped)	(93,975.85)			(93,975.85)
18	P.L. 101-392 Vocational	-			-
19	P.L. 91-230 Adult Basic Education	-			-
20	Other -	187,781.36			187,781.36
		-			-
21	Total Special Revenues (Line 1 thru 20) (Must agree with line 3, page 1)	138,949.92	9,440.00	-	148,389.92

Form A - 149

Bank Reconciliation

Bank Name	Beneficial		Prepared by
Account number	General operating Acct		Date
Statement Date	July 31, 2019		
Fund/Funds	10,,20,40,		
1	Balance per Bank		3,989,479.56
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)	354,592.30	
5	Other (explain)	-	
6	Total Deductions		354,592.30
7	Net Reconciling Items		(352,243.24)
8	Adjusted Balance per Bank As of	July 31, 2019	3,637,236.32
9	Balance per Board Secretary's Records As of	7/31/2019	** 2,264,049.45
Reconciling Items:			
Additions			
10	Interest Earned	-	
11	Other (Explain)		Pending journal entries
12	Total Additions		-
Deductions			
13	Bank Charges		
14	Other (Explain)	(1,373,186.87)	Pending journal entries
15	Total deductions		(1,373,186.87)
16	Net Reconciling items		1,373,186.87
17	Adjusted Board Secretary's Balance As of	July 31, 2019	3,637,236.32
* 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			

Form A - 149

Bank Reconciliation

Bank Name	Beneficial		Prepared by
Account number	REFERENDUM ACCT		Date:
Statement Date	July 31, 2019		
Fund/Funds	FUND 30		
1	Balance per Bank		16,114.41
	Reconciling Items		
	Additions		
	Deposits in transit		
	Date	Amount	
2a			
2b			
2c			
2d	Total D.I.T.'s		
2	Misc		-
3	Total Additions		-
	Deductions		
4	Outstanding Checks (attached list)		-
5	Other (explain)		-
6	Total Deductions		-
7	Net Reconciling Items		-
8	Adjusted Balance per Bank As of		July 31, 2019 16,114.41
9	Balance per Board Secretary's Records As of		7/31/2019 ** (233,861.56)
	Reconciling Items:		
	Additions		
10	Interest Earned		-
11	Other (Explain)		249,975.97 Pending journal entries
12	Total Additions		249,975.97
	Deductions		
13	Bank Charges		
14	Other (Explain)		Pending journal entries
15	Total deductions		-
16	Net Reconciling items		249,975.97
17	Adjusted Board Secretary's Balance As of		July 31, 2019 16,114.41
<p>* Line 8 MUST EQUAL line 17.</p> <p>** If for general fund, special revenue fund, capital projects fund or debt service fund, must agree with amount per board secretary's report</p>			

Form A - 149

Bank Reconciliation

Bank Name	Beneficial	Prepared by
Account number	2400000357	Date:
Statement Date	July 31, 2019	
Fund/Funds	Net Payroll	

1	Balance per Bank					25,515.37
	Reconciling Items					
	Additions					
	Deposits in transit					
	Date					
	Amount					
2a						
2b						
2c	Misc					
2d	Misc					
2	Misc		-			
3	Total Additions			-		
	Deductions					
	Outstanding Checks					
	(attached list)	5,684.82				
4	Other (explain)		-			
5						
6	Total Deductions			5,684.82		
7	Net Reconciling Items					(5,684.82)
8	Adjusted Balance per Bank As of		July 31, 2019			19,830.55
9	Balance per Board Secretary's Records As of			**		-
	Reconciling Items:					
	Additions					
10	Interest Earned					
11	Other (Explain)					
12	Total Additions			-		
	Deductions					
13	Bank Charges					
14	Other (Explain)					
15	Total deductions			-		
16	Net Reconciling Items					-
17	Adjusted Board Secretary's Balance As of			*		-

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

Form A - 149

Bank Reconciliation

Bank Name	Beneficial	Prepared by
Account number	6101433275	Date:
Statement Date	July 31, 2019	
Fund/Funds	Payroll Agency (90)	

1		Balance per Bank				17,215.50
		Reconciling Items				
		Additions				
		Deposits in transit				
	2a	Date				
	2b	Amount				
	2c					
	2d					
	2	MISC	-	-		
	3	Total Additions		-		
		Deductions				
	4	Outstanding Checks (attached list)	879.00			
	5	Other (prior period voids)	-			
	6	Total Deductions		879.00		
	7	Net Reconciling Items				(879.00)
	8	Adjusted Balance per Bank As of		July 31, 2019		16,336.50

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

Form A - 149

Bank Reconciliation

Bank Name	Beneficial	Prepared by
Account number	2400000340	Date:
Statement Date	July 31, 2019	
Fund/Funds	School Activities	

1	Balance per Bank					4,000.50
	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		July 31, 2019			4,000.50

See Page 3d for Summary

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

\* Line 8 MUST EQUAL line 17.

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

Form A - 149

Bank Reconciliation

Bank Name	Beneficial	Prepared by
Account number	9500064390	Date:
Statement Date	July 31, 2019	
Fund/Funds	FSA account	

1		Balance per Bank				118.13
		Reconciling Items				
		Additions				
		Deposits in transit				
	2a	Date				
	2b	Amount				
	2c					
	2d					
	2	total D.I.T.'s				
	3	Total Additions				
		Deductions				
	4	Outstanding Checks				
		(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		July 31, 2019		118.13

See Page 3d for Summary

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

\* Line 8 MUST EQUAL line 17.

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



BEVERLY CITY SCHOOLS  
ANALYSIS OF RECONCILING ITEMS  
As of 7-31-2019

FUND-10

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

1,937,779.93

NEEDED GENERAL LEDGER ADJUSTMENTS:

Prior year diff 6-30-19

1,395,666.64

July - June serv charges

(405.90)

Payroll posting/transfers

1,395,260.74

cash per Treasurer school monies report

3,333,040.67

FUND 20	20		
cash per Board Secretary's Report		<u>-</u>	<u>156,032.92</u>
<b>NEEDED GENERAL LEDGER ADJUSTMENTS:</b>			
Prior year diff 6-30-18		(7,643.00)	
			<u>(7,643.00)</u>
cash per Treasurer school monies report			148,389.92

**FUND 30**

cash per Board Secretary's Report

(233,861.56)

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

Prior year diff 6-30-19

249,952.76

Due to current fund -payroll charges

Due to current fund disb adj

trnsfer from general fund

fund 30 acct check

Interest

23.21

249,975.97

cash per Treasurer school monies report

16,114.41

**FUND 40**

**cash per Board Secretary's Report**

\_\_\_\_\_

**63,238.49**

**NEEDED GENERAL LEDGER ADJUSTMENTS:**

**Prior year diff 6-30-19**

(14,427.87)

**(14,427.87)**

**cash per Treasurer school monies report**

**48,810.62**

MISC  
FUND 60  
cash per Balance Sheet.

106,998.11

NEEDED GENERAL LEDGER ADJUSTMENTS:

Prior year diff 6-30-19 (3.00)

cash per Treasurer school monies report

(3.00)  
106,995.11

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

7/31/2019

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

OPERATING ACCOUNT

PAGE 1

16502	34.65	24097	386.46		
17961	867.83	24098	132.25		
18116	1,605.20	24108	920.90		
18815	7.50	24114	31,023.70		
18870	180.00	24116	156.64		
19035	600.00	24118	535.03		
19086	437.50	24120	460.00		
19652	12.40	24121	1,600.00		
19653	14.20	24123	557.41		
21136	391.68	24124	2,082.64		
21845	32,981.00	24126	6,870.00		
22596	11,720.00	24128	24.09		
22605	36,399.00	24129	36,874.77		

22976 8,287.50

23357 166,061.03

23367 200.00

23992 500.00

23006 500.00

24059 800.00

24086 7,086.00

24089 3,898.20

24090 350.00

24091 34.72

272,968.41

81,623.89

-

BEVERLY CITY SCHOOLS  
OUTSTANDING CHECK LIST

7/31/2019

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
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OPERATING ACCOUNT

PAGE 2

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-  
\_\_\_\_\_

BEVERLY CITY SCHOOLS  
OUTSTANDING CHECK LIST

7/31/2019

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
TOTAL OPERATING ACCT OS					<u>354,592.30</u>
BEG BAL OS CKS					765,762.99
ISSUED					6,422.80
CASHED					(417,593.49)
void					<u>354,592.30</u>



BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

7/31/2019

CHECK #	AMOUNT	CHECK #	AMOUNT	CHECK #	AMOUNT
<u>NET PAYROLL ACCOUNT</u>					

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	45.16
218158	172.90
218176	85.82
218219	123.77

<u>5,684.82</u>
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<u>-</u>
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<u>-</u>
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TOTAL O/S CHECKS -PAYROLL ACCT

<u>5,684.82</u>
-----------------

BEG BAL OS CKS

	21,058.88
ISSUED	3,308.76
CASHED	(18,682.82)
	<u>5,684.82</u>

BEVERLY CITY SCHOOLS  
 OUSTANDING CHECK LIST

7/31/2019

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

PAYROLL AGENCY

10539	14.20				
11735	19.90				
11736	825.00				
11738	19.90				

879.00

BEG BAL OS CKS	30,043.96
ISSUED	3,172.05
CASHED	(32,337.01)
void	
	<u>879.00</u>
	(0.00)

BEVERLY CITY SCHOOLS  
OUTSTANDING CHECK LIST

7/31/2019

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

18

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

BEG BAL OS CKS

ISSUED  
CASHED  
void

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



# Beverly City Board of Education Monthly Transfer Report

va\_s1701  
06/30/2019

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	1,642,637.00	0.00	1,642,637.00	164,263.70	( 122,703.00)	-7.47	41,560.70	92,895.28
Special Education, Basic Skills/Remedial and Bilingual Instruction and Speech/OT/PT and Ex	1X-2XX-100-XXX 1X-000-217-XXX	556,660.00	0.00	556,660.00	55,666.00	199,252.00	35.79	254,918.00	35,892.07
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	21,500.00	0.00	21,500.00	2,150.00	1.00	0.00	2,151.00	7,189.27
Community Services Programs/Operations	1X-800-330-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>UNDISTRIBUTED EXPENDITURES</b>		<b>2,220,797.00</b>	<b>0.00</b>	<b>2,220,797.00</b>		<b>( 15,030.00)</b>	<b>-0.94</b>	<b>144,538.60</b>	<b>135,976.62</b>
Tuition	11-000-100-XXX 16-000-100-XXX 17-000-100-XXX 18-000-100-XXX	1,595,686.00	0.00	1,595,686.00	159,568.60	( 15,030.00)	-0.94	144,538.60	35,190.04
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	534,514.00	0.00	534,514.00	53,451.40	( 25,301.00)	-4.73	28,150.40	47,461.98
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX 1X-000-223-XXX	277,777.00	0.00	277,777.00	27,777.70	7,960.00	2.87	35,737.70	23,137.26
General Administration	1X-000-230-XXX	224,981.00	0.00	224,981.00	22,498.10	5,250.00	2.33	27,748.10	19,997.45
School Administration	1X-000-240-XXX	23,622.00	0.00	23,622.00	2,362.20	2,230.00	9.44	4,592.20	29.34
Central Services & Administrative Information Technology	1X-000-25X-XXX	207,303.00	0.00	207,303.00	20,730.30	13,840.00	6.68	34,570.30	57,965.27
Operation and Maintenance of Plant Services	1X-000-26X-XXX	546,321.00	0.00	546,321.00	54,632.10	5,824.00	1.07	60,456.10	5,171.62
Student Transportation Services	1X-000-270-XXX	413,248.00	0.00	413,248.00	41,324.80	( 40,923.00)	-9.90	401.80	95,451.59

# Beverly City Board of Education Monthly Transfer Report

va\_s1701  
06/30/2019

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	1,166,636.00	0.00	1,166,636.00	116,663.60	( 116,600.00)	-9.99	63.60	25,743.46
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	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Service Reserve									
Transfer from General Fund Surplus to Debt	11-000-520-936	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Service Fund to Repay CDL									
<b>TOTAL GENERAL CURRENT EXPENSE</b>		<b>4,990,088.00</b>	<b>0.00</b>	<b>4,990,088.00</b>	<b>400.00</b>	<b>84,561.00</b>	<b>2114.52</b>	<b>84,981.00</b>	<b>310,148.01</b>
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	4,000.00	0.00	4,000.00	400.00	84,561.00	2114.52	84,981.00	5,072.00
Facilities Acquisition and Construction Services	12-000-4XX-XXX	0.00	0.00	0.00	0.00	1,619.00	0.00	1,619.00	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
<b>TOTAL CAPITAL EXPENDITURES</b>		<b>4,000.00</b>	<b>0.00</b>	<b>4,000.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>5,072.00</b>
<b>TOTAL SPECIAL SCHOOLS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
Transfer of Funds to Charter Schools	10-000-100-56X	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>OPERATING BUDGET GRAND TOTAL</b>		<b>7,214,885.00</b>	<b>0.00</b>	<b>7,214,885.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>451,196.63</b>

School Business Administrator Signature

Date

# Beverly City Board of Education

## Expense Account Adjustment Analysis By Account#

va\_exaa1.082406

06/30/2019

Selected Cycle : June

Account #	Account Description	Description	Adj #	Date	User	Amount	Adjustment	New Balance
<b>Current Appropriation Adjustments</b>								
11-000-100-565- -	TUITION-CSSD & DAY SCHOO	bt June 2019	000036	06/30/2019	BSAVAGE	\$596,566.00	\$70,000.00	\$666,566.00
11-000-211-320- -	ATTENDANCE SVCS- PRCH SV	bt June	000038	06/30/2019	BSAVAGE	\$2,000.00	(\$401.00)	\$1,599.00
11-000-216-320- -	SPEECH/OT/PT PROF SER	bt June 2019	000036	06/30/2019	BSAVAGE	\$50,450.00	\$4,000.00	\$54,450.00
11-000-217-106- -	EXTRAORD PARA SAL	bt June 2019	000036	06/30/2019	BSAVAGE	\$14,063.00	(\$4,000.00)	\$10,063.00
		bt June	000038	06/30/2019	BSAVAGE	\$10,063.00	(\$6,300.00)	\$3,763.00
			Total For Account # 11-000-217-106- -				(\$10,300.00)	
11-000-218-320- -	GUID PURCH PRF ED SVC	bt June 2019	000036	06/30/2019	BSAVAGE	\$0.00	\$7,100.00	\$7,100.00
11-000-219-104- -	CST SALARIES	bt June 2019	000036	06/30/2019	BSAVAGE	\$230,230.00	(\$14,300.00)	\$215,930.00
11-000-219-320- -	CST PROFIED SVS	bt June 2019	000036	06/30/2019	BSAVAGE	\$22,280.00	\$7,200.00	\$29,480.00
11-000-221-102- -	CURR/INSTR SALARIES	bt June 2019	000036	06/30/2019	BSAVAGE	\$239,677.00	(\$15,000.00)	\$224,677.00
11-000-221-390- -	CI PURCH PROF/TECH SVS	bt June 2019	000036	06/30/2019	BSAVAGE	\$5,215.00	\$10,000.00	\$15,215.00
11-000-223-580- -	WORKSHOPS	bt June 2019	000036	06/30/2019	BSAVAGE	\$4,949.00	\$5,000.00	\$9,949.00
11-000-230-100- -	GEN ADMIN SPRINTEND SAL	bt June 2019	000036	06/30/2019	BSAVAGE	\$129,359.00	(\$5,900.00)	\$123,459.00
11-000-230-105- -	GENERAL ADMIN- CLER SAL	bt June	000040	06/30/2019	BSAVAGE	\$21,122.00	\$1,100.00	\$22,222.00
11-000-230-331- -	GEN ADMIN-LEGAL SVC	bt June	000040	06/30/2019	BSAVAGE	\$19,250.00	(\$1,100.00)	\$18,150.00
11-000-230-332-001-	AUDIT FEES	bt June 2019	000036	06/30/2019	BSAVAGE	\$20,250.00	\$3,200.00	\$23,450.00
11-000-230-339- -	GENERAL ADMIN PURCH PROF	bt June 2019	000036	06/30/2019	BSAVAGE	\$9,240.00	\$2,700.00	\$11,940.00
11-000-240-105- -	SCH ADMIN SECY/CLER SAL	bt June	000039	06/30/2019	BSAVAGE	\$20,422.00	\$739.00	\$21,161.00
11-000-240-610- -	SCHOOL ADMIN-SUPPLIES	bt June	000039	06/30/2019	BSAVAGE	\$4,230.00	(\$739.00)	\$3,491.00
11-000-251-105- -	BUS ADMIN/SECY SALARIES	bt June 2019	000036	06/30/2019	BSAVAGE	\$72,542.00	(\$10,000.00)	\$62,542.00
11-000-252-340- -	AIT PUR TECH SERV	bt June 2019	000036	06/30/2019	BSAVAGE	\$12,000.00	\$10,000.00	\$22,000.00
11-000-261-420- -	MAINT CLEANING/REPAIRS	bt June 2019	000036	06/30/2019	BSAVAGE	\$38,093.00	(\$4,000.00)	\$34,093.00
11-000-261-610- -	MAINT SUPPLIES	bt June 2019	000036	06/30/2019	BSAVAGE	\$37,000.00	\$2,700.00	\$39,700.00
11-000-262-110- -	OPER/CUST SALARIES	bt June 2019	000036	06/30/2019	BSAVAGE	\$89,721.00	(\$8,000.00)	\$81,721.00
11-000-262-300- -	OPER PURCH PROF/TECH SVS	bt June 2019	000036	06/30/2019	BSAVAGE	\$65,510.00	\$300.00	\$65,810.00
11-000-262-420- -	OPER CONTRACT SERVICES	bt June 2019	000036	06/30/2019	BSAVAGE	\$79,421.00	\$44,000.00	\$123,421.00
11-000-262-490- -	OTHPURPROP WATERSEWER	bt June 2019	000036	06/30/2019	BSAVAGE	\$4,000.00	(\$2,900.00)	\$1,100.00
11-000-262-520- -	OPER PROPERTY INS	bt June 2019	000036	06/30/2019	BSAVAGE	\$100.00	\$36,500.00	\$36,600.00
11-000-262-590- -	OPER MISC PURCHASE	bt June 2019	000036	06/30/2019	BSAVAGE	\$7,000.00	(\$5,000.00)	\$2,000.00

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

va\_exaa1.082406  
06/30/2019

Selected Cycle : June

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
11-000-262-610- -	OPER SUPPLIES	bt June 2019	000036	06/30/2019	BSAVAGE	\$6,000.00	(\$5,000.00)	\$1,000.00
11-000-262-621- -	OPER ENERGY - GAS	bt June 2019	000036	06/30/2019	BSAVAGE	\$51,000.00	(\$39,000.00)	\$12,000.00
11-000-262-622- -	OPER ENERGY - ELECTRICIT	bt June 2019	000036	06/30/2019	BSAVAGE	\$48,993.00	\$15,100.00	\$64,093.00
11-000-262-622-A -	GASOLINE	bt June 2019	000036	06/30/2019	BSAVAGE	\$2,000.00	(\$1,000.00)	\$1,000.00
11-000-262-800- -	OPER MISC EXPENSE	bt June 2019	000036	06/30/2019	BSAVAGE	\$5,000.00	(\$4,000.00)	\$1,000.00
11-000-266-100- -	UE S SALS OF SEC G & INV	bt June 2019	000036	06/30/2019	BSAVAGE	\$44,500.00	(\$1,500.00)	\$43,000.00
11-000-270-162- -	SAL. FOR PUPIL TRANS(BET	bt June	000038	06/30/2019	BSAVAGE	\$21,653.00	\$401.00	\$22,054.00
11-000-291-220- -	SOCIAL SECURITY CONTRIBU	bt June	000038	06/30/2019	BSAVAGE	\$70,000.00	\$3,000.00	\$73,000.00
11-000-291-250- -	UNEMPLOYMENT COMPENSATIO	bt June 2019	000036	06/30/2019	BSAVAGE	\$30,000.00	(\$20,000.00)	\$10,000.00
11-000-291-270- -	OTHER HEALTH BENEFITS	bt June	000038	06/30/2019	BSAVAGE	\$826,295.00	\$8,500.00	\$834,795.00
11-000-291-280- -	TUITION REIMBURSEMENT	bt June	000038	06/30/2019	BSAVAGE	\$10,000.00	\$705.00	\$10,705.00
11-000-291-290- -	OTHER EMPLOYEE BENEFITS	bt June 2019	000036	06/30/2019	BSAVAGE	\$25,000.00	(\$8,200.00)	\$16,800.00
		bt June	000037	06/30/2019	BSAVAGE	\$16,800.00	\$4,600.00	\$21,400.00
		bt June	000038	06/30/2019	BSAVAGE	\$21,400.00	(\$12,205.00)	\$9,195.00
			Total For Account # 11-000-291-290- -				(\$15,805.00)	
11-120-100-101- -	GR. 1-5 TEACHER SALARIES	bt June 2019	000036	06/30/2019	BSAVAGE	\$664,570.00	(\$70,000.00)	\$594,570.00
		bt June	000037	06/30/2019	BSAVAGE	\$594,570.00	(\$4,600.00)	\$589,970.00
			Total For Account # 11-120-100-101- -				(\$74,600.00)	
11-190-100-106- -	OTHER SALARIES-INSTR	bt June	000038	06/30/2019	BSAVAGE	\$202,628.00	(\$4,500.00)	\$198,128.00
11-190-100-320- -	PURCHASED PROFIED SVC	bt June	000038	06/30/2019	BSAVAGE	\$5,997.00	(\$2,500.00)	\$3,497.00
11-190-100-340- -	PURCHASED TECH SVC	bt June	000038	06/30/2019	BSAVAGE	\$54,850.00	\$4,500.00	\$59,350.00
11-190-100-610- -	GENERAL SUPPLIES INSTRUC	bt June	000038	06/30/2019	BSAVAGE	\$63,450.00	\$2,900.00	\$66,350.00
11-190-100-640- -	TEXTBOOKS INSTRUCTION	bt June	000038	06/30/2019	BSAVAGE	\$10,400.00	(\$400.00)	\$10,000.00
11-204-100-101- -	LLD TEACHER SALARIES	bt June	000038	06/30/2019	BSAVAGE	\$190,488.00	\$3,800.00	\$194,288.00
11-213-100-101- -	RR TEACHER SALARIES	bt June	000038	06/30/2019	BSAVAGE	\$184,221.00	\$1,500.00	\$185,721.00
11-230-100-101- -	BSC SKILLS TEACHER SALAR	bt June	000038	06/30/2019	BSAVAGE	\$82,405.00	\$1,000.00	\$83,405.00
60-910-310-420- -	FOOD SERV EQP REPAIR	bt June	000038	06/30/2019	BSAVAGE	\$6,377.00	\$834.00	\$7,211.00
60-910-310-500- -	FOOD SERVICE COSTS	bt June	000038	06/30/2019	BSAVAGE	\$193,623.00	(\$834.00)	\$192,789.00

**Total Current Appr.**

**\$0.00**



# Beverly City Board of Education

## Expense Account Adjustment Analysis By Account#

va\_exaa1,082406  
06/30/2019

Selected Cycle : June

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance	
<b>YTD Disbursement Adjustments</b>									
11-000-100-566- -	TUITION-PRIVATE SCHOOL	CORRECT ACT	000007	06/26/2019	DBRYSON	\$144,105.37	(\$9,089.60)	\$135,015.77	
11-000-223-500- -	OTHER PURCHASED SERVICES	correct acts	000008	06/26/2019	DBRYSON	\$13,927.56	(\$5,950.00)	\$7,977.56	
11-000-230-105- -	GENERAL ADMIN- CLER SAL	correct account charged	000009	06/30/2019	BSAVAGE	\$20,998.69	\$1,200.00	\$22,198.69	
11-000-240-105- -	SCH ADMIN SEC/CLER SAL	correct account charged	000009	06/30/2019	BSAVAGE	\$22,331.76	(\$1,200.00)	\$21,131.76	
11-110-100-101- -	KNDG TEACHER SALARIES	CORRECT ACT	000007	06/26/2019	DBRYSON	\$145,039.00	(\$3,220.00)	\$141,819.00	
11-120-100-101- -	GR. 1-5 TEACHER SALARIES	CORRECT ACT	000007	06/26/2019	DBRYSON	\$564,006.87	\$15,046.40	\$579,053.27	
		correct acts	000008	06/26/2019	DBRYSON	\$579,053.27	(\$1,854.00)	\$577,199.27	
			Total For Account # 11-120-100-101- -				\$13,192.40		
11-204-100-106- -	LLD PARA SALARY	Correct Acts	000006	06/26/2019	DBRYSON	\$76,099.25	(\$11,006.97)	\$65,092.28	
11-213-100-101- -	RR TEACHER SALARIES	Correct Acts	000006	06/26/2019	DBRYSON	\$185,967.00	(\$315.98)	\$185,651.02	
20-218-100-101- -	PSEA TEACHER SAL	Correct Acts	000006	06/26/2019	DBRYSON	\$188,140.02	\$315.98	\$188,456.00	
20-218-100-106- -	PSEA AIDES SAL	Correct Acts	000006	06/26/2019	DBRYSON	\$9,475.03	\$11,006.97	\$20,482.00	
20-231-100-101- -	TITLE I TEACHER SALARIES	CORRECT ACT	000007	06/26/2019	DBRYSON	\$149,406.40	(\$15,046.40)	\$134,360.00	
20-250-100-500- -	IDEA TUITION	CORRECT ACT	000007	06/26/2019	DBRYSON	\$103,550.40	\$9,089.60	\$112,640.00	
20-253-100-100- -	IDEA PRESCHOOL SALARY	CORRECT ACT	000007	06/26/2019	DBRYSON	\$0.00	\$3,220.00	\$3,220.00	
20-270-200-300- -	T2A PUR. SERV.	correct acts	000008	06/26/2019	DBRYSON	\$5,250.00	\$7,804.00	\$13,054.00	
<b>Total Disbursement</b>								<b>\$0.00</b>	



# Beverly City Board of Education Monthly Transfer Report

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va\_s1701  
07/17/2019

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	1,717,188.00	0.00	1,717,188.00	171,718.80	( 103,790.00)	-6.04	67,928.80	460,979.86
	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	564,842.00	0.00	564,842.00	56,484.20	103,790.00	18.38	160,274.20	74,883.10
	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	21,500.00	0.00	21,500.00	2,150.00	0.00	0.00	2,150.00	11,500.00
	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
<b>UNDISTRIBUTED EXPENDITURES</b>		<b>2,303,530.00</b>	<b>0.00</b>	<b>2,303,530.00</b>					<b>547,362.96</b>
Tuition	11-000-100-XXX	1,905,211.00	0.00	1,905,211.00	190,521.10	0.00	0.00	190,521.10	1,753,499.00
	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	468,667.00	0.00	468,667.00	46,866.70	6,810.00	1.45	53,676.70	110,935.90
	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	283,396.00	0.00	283,396.00	28,339.60	1,000.00	0.35	29,339.60	32,380.88
	1X-000-223-XXX								
General Administration	1X-000-230-XXX	235,791.00	0.00	235,791.00	23,579.10	0.00	0.00	23,579.10	72,583.83
School Administration	1X-000-240-XXX	30,650.00	0.00	30,650.00	3,065.00	0.00	0.00	3,065.00	3,461.52
Central Services & Administrative Information Technology	1X-000-25X-XXX	154,651.00	0.00	154,651.00	15,465.10	0.00	0.00	15,465.10	30,252.60
Operation and Maintenance of Plant Services	1X-000-26X-XXX	584,218.00	0.00	584,218.00	58,421.80	0.00	0.00	58,421.80	363,614.59
Student Transportation Services	1X-000-270-XXX	495,790.00	0.00	495,790.00	43,579.00	( 7,810.00)	-1.79	35,769.00	209,558.65

# Beverly City Board of Education Monthly Transfer Report

va\_s1701  
07/17/2019

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	1,123,029.00	0.00	1,123,029.00	112,302.90	0.00	0.00	112,302.90	190,953.76
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
<b>TOTAL GENERAL CURRENT EXPENSE</b>		<b>5,221,403.00</b>	<b>0.00</b>	<b>5,221,403.00</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>2,761,240.73</b>
Equipment	12-XXX-XXX-73X	4,000.00	0.00	4,000.00	400.00	0.00	0.00	400.00	4,000.00
	15-XXX-XXX-73X								
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-981	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-988	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>TOTAL CAPITAL EXPENDITURES</b>		<b>4,000.00</b>	<b>0.00</b>	<b>4,000.00</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>4,000.00</b>
<b>TOTAL SPECIAL SCHOOLS</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>
Transfer of Funds to Charter Schools	10-000-100-56X	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>OPERATING BUDGET GRAND TOTAL</b>		<b>7,528,933.00</b>	<b>0.00</b>	<b>7,528,933.00</b>		<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,312,603.69</b>

School Business Administrator Signature

Date

# Beverly City Board of Education

## Expense Account Adjustment Analysis By Account#

1.7\_exaa1.082406  
07/17/2019

Current Cycle : July

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
<b>Current Appropriation Adjustments</b>								
11-000-211-105-	ATTEND SVCS- CLER SAL	bt - june	000001	07/17/2019	BSAVAGE	\$41,311.00	\$60.00	\$41,371.00
11-000-213-104-	HEALTH SVC SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$69,998.00	\$500.00	\$70,498.00
11-000-213-105-	HEALTH SVCS- CLER SAL	bt - june	000001	07/17/2019	BSAVAGE	\$11,729.00	\$20.00	\$11,749.00
11-000-213-300-	HEALTH PURCHASED PROF/ED	bt - june	000001	07/17/2019	BSAVAGE	\$3,000.00	\$57,000.00	\$60,000.00
11-000-218-105-	GUID SECY/CLER SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$23,718.00	\$35.00	\$23,753.00
11-000-218-320-	GUID PURCH PRF ED SVC	bt - june	000001	07/17/2019	BSAVAGE	\$3,500.00	(\$2,500.00)	\$1,000.00
11-000-219-104-	CST SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$186,365.00	\$60.00	\$186,425.00
11-000-219-104-01-	CST EVALUATIONS	bt - june	000001	07/17/2019	BSAVAGE	\$3,500.00	(\$2,500.00)	\$1,000.00
11-000-219-105-	CST SECY/CLER SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$23,459.00	\$35.00	\$23,494.00
11-000-219-320-	CST PROF/ED SVS	bt - june	000001	07/17/2019	BSAVAGE	\$40,000.00	(\$25,000.00)	\$15,000.00
11-000-219-390-	CST PURCH PRF/TECH SVC	bt - june	000001	07/17/2019	BSAVAGE	\$47,587.00	(\$20,000.00)	\$27,587.00
11-000-221-102-	CURR/INSTR SALARIES	bt - july	000002	07/17/2019	BSAVAGE	\$245,296.00	(\$5,900.00)	\$239,396.00
11-000-221-104-	CURR/INSTR PROF SALARIES	bt - july	000002	07/17/2019	BSAVAGE	\$8,000.00	\$5,900.00	\$13,900.00
11-000-221-105-	CURR/INSTR SECY/CLER SAL	bt - june	000001	07/17/2019	BSAVAGE	\$2,500.00	\$1,800.00	\$4,300.00
11-000-221-110-	CI OTHER SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$6,000.00	\$4,200.00	\$10,200.00
11-000-221-390-	CI PURCH PROF/TECH SVS	bt - june	000001	07/17/2019	BSAVAGE	\$0.00	\$4,700.00	\$4,700.00
11-000-221-610-	CI SUPPLIES	bt - june	000001	07/17/2019	BSAVAGE	\$2,600.00	(\$2,000.00)	\$600.00
11-000-222-320-	LIB/MEDIA PCH PRF/ED SVS	bt - june	000001	07/17/2019	BSAVAGE	\$1,420.00	\$2,600.00	\$4,020.00
11-000-222-500-	LIB/MEDIA OTH PURCH SVS	bt - june	000001	07/17/2019	BSAVAGE	\$1,500.00	(\$1,500.00)	\$0.00
11-000-222-610-	LIB/MEDIA SUPPLIES	bt - june	000001	07/17/2019	BSAVAGE	\$1,000.00	(\$1,000.00)	\$0.00
11-000-222-890-	LIB/MEDIA MISC EXPENSES	bt - june	000001	07/17/2019	BSAVAGE	\$1,000.00	(\$1,000.00)	\$0.00
11-000-223-500-	OTHER PURCHASED SERVICES	bt - june	000001	07/17/2019	BSAVAGE	\$6,000.00	(\$2,000.00)	\$4,000.00
11-000-223-580-	WORKSHOPS	bt - june	000001	07/17/2019	BSAVAGE	\$12,000.00	(\$5,700.00)	\$6,300.00
11-000-240-105-	SCH ADMIN SECY/CLER SAL	bt - june	000001	07/17/2019	BSAVAGE	\$26,650.00	\$40.00	\$26,690.00
11-000-240-610-	SCHOOL ADMIN-SUPPLIES	bt - june	000001	07/17/2019	BSAVAGE	\$3,500.00	(\$40.00)	\$3,460.00
11-000-251-104-	BUSINESS ADMIN SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$99,563.00	\$145.00	\$99,708.00
11-000-251-340-	BUS OFF PURCH TECH SERV	bt - june	000001	07/17/2019	BSAVAGE	\$9,000.00	(\$145.00)	\$8,855.00
11-000-270-162-	SAL FOR PUPIL TRANS(BET	bt - june	000001	07/17/2019	BSAVAGE	\$22,888.00	\$150.00	\$23,038.00
11-000-270-503-	TRANS AID IN LIEU PAY	bt - june	000001	07/17/2019	BSAVAGE	\$25,000.00	(\$7,810.00)	\$17,190.00

# Beverly City Board of Education

## Expense Account Adjustment Analysis By Account#

v1\_exaa1.082406  
07/17/2019

Current Cycle : July

Account #	Account Description	Description	Adj #	Date	User	Old Amount	Adjustment	New Balance
11-000-270-512- -	TRANS FIELD/ATH TRIPS	bt - june	000001	07/17/2019	BSAVAGE	\$10,000.00	(\$150.00)	\$9,850.00
11-000-291-241- -	EMP BEN OTH RETIRE	bt - june	000001	07/17/2019	BSAVAGE	\$55,223.00	(\$6,500.00)	\$48,723.00
11-000-291-260- -	WORKERS' COMP.	bt - july	000009	07/17/2019	BSAVAGE	\$46,750.00	(\$215.00)	\$46,535.00
11-000-291-270- -	OTHER HEALTH BENEFITS	bt - july	000009	07/17/2019	BSAVAGE	\$848,788.00	\$215.00	\$849,003.00
11-000-291-290-A -	OTHER RETIREMENT - DCRP	bt - june	000001	07/17/2019	BSAVAGE	\$0.00	\$6,500.00	\$6,500.00
11-110-100-101- -	KNDG TEACHER SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$150,629.00	\$1.00	\$150,630.00
11-120-100-101- -	GR. 1-5 TEACHER SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$674,020.00	(\$103,790.00)	\$570,230.00
11-130-100-101- -	GR. 6-8 TEACHER SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$341,145.00	(\$6,601.00)	\$334,544.00
11-190-100-340- -	PURCHASED TECH SVC	bt - june	000001	07/17/2019	BSAVAGE	\$40,000.00	\$6,600.00	\$46,600.00
11-204-100-101- -	LLD TEACHER SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$123,691.00	\$32,100.00	\$155,791.00
11-204-100-106- -	LLD PARA SALARY	bt - june	000001	07/17/2019	BSAVAGE	\$0.00	\$5,690.00	\$5,690.00
11-213-100-101- -	RR TEACHER SALARIES	bt - june	000001	07/17/2019	BSAVAGE	\$171,014.00	\$19,000.00	\$190,014.00
11-230-100-101- -	BSC SKILLS TEACHER SALAR	bt - june	000001	07/17/2019	BSAVAGE	\$71,708.00	\$47,000.00	\$118,708.00
20-231-100-101- -	TITLE I TEACHER SALARIES	setup title i	000005	07/17/2019	BSAVAGE	\$98,000.00	\$24,007.00	\$122,007.00
20-231-200-200- -	TITLE I EMPLOYEE BENEFIT	setup title i	000005	07/17/2019	BSAVAGE	\$27,954.00	\$14,749.00	\$42,703.00
20-231-200-300-A -	TITLE I PUR PROF C/O	setup title i	000005	07/17/2019	BSAVAGE	\$14,856.00	(\$14,856.00)	\$0.00
20-235-200-300- -	SINI PUR. PROF. SERVICES	setup title reallocated	000008	07/17/2019	BSAVAGE	\$0.00	\$5,901.00	\$5,901.00
20-250-100-500- -	IDEA TUITION	setup idea	000004	07/17/2019	BSAVAGE	\$92,688.00	\$25,031.00	\$117,719.00
20-253-100-100- -	IDEA PRESCHOOL SALARY	setup idea preschool	000003	07/17/2019	BSAVAGE	\$0.00	\$3,327.00	\$3,327.00
20-270-200-300- -	T2A PUR. SERV.	setup title ii	000006	07/17/2019	BSAVAGE	\$10,443.00	\$1,994.00	\$12,377.00
20-280-100-500- -	TITLE IV PUR. SERV.	setup title iv	000007	07/17/2019	BSAVAGE	\$8,456.00	\$1,816.00	\$10,272.00

**Total Current Appr.**

**\$61,909.00**

# Beverly City Board of Education

## Entered Purchase Order Report By PO

9G

va\_po04.102317  
07/17/2019

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered By	Approval Status	PO Amount
20-00064		2535/PEARSON ASSESSMENTS	11-190-100-640- -	TEXTBOOKS INSTRUCTION	07/17/19	1 DBRYSONREQ	CR-	12,179.57
20-00065		1752/SCHOOL SPECIALTY INC	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	5,770.40
20-00066		2001/ENSLow PUBLISHERS	11-190-100-640- -	TEXTBOOKS INSTRUCTION	07/17/19	1 DBRYSONREQ	CR-	535.84
20-00067		1430/EVAN MOOR	11-190-100-640- -	TEXTBOOKS INSTRUCTION	07/17/19	1 DBRYSONREQ	CR-	101.32
20-00068		1198/DELTA EDUCATION	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	397.90
20-00069		1011/ZANER BLOSER CO.	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	1,103.20
20-00070		2135/WILSON LANGUAGE TRAINING	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	196.20
20-00071		3415/WILLIAM H. SADLER, INC.	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	2,638.16
20-00072		2579/HOUGHTON MIFFLIN HARCOURT	11-190-100-640- -	TEXTBOOKS INSTRUCTION	07/17/19	1 DBRYSONREQ	CR-	963.05
20-00073		3287/HEINEMANN	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	40.00
20-00074		1909/POSITIVE PROMOTIONS	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	628.50
20-00075		1752/SCHOOL SPECIALTY INC	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	51.54
20-00076		3521/HUMAN RELATIONS MEDIA	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	791.73
20-00077		1405/GOPHER SPORT	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	3,610.45
20-00078		1014/SCHOLASTIC, INC.	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	3,752.44
20-00079		1752/SCHOOL SPECIALTY INC	11-000-219-610- -	CST SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	2,065.12
20-00080		3612/COMMITTEE FOR CHILDREN	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	459.00

# Beverly City Board of Education

## Entered Purchase Order Report By PO Number

va\_po04.102317  
07/17/2019

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered By	Approval Status (2 needed)	PO Amount	
20-00081		3611/LANGUAGE CIRCLE ENT., INC.	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	249.70	
20-00082		3461/TIME FOR KIDS	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	49.50	
20-00083		1198/DELTA EDUCATION	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	222.86	
20-00084		1752/SCHOOL SPECIALTY INC	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	583.51	
20-00085		3472/IN TUNE PARTNERS, LLC	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	24.95	
<b>Report Totals</b>									
								<b>Current Entered</b>	<b>\$36,414.94</b>
								<b>Prior Entered</b>	<b>\$0.00</b>
								<b>Total Entered</b>	<b>\$36,414.94</b>



# Beverly City Board of Education

## Entered Purchase Order Report By PO Number

va\_po04.102317  
07/17/2019

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered	Approval Status	PO Amount
						By	(2 needed)	
20-00086		3473/STEVE WEISS MUSIC	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	194.70
20-00087		3303/WEST MUSIC	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	559.45
20-00088		2555/J.W. PEPPER & SON INC.	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	2,262.80
<b>Report Totals</b>								
								<b>Current Entered</b>
								<b>Prior Entered</b>
								<b>Total Entered</b>
								\$3,016.95
								\$0.00
								\$3,016.95 ✓

# Beverly City Board of Education

## Entered Purchase Order Report By PO Number

va\_po04.102317  
07/17/2019

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
20-00089		2413/BARNES & NOBLE INC.	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	315.55
20-00090		3366/NATIONAL EDUCATIONAL MUSIC	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	5,521.70
20-00091		3366/NATIONAL EDUCATIONAL MUSIC	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	1,713.12
20-00092		2894/PETTY CASH	11-000-240-890- -	SCH ADMIN-MISC EXPENSE	07/17/19	1 DBRYSONREQ	CR-	500.00
20-00093		2520/NICKERSON CORP	11-000-262-420- -	OPER CONTRACT	07/17/19	1 DBRYSONREQ	CR-	5,246.24
20-00094		3071/NJ COMM BLIND & VISUALLY	11-000-216-320- -	SPEECH/OT/PT PROF SER	07/17/19	1 DBRYSONREQ	CR-	1,900.00
20-00095		1931/POWER EQUIPMENT COMPANY	11-000-262-300- -	OPER PURCH PROF/TECH	07/17/19	1 DBRYSONREQ	CR-	495.00
20-00096		3595/EXPLORELEARNING, LLC	11-000-221-390- -	CI PURCH PROF/TECH SVS	07/17/19	1 DBRYSONREQ	CR-	4,201.13
20-00097		3134/FEDEX	11-000-230-530- -	TELEPHONE POSTAGE	07/17/19	1 DBRYSONREQ	CR-	70.75
20-00098		1039/COURIER TIMES INC - BURLINGTON	11-000-230-590- -	GEN AD ADVERTISEMENT	07/17/19	1 DBRYSONREQ	CR-	450.00
20-00099		3487/PEARSON CLINICAL	11-000-216-610- -	SPEECH SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	429.50
20-00100		3576/SIMONE, CATHERINE	20-270-200-300- -	T2A PUR. SERV.	07/17/19	1 DBRYSONREQ	CR-	7,077.00
20-00101		2583/NJ ASSOC OF SCHOOL ADMIN	11-000-230-895- -	BOE	07/17/19	1 DBRYSONREQ	CR-	1,750.00
20-00102		3613/NJAPSA MEMBERSHIP	11-000-219-890- -	CST MISC EXPENSES	07/17/19	1 DBRYSONREQ	CR-	195.00
20-00103		1869/NJ PRINCIPALS & SUPERVISORS AS	11-000-230-895- -	BOE	07/17/19	1 DBRYSONREQ	CR-	845.00
20-00104		1952/B.C.I.T.	11-000-100-563- -	TUITION-CO VOC SCHOOL	07/17/19	1 DBRYSONREQ	CR-	151,712.00
20-00105		1054/BEVAN SECURITY SYSTEMS	11-000-262-420- -	OPER CONTRACT	07/17/19	1 DBRYSONREQ	CR-	560.00

# Beverly City Board of Education

## Entered Purchase Order Report By PO Number

va\_po04.102317  
07/17/2019

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	
20-00106		2395/PRUDENTIAL INS. CO. - NJEA	11-000-291-270- -	OTHER HEALTH BENEFITS	07/17/19	1 DBRYSONREQ	CR-	6,000.00	
20-00107		3138/LOWE'S	11-000-261-610- -	MAINT SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	9,000.00	
20-00108		3525/PENWELL, AMY	11-000-222-320- -	LIB/MEDIA PCH PRF/ED SVS	07/17/19	1 DBRYSONREQ	CR-	4,000.00	
20-00109		2842/W.B. MASON CO. INC.	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	915.12	
20-00110		3614/BORGATA HOTEL CASINO	11-000-223-500- -	OTHER PURCHASED	07/17/19	1 DBRYSONREQ	CR-	158.00	
20-00111		3467/IXL LEARNING	11-190-100-610- -	GENERAL SUPPLIES	07/17/19	1 DBRYSONREQ	CR-	2,125.00	
<b>Report Totals</b>									
								<b>Current Entered</b>	\$205,180.11
								<b>Prior Entered</b>	\$0.00
								<b>Total Entered</b>	\$205,180.11

# Beverly City Board of Education

## Entered Purchase Order Report By PO Number

va\_po04.102317  
08/21/2019

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
20-00112		2591/BAYADA NURSES INC	11-000-213-300-	HEALTH PURCHASED	08/21/19	1 DBRYSONREQ	CR-	60,000.00
20-00113		3522/NOTEFLIGHT, LLC	11-190-100-610-	GENERAL SUPPLIES	08/01/19	1 DBRYSONREQ	CR-	369.00
20-00114		3471/BOOK SOURCE	11-190-100-640-	TEXTBOOKS INSTRUCTION	08/21/19	1 DBRYSONREQ	CR-	451.10
20-00115		1752/SCHOOL SPECIALTY INC	11-190-100-610-	GENERAL SUPPLIES	08/21/19	1 DBRYSONREQ	CR-	4,018.98
20-00116		1249/PALMYRA BOARD OF EDUCATION	11-000-100-561-	TUITION-LEA REGULAR	08/21/19	1 DBRYSONREQ	CR-	526,091.16
			11-000-100-562-	TUITION-LEA SPECIAL EDUC	08/21/19	1 DBRYSONREQ	CR-	146,020.00
Total For 2 Transactions On PO# 20-00116								\$672,111.16
20-00117		3421/DAVID B. RUBIN, PC	11-000-230-331-	GEN ADMIN-LEGAL SVC	08/21/19	1 DBRYSONREQ	CR-	405.00
20-00118		3583/JAY'S LANDSCAPING,LLC	11-000-262-420-	OPER CONTRACT	08/21/19	1 DBRYSONREQ	CR-	1,625.00
20-00119		3411/TOWNSHIP OF DELANCO	11-000-262-622-A-	GASOLINE	08/21/19	1 DBRYSONREQ	CR-	1,000.00
20-00120		3608/DOLLARD, JUSTIN	11-000-261-610-	MAINT SUPPLIES	08/21/19	1 DBRYSONREQ	CR-	112.08
20-00121		2213/DELL COMPUTER CORPORATION	11-000-262-300-	OPER PURCH PROF/TECH	08/21/19	1 DBRYSONREQ	CR-	731.23
20-00122		1323/GENERAL FIRE SALES & SERVICE	11-000-261-420-	MAINT CLEANING/REPAIRS	08/21/19	1 DBRYSONREQ	CR-	165.00
20-00123		2884/CDW GOVERNMENT INC.	11-000-262-300-	OPER PURCH PROF/TECH	08/21/19	1 DBRYSONREQ	CR-	4,161.80
20-00124		1953/BROOKFIELD ACADEMY	11-000-100-566-	TUITION-PRIVATE SCHOOL	08/21/19	1 DBRYSONREQ	CR-	64,800.00
20-00125		2865/CM3 BUILDING SOLUTIONS INC	11-000-261-420-	MAINT CLEANING/REPAIRS	08/21/19	1 DBRYSONREQ	CR-	226.00
20-00126		1059/GENERAL CHEMICAL CO.	11-000-261-610-	MAINT SUPPLIES	08/21/19	1 DBRYSONREQ	CR-	1,526.45
20-00127		2579/HOUGHTON MIFFLIN HARCOURT	11-190-100-640-	TEXTBOOKS INSTRUCTION	08/21/19	1 DBRYSONREQ	CR-	5,418.70

# Beverly City Board of Education

## Entered Purchase Order Report By PO Number

va\_po04.102317  
08/21/2019

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
20-00128		1752/SCHOOL SPECIALTY INC	11-000-219-610- -	CST SUPPLIES	08/21/19	2 DBRYSONREQ	CR-	768.56

### Report Totals

Current Entered \$817,890.06  
 Prior Entered \$0.00  
 Total Entered \$817,890.06

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

va\_po04.102317  
08/21/2019

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
20-00129		3598/MCRAE, DAWN	20-280-100-500- -	TITLE IV PUR. SERV.	08/21/19	1 DBRYSONREQ	CR-	10,272.00
20-00130		3598/MCRAE, DAWN	20-231-100-300-A -	TITLE I PROF. PROGRAMS	08/21/19	1 DBRYSONREQ	CR-	3,900.00
20-00131		3597/MCCALL, CHER	20-231-100-300-A -	TITLE I PROF. PROGRAMS	08/21/19	1 DBRYSONREQ	CR-	1,000.00
20-00132		3596/JONES, AMIE	20-231-100-300-A -	TITLE I PROF. PROGRAMS	08/21/19	1 DBRYSONREQ	CR-	1,000.00
20-00133		3134/FEDEX	11-000-230-530- -	TELEPHONE POSTAGE	08/21/19	1 DBRYSONREQ	CR-	36.08
20-00134		1716/SHERWIN WILLIAMS	11-000-261-610- -	MAINT SUPPLIES	08/21/19	1 DBRYSONREQ	CR-	254.85
20-00135		3263/EDUCATIONAL CONSORTIUM TELE.	11-000-262-420- -	OPER CONTRACT	08/21/19	1 DBRYSONREQ	CR-	1,432.80
20-00136		1039/COURIER TIMES INC - BURLINGTON	11-000-230-590- -	GEN AD ADVERTISEMENT	08/21/19	1 DBRYSONREQ	CR-	32.88
20-00137		1039/COURIER TIMES INC - BURLINGTON	11-000-230-590- -	GEN AD ADVERTISEMENT	08/21/19	1 DBRYSONREQ	CR-	720.00
20-00138		1858/EDUCATIONAL SERVICES UNIT	11-000-216-320- -	SPEECH/OT/PT PROF SER	08/21/19	1 DBRYSONREQ	CR-	2,731.00
20-00139		1358/B.C.A.S.B.O.	11-000-230-895- -	BOE	08/21/19	1 DBRYSONREQ	CR-	200.00
20-00140		3527/SPOTIFY USA, INC.	11-190-100-610- -	GENERAL SUPPLIES	08/21/19	1 DBRYSONREQ	CR-	249.00
20-00141		3335/MCCONNELL, MICHAEL	11-000-223-500- -	OTHER PURCHASED	08/21/19	1 DBRYSONREQ	CR-	3,000.00
<b>Report Totals</b>								
								<b>Current Entered</b>
								<b>Prior Entered</b>
								<b>Total Entered</b>
								\$24,828.61
								\$0.00
								\$24,828.61 ✓

# Beverly City Board of Education

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

va\_areq1  
0514  
17/2019

Req#	PO#	Req. by	Vendor	Shlp	Attention	Total Price
20-00064	20-00064	DBRYSONRE	PEARSON ASSESSMENTS	000		12,179.57
		Q				
20-00065	20-00065	DBRYSONRE	SCHOOL SPECIALTY INC	000		5,770.40
		Q				
20-00066	20-00066	DBRYSONRE	ENSLAW PUBLISHERS	000	LOIS HARMON	535.84
		Q				
20-00067	20-00067	DBRYSONRE	EVAN MOOR	000	LISA DIPACE	101.32
		Q				
20-00068	20-00068	DBRYSONRE	DELTA EDUCATION	000	LOKAN	397.90
		Q				
20-00069	20-00069	DBRYSONRE	ZANER BLOSER CO.	000	MCCLOSKEY/SINGER	1,103.20
		Q				
20-00070	20-00070	DBRYSONRE	WILSON LANGUAGE TRAINING CORP	000	S. SWAL	196.20
		Q				
20-00071	20-00071	DBRYSONRE	WILLIAM H. SADLIER, INC.	000	3,4,5,MS	2,638.16
		Q				
20-00072	20-00072	DBRYSONRE	HOUGHTON MIFFLIN HARCOURT	000	GUNKLE/MCCLOSKEY	963.05
		Q				
20-00073	20-00073	DBRYSONRE	HEINEMANN	000	VERMES/LOKAN	40.00
		Q				
20-00074	20-00074	DBRYSONRE	POSITIVE PROMOTIONS	000	TIPTON	628.50
		Q				
20-00075	20-00075	DBRYSONRE	SCHOOL SPECIALTY INC	000	VERMES	51.54
		Q				
20-00076	20-00076	DBRYSONRE	HUMAN RELATIONS MEDIA	000	TIPTON	791.73
		Q				
20-00077	20-00077	DBRYSONRE	GOPHER SPORT	000	TIPTON	3,610.45
		Q				
20-00079	20-00079	DBRYSONRE	SCHOOL SPECIALTY INC	000	CARLY FANSLAU	2,065.12
		Q				
20-00078	20-00078	DBRYSONRE	SCHOLASTIC, INC.	000		3,752.44
		Q				
20-00080	20-00080	DBRYSONRE	COMMITTEE FOR CHILDREN	000	SWAL	459.00
		Q				
20-00081	20-00081	DBRYSONRE	LANGUAGE CIRCLE ENT., INC.	000	PEG GUNKEL	249.70
		Q				
20-00082	20-00082	DBRYSONRE	TIME FOR KIDS	000	SWAL	49.50
		Q				
20-00083	20-00083	DBRYSONRE	DELTA EDUCATION	000	ARRUDA	222.86
		Q				
20-00084	20-00084	DBRYSONRE	SCHOOL SPECIALTY INC	000	T. KNAUSS	583.51
		Q				
20-00085	20-00085	DBRYSONRE	IN TUNE PARTNERS, LLC	000	KNAUSS	24.95
		Q				

# Beverly City Board of Education

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

va\_areq1  
020514  
07/17/2019

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
20-00086	20-00086	DBRYSONRE Q	STEVE WEISS MUSIC	000	T. KNAUSS	194.70
20-00087	20-00087	DBRYSONRE Q	WEST MUSIC	000	T. KNAUSS	559.45
20-00088	20-00088	DBRYSONRE Q	J.W. PEPPER & SON INC.	000	T. KNAUSS	2,262.80



# Beverly City Board of Education

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

va\_areq1  
0514  
17/2019

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
20-00089	20-00089	DBRYSONRE	BARNES & NOBLE INC.	000	HARMON/SINGER	315.55
		Q				
20-00090	20-00090	DBRYSONRE	NATIONAL EDUCATIONAL MUSIC	000	T. KNAUSS	5,521.70
		Q				
20-00091	20-00091	DBRYSONRE	NATIONAL EDUCATIONAL MUSIC	000	T. KNAUSS	1,713.12
		Q				
20-00092	20-00092	DBRYSONRE	PETTY CASH	000		500.00
		Q				
20-00093	20-00093	DBRYSONRE	NICKERSON CORP	000		5,246.24
		Q				
20-00094	20-00094	DBRYSONRE	NJ COMM BLIND & VISUALLY IMPAIRED	000		1,900.00
		Q				
20-00095	20-00095	DBRYSONRE	POWER EQUIPMENT COMPANY	000		495.00
		Q				
20-00096	20-00096	DBRYSONRE	EXPLORELEARNING, LLC	000		4,201.13
		Q				
20-00097	20-00097	DBRYSONRE	FEDEX	000		70.75
		Q				
20-00098	20-00098	DBRYSONRE	COURIER TIMES INC - BURLINGTON	000		450.00
		Q				
20-00099	20-00099	DBRYSONRE	PEARSON CLINICAL	000	CAITLIN STONE	429.50
		Q				
00100	20-00100	DBRYSONRE	SIMONE, CATHERINE	000		7,077.00
		Q				
20-00101	20-00101	DBRYSONRE	NJ ASSOC OF SCHOOL ADMIN	000		1,750.00
		Q				
20-00103	20-00103	DBRYSONRE	NJ PRINCIPALS & SUPERVISORS AS	000		845.00
		Q				
20-00102	20-00102	DBRYSONRE	NJAPSA MEMBERSHIP	000		195.00
		Q				
20-00104	20-00104	DBRYSONRE	B.C.I.T.	000		151,712.00
		Q				
20-00105	20-00105	DBRYSONRE	BEVAN SECURITY SYSTEMS	000		560.00
		Q				
20-00106	20-00106	DBRYSONRE	PRUDENTIAL INS. CO. - NJEA	000		6,000.00
		Q				
20-00107	20-00107	DBRYSONRE	LOWE'S	000		9,000.00
		Q				
20-00108	20-00108	DBRYSONRE	PENWELL, AMY	000		4,000.00
		Q				
20-00109	20-00109	DBRYSONRE	W.B. MASON CO. INC.	000		915.12
		Q				
20-00110	20-00110	DBRYSONRE	BORGATA HOTEL CASINO	000		158.00
		Q				
20-00111	20-00111	DBRYSONRE	IXL LEARNING	000		2,125.00
		Q				

# Beverly City Board of Education

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

va\_areq1  
020514  
08/21/2019

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
20-00112	20-00112	DBRYSONRE	BAYADA NURSES INC	000		60,000.00
		Q				
20-00113	20-00113	DBRYSONRE	NOTEFLIGHT, LLC	000	travis knauss	369.00
		Q				
20-00114	20-00114	DBRYSONRE	BOOK SOURCE	000	Mccloskey/Gottlieb	451.10
		Q				
20-00115	20-00115	DBRYSONRE	SCHOOL SPECIALTY INC	000	KINDERGARTEN-HORNBECK	4,018.98
		Q				
20-00116	20-00116	DBRYSONRE	PALMYRA BOARD OF EDUCATION	000		672,111.16
		Q				
20-00117	20-00117	DBRYSONRE	DAVID B. RUBIN, PC	000		405.00
		Q				
20-00118	20-00118	DBRYSONRE	JAY'S LANDSCAPING,LLC	000		1,625.00
		Q				
20-00119	20-00119	DBRYSONRE	TOWNSHIP OF DELANCO	000		1,000.00
		Q				
20-00120	20-00120	DBRYSONRE	DOLLARD, JUSTIN	000		112.08
		Q				
20-00121	20-00121	DBRYSONRE	DELL COMPUTER CORPORATION	000	JACK DOOLEY	731.23
		Q				
20-00122	20-00122	DBRYSONRE	GENERAL FIRE SALES & SERVICE	000		165.00
		Q				
20-00123	20-00123	DBRYSONRE	CDW GOVERNMENT INC.	000		4,161.80
		Q				
20-00124	20-00124	DBRYSONRE	BROOKFIELD ACADEMY	000		64,800.00
		Q				
20-00125	20-00125	DBRYSONRE	CM3 BUILDING SOLUTIONS INC	000		226.00
		Q				
20-00126	20-00126	DBRYSONRE	GENERAL CHEMICAL CO.	000		1,526.45
		Q				
20-00127	20-00127	DBRYSONRE	HOUGHTON MIFFLIN HARCOURT	000	GLENN DEMPSTER	5,418.70
		Q				
20-00128	20-00128	DBRYSONRE	SCHOOL SPECIALTY INC	000	SCOTT MORRISSEY	768.56
		Q				

# Beverly City Board of Education

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

va\_areq1  
00514  
08/21/2019

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
20-00129	20-00129	DBRYSONRE Q	MCRAE, DAWN	000		10,272.00
20-00130	20-00130	DBRYSONRE Q	MCRAE, DAWN	000		3,900.00
20-00131	20-00131	DBRYSONRE Q	MCCALL, CHER	000		1,000.00
20-00132	20-00132	DBRYSONRE Q	JONES, AMIE	000		1,000.00
20-00133	20-00133	DBRYSONRE Q	FEDEX	000		36.08
20-00134	20-00134	DBRYSONRE Q	SHERWIN WILLIAMS	000		254.85
20-00135	20-00135	DBRYSONRE Q	EDUCATIONAL CONSORTIUM TELE.	000		1,432.80
20-00136	20-00136	DBRYSONRE Q	COURIER TIMES INC - BURLINGTON	000		32.88
20-00137	20-00137	DBRYSONRE Q	COURIER TIMES INC - BURLINGTON	000		720.00
20-00138	20-00138	DBRYSONRE Q	EDUCATIONAL SERVICES UNIT	000		2,731.00
20-00139	20-00139	DBRYSONRE Q	B.C.A.S.B.O.	000		200.00
20-00140	20-00140	DBRYSONRE Q	SPOTIFY USA, INC.	000		249.00
20-00141	20-00141	DBRYSONRE Q	MCCONNELL, MICHAEL	000		3,000.00



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

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 Amc
10-00142		2884/CDW GOVERNMENT INC.	11-000-262-300- -	OPER PURCH PROF/TECH	09/18/19	1 DBRYSONREQ	CR-	9,64
10-00143		2865/CMS BUILDING SOLUTIONS INC	11-000-261-420- -	MAINT CLEANING/REPAIRS	09/18/19	2 DBRYSONREQ	CR-	6,57

**Report Totals**

Current Entered \$16,21  
 Prior Entered \$  
 Total Entered \$16,21



# Beverly City Board of Education

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

3\_areq1  
20514  
2/1/2019

eq#	PO#	Req. by	Vendor	Ship	Attention	Total Price
I-00143	20-00143	DBRYSONRE Q	CM3 BUILDING SOLUTIONS INC	000	JACK DOOLEY	6,573.00
I-00142	20-00142	DBRYSONRE Q	CDW GOVERNMENT INC.	000	JACK DOOLEY	9,645.02





DEVCILY CITY BOARD OF EDUCATION

Entered Purchase Order Report By PO Number

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

PO#	Control#	Vendor#Name	Account #	Description	Date	Ba- Entered tch By	Approval Status (2 needed)	PO Amt
20-00144		1752/SCHOOL SPECIALTY INC	11-190-100-610- -	GENERAL SUPPLIES	08/30/19	1 DBRYSONREQ	CR-	2,900
20-00145		1752/SCHOOL SPECIALTY INC	11-190-100-610- -	GENERAL SUPPLIES	08/30/19	1 DBRYSONREQ	CR-	1,200
20-00146		1752/SCHOOL SPECIALTY INC	11-190-100-610- -	GENERAL SUPPLIES	08/30/19	1 DBRYSONREQ	CR-	1,000
20-00147		1752/SCHOOL SPECIALTY INC	11-190-100-610- -	GENERAL SUPPLIES	08/30/19	1 DBRYSONREQ	CR-	1,000
20-00148		1008/LAKESHORE LEARNING MAT.	20-218-100-600- -	PRE-K PEA IN SUPPLS & MA	08/30/19	1 DBRYSONREQ	CR-	3,100
20-00149		1008/LAKESHORE LEARNING MAT.	11-190-100-610- -	GENERAL SUPPLIES	08/30/19	1 DBRYSONREQ	CR-	3,000

Report Totals

Current Entered \$9,700  
 Prior Entered 0  
 Total Entered \$9,700



# Beverly City Board of Education

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

areq1  
1514

2019

q#	PO#	Req. by	Vendor	Ship	Attention	Total Price
00144	20-00144	DBRYSONRE Q	SCHOOL SPECIALTY INC	000	ARRUDA	2,982.40
00145	20-00145	DBRYSONRE Q	SCHOOL SPECIALTY INC	000	GOTTLIEB	1,241.40
00146	20-00146	DBRYSONRE Q	SCHOOL SPECIALTY INC	000	M. SHOCKLEY	672.26
00147	20-00147	DBRYSONRE Q	SCHOOL SPECIALTY INC	000	ED CARRAGHER	166.28
00148	20-00148	DBRYSONRE Q	LAKESHORE LEARNING MAT.	000	AMY HORMBECK	3,197.00
00149	20-00149	DBRYSONRE Q	LAKESHORE LEARNING MAT.	000	SPRATT,FOGLIO,SCARPERIA	524.88



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

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Ba- Entered tch By	Approval Status (2 needed)	PO Amt
20-00150		1752/SCHOOL SPECIALTY INC	20-218-100-600- -	PRE-K PEA IN SUPPLS & MA	09/18/19	1 DBRYSONREQ	CR-	264
20-00151		1752/SCHOOL SPECIALTY INC	11-190-100-610- -	GENERAL SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	2
20-00152		2413/BARNES & NOBLE INC.	20-218-100-600- -	PRE-K PEA IN SUPPLS & MA	09/18/19	1 DBRYSONREQ	CR-	264

**Report Totals**

Current Entered \$320  
 Prior Entered \$0  
 Total Entered \$320



# Beverly City Board of Education

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

1\_areq1  
20514

2019

req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
1-00152	20-00152	DBRYSONRE Q	BARNES & NOBLE INC.	000	AMY HORNBECK	238.00
1-00151	20-00151	DBRYSONRE Q	SCHOOL SPECIALTY INC	000	CAFETERIA	21.06
1-00150	20-00150	DBRYSONRE Q	SCHOOL SPECIALTY INC	000	AMY HORNBECK	3,506.96

0-00153 } PO'S  
0-00154 } cancelled.





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

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

PO#	Control#	Vendor#/Name	Account #	Description	Ba- Entered Date	Approval Status	PO Amt
					tech By	(2 needed)	
20-00155		2842/W.B. MASON CO. INC.	11-190-100-610- -	GENERAL SUPPLIES	09/18/19 1	DBRYSONREQ CR-	
20-00156		3232/DON J. URIE ASSOCIATES, INC.	60-910-310-420- -	FOOD SERV EQP REPAIR	09/18/19 1	DBRYSONREQ CR-	
20-00157		2865/CM3 BUILDING SOLUTIONS INC	11-000-261-420- -	MAINT CLEANING/REPAIRS	09/18/19 1	DBRYSONREQ CR-	
20-00158		3361/NEW JERSEY SCHOOLS	11-000-262-590- -	OPER MISC PURCHASE	09/18/19 1	DBRYSONREQ CR-	
			11-000-291-260- -	WORKERS' COMP.	09/18/19 1	DBRYSONREQ CR-	
					Total For 2 Transactions On PO# 20-00158		\$40.00
20-00159		2984/STAPLES ADVANTAGE	11-190-100-610- -	GENERAL SUPPLIES	09/18/19 1	DBRYSONREQ CR-	
20-00160		3073/CMRS-FP	11-000-230-530- -	TELEPHONE POSTAGE	09/18/19 1	DBRYSONREQ CR-	
20-00161		3463/RNB DESIGN, LLC	11-190-100-340- -	PURCHASED TECH SVC	09/18/19 1	DBRYSONREQ CR-	
			11-190-100-610- -	GENERAL SUPPLIES	09/18/19 1	DBRYSONREQ CR-	
					Total For 2 Transactions On PO# 20-00161		\$3.00
20-00162		2738/GST TRANSPORT, CORP.	11-000-270-611- -	TRANS CONT SVS REG	09/18/19 1	DBRYSONREQ CR-	
20-00163		3421/DAVID B. RUBIN, PC	11-000-230-331- -	GEN ADMIN-LEGAL SVC	09/18/19 1	DBRYSONREQ CR-	
20-00164		2608/COOPER PEDIATRIC NEUROLOGY	11-000-219-104-01- -	CST EVALUATIONS	09/18/19 1	DBRYSONREQ CR-	
20-00165		3583/JAY'S LANDSCAPING,LLC	11-000-262-420- -	OPER CONTRACT	09/18/19 1	DBRYSONREQ CR-	
20-00166		2821/NUTRI-SERVE FOOD MGMT	60-910-310-500- -	FOOD SERVICE COSTS	09/18/19 1	DBRYSONREQ CR-	100.00
20-00167		1405/GOPHER SPORT	11-402-100-610- -	ATHLETICS SUPPLIES	09/18/19 1	DBRYSONREQ CR-	
20-00168		2842/W.B. MASON CO. INC.	11-000-219-610- -	CST SUPPLIES	09/18/19 1	DBRYSONREQ CR-	
20-00169		3317/STATE OF NJ-DIVISION OF PUBLIC	11-000-261-420- -	MAINT CLEANING/REPAIRS	09/18/19 1	DBRYSONREQ CR-	



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

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered By	Approval Status (2 needed)	PO Amt
20-00170		3134/FEDEX	11-000-230-530- -	TELEPHONE POSTAGE	09/18/19	1 DBRYSONREQ	CR-	0
20-00171		3607/FERGUSON ENTERPRISES, LLC	11-000-261-610- -	MAINT SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	11
20-00172		1069/NEW JERSEY SCHOOL BOARDS	11-000-223-580- -	WORKSHOPS	09/18/19	1 DBRYSONREQ	CR-	0
20-00173		1134/B.C.A.S.A.	11-000-240-105- -	SCH ADMIN SEC/CLER SAL	09/18/19	1 DBRYSONREQ	CR-	23
20-00174		2473/GRAINGER	11-000-261-610- -	MAINT SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	0
20-00175		3189/GREAT PLUMBERS	11-000-262-420- -	OPER CONTRACT	09/18/19	1 DBRYSONREQ	CR-	1,000
20-00176		3239/PERSONNEL CONCEPTS	11-000-251-610- -	BUSINESS SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	0
20-00177		3556/NICOLE L VERMES	11-000-291-232- -	T.P.A.F. CONTRIBUTIONS -	09/18/19	1 DBRYSONREQ	CR-	25
20-00178		2413/BARNES & NOBLE INC.	11-190-100-610- -	GENERAL SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	0
20-00179		2213/DELL COMPUTER CORPORATION	11-000-262-300- -	OPER PURCH PROFTECH	09/18/19	1 DBRYSONREQ	CR-	4,100
20-00180		2884/CDW GOVERNMENT INC.	11-000-262-300- -	OPER PURCH PROFTECH	09/18/19	1 DBRYSONREQ	CR-	7,000
20-00181		3212/APPLE INC.	11-190-100-610- -	GENERAL SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	0
20-00182		1266/B.C.S.S.S.D.	11-000-100-565- -	TUITION-CSSD & DAY	09/18/19	1 DBRYSONREQ	CR-	10,000
20-00183		1979/Y.A.L.E. SCHOOL INC.	20-250-100-500- -	IDEA TUITION	09/18/19	1 DBRYSONREQ	CR-	60,000
20-00184		2361/GARFIELD PARK ACADEMY INC	20-250-100-500- -	IDEA TUITION	09/18/19	1 DBRYSONREQ	CR-	50,000
20-00185		3616/DALLA, ASHLEY	11-000-219-320- -	CST PROF/IED SVS	09/18/19	1 DBRYSONREQ	CR-	10,000
20-00186		3617/SOLARWINDS NORTH AMERICA,	11-000-262-300- -	OPER PURCH PROFTECH	09/18/19	1 DBRYSONREQ	CR-	0



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

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Entered By	Approval Status	PO Amt
20-00187		2984/STAPLES ADVANTAGE	11-190-100-610 -	GENERAL SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	

### Report Totals

Current Entered	\$394,100
Prior Entered	
<b>Total Entered</b>	<b>\$394,100</b>



# Beverly City Board of Education

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

Req# 0514  
2019

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
-00155	20-00155	DBRYSONRE Q	W.B. MASON CO. INC.	000		915.12
-00156	20-00156	DBRYSONRE Q	DON J. URIE ASSOCIATES, INC.	000		372.00
-00157	20-00157	DBRYSONRE Q	CM3 BUILDING SOLUTIONS INC	000		885.00
-00158	20-00158	DBRYSONRE Q	NEW JERSEY SCHOOLS INSURANCE	000		46,459.45
-00159	20-00159	DBRYSONRE Q	STAPLES ADVANTAGE	000	FOGLIO,SPRATT,SCARPERIA	58.98
-00160	20-00160	DBRYSONRE Q	CMRS-FP	000		500.00
-00161	20-00161	DBRYSONRE Q	RNB DESIGN, LLC	000		3,895.00
-00162	20-00162	DBRYSONRE Q	GST TRANSPORT, CORP.	000		31,885.20
-00163	20-00163	DBRYSONRE Q	DAVID B. RUBIN, PC	000		960.00
-00164	20-00164	DBRYSONRE Q	COOPER PEDIATRIC NEUROLOGY	000		350.00
-00165	20-00165	DBRYSONRE Q	JAY'S LANDSCAPING,LLC	000		1,300.00
-00166	20-00166	DBRYSONRE Q	NUTRI-SERVE FOOD MGMT	000		160,000.00
-00167	20-00167	DBRYSONRE Q	GOPHER SPORT	000	CARLY FANSLAU	1,695.27
-00168	20-00168	DBRYSONRE Q	W.B. MASON CO. INC.	000	CARLY FANSLAU	117.21
-00169	20-00169	DBRYSONRE Q	STATE OF NJ-DIVISION OF PUBLIC	000		220.00
-00170	20-00170	DBRYSONRE Q	FEDEX	000		35.00
-00171	20-00171	DBRYSONRE Q	FERGUSON ENTERPRISES, LLC	000		119.05
-00172	20-00172	DBRYSONRE Q	NEW JERSEY SCHOOL BOARDS ASSOC	000		99.00
-00173	20-00173	DBRYSONRE Q	B.C.A.S.A.	000		250.00
-00174	20-00174	DBRYSONRE Q	GRAINGER	000		147.50
-00175	20-00175	DBRYSONRE Q	GREAT PLUMBERS	000		1,810.00
-00176	20-00176	DBRYSONRE Q	PERSONNEL CONCEPTS	000		955.18
-00177	20-00177	DBRYSONRE Q	NICOLE L VERMES	000		220.70
-00178	20-00178	DBRYSONRE Q	BARNES & NOBLE INC.	000	AMY HORNBECK	521.34
-00179	20-00179	DBRYSONRE Q	DELL COMPUTER CORPORATION	000	JACK DOOLEY	4,140.00
-00181	20-00181	DBRYSONRE Q	APPLE INC.	000	JACK DOOLEY	379.00
-00182	20-00182	DBRYSONRE	NEW JERSEY GOVERNMENT INC.	000	JACK DOOLEY	7712.00





# Beverly City Board of Education

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

Req# 20514

11/8/2019

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
		Q				
I-00182	20-00182	DBRYSONRE	B.C.S.S.S.D.	000		10,400.00
		Q				
I-00183	20-00183	DBRYSONRE	Y.A.L.E. SCHOOL INC.	000		60,703.20
		Q				
I-00184	20-00184	DBRYSONRE	GARFIELD PARK ACADEMY INC	000		56,336.40
		Q				
I-00185	20-00185	DBRYSONRE	DALIA, ASHLEY	000		200.00
		Q				
I-00186	20-00186	DBRYSONRE	SOLARWINDS NORTH AMERICA, INC.	000	JACK DOOLEY	540.00
		Q				
I-00187	20-00187	DBRYSONRE	STAPLES ADVANTAGE	000	ANDREA SANCHEZ	356.31
		Q				



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

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

PO#	Control#	Vendor#/Name	Account #	Description	Date	Qty	By	Approval Status	PO Amt
20-00188		3147/SCHOOL OUTFITTERS	11-190-100-610- -	GENERAL SUPPLIES	09/18/19	1	DBRYSONREQ	CR-	2,67
			20-218-100-600- -	PRE-K PEA IN SUPPLS & MA	09/18/19	1	DBRYSONREQ	CR-	0,12
Total For 2 Transactions On PO# 20-00188									\$10,00

### Report Totals

Current Entered \$10,00  
 Prior Entered \$  
 Total Entered \$10,00



**Beverly City Board of Education**

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

a\_req1  
20514  
8/2019

eq#	PO#	Req. by	Vendor	Ship	Attention	Total Price
1-00188	20-00188	DBRYSONRE Q	SCHOOL OUTFITTERS	000	AMY HORNBECK	10,761.47



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

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

PO#	Control#	Vendor#Name	Account #	Description	Date	Ba- Entered tch By	Approval Status (2 needed)	PO Amt	
10-00189		3206/ATLANTIC BUSINESS PRODUCTS	11-000-219-610- -	CST SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	100	
			11-190-100-610- -	GENERAL SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	20	
				Total For 2 Transactions On PO# 20-00189					120
10-00190		1323/GENERAL FIRE SALES & SERVICE	11-000-261-420- -	MAINT CLEANING/REPAIRS	09/18/19	1 DBRYSONREQ	CR-	100	
10-00191		1316/CAFETERIA ACCOUNT	60-910-310-610- -	FOOD SERVICE SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	20	
10-00192		1008/LAKESHORE LEARNING MAT.	11-190-100-610- -	GENERAL SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	100	
10-00193		2413/BARNES & NOBLE INC.	11-190-100-610- -	GENERAL SUPPLIES	09/18/19	1 DBRYSONREQ	CR-	20	

**Report Totals**

Current Entered      \$41.00

Prior Entered          8

Total Entered          \$41.00





# Beverly City Board of Education

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

L\_areq1  
0514  
1/18/2019

Req#	PO#	Req. by	Vendor	Ship	Attention	Total Price
-00189	20-00189	DBRYSONRE Q	ATLANTIC BUSINESS PRODUCTS	000		411.00
-00190	20-00190	DBRYSONRE Q	GENERAL FIRE SALES & SERVICE	000		1,594.21
-00191	20-00191	DBRYSONRE Q	CAFETERIA ACCOUNT	000	SUSAN MILLINER	420.00
-00192	20-00192	DBRYSONRE Q	LAKESHORE LEARNING MAT.	000	AMY HORNBECK	1,699.00
-00193	20-00193	DBRYSONRE Q	BARNES & NOBLE INC.	000	SPRATT, FOGGIO, SCARPERIA	218.19



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

91

va\_bill5.102317  
08/21/2019

for Batches 50,51 and Check Date is 08/22/2019

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
ALLIED 100/ 3400	20-00047	11-000-213-610- / HEALTH SUPPLIES		CF	1467367	24149	264.60
B.C.A.S.B.O./ 1358	20-00139	11-000-230-895- / BOE MEMBERSHIP/DUES/FEES		CF	BOE MEMBERSHIP/DUES/FEES	24150	200.00
BARNES & NOBLE INC./ 2413	20-00089	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	1022430	24151	315.55
BAYADA NURSES INC/ 2591	20-00112	11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	14732485	24152	700.00
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	14752382	24152	1,530.00
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	14772292	24152	1,586.25
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	14792175	24152	922.50
		11-000-213-300- / HEALTH PURCHASED PROF/ED		CP	14811895	24152	978.75
		<b>Total for BAYADA NURSES INC/ 2591</b>					<b>\$5,717.50</b>
BECKER'S SCHOOL SUPPLY/ 3261	20-00035	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	1621745-IN	24153	3.18
BEVAN SECURITY SYSTEMS/ 1054	20-00105	11-000-262-420- / OPER CONTRACT SERVICES		CF	00102869	24154	560.00
BLICK ART MATERIALS/ 2673	20-00025	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	1771675	24155	19.32
BORGATA HOTEL CASINO/ 3614	20-00110	11-000-223-500- / OTHER PURCHASED SERVICES		CF	BOOKING NO. 56345	24156	158.00
BROOKFIELD ACADEMY/ 1953	20-00124	11-000-100-566- / TUITION-PRIVATE SCHOOL		CP	ESY19-J.M.-00-BEV001	24157	6,480.00
CASCADE SCHOOL SUPPLIES, INC./ 2164	20-00039	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	35987	24158	3.02
CDW GOVERNMENT INC./ 2884	20-00123	11-000-262-300- / OPER PURCH PROF/TECH SVS		CF	TCZ9890	24159	3,563.60
		11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	TDJ6618	24159	302.18
		11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	TDM1845	24159	306.02
		<b>Total for CDW GOVERNMENT INC./ 2884</b>					<b>\$4,161.80</b>
CHILDCRAFT EDUCATION CORP/ 1555							

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

Run on 08/21/2019 at 12:37:38 PM

# Beverly City Board of Education

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va\_bill5.102317  
08/21/2019

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
COMCAST CABLEVISION/ 1792	20-00042	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167864	24160	21.10
	2000015	11-190-100-340- / PURCHASED TECH SVC		CP	8499051170029668	24161	128.02
		11-190-100-340- / PURCHASED TECH SVC		CP	8499051170032811	24161	107.97
					Total for COMCAST CABLEVISION/ 1792		\$235.99
COURIER TIMES INC - BURLINGTON TIMES INC/ 1039							
	20-00098	11-000-230-590- / GEN AD ADVERTISEMENT		CF	107294147	24162	450.00
	20-00137	11-000-230-590- / GEN AD ADVERTISEMENT		CF	107294147	24162	720.00
	20-00136	11-000-230-590- / GEN AD ADVERTISEMENT		CF	107300316	24162	32.88
					Total for COURIER TIMES INC - BURLINGTON TIMES INC/ 1039		\$1,202.88
DAVID B. RUBIN, PC/ 3421							
	20-00117	11-000-230-331- / GEN ADMIN-LEGAL SVC		CF	17137	24163	405.00
DELTA EDUCATION/ 1198							
	20-00083	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	202501672070	24164	222.84
DISCOUNT SCHOOL/ 1556							
	20-00038	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	D70008660001	24165	27.14
DOLLARD, JUSTIN/ 3608							
	20-00120	11-000-261-610- / MAINT SUPPLIES		CF	MAINT SUPPLIES	24166	112.08
EAI EDUCATION/ 2734							
	20-00030	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	INV0944364	24167	91.29
EDUCATIONAL CONSORTIUM TELE. SAVINGS/ 3263							
	20-00135	11-000-262-420- / OPER CONTRACT SERVICES		CF	213-123166-2018-2019	24168	1,432.80
EDUCATIONAL SERVICES UNIT/ 1858							
	20-00138	11-000-216-320- / SPEECH/OT/PT PROF SER		CP	169-E	24169	430.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CP	178-E	24169	925.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CP	179-E	24169	621.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CF	180-E	24169	320.00
		11-000-216-320- / SPEECH/OT/PT PROF SER		CP	181-E	24169	435.00
	2000008	11-000-270-518- / TRANS ESC SP ED CONTRACT		CP	INVOICE - 140-2019 ESY	24169	20,654.17

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

Run on 08/21/2019 at 12:37:38 PM

# Beverly City Board of Education

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va\_bill5.102317  
08/21/2019 for Batches 50,51 and Check Date is 08/22/2019

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
<b>Posted Checks</b>							
EXPLORELEARNING, LLC/ 3595	20-00096	11-000-221-390- / CI PURCH PROF/TECH SVS		CF	2129522	24170	4,201.13
FEDEX/ 3134	20-00097	11-000-230-530- / TELEPHONE POSTAGE		CF	6-563-86345	24171	70.75
	20-00133	11-000-230-530- / TELEPHONE POSTAGE		CF	6-703-17596	24171	36.08
		<b>Total for FEDEX/ 3134</b>					<b>\$106.83</b>
FILEBANK INC./ 2887	2000011	11-000-251-340- / BUS OFF PURCH TECH SERV		CP	0094213-SEPT 2019	24172	102.24
FP MAILING SOLUTIONS/ 3072	2000009	11-000-230-530- / TELEPHONE POSTAGE		CP	R1104119483-703/1002	24173	78.00
FREY SCIENTIFIC/ 2533	20-00024	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123208631	24174	3.66
GOPHER SPORT/ 1405	20-00077	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	9625592	24175	3,703.57
HORIZON DENTAL OPTION PLAN/ 2999	2000001	11-000-291-270- / OTHER HEALTH BENEFITS		CP	292075375-AUGUST 2019	24176	2,731.09
HUMAN RELATIONS MEDIA/ 3521	20-00076	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	3174419	24177	791.73
IXL LEARNING/ 3467	20-00111	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	S353372	24178	2,125.00
JESUS THE GOOD SHEPARD PARISH/ 3259	2000016	11-000-262-420- / OPER CONTRACT SERVICES		CP	AUGUST 2019	24179	1,504.08
JONES, AMIE/ 3596	20-00132	20-231-100-300-A / TITLE I PROF. PROGRAMS		CF	814,815	24180	1,000.00
JUMP, SCUTELLARO AND CPMPANY, LLP/ 3344	20-00056	11-000-230-332-001- / AUDIT FEES		CP	PMT 2 OF 3	24181	6,900.00
KURTZ BROS./ 1802	20-00040	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	42726.00	24182	6.11
	20-00037	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	42727.00	24182	0.27
		<b>Total for KURTZ BROS./ 1802</b>					<b>\$6.38</b>
LANGUAGE CIRCLE ENT., INC./ 3611							

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Run on 08/21/2019 at 12:37:38 PM

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08/21/2019

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<b>Posted Checks</b>							
LOWE'S/ 3138	20-00081	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	19070914	24183	249.70
	20-00107	11-000-261-610- / MAINT SUPPLIES		CP	902073-971758 credit (73.76)	24184	262.12
		11-000-261-610- / MAINT SUPPLIES		CP	902130-917600 credit (725.00)	24184	240.09
		11-000-261-610- / MAINT SUPPLIES		CP	902220	24184	5.39
		11-000-261-610- / MAINT SUPPLIES		CP	902403	24184	150.07
		11-000-261-610- / MAINT SUPPLIES		CP	902597	24184	93.55
		11-000-261-610- / MAINT SUPPLIES		CP	902614-971756 credit (221.28)	24184	10.53
		11-000-261-610- / MAINT SUPPLIES		CP	902833	24184	671.44
		11-000-261-610- / MAINT SUPPLIES		CP	902991	24184	513.79
		Total for LOWE'S/ 3138					
MCCALL, CHER/ 3597	20-00131	20-231-100-300-A / TITLE I PROF. PROGRAMS		CF	814,815	24185	1,000.00
MCRAE, DAWN/ 3598	20-00130	20-231-100-300-A / TITLE I PROF. PROGRAMS		CF	814,815	24186	3,900.00
MGL PRINTING SOLUTIONS/ 2945	20-00051	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	165519	24187	590.00
NASCO/ 1261	20-00041	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	449257	24188	1.83
	20-00027	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	449258	24188	47.72
	20-00023	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	449259	24188	2.72
	20-00029	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	453397	24188	8.71
Total for NASCO/ 1261							\$60.98
NETWORK SUPPORT LLC/ 2672	2000005	11-190-100-340- / PURCHASED TECH SVC		CP	1827	24189	343.75
		11-190-100-340- / PURCHASED TECH SVC		CP	1828	24189	816.00
		11-190-100-340- / PURCHASED TECH SVC		CP	1829	24189	250.00
		11-190-100-340- / PURCHASED TECH SVC		CP	1830	24189	672.00
		11-190-100-340- / PURCHASED TECH SVC		CP	1831	24189	528.00
		11-190-100-340- / PURCHASED TECH SVC		CP	1832	24189	816.00
		11-190-100-340- / PURCHASED TECH SVC		CP	1833	24189	125.00
Total for Network Support LLC/ 2672							\$3,550.75

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Run on 08/21/2019 at 12:37:38 PM

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<b>Posted Checks</b>							
NJ AMERICAN WATER CO./ 1140	2000004	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	7/23/2019	24190	172.80
NJ ASSOC OF SCHOOL ADMIN/ 2583	20-00101	11-000-230-895- / BOE MEMBERSHIP/DUES/FEES		CF	2019-2020 DUES	24191	1,750.00
NJ PRINCIPALS & SUPERVISORS AS/ 1869	20-00103	11-000-230-895- / BOE MEMBERSHIP/DUES/FEES		CF	id#69527	24192	845.00
NJAPSA MEMBERSHIP/ 3613	20-00102	11-000-219-890- / CST MISC EXPENSES		CF	19-20	24193	195.00
PEARSON ASSESSMENTS/ 2535	20-00064	11-190-100-640- / TEXTBOOKS INSTRUCTION		CP	4025897677	24194	3,055.37
		11-190-100-640- / TEXTBOOKS INSTRUCTION		CP	4025897678	24194	807.83
		11-190-100-640- / TEXTBOOKS INSTRUCTION		CP	7026806112	24194	5,541.02
		<b>Total for PEARSON ASSESSMENTS/ 2535</b>					<b>\$9,404.22</b>
PETTY CASH/ 2894	20-00092	11-000-240-890- / SCH ADMIN-MISC EXPENSE		CF	19-20	24195	500.00
PSE & G/ 1141	2000002	11-000-262-622- / OPER ENERGY - ELECTRICIT		CP	7/29/19 - ELECTRICIT	24196	3,731.51
		11-000-262-621- / OPER ENERGY - GAS		CP	7/29/19- GAS	24196	212.56
		<b>Total for PSE &amp; G/ 1141</b>					<b>\$3,944.07</b>
RNB DESIGN, LLC/ 3463	2000013	11-190-100-340- / PURCHASED TECH SVC		CP	AUG 2019-HOSTING	24197	150.00
		11-190-100-340- / PURCHASED TECH SVC		CP	AUG 2019-MAINT	24197	150.00
		<b>Total for RNB DESIGN, LLC/ 3463</b>					<b>\$300.00</b>
SAX ART & CRT SCHOOL SPECIALTY/ 1098	20-00026	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	208123144282	24198	32.41
SCHOOL HEALTH CORP/ 1795	20-00048	11-000-213-610- / HEALTH SUPPLIES		CP	3632806-00	24199	427.45
SCHOOL SPECIALTY INC/ 1752	20-00017	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167375	24200	99.40
	20-00008	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167859	24200	99.87
	20-00020	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	208123167861	24200	99.86

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<b>Posted Checks</b>							
	20-00014	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167862	24200	98.14
	20-00003	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167863	24200	99.94
	20-00004	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167865	24200	99.95
	20-00036	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167866	24200	12.96
	20-00005	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167867	24200	98.90
	20-00007	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167868	24200	63.30
	20-00002	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123167870	24200	99.71
	20-00016	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123184315	24200	99.81
	20-00006	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123184320	24200	100.00
	20-00001	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123184321	24200	99.62
	20-00013	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123184325	24200	99.68
	20-00022	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	208123184327	24200	99.80
	20-00018	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123184328	24200	99.18
	20-00052	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	208123364338	24200	206.66
	20-00011	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	308103340701	24200	99.96
	20-00075	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	308103358235	24200	51.54
	20-00084	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	308103360333	24200	583.51
					<b>Total for SCHOOL SPECIALTY INC/ 1752</b>		<b>\$2,411.79</b>
SHERWIN WILLIAMS/ 1716	20-00134	11-000-261-610- / MAINT SUPPLIES		CF	8273-9	24201	254.85
SIMONE, CATHERINE/ 3576	20-00100	20-270-200-300- / T2A PUR. SERV.		CP	7/22/2019	24202	707.70
SPOTIFY USA, INC./ 3527	20-00140	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	19/20 SOUNDTRAP RENEWAL	24203	249.00
STAPLES ADVANTAGE/ 2584	20-00031	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	3418319191	24204	15.91
	20-00032	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	3418319192	24204	44.47
	20-00033	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	3419005526	24204	20.04
	20-00050	11-000-230-610- / GEN ADMIN-SUPPLIES		CP	3420022695	24204	275.76
		11-000-230-610- / GEN ADMIN-SUPPLIES		CP	3420022696	24204	12.69
		11-000-230-610- / GEN ADMIN-SUPPLIES		CF	3420022697	24204	8.26
	20-00063	11-000-230-610- / GEN ADMIN-SUPPLIES		CF	3420809276	24204	5.86
					<b>Total for Staples Advantage/ 2984</b>		<b>\$382.99</b>

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Run on 08/21/2019 at 12:37:38 PM



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<b>Posted Checks</b>							
STATE OF NJ HEALTH BENEFITS PR/ 2394	2000006	11-000-291-270- / OTHER HEALTH BENEFITS		HP	HEALTH AUG 2019	82019	64,884.24
		11-000-291-270- / OTHER HEALTH BENEFITS		HP	RX AUG 2019	82019	13,388.46
					Total for STATE OF NJ HEALTH BENEFITS PR/ 2394		<u>\$78,272.70</u>
STEVE WEISS MUSIC/ 3473	20-00086	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	ORDER NO. 924581	24205	194.70
SYSTEMS 3000/ 1001	20-00062	11-000-252-340- / AIT PUR TECH SERV		CF	221-101205	24206	410.40
TOWNSHIP OF DELANCO/ 3411	20-00119	11-000-262-622-A / GASOLINE		CP	JULY 2019	24207	12.96
VERIZON/ 1139	2000003	11-190-100-500- / OTHER PURCHASED SVC		CP	7/27/2019	24208	138.52
W.B. MASON CO. INC./ 2842	20-00109	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	201239381	24209	915.12
WASTE MANAGEMENT OF NJ/ 1169	2000010	11-000-262-420- / OPER CONTRACT SERVICES		CP	2877505-0502-9-AUG 2019	24210	766.05
WESTERN PEST SERVICES/ 2521	2000012	11-000-262-300- / OPER PURCH PROF/TECH SVS		CP	august 2019	24211	208.50
WILSON LANGUAGE TRAINING CORP/ 2135	20-00070	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CF	1766130	24212	183.82
XEROX CORPORATION/ 3443	20-00057	11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	097582367	24213	111.70
		11-190-100-610- / GENERAL SUPPLIES INSTRUC		CP	JULY 2019	24213	138.24
					Total for XEROX CORPORATION/ 3443		<u>\$249.94</u>
XTEL COMMUNICATIONS/ 2813	2000014	11-190-100-500- / OTHER PURCHASED SVC		CP	41420461-7/15/19	24214	2,671.12
					Total for Posted Checks		<u>\$185,172.49</u>

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Run on 08/21/2019 at 12:37:38 PM

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

Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11	\$100,292.09		\$78,272.70		\$178,564.79
20	20	\$6,607.70				\$6,607.70
GRAND	TOTAL	\$106,899.79	\$0.00	\$78,272.70	\$0.00	\$185,172.49

Chairman Finance Committee

Member Finance Committee

# Beverly City Board of Bills And Claims Report By

for Batches 50,51 and Check Da

9J

bill1.102317  
09/18/2019

Account #	Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To Check Name	Check#	Check Amou
<b>POSTED CHECKS</b>								
11-000-100-561-	TUITION-LEA REGULAR	20-00116		1249 / PALMYRA BOARD OF EDUCATION	CP	SEPT 2019	24248	49,259.
		20-00116		1249 / PALMYRA BOARD OF EDUCATION	CP	OCT 2019	24248	49,259.
		20-00116		1249 / PALMYRA BOARD OF EDUCATION	CP	TUITION ADJ. 2 PMTS OF 10	24248	24,612.
				Total for 11-000-100-561-		TUITION-LEA REGULAR		\$123,130.
11-000-100-562-	TUITION-LEA SPECIAL EDUC	20-00116		1249 / PALMYRA BOARD OF EDUCATION	CP	SEPT 2019	24248	18,774.
		20-00116		1249 / PALMYRA BOARD OF EDUCATION	CP	OCT 2019	24248	18,774.
				Total for 11-000-100-562-		TUITION-LEA SPECIAL EDUC		\$37,548.
11-000-100-563-	TUITION-CO VOC SCHOOL	20-00104		1952 / B.C.I.T.	CP	SEPT 2019	24216	15,171.
		20-00104		1952 / B.C.I.T.	CP	OCT 2019	24216	15,171.
				Total for 11-000-100-563-		TUITION-CO VOC SCHOOL		\$30,342.
11-000-213-610-	HEALTH SUPPLIES	20-00049		1795 / SCHOOL HEALTH CORP	CF	3632807-00	24257	16.
		20-00048		1795 / SCHOOL HEALTH CORP	CP	3632806-01	24257	191.
				Total for 11-000-213-610-		HEALTH SUPPLIES		\$208.
11-000-219-320-	CST PROF/ED SVS	20-00185		3516 / DALIA, ASHLEY	CF	9/4/2019	24224	200.
11-000-219-610-	CST SUPPLIES	20-00079		1752 / SCHOOL SPECIALTY INC	CF	208123398792	24259	1,715.
		20-00128		1752 / SCHOOL SPECIALTY INC	CF	208123643725	24259	768.
				Total for 11-000-219-610-		CST SUPPLIES		\$2,483.
11-000-221-390-	CI PURCH PROF/TECH SVS	20-00055		3216 / HANDLE WITH CARE BEHAVIOR MNGT SYS. INC.	CF	2019-1405	24234	450.
11-000-223-500-								

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



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

12\_bill1.102317  
09/18/2019

for Batches 50,51 and Check Date is 09/19/2019

Account #	PO #	Inv #	Vendor # / Name	Check Description or Type * Multi Remit To Check Name	Check#	Check Amount
<b>POSTED CHECKS</b>						
OTHER PURCHASED SERVICES	20-00141		3335 / MCCONNELL, MICHAEL	CF OTHER PURCHASED SERVICES	24240	3,000.
11-000-223-580- - WORKSHOPS	20-00172		1069 / NEW JERSEY SCHOOL BOARDS ASSOC	CF 0000244549	24243	99.
11-000-230-331- - GEN ADMIN-LEGAL SVC	20-00163		3421 / DAVID B. RUBIN, PC	CF 17175	24225	960.
11-000-230-530- - TELEPHONE POSTAGE	20-00160		3073 / CMRS-FP	CF ACT. 600027659	24222	500.
	20-00170		3134 / FEDEX	CF 6-725-00982	24228	35.
			Total for 11-000-230-530- - TELEPHONE POSTAGE			\$535.
11-000-230-610- - GEN ADMIN-SUPPLIES	20-00021		1752 / SCHOOL SPECIALTY INC	CF 208123167374	24259	95.
	20-00019		1752 / SCHOOL SPECIALTY INC	CF 208123167860	24259	95.
			Total for 11-000-230-610- - GEN ADMIN-SUPPLIES			\$190.
11-000-240-105- - SCH ADMIN SEC/CLER SAL	20-00173		1134 / B.C.A.S.A.	CF 19/20	24215	250.
11-000-251-340- - BUS OFF PURCH TECH SERV	2000011		2887 / FILEBANK INC.	CP 0094764-OCT 2019	24229	102.
11-000-251-610- - BUSINESS SUPPLIES	20-00176		3239 / PERSONNEL CONCEPTS	CF 9338833087	24250	955.
11-000-261-420- - MAINT CLEANING/REPAIRS	20-00122		1323 / GENERAL FIRE SALES & SERVICE	CF 30733	24232	165.
	20-00125		2865 / CM3 BUILDING SOLUTIONS INC	CF S190882	24221	226.
	20-00169		3317 / STATE OF NJ-DIVISION OF PUBLIC SAFETY	CF 137364	24261	220.
			Total for 11-000-261-420- - MAINT CLEANING/REPAIRS			\$611.
11-000-261-610- - MAINT SUPPLIES	20-00126		1059 / GENERAL CHEMICAL CO.	CP 258073	24231	189
	20-00126		1059 / GENERAL CHEMICAL CO.	CP 257794	24231	230
	20-00126		1059 / GENERAL CHEMICAL CO.	CF 257610	24231	1,106.



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

for Batches 50,51 and Check Date is 09/19/2019

bill1.102317  
19/18/2019

Account #	Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To Check Name	Check#	Check Amount
<b>POSTED CHECKS</b>								
	MAINT SUPPLIES							
		20-00107		3138 / LOWE'S	CP	902539	24239	86.
		20-00107		3138 / LOWE'S	CP	902275	24239	129.
		20-00107		3138 / LOWE'S	CP	902151	24239	171.
		20-00107		3138 / LOWE'S	CP	902332, CM-901010	24239	30.
		20-00107		3138 / LOWE'S	CP	902850	24239	23.
		20-00107		3138 / LOWE'S	CP	902374	24239	94.
		20-00107		3138 / LOWE'S	CP	902979, CM-901529	24239	65.
		20-00107		3138 / LOWE'S	CP	901378, CM-901530	24239	2.
				Total for 11-000-261-610- - MAINT SUPPLIES				\$2,130.
		2000004		1140 / NJ AMERICAN WATER CO.	CP	8/22/2019	24246	164.
		20-00095		1931 / POWER EQUIPMENT COMPANY	CF	2019-2020	24252	495.
		20-00121		2213 / DELL COMPUTER CORPORATION	CF	10338597961	24226	731.
		2000012		2521 / WESTERN PEST SERVICES	CP	OCT 2019	24266	198.
		2000012		2521 / WESTERN PEST SERVICES	CP	SEPT 2019	24266	198.
		20-00142		2884 / CDW GOVERNMENT INC.	CP	TRK0002	24220	7,347.
		20-00142		2884 / CDW GOVERNMENT INC.	CF	TVP8591	24220	1,533.
		20-00142		2884 / CDW GOVERNMENT INC.	CP	TRT8540	24220	765.
		2000007		3573 / LEXISNEXIS RISK SOLUTIONS FL INC.	CP	OCT 2019	24238	85.
		2000007		3573 / LEXISNEXIS RISK SOLUTIONS FL INC.	CP	SEPT 2019	24238	85.
				Total for 11-000-262-300- - OPER PURCH PROFTECH SVS				\$11,602.
		2000010		1169 / WASTE MANAGEMENT OF NJ	CP	2882737-0502-1	24264	766.
		2000016		3259 / JESUS THE GOOD SHEPARD PARISH	CP	SEPT 2019	24237	1,504.
		20-00118		3583 / JAY'S LANDSCAPING,LLC	CF	19821	24236	1,625.
		20-00165		3583 / JAY'S LANDSCAPING,LLC	CF	21044	24236	1,300.
				Total for 11-000-262-420- - OPER CONTRACT SERVICES				\$5,195.





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

for Batches 50,51 and Check Date is 09/19/2019

bill1\_102317  
09/18/2019

Account #	Description	PO #	Inv #	Vendor # / Name	Check Description or Type * Multi Remit To Check Name	Check#	Check Amou
<b>POSTED CHECKS</b>							
	OPER MISC PURCHASE	20-00158		3361 / NEW JERSEY SCHOOLS INSURANCE GROUP	CF CON-0000025142	24244	1,394.1
11-000-262-621- -	OPER ENERGY - GAS	2000002		1141 / PSE & G	CP GAS 8/27/2019	24254	1,967.1
11-000-262-622- -	OPER ENERGY - ELECTRICIT	2000002		1141 / PSE & G	CP - ELECTRICIT 8/27/2019	24254	3,781.1
11-000-270-511- -	TRANS CONT SVS REG	20-00162		2738 / GST TRANSPORT, CORP.	CP SEPT 2019	24233	3,188.1
11-000-291-232- -	T.P.A.F. CONTRIBUTIONS -	20-00177		3556 / NICOLE L VERMES	CF T.P.A.F. CONTRIBUTIONS -	24245	220.1
11-000-291-260- -	WORKERS' COMP.	20-00158		3361 / NEW JERSEY SCHOOLS INSURANCE GROUP	CF CON-0000025142	24244	45,064.1
11-000-291-270- -	OTHER HEALTH BENEFITS	2000006		2394 / STATE OF NJ HEALTH BENEFITS PR	HP SEPT 2019	9012019	58,801.1
		20-00106		2395 / PRUDENTIAL INS. CO. - NJEA	CP OCT 2019-0018920987	24253	535.1
		2000001		2999 / HORIZON DENTAL OPTION PLAN	CP SEPT 2019-292274000	24235	3,572.1
				Total for 11-000-291-270- - OTHER HEALTH BENEFITS			\$62,900.1
11-190-100-340- -	PURCHASED TECH SVC	2000015		1792 / COMCAST CABLEVISION	CP 8499051170032811	24223	107.1
		2000015		1792 / COMCAST CABLEVISION	CP 8499051170029668	24223	128.1
		2000005		2672 / NETWORK SUPPORT LLC	CP 1834	24242	528.1
		2000005		2672 / NETWORK SUPPORT LLC	CP 1837	24242	312.1
		2000005		2672 / NETWORK SUPPORT LLC	CP 1836	24242	864.1
		2000005		2672 / NETWORK SUPPORT LLC	CP 1835	24242	480.1
		2000005		2672 / NETWORK SUPPORT LLC	CP 1838	24242	816.1
		2000005		2672 / NETWORK SUPPORT LLC	CP 1839	24242	218.1
		2000005		2672 / NETWORK SUPPORT LLC	CP 1840	24242	624.1
		2000013		3463 / RNB DESIGN, LLC	CP HOSTING SEPT-DEC 2019	24255	600.1
		2000013		3463 / RNB DESIGN, LLC	CP MAINT SEPT-DEC 2019	24255	600.1



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

for Batches 50,51 and Check Date is 09/19/2019

v\_bill1.102317  
9/18/2019

Account #	PO #	Inv #	Vendor # / Name	Check Description or Type * Multi Remit To Check Name	Check Amount
POSTED CHECKS PURCHASED TECH SVC	20-00161		3463 / RNB DESIGN, LLC	CF 8851,8857	2,694.1
			Total for 11-190-100-340- - PURCHASED TECH SVC		\$7,973.1
11-190-100-500- - OTHER PURCHASED SVC	2000003		1139 / VERIZON	CP 8/27/2019	136.1
	2000014		2813 / XTEL COMMUNICATIONS	CP 41482868-8/15/2019	2,706.1
			Total for 11-190-100-500- - OTHER PURCHASED SVC		\$2,842.1
11-190-100-510- - GENERAL SUPPLIES INSTRUC	20-00078		1014 / SCHOLASTIC, INC.	CP M6804397 5	2,398.1
	20-00147		1752 / SCHOOL SPECIALTY INC	CF 208123885337	166.1
	20-00015		1752 / SCHOOL SPECIALTY INC	CF 208123184326	61.1
	20-00010		1752 / SCHOOL SPECIALTY INC	CF 208123184312	85.1
	20-00009		1752 / SCHOOL SPECIALTY INC	CF 208123184319	93.1
	20-00151		1752 / SCHOOL SPECIALTY INC	CF 208123887747	21.1
	20-00065		1752 / SCHOOL SPECIALTY INC	CF 308103394148	5,770.1
	20-00034		1795 / SCHOOL HEALTH CORP	CP 3625981-01	21.1
	20-00034		1795 / SCHOOL HEALTH CORP	CF 3625981-00	41.1
	20-00074		1909 / POSITIVE PROMOTIONS	CF 06352370	603.1
	20-00028		2164 / CASCADE SCHOOL SUPPLIES, INC.	CF 56222	35.1
	20-00028		2164 / CASCADE SCHOOL SUPPLIES, INC.	CP 36126	64.1
	20-00046		2439 / SCHOOL MATE	CP IN000525973	602.1
	20-00046		2439 / SCHOOL MATE	CP IN000525454	602.1
	20-00046		2439 / SCHOOL MATE	CF IN000525200	426.1
	20-00155		2842 / W.B. MASON CO. INC.	CF 201917421	915.1
	20-00087		3303 / WEST MUSIC	CF SI1776960	508.1
	20-00091		3366 / NATIONAL EDUCATIONAL MUSIC COMPANY	CP 22614	536.1
	20-00091		3366 / NATIONAL EDUCATIONAL MUSIC COMPANY	CP 22842	726.1
	20-00091		3366 / NATIONAL EDUCATIONAL MUSIC COMPANY	CP 22748	190.1
	20-00091		3366 / NATIONAL EDUCATIONAL MUSIC COMPANY	CP 23054	51.1



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

cl\_bill1.102317  
12/18/2019

for Batches 50,51 and Check Date is 09/19/2019

Account #	PO #	Inv #	Vendor # / Name	Check Description or Type * Multi Remit To Check Name	Check#	Check Amount
11-190-100-640- - TEXTBOOKS INSTRUCTION	20-00090		3366 / NATIONAL EDUCATIONAL MUSIC COMPANY	CP 22723	24241	2,817.1
	20-00090		3366 / NATIONAL EDUCATIONAL MUSIC COMPANY	CP 22769	24241	699.0
	20-00090		3366 / NATIONAL EDUCATIONAL MUSIC COMPANY	CP 22433	24241	1,775.0
	20-00071		3415 / WILLIAM H. SADLIER, INC.	CF INV23242	24267	2,471.0
	20-00057		3443 / XEROX CORPORATION	CP 097875458	24268	347.0
	20-00057		3443 / XEROX CORPORATION	CP 097875458-AUG 2019	24268	133.0
	20-00161		3463 / RNB DESIGN, LLC	CF 8852	24255	1,201.0
			Total for 11-190-100-610- - GENERAL SUPPLIES INSTRUC			\$23,582.0
			1430 / EVAN MOOR	CF INV248501	24227	90.0
			2535 / PEARSON ASSESSMENTS	CP 4025937709	24249	1,815.0
20-218-200-200- - PSEA EMP BENEFITS	20-00114		3471 / BOOK SOURCE	CF 851965	24217	221.0
			Total for 11-190-100-640- - TEXTBOOKS INSTRUCTION			\$2,130.0
	2000006		2394 / STATE OF NJ HEALTH BENEFITS PR	HP SEPT 2019	9012019	16,299.0
20-250-100-500- - IDEA TUITION	20-00184		2361 / GARFIELD PARK ACADEMY INC	CP OCT 2019-DAH	24230	6,572.0
	20-00184		2361 / GARFIELD PARK ACADEMY INC	CP SEPT 2019-DAH	24230	5,633.0
			Total for 20-250-100-500- - IDEA TUITION			\$12,205.0
20-270-200-300- - T2A PUR. SERV.	20-00100		3576 / SIMONE, CATHERINE	CP 8/20/2019	24260	707.0
	20-00166		2821 / NUTRI-SERVE FOOD MGMT	CP 930082919	24247	674.0
	20-00166		2821 / NUTRI-SERVE FOOD MGMT	CP 930082219	24247	926.0
60-910-310-500- - FOOD SERVICE COSTS	20-00166		2821 / NUTRI-SERVE FOOD MGMT	CP 930090519	24247	3,640.0
			Total for 60-910-310-500- - FOOD SERVICE COSTS			\$5,240.0



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

for Batches 50,51 and Check Date is 09/19/2019

Q\_bill1.102317  
09/18/2019

Account #	Description	PO #	Inv #	Vendor # / Name	Check Type * Multi Remit To Check Name	Check Description or	Check#	Check Amount
	<b>POSTED CHECKS</b>							
	FOOD SERVICE SUPPLIES	20-00191		1316 / CAFETERIA ACCOUNT	CF	9/3/2019	24218	420.1
<b>Total for Posted Checks</b>								<b>\$409,911.11</b>





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

CL\_bill1.102317  
09/18/2019

for Batches 50,51 and Check Date is 09/19/2019

Run on 09/18/2019 at 11:07:43 AM

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

Fund Summary		Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	11			\$316,260.72		\$58,801.78		\$375,062.50
20	20			\$12,913.92		\$16,298.20		\$29,212.12
60	60			\$5,669.61				\$5,669.61
GRAND	TOTAL			\$334,844.25	\$0.00	\$75,099.98	\$0.00	\$409,944.23

Chairman Finance Committee

Member Finance Committee



# Payroll to Budget Transfer Report

9K

Account#	Check#	Check Date	Check Amount	
11-000-211-105- -	907152019	07/15/2019	1,723.78	ATTEND SVCS- CLER SAL
11-000-213-105- -	907152019	07/15/2019	489.44	HEALTH SVCS- CLER SAL
11-000-218-105- -	907152019	07/15/2019	989.69	GUID SECY/CLER SALARIES
11-000-219-104- -	907152019	07/15/2019	1,719.16	CST SALARIES
11-000-219-105- -	907152019	07/15/2019	978.87	CST SECY/CLER SALARIES
11-000-221-102- -	907152019	07/15/2019	9,755.16	CURR/INSTR SALARIES
11-000-221-104- -	907152019	07/15/2019	578.83	CURR/INSTR PROF SALARIES
11-000-221-105- -	907152019	07/15/2019	178.14	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	907152019	07/15/2019	420.97	CI OTHER SALARIES
11-000-230-100- -	907152019	07/15/2019	5,067.06	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	907152019	07/15/2019	187.00	TREASURER SALARIES
11-000-230-105- -	907152019	07/15/2019	933.88	GENERAL ADMIN- CLER SAL
11-000-240-105- -	907152019	07/15/2019	1,112.02	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	907152019	07/15/2019	4,154.49	BUSINESS ADMIN SALARIES
11-000-251-105- -	907152019	07/15/2019	945.50	BUS ADMIN/SECY SALARIES
11-000-262-110- -	907152019	07/15/2019	2,876.88	OPER/CUST SALARIES
11-000-262-110-OT -	907152019	07/15/2019	881.74	OPER/CUSTODIAL OT
11-000-266-100- -	907152019	07/15/2019	2,578.75	UE S SALS OF SEC G & INV
11-000-270-161- -	907152019	07/15/2019	959.83	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	907152019	07/15/2019	959.83	SAL. FOR PUPIL TRANS(BET
11-204-100-101- -	907152019	07/15/2019	4,313.75	LLD TEACHER SALARIES
11-204-100-106- -	907152019	07/15/2019	1,440.00	LLD PARA SALARY
11-401-100-100- -	907152019	07/15/2019	280.00	COCURR SALARIES
<b>Total of Payments</b>			<b>43,524.77</b>	
		<b>Total Check Amount</b>		

# Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	907302019	07/30/2019	1,723.78	ATTEND SVCS- CLER SAL
11-000-213-105- -	907302019	07/30/2019	489.44	HEALTH SVCS- CLER SAL
11-000-218-105- -	907302019	07/30/2019	989.69	GUID SECY/CLER SALARIES
11-000-219-104- -	907302019	07/30/2019	1,719.16	CST SALARIES
11-000-219-105- -	907302019	07/30/2019	978.87	CST SECY/CLER SALARIES
11-000-221-102- -	907302019	07/30/2019	5,951.30	CURR/INSTR SALARIES
11-000-221-104- -	907302019	07/30/2019	578.83	CURR/INSTR PROF SALARIES
11-000-221-105- -	907302019	07/30/2019	178.14	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	907302019	07/30/2019	420.97	CI OTHER SALARIES
11-000-230-100- -	907302019	07/30/2019	5,067.06	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	907302019	07/30/2019	187.00	TREASURER SALARIES
11-000-230-105- -	907302019	07/30/2019	933.88	GENERAL ADMIN- CLER SAL
11-000-240-105- -	907302019	07/30/2019	1,112.02	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	907302019	07/30/2019	4,154.49	BUSINESS ADMIN SALARIES
11-000-251-105- -	907302019	07/30/2019	945.50	BUS ADMIN/SECY SALARIES
11-000-262-110- -	907302019	07/30/2019	2,916.43	OPER/CUST SALARIES
11-000-262-110-OT -	907302019	07/30/2019	782.96	OPER/CUSTODIAL OT
11-000-266-100- -	907302019	07/30/2019	2,578.75	UE S SALS OF SEC G & INV
11-000-270-161- -	907302019	07/30/2019	959.83	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	907302019	07/30/2019	959.83	SAL. FOR PUPIL TRANS(BET
11-204-100-101- -	907302019	07/30/2019	12,375.65	LLD TEACHER SALARIES
11-204-100-106- -	907302019	07/30/2019	4,250.00	LLD PARA SALARY
11-401-100-100- -	907302019	07/30/2019	560.00	COCURR SALARIES
<b>Total # of Payments</b>	23.00	<b>Total Check Amount</b>	50,813.58	

# Payroll to Budget Transfer Report

9L

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	908152019	08/15/2019	1,723.78	ATTEND SVCS- CLER SAL
11-000-213-105- -	908152019	08/15/2019	489.44	HEALTH SVCS- CLER SAL
11-000-218-105- -	908152019	08/15/2019	989.69	GUID SECY/CLER SALARIES
11-000-219-104- -	908152019	08/15/2019	1,719.16	CST SALARIES
11-000-219-105- -	908152019	08/15/2019	978.87	CST SECY/CLER SALARIES
11-000-221-102- -	908152019	08/15/2019	5,951.30	CURR/INSTR SALARIES
11-000-221-104- -	908152019	08/15/2019	578.83	CURR/INSTR PROF SALARIES
11-000-221-105- -	908152019	08/15/2019	178.14	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	908152019	08/15/2019	420.97	CI OTHER SALARIES
11-000-230-100- -	908152019	08/15/2019	5,067.06	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	908152019	08/15/2019	187.00	TREASURER SALARIES
11-000-230-105- -	908152019	08/15/2019	933.88	GENERAL ADMIN- CLER SAL
11-000-240-105- -	908152019	08/15/2019	1,112.02	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	908152019	08/15/2019	4,154.49	BUSINESS ADMIN SALARIES
11-000-251-105- -	908152019	08/15/2019	945.50	BUS ADMIN/SECY SALARIES
11-000-262-110- -	908152019	08/15/2019	3,076.00	OPER/CUST SALARIES
11-000-262-110-OT -	908152019	08/15/2019	908.96	OPER/CUSTODIAL OT
11-000-266-100- -	908152019	08/15/2019	2,578.75	UE S SALS OF SEC G & INV
11-000-270-161- -	908152019	08/15/2019	959.83	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	908152019	08/15/2019	959.83	SAL. FOR PUPIL TRANS(BET
11-130-100-101- -	908152019	08/15/2019	315.00	GR. 6-8 TEACHER SALARIES
11-204-100-101- -	908152019	08/15/2019	14,043.75	LLD TEACHER SALARIES
11-204-100-106- -	908152019	08/15/2019	4,575.00	LLD PARA SALARY
11-204-100-100- -	908152019	08/15/2019	700.00	COCURR SALARIES
<b>Total # of Payments</b>		<b>Total Check Amount</b>	<b>53,547.25</b>	
24.00				

# Payroll to Budget Transfer Report

Account#	Check#	Check Date	Check Amount	Check Description
11-000-211-105- -	908302019	08/30/2019	1,723.78	ATTEND SVCS- CLER SAL
11-000-213-105- -	908302019	08/30/2019	489.44	HEALTH SVCS- CLER SAL
11-000-216-100- -	908302019	08/30/2019	200.00	SPEECH TEACHER SALARY
11-000-218-105- -	908302019	08/30/2019	989.69	GUID SECY/CLER SALARIES
11-000-219-104- -	908302019	08/30/2019	1,919.16	CST SALARIES
11-000-219-105- -	908302019	08/30/2019	978.87	CST SECY/CLER SALARIES
11-000-221-102- -	908302019	08/30/2019	5,951.30	CURR/INSTR SALARIES
11-000-221-104- -	908302019	08/30/2019	578.83	CURR/INSTR PROF SALARIES
11-000-221-105- -	908302019	08/30/2019	178.14	CURR/INSTR SECY/CLER SAL
11-000-221-110- -	908302019	08/30/2019	420.97	CI OTHER SALARIES
11-000-230-100- -	908302019	08/30/2019	5,067.06	GEN ADMIN SPRINTEND SAL
11-000-230-104- -	908302019	08/30/2019	187.00	TREASURER SALARIES
11-000-230-105- -	908302019	08/30/2019	933.88	GENERAL ADMIN- CLER SAL
11-000-240-105- -	908302019	08/30/2019	1,112.02	SCH ADMIN SEC/CLER SAL
11-000-251-104- -	908302019	08/30/2019	4,154.49	BUSINESS ADMIN SALARIES
11-000-251-105- -	908302019	08/30/2019	945.50	BUS ADMIN/SECY SALARIES
11-000-262-110- -	908302019	08/30/2019	3,681.44	OPER/CUST SALARIES
11-000-262-110-OT -	908302019	08/30/2019	1,868.48	OPER/CUSTODIAL OT
11-000-266-100- -	908302019	08/30/2019	2,578.75	UE S SALS OF SEC G & INV
11-000-270-161- -	908302019	08/30/2019	959.83	SAL. FOR PUPIL TRANS(BET
11-000-270-162- -	908302019	08/30/2019	959.83	SAL. FOR PUPIL TRANS(BET
11-110-100-101- -	908302019	08/30/2019	350.00	KNDG TEACHER SALARIES
11-120-100-101- -	908302019	08/30/2019	1,300.00	GR. 1-5 TEACHER SALARIES
11-130-100-101- -	908302019	08/30/2019	600.00	GR. 6-8 TEACHER SALARIES
11-204-100-101- -	908302019	08/30/2019	817.50	LLD TEACHER SALARIES
11-204-100-106- -	908302019	08/30/2019	600.00	LLD PARA SALARY
11-213-100-101- -	908302019	08/30/2019	250.00	RR TEACHER SALARIES
11-230-100-101- -	908302019	08/30/2019	250.00	BSC SKILLS TEACHER SALAR
11-240-100-101- -	908302019	08/30/2019	50.00	BILINGUAL TEACHER SALARI
20-218-100-101- -	908302019	08/30/2019	600.00	PSEA TEACHER SAL
20-218-100-106- -	908302019	08/30/2019	600.00	PSEA AIDES SAL
20-231-100-101- -	908302019	08/30/2019	250.00	TITLE I TEACHER SALARIES
20-270-200-300- -	908302019	08/30/2019	1,000.00	T2A PUR. SERV.
<b>Total # of Payments</b>	<b>33.00</b>	<b>Total Check Amount</b>	<b>42,545.96</b>	

## Substitute Registry List 2018-19

Last Name	First Name	Nurse	District Fingerprints Approved	Certificate Expiration	New Approved Substitutes
Abdur-Rahim	Mecca		Edgewater Park, Riverton	09/18/2023	10/10/2018
Atkinson	Kristin		Delanco	8/17/2022	09/13/17
Baiada	Kimberly		Delanco	8/30/2023	
Barber	Cynthia		Beverly, Edgewater Park	11/16/2022	10/10/2018
Belford	Tyrone		Beverly, Delanco, Edgewater Park,	Never	10/10/2018
Best	Moral		Beverly, Edgewater Park, Riverton	2/22/2024	2/13/2019
BOYLE	KRISTINE	Nurse	Delanco	09/28/2021	
BROWN	LAURA		Beverly, Delanco, Edgewater Park, Riverton	Never	
Brown	Suliman		Edgewater Park, Delanco, Riverton	Never	2/13/2019
Brown	Tatyana		Edgewater Park	3/27/2023	5/02/2018
Burmeister	Lois		Delanco	Never	
Callahan	Eugene Jr.		Delanco, Edgewater Park	8/8/2022	10/11/17
CASTELLI	JAMES		Beverly, Delanco, Edgewater Park	Never	
COLLINS	BARBARA		Beverly, Delanco	1/2/2020	
Coriolan-Bastien	Marjorie	Nurse	Edgewater Park	07/06/2023	10/10/2018
David	Shavone		Edgewater Park	12/18/2023	10/10/2018
DECHNIK	SUSAN		Riverton	Never	
DiMiero	James		Delanco, Edgewater Park, Riverton	1/22/2024	2/13/2019
Drake	Kim	Nurse	Beverly, Delanco, Edgewater Park, Riverton	06/28/2023	10/10/2018
DYCH	JAMES		Beverly, Delanco, Edgewater Park, Riverton	10/17/2021	

<u>Last Name</u>	<u>First Name</u>	<u>Nurse</u>	<u>District Fingerprints Approved</u>	<u>Certificate Expiration</u>	<u>New Approved Substitutes</u>
Folk	Christina		Edgewater Park (Mondays)	Never	03/13/19
FUSCO	SALLY	Nurse	Delanco, Edgewater Park	3/6/2020	
Gabrieli	Jean		Delanco	Pending	04/10/2019
Giles	Jennifer		Edgewater Park	01/24/2024	06/12/2019
Harris	Cora		Beverly	Never	03/13/2019
Irby-Morgan	Trolah		Beverly, Edgewater Park	4/12/2024	5/01/2019
JACKSON	JOANNA		Beverly, Delanco, Edgewater Park	8/10/2021	
Jackson	Sylvester		Beverly, Delanco, Edgewater Park, Riverton	1/15/2024	2/13/2019
JACOBSEN	JUDY		Riverton	Never	
JIAMPETTI	GARY		NONE (Grandfathered in Edgewater Park)	Never	
Johnson	Donna		Riverton	Never	6/12/2019
Jones	Shirley		Edgewater Park	09/09/2023	10/10/2018
KAMINSKI	LEE ANN		Beverly, Delanco, Edgewater Park, Riverton	Never	
LEBON	CARLA	Nurse	Edgewater Park	Never	
LIPPINCOTT	MARILYN		NONE (Grandfathered in Riverton ONLY)	Never	
Mack	Jeffrey		Riverton	Never	10/10/2018
Marcus	Larry		Delanco, Edgewater Park, Riverton	04/15/2024	10/11/17
MC BREATHY	MAUREEN		Delanco, Beverly	1/30/2019 EXPIRED	
MC RAE	CRYSTAL		Edgewater Park	Never	
Megee	Jamie		Edgewater Park	06/18/2023	10/10/2018
Miranda	Daniel		Beverly	2/1/2022	
MULHERN	JOHN		Delanco, Edgewater Park, Riverton	10/31/2021	



<u>Last Name</u>	<u>First Name</u>	<u>Nurse</u>	<u>District Fingerprints Approved</u>	<u>Certificate Expiration</u>	<u>New Approved Substitutes</u>
Murray	Crystal		Delanco, Edgewater Park	04/04/2021	4/10/2019
NEMETH	JOHN		Beverly, Delanco, Edgewater Park	10/10/2023	10/10/2018
NEMETH	KAREN	Nurse	Beverly, Delanco, Edgewater Park, Riverton	5/2/2021	
NILES	CRISTA	Nurse	Delanco, Edgewater Park	11/18/2020	
O'HARE	ELIZABETH		Edgewater Park	08/16/2023	
O'Malley	Maureen		Delanco	PENDING Standard	06/12/2019
Ortiz	Yashera		Edgewater Park	4/1/2024	5/01/2019
PAHL	(MARY) DIANE		Beverly, Delanco, Edgewater Park	02/05/2024	
Perez	Nikole		Beverly, Delanco, Edgewater Park, Riverton	None	10/11/17
PERICE	LINDA		Beverly, Delanco, Edgewater Park, Riverton	8/18/2021	
RIZZO	GREGORY		Beverly, Delanco, Riverton	2/2/2020	
Robinson	Cameron		Edgewater Park,	01/19/2023	2/14/2018
SANDERS	MONICA		Beverly, Delanco, Edgewater Park, Riverton	03/04/2021	
Sanders	Sheila		Edgewater Park	09/18/2023	2/13/2019
SCOTT	GERALD		Beverly, Delanco, Edgewater Park	08/04/2019	
Shields	Walter	Nurse	Edgewater Park	07/06/2023	10/10/2018
SHIVELY	LISA	Nurse	Beverly, Delanco	Never (6/31/2021)	
SNOWDEN	PAULINE		Delanco, Edgewater Park	04/30/2023	
SPENCE	DIANE		Beverly, Delanco, Edgewater Park, Riverton	04/17/2024	
STEWART	MARY	Nurse & T	Beverly, Delanco, Edgewater Park, Riverton	04/04/2022	
Stypinski	Katharine		Delanco	05/06/2024	5/01/2019
TATTI	KATHY		Beverly, Delanco, Edgewater Park	Never	

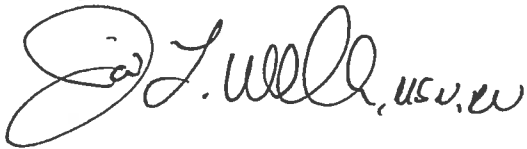
<u>Last Name</u>	<u>First Name</u>	<u>Nurse</u>	<u>District Fingerprints Approved</u>	<u>Certificate Expiration</u>	<u>New Approved Substitutes</u>
THORN	RENEE'		Beverly, Delanco, Edgewater Park	07/24/2019	
Uzun	Merve		Beverly, Delanco, Edgewater Park, Riverton	01/31/2024	03/13/19
WENZKE	DONNA		Riverton	Never	
Wick Jr.	James		All Districts	Never	06/13/2018
WILHELM	BARBARA	Nurse	Riverton	Never	
Yancey	Daisy		Edgewater Park	09/05/2023	10/10/2018
YANSICK	KATHLEEN	Nurse	Riverton	05/31/2021	
YOUNG	CHRISTINE		Beverly, Delanco, Edgewater Park, Riverton	08/04/2020	
ZITZLER	MARYELLEN		Grandfathered by Edgewater Park	Never	

August 1, 2019

Dear Dr. Giacobbe and Members of the Beverly City Board of Education,

This letter serves as my resignation from the Beverly City School District. It has been a privilege to serve the scholars and families of Beverly City for nearly six years. I look forward to following the Beverly City School's continued growth and success.

Sincerely,

A handwritten signature in black ink, appearing to read "Jamie L. Weller, MSN, RN, CSN-NJ". The signature is written in a cursive, flowing style.

Jamie L. Weller, MSN, RN, CSN-NJ



## MERIT GOAL SUBMISSION FORM SCHOOL YEAR 2018-2019

NAME OF INDIVIDUAL Elizabeth C. Giacobbe TITLE Superintendent/Principal

QUANTITATIVE GOALS  PERCENTAGE 3.33% QUALITATIVE GOAL  PERCENTAGE \_\_\_\_\_

DOLLAR VALUE \$5,161.50 DOLLAR VALUE \_\_\_\_\_

### DESCRIPTION OF GOAL AND ACTIONS:

The Beverly City School District utilizes a series of benchmark assessments to ensure adequate growth and progress of the students' academic levels in all subject areas. Under the supervision of the superintendent/principal, 75% of all 3-8 grade students, who are in attendance for 80% or more of the school year, will show growth of at least one year in their math score on the STAR Math Assessment, which has been used by the district for the past few years.

This year the shift has been made towards math for the merit goal as the focus for the last few years has been on our ELA scores. While we have worked diligently and are no longer in status, by the NJDOE, we are now switching the focus to math since we have seen such improvement in our ELA scores.

The actions and instructional strategies that will be used to improve math instruction include:

- Intensive monthly Teacher Academy meetings
- Monthly cross grade level PLCs that focus solely on improving math instruction.
- By end of October, every teacher, regardless of the subject matter they teach will have a math SGO as we recognize that all need to be responsible for improving our students' understanding and not just the teachers responsible for teaching math.
- Professional development with Catherine Simone, formerly of NJDOE and edConnect to continue to analyze math data and improve instructional practices.
- Classroom walkthroughs and teacher observations will focus at least one, for every teacher, in the area of math, which will be completed by May15, 2019.

### EVIDENCE OF COMPLETION:

The baseline and benchmark assessment scores for each student will be submitted for review to show a years' growth in their scores.

### INDIVIDUAL(S) RESPONSIBLE FOR GOAL COMPLETION:

Superintendent/Principal

### TIMELINE TO COMPLETE THE GOAL FOR THE 2018-2019 SCHOOL YEAR:

The baseline assessments have all been administered. The benchmark assessment will be administered by the end of April and final scores will be submitted in mid-May.

\*ATTACH ANY DATA/REPORTS TO BE USED AS A BASIS OF MEASUREMENT

DATE SENT TO  
ECS \_\_\_\_\_

DATE APPROVED BY ECS \_\_\_\_\_

Teacher's name: McCloskey

STAR Math 2018-2019

Math Grade: 3rd

Student Name	BASELINE Instructional Level September 30th	Instructional Level November 21st	Instructional Level January 25th	Instructional Level April 10th	Instructional Leve June 14
[REDACTED]	3.5	3.8	4.2	4.7	4.4
[REDACTED]	3.0	3.2	4.6	3.9	3.9
[REDACTED]	3.7	3.4	-	-	-
[REDACTED]	DiPace	DiPace	DiPace	McGuckin	McGuckin
[REDACTED]	2.0	3.6	4.0	4.1	3.6
[REDACTED]	2.7	3.1	2.3	3.4	3.1
[REDACTED]	DiPace	DiPace	DiPace	DiPace	DiPace
[REDACTED]	2.8	3.4	3.7	3.8	3.8
[REDACTED]	3.0	4.0	4.3	4.1	4.9
[REDACTED]	3.5	4.2	4.8	5.4	5.4
[REDACTED]	3.1	2.6	4.0	3.6	3.5
[REDACTED]	2.1	2.4	2.9	DiPace	DiPace
[REDACTED]	3.3	4.5	5.9	5.0	3.7
[REDACTED]	3.3	3.9	3.8	4.8	5.0
[REDACTED]	DiPace	DiPace	DiPace	DiPace	DiPace
[REDACTED]	2.1	3.3	3.1	3.3	4.0
[REDACTED]	3.4	3.4	4.0	4.1	4.8
[REDACTED]	2.8	3.5	3.8	4.4	4.7
[REDACTED]	3.1	4.5	4.6	5.5	5.1
[REDACTED]	3.6	3.9	4.5	5.1	4.4
[REDACTED]	3.8	4.6	4.7	5.1	4.8
[REDACTED]	2.6	2.9	3.0	3.6	2.8
[REDACTED]	3.3	3.4	4.3	4.3	4.5

Teacher's name: Genovesi  
 STAR Math 2018-2019

Math Grade: 4th

Student Name	BASELINE Instructional Level September 30th	Instructional Level November 21st	Instructional Level January 25th	Instructional Level April 10th	Instructi onal Level June 14
[REDACTED]	4.5	4.5			
[REDACTED]	4.5	4.8	4.9	6.6	6.4
[REDACTED]	3.7	4.2	4.3	5.1	5.3
[REDACTED]	3.8	4.7	4.8	5.0	5.2
[REDACTED]	4.4	5.1	4.9	4.9	6.3
[REDACTED]	6	6.3	>7	>7	>7
[REDACTED]	5.1	4.3	4.2	5.9	4.9
[REDACTED]	4.9				
[REDACTED]	4.6	4.4	4.4	5.5	5.2
[REDACTED]	3.7	3.6	3.5	4.6	5
[REDACTED]	6.3	5.9	6.8	<7	>7
[REDACTED]	4.3 5.3		5.4	5.9	6.9
[REDACTED]	3.4	3.5	4.7	3.3	5.4
[REDACTED]	3.7	4.7	3.6	3.2	5.3
[REDACTED]	3.5	4.2	4.2	3.4	5.1
[REDACTED]		3.9	4.8	5.0	6.4
ASP DATA	9/15	10/15	9/14	11/14	13/14
Number of students at or above proficiency for grade level and month	60%	66%	64%	79%	
Write as x/#of students in s					

Student Name	November	January	April	June
RCL	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading
AF	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading
JR	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading
NT	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading
JW	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading	-Small group -Modified assignments -Extra time given -Raz kids to listen to reading

Teacher's name: Charlene Singer

STAR Math 2018-2019

Math Grade: 4



Student Name	BASELINE Instructional Level September 7th	Instructional Level November 21st	Instructional Level January 25th	Instructional Level April 10th	Instructional Level June 14
[REDACTED]	3.8	3.4	4.0	3.9	4.1
[REDACTED]	3.5	3.3	4.5	2.7	4.1
[REDACTED]	4.5	6.2	5.3	6.1	6.3
[REDACTED]	(DiPace)2.9	(3.0)	(3.7)	(3.5)	( )
[REDACTED]	3.4	4.2	4.3	5.0	5.2
[REDACTED]	3.9	5.3	5.3	6.8	>7
[REDACTED]	3.4	4.6	5.4	5.0	5.0
[REDACTED]	5.3	5.3	5.9	>7	>7
[REDACTED]	5.2	5.4	4.5	4.7	6.7
[REDACTED]	2.7	2.7	4.3	5.0	4.4
[REDACTED]	3.6	4.3	4.2	3.8	5.1
[REDACTED]	4.2	4.2	5.4	6.6	6.3
[REDACTED]	5.1	5.1	5.5	6.2	5.2
[REDACTED]	3.1	3.3	3.9	4.3	3.3
[REDACTED]	(DiPace)3.6	(4.4)	(4.4)	(4.1)	(5.2)
	Proficiency is 4.02	Proficiency is 4.26	Proficiency is 4.47	Proficiency is 4.7	Proficiency is 4.9
ASP DATA	5/13	9/13	7/12	9/13	9/13
Number of students at or above proficiency for grade level and month					
Write as x/#of students in class					

### STAR Math Score Analysis

Teacher Name:

Grade Level(s):

Analyze your STAR results and please complete the chart below to address how many

Teacher's name: Dennis Leigh  
 STAR Math 2018-2019

Math Grade: 5th

Student Name	BASELINE Instructional Level September 30th	Instructional Level November 21st	Instructional Level January 25th	Instructional Level April 10th	Instructional Level June 14
[REDACTED]	NA	NA	NA	2.0	3.5
[REDACTED]	3.8	3.9	5.1	4.7	7.5
[REDACTED]	5.1	5.6	5.7	NA	NA
[REDACTED]			5.4	6.4	6.6
[REDACTED]	6.1	NA	NA	NA	NA
[REDACTED]	7.3	7.2	8.0	9.4	8.0
[REDACTED]	4.6	4.0	6.1	5.9	5.5
[REDACTED]	4.5	4.4	5.8	4.5	6.7
[REDACTED]	3.8	NA	NA	NA	NA
[REDACTED]	7.4	11.0	8.4	9.4	12.5
[REDACTED]	5.5	6.3	7.0	4.8	5.0
[REDACTED]	7.6	8.5	6.1	7.5	6.4
[REDACTED]	NA	6.3	7.2	6.7	8.1
[REDACTED]	6.0	7.7	6.2	10.9	12.5
[REDACTED]	3.6	5.3	6.5	6.9	6.3
[REDACTED]	4.0	4.3	4.1	5.2	5.3
[REDACTED]	NA	3.6	NA	NA	NA
[REDACTED]	6.1	6.6	7.4	10.1	10.1
[REDACTED]	6.3	5.3	10.1	5.8	6.6
[REDACTED]	4.9	5.4	5.9	6.0	7.4
[REDACTED]	5.8	6.4	7.9	10.9	5.1
[REDACTED]	6.9	10.8	12.9+	9.7	11.5
[REDACTED]	5.0	5.0	6	6.9	6.3

Teacher's name: Dennis Leigh  
 STAR Math 2018-2019

Math Grade: 6th

Student Name	BASELINE Instructional Level September 30th	Instructional Level November 21st	Instructional Level January 25th	Instructional Level April 10th	Instructional Level June 14
[REDACTED]	5.9	5.3	6.3	5.5	6.3
[REDACTED]	7.7	11.9	11.6	9.0	12.2
[REDACTED]	8.7	8.5	9	10.1	12.9+
[REDACTED]	8.6	7.7	12.1	12.5	12.9+
[REDACTED]	5.8	6.8	5.8	5.9	7.6
[REDACTED]	5.4	6.7	NA	NA	NA
[REDACTED]	6.4	6.8	7.3	8.2	7.8
[REDACTED]	4.8	5.6	4.8	4.9	7.5
[REDACTED]	5.0	7.2	7.7	7.2	8.0
[REDACTED]	10.8	12.9+	11.6	12.9+	12.9+
[REDACTED]	11.1	10.7	8.8	12.9+	8.4
[REDACTED]	11.5	11.5	8.0	8.5	8.6
[REDACTED]	7.7	10.8	11.8	12.3	12.9+
[REDACTED]	12.9+	11.8	12.9+	12.9+	11.3
[REDACTED]	NA	6.7	7.4	7.8	8.0
[REDACTED]	8.5	12.1	12.1	8.5	12.9+
[REDACTED]	6.5	11.8	8.4	12.9+	12.9+
[REDACTED]	6.1	6.0	6.8	5.8	7.6
[REDACTED]	10.9	11.7	11.9	12.9+	12.9+
[REDACTED]	6.6	7.4	7.3	8.6	7.0
[REDACTED]	6.9	7.4	8.1	NA	NA
ASP DATA	15/20	18/21	17/20	15/19	18/19

Teacher's name: Dennis Leigh  
 STAR Math 2018-2019

Math Grade: 7th

Student Name	BASELINE Instructional Level September 30th	Instructional Level November 21st	Instructional Level January 25th	Instructional Level April 10th	Instructional Level June 14
Alexander	NA	8.6	7.3	7.9	7.2
Amber	9.3	12.9+	7.8	11.1	12.9+
Amber			4.9	5.4	5.0
Amber	11.9	12.9+	12.9+	12.9+	12.9+
Amber	5.9	4	4.3	4.7	5.1
Jacquelyn	12.5	9.4	8.5	12.6	11.5
Bradley	7.5	6.5	8.2	6.8	8.7
Jordan	6.4	7.4	5.9	7.3	6.9
Erin	12.7	12.5	12.4	11.1	11.9
John	12.9	11.8	12.9+	12.9+	12.9+
Marin	7.2	6.4	5.5	6.8	7.0
Marin	7.0	8.5	12.9+	11.4	12.9+
Marin	NA	5.0	5.4	5.0	5.0
Madalene	5.6	8.5	7.3	7.4	5.8
Kevin	7.9	8.1	6.1	9.8	8.7
Andrey	12.9+	12.9+	12.9+	12.9+	12.9+
Andrey			4.0	4.1	4.1
Andrey	7.1	8.0	9.3	12.9+	12.3
Andrey	6.3	7.8	7.1	11.5	12.3
Andrey	9.4	9.4	11	11.5	9.4
Andrey	4.8	5.5	5.9	5.7	5.5
Jordan	6.7	11.9	12.9+	NA	NA
Aiden	8.5	11.9	12.8	12.0	12.9+
Austin	9.6	8.6	12.9+	9.3	12.6
Ben	7.6	8.5	11	6.8	12.8
Alexis	6.4	6.4	6.8	6.6	8.8
Andres	8.1	7.7	9.8	8.0	11.7
Eljah	5.0	8.4	7.3	7.2	6.6

Teacher's name: Dennis Leigh  
 STAR Math 2018-2019

Math Grade: 8th

Student Name	BASELINE Instructional Level September 30th	Instructional Level November 21st	Instructional Level January 25th	Instructional Level April 10th	Instructional Level June 14
[REDACTED]				6.8	5.0
[REDACTED]			4.8	4.8	NA
[REDACTED]	8.9	12.7	10.6	9.5	10.6
[REDACTED]	7.9	11	10.1	11.9	12.9+
[REDACTED]	11.5	12.9+	12.9+	11.7	12.9+
[REDACTED]	7.5	9.8	9.1	7.4	5.8
[REDACTED]	NA	6.6	8.0	7.2	12.9+
[REDACTED]					9.3
[REDACTED]	6.3	12.1	9.4	NA	NA
[REDACTED]	9.0	NA	NA	NA	NA
[REDACTED]	5.0	6.4	5.5	7.7	7.4
[REDACTED]	11.5	12.9+	7.5	12.9+	12.3
[REDACTED]	8.6	8.1	7.9	10.1	6.6
[REDACTED]	6.2	5.0	7.9	8.6	7.5
[REDACTED]	9.8	9.1	9.6	10.5	8.3
[REDACTED]	9.8	12.2	11.6	12.9+	6.0
[REDACTED]	NA	6.2	7.1	7.9	7.4
ASP DATA	7/12	8/13	7/14	9/14	6/14
Number of students at or above proficiency for grade level and month					
Write as x/#of students in class					

Teacher's name: Dennis Leigh  
 STAR Math 2018-2019

Math Grade: Algebra

Student Name	BASELINE Instructional Level September 30th	Instructional Level November 21st	Instructional Level January 25th	Instructional Level April 10th	Instructional Level June 14
[REDACTED]	8.9	11.9	12.9+	12.9+	12.4
[REDACTED]	12.7	12.9+	12.4	12.9+	12.9+
[REDACTED]	12.9+	12.9+	12.9+	12.9+	12.9+
[REDACTED]	12.9+	12.9+	12.9+	12.9+	12.9+
[REDACTED]	12.5	8.5	12.9	12.5	12.9+
[REDACTED]	12.9+	12.9+	12.9+	12.9+	12.9+
[REDACTED]	12.9+	12.9+	12.9+	12.9+	12.9+
[REDACTED]	10.6	11.9	12.9	12.9+	12.1
[REDACTED]	12.9+	10.1	12.9+	12.9+	12.9+
[REDACTED]	12.9+	12.9+	12.9+	12.9+	12.5
[REDACTED]	12.9+	12.9+	12.9+	12.9+	12.9+
ASP DATA Number of students at or above proficiency for grade level and month  Write as x/#of students in class	11/11	11/11	11/11	11/11	11/11

STAR Math Score Analysis

Teacher Name: Leigh

Grade Level(s): Algebra

Analyze your STAR results and please complete the chart below to address how many

# MERIT GOAL SUBMISSION FORM

## SCHOOL YEAR 2018-2019

NAME OF INDIVIDUAL Elizabeth C. Giacobbe TITLE Superintendent/Principal

QUANTITATIVE GOALS	2	PERCENTAGE	3.33%	QUALITATIVE GOAL		PERCENTAGE	
		DOLLAR VALUE	\$5,161.50			DOLLAR VALUE	

**DESCRIPTION OF GOAL AND ACTIONS:**

The Beverly City School District utilizes a series of benchmark assessments to ensure adequate growth and progress of the students' academic levels in all subject areas. Under the supervision of the superintendent/principal, 75% of all K-2 grade students, who are in attendance for 80% or more of the school year, will show growth of at least one year in their math score on the edConnect Math Assessment that was developed in coordination with the NJDOE to align to NJSLS.

This year the shift has been made towards math for the merit goals as the focus for the last few years has been on our ELA scores. While we have worked diligently and are no longer in status, by the NJDOE, we are now switching the focus to math since we have seen such improvement in our ELA scores.

The actions and instructional strategies that will be used to improve math instruction include:

- Intensive monthly Teacher Academy meetings
- Monthly cross grade level PLCs that focus solely on improving math instruction.
- By end of October, every teacher, regardless of the subject matter they teach will have a math SGO as we recognize that all need to be responsible for improving our students' understanding and not just the teachers responsible for teaching math.
- Professional development with Catherine Simone, formerly of NJDOE and edConnect to continue to analyze math data and improve instructional practices.
- Classroom walkthroughs and teacher observations will focus at least one, for every teacher, in the area of math, which will be completed by May15, 2019.

**EVIDENCE OF COMPLETION:**

The baseline and benchmark assessment scores for each student will be submitted for review to show a years' growth in their scores.

**INDIVIDUAL(S) RESPONSIBLE FOR GOAL COMPLETION:**

Superintendent/Principal

**TIMELINE TO COMPLETE THE GOAL FOR THE 2018-2019 SCHOOL YEAR:**

The baseline assessments have all been administered. The benchmark assessment will be administered by the end of April and final scores will be submitted in mid-May.

**\*ATTACH ANY DATA/REPORTS TO BE USED AS A BASIS OF MEASUREMENT**

DATE SENT TO  
ECS

DATE APPROVED BY ECS

# Reporting Dashboard

Results reflect:

**Beverly Elementary School**

Beverly City Schools > Beverly Elementary... >

KPI Dashboard

Search for Test by name or ID

Filter by:  Clear All Filters

Sort by:

Select multiple assessments to see a comparison report.

Assessment Name	STUDENT RESULTS	AVG. SCORE	STUDENTS PROFICIENT
06/14/19 2nd Grade Fluency Test 4t... S Mathematics Grade 2 - Grade...	20	81.4%	85%
06/10/19 GR K Fluency Assessment ... S Mathematics KG - KG	15	85%	80%
06/06/19 GR1 Fluency Assessment ... S Mathematics Grade 1 - Grade...	28	88.2%	92.9%
06/03/19 Fluency Grade 2 MP 4 201... S Mathematics Grade 2 - Grade...	14	89.6%	92.9%
06/03/19 Mathematics 2nd Baseline... S Mathematics Grade 2 - Grade...	7	51.8%	14.3%
04/08/19 Math Gr1 EOY Benchmark ... S Mathematics Grade 1 - Grade...	30	88.2%	93.3%
04/03/19 Fluency Grade 2 MP 3 201... S Mathematics Grade 2 - Grade...	1	45.2%	0%
04/01/19 BC Math Grade K Release ... D Mathematics KG - KG	29	84.4%	89.7%
03/29/19 BC Math Grade 1 Release ... D Mathematics Grade 1 - Grade...	32	89.9%	100%



<input type="checkbox"/>	<b>03/29/19 BC Math Grade 2 Release ...</b> D Mathematics Grade 2 - Grade...	28 STUDENT RESULTS	20.8% AVG. SCORE	0% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>03/29/19 BC Math Grade 2 Release ...</b> D Mathematics Grade 2 - Grade...	30 STUDENT RESULTS	53.6% AVG. SCORE	13.3% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>03/29/19 Fluency Grade 2 MP 3 201...</b> S Mathematics Grade 2 - Grade...	34 STUDENT RESULTS	80.9% AVG. SCORE	76.5% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>03/28/19 GR1 Fluency Assessment 3</b> S Mathematics Grade 1 - Grade...	27 STUDENT RESULTS	152.4% AVG. SCORE	100% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>03/25/19 GR K Fluency Assessment ...</b> S Mathematics KG - KG	14 STUDENT RESULTS	77.9% AVG. SCORE	71.4% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>02/05/19 Fluency Grade 2 MP 2 201...</b> S Mathematics Grade 2 - Grade...	4 STUDENT RESULTS	89% AVG. SCORE	100% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>02/01/19 Fluency Grade 2 MP 2 201...</b> S Mathematics Grade 2 - Grade...	27 STUDENT RESULTS	85% AVG. SCORE	92.6% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>01/28/19 BC Math Grade 1 Release ...</b> D Mathematics Grade 1 - Grade...	34 STUDENT RESULTS	85% AVG. SCORE	91.2% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>01/28/19 BC Math Grade 2 Release ...</b> D Mathematics Grade 2 - Grade...	31 STUDENT RESULTS	63.4% AVG. SCORE	41.9% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>01/28/19 BC Math Grade 2 Release ...</b> D Mathematics Grade 2 - Grade...	31 STUDENT RESULTS	19.9% AVG. SCORE	3.2% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>01/28/19 BC Math Grade K UNIT 2 1...</b> D Mathematics KG - KG	28 STUDENT RESULTS	87% AVG. SCORE	89.3% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>01/28/19 GR1 Fluency Assessment ...</b> S Mathematics Grade 1 - Grade...	31 STUDENT RESULTS	92.8% AVG. SCORE	93.5% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>01/08/19 GR K Fluency Assessment ...</b> S Mathematics KG - KG	26 STUDENT RESULTS	91% AVG. SCORE	92.3% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>11/12/18 GR1 Fluency Assessment ...</b> S Mathematics Grade 1 - Grade...	32 STUDENT RESULTS	85% AVG. SCORE	87.5% STUDENTS PROFICIENT
<input type="checkbox"/>	<b>11/05/18 Fluency Grade 2 MP 1 201...</b> S Mathematics Grade 2 - Grade...	3 STUDENT RESULTS	82.5% AVG. SCORE	100% STUDENTS PROFICIENT

		Reporting Dashboard - Test Results - Benchmark Tests		
		STUDENT RESULTS	AVG. SCORE	STUDENTS PROFICIENT
<input type="checkbox"/>	11/05/18 SC Kranz Fluency MP 1 s Mathematics Grade 2 - Grade...		96.2%	100%
<input type="checkbox"/>	10/31/18 Fluency Grade 2 MP 1 201... s Mathematics Grade 2 - Grade...	27 STUDENT RESULTS	87.9% AVG. SCORE	92.6% STUDENTS PROFICIENT
<input type="checkbox"/>	10/30/18 BC Math Grade 1 Unit 1 18... D Mathematics Grade 1 - Grade...	34 STUDENT RESULTS	75.2% AVG. SCORE	70.6% STUDENTS PROFICIENT
<input type="checkbox"/>	10/30/18 BC Math Grade 2 Unit 1 - C... D Mathematics Grade 2 - Grade...	31 STUDENT RESULTS	64.8% AVG. SCORE	51.6% STUDENTS PROFICIENT
<input type="checkbox"/>	10/30/18 BC Math Grade 2 Unit 1 - T... D Mathematics Grade 2 - Grade...	27 STUDENT RESULTS	43.8% AVG. SCORE	14.8% STUDENTS PROFICIENT
<input type="checkbox"/>	10/30/18 BC Math Kindergarten Unit... D Mathematics KG - KG	27 STUDENT RESULTS	87.7% AVG. SCORE	100% STUDENTS PROFICIENT
<input type="checkbox"/>	10/29/18 GR 2 Flu Assessment end ... s Mathematics Grade 2 - Grade...	14 STUDENT RESULTS	64.7% AVG. SCORE	35.7% STUDENTS PROFICIENT
<input type="checkbox"/>	10/29/18 GR K Fluency Assessment ... s Mathematics KG - KG	24 STUDENT RESULTS	93.3% AVG. SCORE	100% STUDENTS PROFICIENT
<input type="checkbox"/>	09/26/18 Week of 10/1/18-Math s Mathematics Grade 2 - Grade...	7 STUDENT RESULTS	44% AVG. SCORE	14.3% STUDENTS PROFICIENT
<input type="checkbox"/>	09/05/18 Math Gr1 Baseline 2018-1... s Mathematics Grade 1 - Grade...	30 STUDENT RESULTS	33.8% AVG. SCORE	0% STUDENTS PROFICIENT

# MERIT GOAL SUBMISSION FORM

## SCHOOL YEAR 2018-2019

NAME OF INDIVIDUAL Elizabeth C. Giacobbe TITLE Superintendent/Principal

QUANTITATIVE GOALS	3	PERCENTAGE	3.33%	QUALITATIVE GOAL		PERCENTAGE	
		DOLLAR VALUE	<u>\$5,161.50</u>			DOLLAR VALUE	

**DESCRIPTION OF GOAL AND ACTIONS:**

As the superintendent and principal of the Beverly City School District, I will lead efforts to develop high quality SGOs with the faculty that are clearly aligned to New Jersey Student Learning Standards, to improve professional practice and to increase academic rigor for the students. Success will be measured as follows: At least 80% of the staff will achieve a 3.0 which will equal 1.1% of the goal, 60% of the staff will achieve a 3.2 for an additional 1.1%, and 40% of the staff will achieve 3.4 for an additional 1.1% of the goal. At the Beverly City School District, we believe that every teacher, regardless of the subject they teach are responsible for increasing our scores. In the past, every teacher had an SGO for reading comprehension. This year, every teacher will have a math SGO which will be the focus of this goal. This merit goal is different from the other two quantitative goals as those goals focus solely on STAR assessments and edConnect. This goal focuses on all of the teachers' math assessments for their SGO, which is not necessarily limited to STAR or edConnect. Every teacher is required to have a math SGO and many of the assessments used for individual teachers SGOs are not STAR or edConnect math assessments.

This year the shift has been made towards math for the merit goals as the focus for the last few years has been on our ELA scores. While we have worked diligently and are no longer in status, by the NJDOE, we are now switching the focus to math since we have seen such improvement in our ELA scores.

The actions and instructional strategies that will be used to improve math instruction include:

- Intensive monthly Teacher Academy meetings
- Monthly cross grade level PLCs that focus solely on improving math instruction.
- By end of October, every teacher, regardless of the subject matter they teach will have a math SGO as we recognize that all need to be responsible for improving our students' understanding and not just the teachers responsible for teaching math.
- Professional development with Catherine Simone, formerly of NJDOE and edConnect to continue to analyze math data and improve instructional practices.
- Classroom walkthroughs, teacher observations, and final summative ratings will focus at least one, for every teacher, in the area of math, which will be completed by May15, 2019.

**EVIDENCE OF COMPLETION:**

The baseline and benchmark assessment scores for each student will be submitted for review to show a years' growth in their scores.

**INDIVIDUAL(S) RESPONSIBLE FOR GOAL COMPLETION:**

Superintendent/Principal

**TIMELINE TO COMPLETE THE GOAL FOR THE 2018-2019 SCHOOL YEAR:**

The baseline assessments have all been administered. The benchmark assessment will be administered by the end of April and final SGO scores need to be submitted by May 1<sup>st</sup>, 2019.

**\*ATTACH ANY DATA/REPORTS TO BE USED AS A BASIS OF MEASUREMENT**

**DATE SENT TO  
ECS**

\_\_\_\_\_

**DATE APPROVED BY ECS**

\_\_\_\_\_

LocalStaffIdentifier	StaffMemberIdentifier	First Name	Last Name	Date Of Birth	School Code assigned	Teacher Practice Score	Teacher SGO Score	Administrator/Practitioner Score	Administrator/Goal Score	Administrator/SGO Average Score	Summative Rating
4001	42543405	Cynthia	Anda	19541207	25	3.06	3.77	T	T	T	3.17
4516	12104287	Page	Balkyk	19560412	25	2.88	3.63	T	T	T	2.99
4517	36340241	Angela	Best	19150611	25	1.33	3.56	T	T	T	2.17
4246	90174731	Sidanie	Boora	19070512	25	3.32	4	T	T	T	3.42
4021	42546325	Donna	Bolder	19710505	25	2.3	3.74	T	T	T	2.52
4183	10667798	Sandy	Coyne	19650218	25	3.36	2.82	T	T	T	3.26
4090	42559039	Glen	Dempster	19640607	25	3.01	3.7	T	T	T	3.11
4322	54407853	Lisa	Dipaca	19800630	25	3.18	3.5	T	T	T	3.23
4185	42576793	Larissa	Droding	19770326	25	3.71	2.43	T	T	T	3.2
4455	52295029	Donohy	Foglio	19680808	25	2.95	3.87	T	T	T	3.11
4281	55337075	Jodi	Genovesi	19930515	25	2.94	3.87	T	T	T	3.08
4436	52666579	Michelle	Gottlieb	19720228	25	3.47	3.33	T	T	T	3.26
4030	42547018	Donna	Granville	19720304	25	3.03	4	T	T	T	3.16
4407	88992732	Peg	Groves	19720606	25	2.88	3.86	T	T	T	3.03
4075	42556159	Lois	Ginkel	19830524	25	3.31	3	T	T	T	3.26
4458	53186979	Britney	Hammon	19760707	25	3.27	3.43	T	T	T	3.29
4372	32571106	Travis	Kelley	19900828	25	2.86	3.5	T	T	T	2.96
4170	42572958	Michelle	Krausz	19881228	25	3.23	4	T	T	T	3.35
4200	42577494	Dennis	Krausz	19850717	25	2.92	2.91	T	T	T	3.01
4411	15856420	Chelsea	Leigh	19880108	25	3.53	3.5	T	T	T	3.2
4406	82633454	Meridith	Light	19860505	25	3.15	3.18	T	T	T	3.59
4276	10066615	Ameliese	Lofton	19880110	25	3.15	4	T	T	T	3.28
4457	63382246	Bhana	McCloskey	19870120	25	3.18	4	T	T	T	3.3
4432	49291743	Susan	McGuckin	19920205	25	2.31	4	T	T	T	2.58
4222	31336543	Joanne	Meard	19710605	25	2.31	1	T	T	T	2.11
4468	55487359	Lisa	Scarpina	19780517	25	3.64	3.5	T	T	T	3.62
4096	49803489	Charlene	Singer	19620927	25	3.24	4	T	T	T	3.35
4252	42560701	Karen	Spratt	19711014	25	2.7	4	T	T	T	2.9
4481	50428366	Callin	Slope	19620216	25	3.44	3.5	T	T	T	3.45
4520	24626384	Samantha	Swal	19870114	25	3.32	4	T	T	T	3.56
4104	42555507	Kathryn	Tiplon	19910530	25	2.98	4	T	T	T	3.13
4409	90495847	Nicole	Vermes	19701113	25	3.13	4	T	T	T	3.13
4311	35586940	Jamie	Wadler	19870416	25	3.07	3.5	T	T	T	3.26
				19840517	25	4	4	T	T	T	3.13

# MERIT GOAL SUBMISSION FORM

## SCHOOL YEAR 2018-2019

NAME OF INDIVIDUAL Elizabeth C. Giacobbe TITLE Superintendent/ Principal

QUANTITATIVE GOALS		PERCENTAGE		QUALITATIVE GOAL	1	PERCENTAGE	2.50%
		DOLLAR VALUE				DOLLAR VALUE	\$3,875.00

**DESCRIPTION OF GOAL AND ACTIONS:**

As the principal and superintendent of the Beverly City School, I know that it is imperative for students to be present in school in order to learn. Education is the vehicle that could change the trajectory of our students' lives while also improving our scores. By June 2019, the Superintendent will continue to implement a plan of best practices and research based methods that seek to decrease chronic absenteeism for the students of Beverly City School. An attendance action committee will focus on decreasing our chronic absenteeism through a series of events and programs. This was a new initiative last school year and we are expanding our efforts this year as we started to see great growth. In 2017-2018, we were able to reduce the number of days absent by 1,000 days. Our attendance is tracked daily through our Genesis student data system.

Activities continued from last year will include:

- Monthly "welcomes" to get students excited about coming to school to see their teachers' enthusiasm for their arrival, on-time to school.
- Mandated notifications and reports after 4, 7, and 9 days and filing of truancy per code.
- Laundry and uniform service is provided for those who are not coming to school because of those issues on an as needed basis.

New activities planned for the 2018-19 school year include:

- Identified at-risk students, based on absentee/tardy rates are assigned absence mentors who touch base each morning and make personal calls home on top of the "robo-call" to make a personal connection.
- Umbrellas are being provided for students who don't come to school on bad weather days as we are a walking district.
- Excellent and perfect attendance awards are given weekly, monthly, and per marking period.

**EVIDENCE OF COMPLETION:**

A comparison of this year's attendance compared to last year's will be submitted.  
Attendance Action committee sign-in sheets, minutes, a list of activities, pictures of welcomes

**INDIVIDUAL(S) RESPONSIBLE FOR GOAL COMPLETION:**

Superintendent/Principal with members of the Attendance Action Committee

**TIMELINE TO COMPLETE THE GOAL FOR THE 2018-2019 SCHOOL YEAR:**

Final data comparing the two school years will be submitted following the last day of school, which is currently scheduled for June 20, 2019.

**\*ATTACH ANY DATA/REPORTS TO BE USED AS A BASIS OF MEASUREMENT**

DATE SENT TO  
ECS

DATE APPROVED BY ECS

# MERIT GOAL SUBMISSION FORM

## SCHOOL YEAR 2018-2019

NAME OF INDIVIDUAL Elizabeth C. Giacobbe TITLE Superintendent/ Principal

QUANTITATIVE GOALS		PERCENTAGE		QUALITATIVE GOAL	2	PERCENTAGE	2.50%
		DOLLAR VALUE				DOLLAR VALUE	\$3,875.00

**DESCRIPTION OF GOAL AND ACTIONS:**

I truly believe that the road to college begins in Pre-Kindergarten. With that, I truly want to provide the best Pre-K program we can to ensure that we lay a strong academic foundation for our students. By June 2019, the Superintendent will continue to implement a plan of best practices and research based methods that seek to provide the very best early learning for the three and four year old students of Beverly City School. We participated in Ready, Set, Go study conducted last school year by Rutgers in coordination with the National Institute for Early Education Research and the NJDOE to rate our Pre-K program. We received a rating on all three classrooms using the ECERS-3. These scores were not as high as I would have liked and will be working to enhance our program and improve in the areas of deficiency. An action plan will be developed in the deficient areas in order to show improvement. The action plan is attached and monthly meetings will occur to complete all of the items on the list prior to spring administration of ECERS-3.

**EVIDENCE OF COMPLETION:**

Attached are the scores from the study that we received from the ECERS-3 in 2017-2018. Action plan will be submitted highlighting deficient areas and actions taken to improve the areas. Meeting minutes and sign-in sheets. Professional development will be provided and meeting minutes and sign-in sheets with presenters from Tools and NJDOE early childhood specialists. Order forms for new materials will be provided to show areas improvement where we were deficient in material. Amy Hornbeck, who was a primary researcher in the Ready, Set, Go study, will re-administer the ECERS-3 in the spring to show growth.

**INDIVIDUAL(S) RESPONSIBLE FOR GOAL COMPLETION:**

Superintendent/Principal along with Pre-K teachers

**TIMELINE TO COMPLETE THE GOAL FOR THE 2018-2019 SCHOOL YEAR:**

Another ECERS-3 will be re-administered in the spring and a comparison will show improvement of the scores.

**\*ATTACH ANY DATA/REPORTS TO BE USED AS A BASIS OF MEASUREMENT**

DATE SENT TO  
ECS \_\_\_\_\_

DATE APPROVED BY ECS \_\_\_\_\_

Amy Hornbeck

Educational Consulting  
Services, LLC

337 Prince St. Bordentown, NJ 08505  
Phone: 609-284-1775 E-Mail: amyhornbeck@gmail.com



**ECERS-3 Progress report for the Beverly School District**  
**Prepared by Amy Hornbeck M.Ed.**  
**May 28, 2019**

In the spring of 2018 Beverly City school district voluntarily agreed to have the quality of their preschool program measured by The National Institute for Early Education Research (NIEER) using the Early Childhood Environment Rating Scale—Third Edition (ECERS-3). The ECERS-3 is an observation and rating instrument for preschool classrooms serving children aged three to five. The total ECERS-3 score represents an average of the scores on the 35 items organized into 6 subscales. A rating scale between 1 and 7 is used, where a rating of 1 indicates inadequate quality, a rating of 3 indicates minimal quality, a rating of 5 indicates good quality, and a rating of 7 indicates excellent quality<sup>1</sup>. The results of the ECERS-3 are most useful when they are considered alongside other assessments of district quality to drive continuous improvement efforts. When combined with other district level data the ECERS-3 results can serve to support overarching district goals around creating quality preschool programming.

NIEER provided the Beverly City School District with a report of their findings in the summer of 2018. At that time several subscales scored in the "inadequate or minimal range". These included subscales related to: "Space and Furnishings", "Personal Care Routines" & "Learning Activities". There were also several areas of strength, where the program had reached or was nearing what is considered to be "good quality". Some of the items in this range included: "Encouraging the use of Language", "Vocabulary", and "Becoming Familiar with Print". Based on the 2018 report the superintendent, in collaboration with the preschool teaching staff, created an improvement plan to address the areas of concern that were reflected by the "inadequate quality" scores. The plan included: consulting with NIEER and other early childhood professionals regarding the reason for the low scores, providing teachers with common planning time to learn about best practices & purchasing materials for classrooms and the common gross motor play space.

In the spring of 2019, the superintendent of Beverly City School District, Dr. Elizabeth Giacobbe, requested that Amy Hornbeck, an educational consultant with extensive experience using the ECERS-3 instrument, visit the preschool program to assess if progress had been made in the areas previously identified in the NIEER report as "inadequate". The remainder of this report details the progress that the district made based on the observations conducted in the three preschool classrooms on May 28<sup>th</sup> 2019.

### **Space and Furnishings Subscale**

In this subscale there were two items: #6 "Space for Gross Motor Play" and #7 "Gross Motor Equipment" that scored in the inadequate range in 2018. Between the two observations the gross motor space itself (e.g. the location of the play space & the types of surfaces) remained

unchanged. However, there were substantial improvements related to indicator #7 "Gross Motor Equipment". The district purchased the following materials; small bikes, scooters, 3 wheelers, traffic signs, balls, outdoor blocks, jump ropes, hula-hoops, stepping stones for balancing, basketball hoops, & a "teeter totter" seesaw. In addition, a "4 square" and "hopscotch" board have been painted on the ground to encourage ball play. Children have access to these materials on a daily basis, which allows them to experience exercise that builds a wide variety of gross motor skills. The teachers were provided with a cart to carry all the materials so there would be no barriers to daily accessibility. There are future plans to paint a "racetrack" on the play surface to encourage the use of the bikes in a systematic way that will decrease the likelihood of crashes between children. Having access to these additional gross motor materials will raise the score on indicator #7 "Gross Motor Equipment" substantially.

#### Personal Care Routines Subscale

In this subscale there were two items: #8 "Meals and Snacks" and #10 "Health Practices" that scored in the inadequate range in 2018.

Item #8 "Meals and Snacks" measures the nutritional value of the food served to children and the sanitation procedures that accompany mealtime. USDA food guidelines are used to determine what is considered nutritionally "acceptable". In 2018 the Beverly City School District scored in the inadequate range primarily due to the fact that children were being served foods that contained too much sugar (such as chocolate milk) or lacked all the components necessary to a balanced meal. Since that time efforts have been made to reduce sugar and improve overall food quality and variety. Plain milk has replaced chocolate milk and more fruit choices were observed to be available for children. One area that is still in progress is the development a plan to ensure that students who arrive late to school receive access to a variety of fruit and other healthy options. Late arrivals currently receive granola bars, which alone do not meet the standards for a balanced breakfast.

Item #10 "Health Practices" measures health practices during play and nap time. In 2018 the children were not washing their hands frequently enough and proper sanitation procedures were not in place for naptime causing the Beverly City school district to score in the inadequate range. During the visit in May of 2019 substantial improvements were observed on both of these items. Regarding sanitation, all children were observed to wash their hands upon entering the classroom and after use of messy play materials. These procedures work to significantly cut down the spread of germs between children in the classroom. With regard to nap, individual sheets were purchased for cots. These were sent home on a weekly basis to be laundered. An area that is still in progress is a plan to store all bedding in individual bags between uses to limit the potential spread of germs and insects such as lice and bed bugs that can occur if bedding between children is allowed to touch between uses.

### Learning Activities Subscale

In this subscale there were two items; #23 "Math Materials and Activities" and #27 "Appropriate use of Technology" that scored in the inadequate range in 2018.

Item # #23 "Math Materials and Activities" measures both the type of math materials children have access to and how frequently adults join children to play and ask questions about math materials. In 2018 math interactions with adults that encouraged reasoning were observed to occur infrequently leading to a score in the inadequate range. By May of 2019 significant improvement had occurred across all indicators contained within this item. For example, children had access to a wide variety of appropriate math materials, including materials to count/compare quantities, measure/ compare sizes.

Staff also frequently connected current classroom activities and topics of interest to math concepts as can be seen in the examples below that occurred during the daily attendance routine. These two examples represent just a small sample of the many math interactions that were observed to take place during routines, small group and large group settings.

*Example #1 - The teacher announces that 2 children are absent and asks the children how she could figure out, " how many are here?" Following a child's suggestion she counts each child present by touching heads, before announcing, "We have 9 children here today". Immediately a child says, "if you add 1 more we will have 10" and the teacher affirms this as correct. Another child then adds, "if we add 1 more we would have 11!" and the teacher again affirms that these calculations are correct.*

*Example # 2-At the close of circle time the children were asked to create a "Pattern Walk" as a transition to bathroom. Children discuss the different types of patterns they are creating as they walk.*

An area of growth for teachers remains planning for and joining in children's math play during center time as an additional way to expose them to and reinforce math concepts. This is an area teachers should continue to focus on during their common planning time.

Item # #27 "Appropriate Use of Technology" measures the type of technology available to children in classrooms and the manner in which it is used for instructional purposes. During the May 2019 observation, teachers were observed using smart board technology in interactive ways that encouraged children to make decisions, such as when they were able to select a choice for lunch and use the smart board to record it. After the May 2018 observation the Beverly school district invested in tablets for each classroom. The next step is for each teacher to devise a classroom management system to ensure that the time each child is exposed to

electronic media is limited to 15 minutes per day. In addition, all tablet applications should be reviewed to ensure they encourage problem solving and to the maximum extent possible staff should be actively involved in the use of any screen based activities.

Overall the Beverly City school district has made substantial progress over the course of 1 year towards improving the preschool program quality. The improvements achieved in the areas of nutrition, sanitation, materials and instruction are all linked to positive outcomes for children. If the program continues to focus on the areas of need identified, as "in progress" in this report there is no reason not to expect that both program quality and the related ECERS-3 scores will continue to rise accordingly.

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<sup>1</sup> Harms, T., Clifford, R. M., & Cryer, D. (2014). Early Childhood Environment Rating Scale, third edition (ECERS-3). New York, NY: Teachers College Press.

The table below provides brief descriptions of what is required in order to score at the 5 or 7-level for each item within the ECERS-3. These accommodations/practices are required beyond the minimal-level indicators in order to reach scores that are considered developmentally appropriate.

Please note that the time requirements listed in the table reflect what is required for full day programs. Programs that run less than 6 hours, including half day programs, have shorter time requirements.

Table 3. ECERS-3 subscale and item descriptions

Subscales	Item	Description
Space for Furnishings	Indoor space	<ul style="list-style-type: none"> <li>Ample and clean indoor space for adults, furnishings and children</li> <li>Good ventilation; natural lighting that can be controlled</li> <li>Space is accessible to children and adults with disabilities</li> </ul>
	Furnishings for care, play, and learning	<ul style="list-style-type: none"> <li>Ample furniture for routine care, play and learning, including convenient individual cubbies</li> <li>Chairs and tables are child-sized for 75% of children</li> <li>Accessible furnishings provide a substantial amount of softness</li> </ul>
	Room arrangement for play and learning	<ul style="list-style-type: none"> <li>At least 5 appropriately-equipped "interest centers" are used, including a cozy area</li> <li>Teachers can adequately supervise all children visually most of the time</li> <li>Quiet and noisy play areas are separated by physical space</li> </ul>
	Space for privacy	<ul style="list-style-type: none"> <li>An indoor space for privacy is accessible and set up to discourage interruption</li> <li>Space should be accessible for 1 hour during observation</li> <li>Staff protect and interact positively with children who play alone</li> </ul>
	Child related display	<ul style="list-style-type: none"> <li>Many colorful, simple pictures, posters and photos displayed, as well as artwork</li> <li>Some of the display is related to classroom topics of interest/ theme</li> <li>About 1/3 of the display is individualized children's artwork</li> <li>Staff talk to children about displayed materials</li> </ul>

	Space for gross motor play <sup>e</sup>	<ul style="list-style-type: none"> <li>• Gross motor space is used for at least 30 minutes</li> <li>• Gross motor area is spacious, generally safe, and easily accessible to children</li> <li>• Space has 2 types of surfaces (hard and soft) and at least 2 convenient features</li> </ul>
	Gross motor equipment <sup>e</sup>	<ul style="list-style-type: none"> <li>• Equipment is accessible to every child for at least 30 minutes</li> <li>• Equipment is age-appropriate and ample enough to interest every child</li> <li>• Some equipment provided to encourage more advanced age-appropriate skills</li> </ul>
Personal Care Routines	Meals/snacks <sup>fa</sup>	<ul style="list-style-type: none"> <li>• Meal time is relaxed and pleasant; staff sit with children to encourage learning</li> <li>• Schedule is appropriate and also allows for flexibility</li> <li>• Children encouraged to help during meals and snacks</li> <li>• Proper sanitary procedures usually followed, including                             <ul style="list-style-type: none"> <li>◦ Hand washing for 20 seconds before/ after each meal (children and staff)</li> <li>◦ Eating surfaces cleaned and sanitized</li> <li>◦ No contaminated foods fed to children</li> </ul> </li> </ul>
	Toileting/diapering <sup>f</sup>	<ul style="list-style-type: none"> <li>• Proper sanitary procedures usually followed with pleasant supervision                             <ul style="list-style-type: none"> <li>◦ Hand washing for 20 seconds after toileting</li> <li>◦ Sinks disinfected as needed</li> </ul> </li> <li>• Toileting schedule is individualized</li> <li>• Convenient, easily supervised toileting area</li> </ul>
	Health practices <sup>f</sup>	<ul style="list-style-type: none"> <li>• Staff carry out sanitary nap procedures</li> <li>• Staff usually help children learn to carry out hygiene practices correctly                             <ul style="list-style-type: none"> <li>◦ Hand washing upon arrival, before and after use of wet materials, after play with shared sensory materials, after touching contaminated objects</li> </ul> </li> <li>• Staff are positive with children as they carry out hygiene tasks</li> <li>• Picture/word reminders of health practices are displayed</li> </ul>
	Safety practices <sup>e</sup>	<ul style="list-style-type: none"> <li>• No more than 2 major safety hazards indoors or outdoors (a few minor hazards are okay)</li> <li>• Staff adjust supervision based on relative risks posed by children</li> <li>• Staff anticipate and prevent safety problems</li> </ul>

<b>Language and Literacy</b>	Helping children expand vocabulary	<ul style="list-style-type: none"> <li>• Staff use a wide range of simple, descriptive words for objects and actions</li> <li>• Staff explain the meaning of unfamiliar words in a way children can understand</li> <li>• Staff introduce new themes or topics to introduce a new range of words</li> <li>• Staff add information and ideas to expand children's understanding of the meaning of words children use</li> </ul>
	Encouraging children to use language	<ul style="list-style-type: none"> <li>• Staff frequently ask questions that children are interested in answering and that require longer answers</li> <li>• Staff help children communicate verbally with one another</li> <li>• Many staff-child conversations during gross motor free play and routines</li> <li>• Staff-child conversations go beyond classroom activities and materials</li> </ul>
	Staff use of books with children	<ul style="list-style-type: none"> <li>• Staff read appropriate books to children that relate to current classroom activities, showing interest and enjoyment while doing so</li> <li>• All children are actively engaged during book time</li> <li>• Staff and children discuss the content of a book in an engaging way</li> <li>• Staff use books with children to help answer questions or provide information</li> </ul>
	Encouraging children's use of books	<ul style="list-style-type: none"> <li>• Staff frequently ask questions that children are interested in answering and that require longer answers</li> <li>• Staff help children communicate verbally with one another</li> <li>• Many staff-child conversations during gross motor free play and routines</li> <li>• Staff-child conversations go beyond classroom activities and materials</li> </ul>
	Becoming familiar with print	<ul style="list-style-type: none"> <li>• Most visible print is combined with pictures, relates to current classroom topics, and shows a variety of words</li> <li>• Staff write down what a child says; more advanced children encouraged to write themselves</li> <li>• Picture/word instructions are used to guide children through multi-step activities</li> </ul>

<b>Learning Activities</b>	Fine motor	<ul style="list-style-type: none"> <li>• Fine motor materials, including interlocking building materials, manipulatives, puzzles and art materials, must be accessible for 1 hour during observation</li> <li>• Staff show interest as children use fine motor materials</li> <li>• Containers and/or storage shelves have labels to encourage self-help</li> </ul>
	Art	<ul style="list-style-type: none"> <li>• Art materials, including drawing materials, paints, 3D objects, collage materials and tools, must be accessible for 1 hour during observation</li> <li>• Most art activities allow children to use materials in their own way</li> <li>• Staff have conversations with interested children about their work</li> <li>• Staff write captions dictated by interested children about their artwork</li> </ul>
	Music and movement	<ul style="list-style-type: none"> <li>• Many music materials must be accessible for 1 hour during free play</li> <li>• Staff informally sing or do dance/movement with children during free play</li> <li>• Children are not required to participate in planned music/ movement activity</li> <li>• Staff point out rhyming words or identify sound repetition in songs, or do finger plays where children act out the meaning of words in songs</li> </ul>
	Blocks	<ul style="list-style-type: none"> <li>• Enough space, unit blocks and accessories for 2-3 children to build at once</li> <li>• Special block interest center set aside with storage and proper building surface must be accessible for 1 hour during observation</li> <li>• Staff have many conversations with children about their block play</li> <li>• Staff point out the math concepts that are demonstrated in unit blocks</li> </ul>
	Dramatic play	<ul style="list-style-type: none"> <li>• "Many" and "varied" dramatic play materials, including dolls, furniture, play food and dress-up clothes must be accessible in a defined interest center for 1 hour during observation</li> <li>• Staff engage in conversations with children as they play</li> <li>• At least 4 examples to represent diversity are included</li> <li>• Staff talk with children about print and numbers in dramatic play</li> </ul>



Nature/science

- At least 15 nature/science materials, including living things, natural objects, factual books, sand or water table with tools must be accessible for 1 hour
- Staff use/ talk about nature/science materials with children
- Staff model concern for the environment
- One or more pets/plants present that children can easily observe
- Staff initiate measuring, comparing and/or sorting activities

Math materials and activities

- At least 10 different appropriate math materials, including materials to count/compare quantities, measure/ compare sizes, and familiarize children with shapes must be accessible for 1 hour
- Staff frequently join in children's play with math materials
- Staff ask questions about math materials/ activities that stimulate reasoning
- Staff relate math materials/ activities to current topics of interest

Math in daily events

- Staff encourage math learning as part of daily routines
- Staff engage children in conversations about math in non-math areas.
- Staff help children connect print numbers and shapes with everyday use
- Children age 4 and older are given more complex math-related tasks

Understanding written numbers

- At least 3-5 different play materials that show children the meaning of print numbers are accessible for 1 hour
- Staff show children how to use materials and talk about print numbers
- Print numbers are related to numbers of fingers shown by staff or children

Promoting acceptance of diversity

- At least 10 examples of diversity, including books, displayed pictures and materials are accessible
- At least 2 types of dramatic play props representing different cultures
- Inclusion of diversity is part of learning activities

Appropriate use of technology

- TV/video limited to 10 minutes during observation; other electronic media limited to 15 minutes per child
- Staff are actively involved in the use of TV/computer
- Materials encourage problem-solving rather than rote responses
- Many alternate activities are available

<b>Interaction</b>	Supervision of gross motor	<ul style="list-style-type: none"> <li>Careful supervision in order to ensure children's safety</li> <li>Almost all staff-child interaction is positive</li> <li>Staff initiate vigorous gross motor activity</li> <li>Staff help children to develop new skills</li> </ul>
	Individualized teaching and learning	<ul style="list-style-type: none"> <li>Many observed activities are open-ended</li> <li>Most teaching is individualized, with few, if any, exceptions</li> <li>Most staff directed activities allow children to be successful</li> </ul>
	Staff-child interaction	<ul style="list-style-type: none"> <li>Frequent positive staff-child interactions, with no long periods of no interaction</li> <li>There is usually a relaxed, pleasant atmosphere in the group</li> <li>Staff generally give children a message of warmth through physical contact</li> <li>Staff are respectful to children, supportive and comforting when necessary, and sensitive to children's nonverbal cues</li> </ul>
	Peer interaction	<ul style="list-style-type: none"> <li>Positive peer interaction is evident during at least half of the observation</li> <li>Staff help children to solve social problems in a satisfying way</li> <li>Staff point out children's positive social behavior toward one another</li> <li>Staff provide some opportunities for children to work together on a project</li> </ul>
	Discipline	<ul style="list-style-type: none"> <li>Children appear to be aware of classroom rules</li> <li>Staff explain reasons why certain behaviors are not permitted in the classroom</li> <li>Expectations for children are always appropriate</li> <li>Staff are never observed responding with anger or negativity toward children's inappropriate behavior</li> </ul>
<b>Program Structure</b>	Transitions and waiting times	<ul style="list-style-type: none"> <li>Transitions are usually smooth and productively engaging</li> <li>Staff are almost always prepared for the next activity</li> <li>Wait times do not exceed 3 minutes</li> </ul>
	Free play	<ul style="list-style-type: none"> <li>Free play takes place for 1 hour during observation, including some time indoors and some time outdoors (weather permitting)</li> <li>Staff frequently interact positively with children during free play</li> <li>Ample and varied materials accessible that relate to current topics of interest</li> </ul>

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Whole group  
activities for play  
and learning

- Staff are responsive and flexible in ways that maximize child engagement during whole group activity
- Staff provide support for children who have trouble participating
- All children in the group are actively engaged

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\*Note: The requirements for these items are published online at

[https://www.ersi.info/PDF/playground\\_revised\\_10-3-13.pdf](https://www.ersi.info/PDF/playground_revised_10-3-13.pdf)

\*Note: The requirements for these items requiring hand washing are published online at

[https://www.ersi.info/PDF/Diaperinghandwashing %20 handout%20updated%209-22-11 .pdf](https://www.ersi.info/PDF/Diaperinghandwashing%20handout%20updated%209-22-11.pdf)

\*Note: The requirements for meals are published online at

[https://www.ersi.info/PDF/Revised%20USDA%20Meal%20Guidelines%20for %20ERS.pdf](https://www.ersi.info/PDF/Revised%20USDA%20Meal%20Guidelines%20for%20ERS.pdf)

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Attendance Action Committee  
Please sign up if you're interested!

Light, Chelsea  
Singer, Charlene  
Weller, Jamie  
McCloskey, Anneliese  
Harmon, Lois  
Foglio, Dorann  
Stone, Caitlin  
Lokan, Meredith  
Giacobbe, Liz  
Mills, Joanne  
Genovesi, Lori  
Borofa, Stefanie  
Arruda, Cindy  
Kranz, Melanie  
Glenn Dempster  
Scarperia, Lisa  
Tipton, Kathy  
Leigh, Dennis  
Vermes, Nicole  
Karen Spratt

**Meeting**  
**September 18, 2018**

**Incentives**

- End of the Year Party for students who have five or less absences
- Dress down days

**Competitions**

- grade level percentage competitions at the end of each month earn prize
- All Day, Every Day competition
- tickets in homeroom for on time students, names go into hats randomly

**Recognition**

- 1 or less absent for marking period recognition at BOE meetings
- Certificate at BOE meeting/Honor roll assembly
- T-shirts from Mark and Lauren-Attendance HERO

**Parent Connections**

- Panera danishes
- SMARTgoal group- meet with parents/students and Charles

**Welcome Ideas**

- Side walk chalk welcomes
- Bubbles
- Pencil giveaways "Fall into good attendance habits"
- Dress-up welcomes
- Rainy Day Welcome -umbrellas from Jodi, list compiled by Andrea/Jamie
- mini pumpkins/scarecrows

**Donations**

- Holy Cross football tickets (Kerri reached out 9/18)



### **Fall Into Good Attendance Habits!**

October is the perfect time to fall into good attendance habits. Remember that coming to school each and every day is important! Here are **five** things you can do to help your students this school year!

- 1- Go through your child's backpack every night, regardless of their age/grade.
- 2- Lay out clothes the night before, so your child can wake up and get ready.
- 3- Pack a child's backpack the night before and leave it by the front door.
- 4- Develop a night time routine that is consistent every day. Wash faces, brush teeth, read, lights out at a reasonable hour.
- 5- Set an alarm for the time the child needs to leave the home in the morning, and then set it five minutes earlier to create a time buffer. Early is better than late!

**REMEMBER: CHALLENGE FIVE: STRIVE FOR LESS THAN FIVE DAYS OUT ALL YEAR!**

Bubble Welcome!

Join us on Thursday, September 24, as we welcome students and parents to school with bubbles reminding them to be absent less than five days this year.

LOCATION	TEACHERS/STAFF	Can you bring bubbles?
Front door (Curbside by 3rd/4th drop-off)	Chelsea Light	Yes
Front door (Curbside by 3rd/4th drop-off)	Joanne Mills	Yes
Front door( Curbside by 3rd/4th drop-off)	McCloskey singer	Yes
Cafeteria Entrance	Genovesi, Mead	No, Yes
Cafeteria Entrance	Arruda	yes
Cafeteria Entrance (inside door)	Borota	yes
Courtyard	L. Scarperia	yes
Courtyard	K Spratt	yes
Middle School Entrance	L. DiPace	yes
Middle School Entrance	M. Kranz	yes
Middle School Entrance	A. Best	no
Corner of Pine and Bentley	L. Harmon	yes
Corner of Pine and Bentley	G Dempster	no
Corner of Pine and Bentley	L. Druding	yes
Curbside by the Cafeteria	Lokan	no
Curbside by the Cafeteria	Stone	Yes
Curbside by the Cafeteria		

Pencil Welcome

Join us on Monday, October 15, as we welcome students with pencils. A special thank you to Stefanie Borota for purchasing pencils for us to hand out.

LOCATION	TEACHERS/STAFF
Front door (Curbside by 3rd/4th drop-off)	Chelsea Light McCloskey
Front door (Curbside by 3rd/4th drop-off)	Joanne Mills Singer
Front door( Curbside by 3rd/4th drop-off)	Jamie Weller
Cafeteria Entrance	Caitlin Stone Lokan
Cafeteria Entrance	Genovesi Mead
Cafeteria Entrance (inside door)	S. Coyne
Courtyard	Dorann Foglio
Courtyard	Lisa Scarperia
Middle School Entrance	Dennis Leigh
Middle School Entrance	Lisa DiPace
Middle School Entrance	Angela Best
Corner of Pine and Bentley	Glenn Dempster
Corner of Pine and Bentley	Larissa Druding
Corner of Pine and Bentley	Lois Harmon
Curbside by the Cafeteria	Stefanie Borota
Curbside by the Cafeteria	Cindy Arruda
Curbside by the Cafeteria	Paige Balkovic





Use this umbrella to keep you dry,  
so you can arrive to school on time.  
Having you here brightens our day.  
Come each day, come what may!



Use this umbrella to keep you dry,  
so you can arrive to school on time.  
Having you here brightens our day.  
Come each day, come what may!



Use this umbrella to keep you dry,  
so you can arrive to school on time.  
Having you here brightens our day.  
Come each day, come what may!



Use this umbrella to keep you dry,  
so you can arrive to school on time.  
Having you here brightens our day.  
Come each day, come what may!

Write down your name if you can tie tags on umbrellas. Stop by my office to pick up umbrellas and tags.

Jamie Weller
Lois Harmon
Meredith Lokan
Anneliese McCloskey
Lori Genovesi
Melanie Kranz
Dorann Foglio
Lisa Scarperia

**UMBRELLA WELCOME-FRIDAY, NOVEMBER 16**

Join us as we hand out umbrellas to students who need them.

LOCATION	TEACHERS/STAFF
Front door (Curbside by 3rd/4th drop-off)	McCloskey
Front door (Curbside by 3rd/4th drop-off)	Singer
Front door (Curbside by 3rd/4th drop-off)	Light
Cafeteria Entrance	Stone
Cafeteria Entrance	Genovesi
Cafeteria Entrance (inside door)	Borota
Courtyard	Foglio
Courtyard	Lisa Scarperia
Middle School Entrance	Lois Harmon
Middle School Entrance	Leigh
Middle School Entrance	Dempster
Corner of Pine and Bentley	Spratt
Corner of Pine and Bentley	
Corner of Pine and Bentley	
Curbside by the Cafeteria	Balkovic

Curbside by the Cafeteria	Arruda
Curbside by the Cafeteria	

Candy Cane Welcome

Join us on Friday, December 14 as we welcome families with candy canes to thank them for being here on time. Dress in winter/holiday garb, please. We also want to remind parents that we are striving for less than five days out all year.

Thank you to Anneliese for supplying the candy canes!!!

LOCATION	TEACHERS/STAFF
Front door (Curbside by 3rd/4th drop-off)	McCloskey-parents
Front door (Curbside by 3rd/4th drop-off)	Weller-students
Front door( Curbside by 3rd/4th drop-off)	Genovesi-students
Cafeteria Entrance	Caitlin Stone-parents
Cafeteria Entrance	Susan Mead-parents
Cafeteria Entrance (inside door)	Stef Maldonado-students
Courtyard	Dorann Foglio-parents
Courtyard	Lisa Scarperia-students
Middle School Entrance	Karen Spratt-students
Middle School Entrance	Kranz-parents
Middle School Entrance	DiPace-students
Corner of Pine and Bentley	Lois Harmon-parents
Corner of Pine and Bentley	Glenn Dempster(students)
Corner of Pine and Bentley	(students)
Curbside by the Cafeteria	Meredith Lokan-parents
Curbside by the Cafeteria	Cindy Arruda-students

Curbside by the Cafeteria

Balkovic (parents)

## New Years Welcome

Join us on Wednesday, January 2 as we welcome families with New Year cheer to remind them to start the new year off right by being on time each and every day. I have hats and beads from last year, but if you host a New Years Eve party, please bring any garb or decorations you may have leftover!

LOCATION	TEACHERS/STAFF
Front door (Curbside by 3rd/4th drop-off)	Chelsea Light
Front door (Curbside by 3rd/4th drop-off)	Joanne Mills
Front door( Curbside by 3rd/4th drop-off)	Jamie Weller McCloskey
Cafeteria Entrance	Karen Spratt Outside door- Kathy Tipton
Cafeteria Entrance	Paige Balkovic
Cafeteria Entrance (inside door)	Caitlin Stone/ Sandy Coyne
Courtyard	Lisa Scarperia
Courtyard	Dorann Foglio
Middle School Entrance	Dennis Leigh
Middle School Entrance	Melanie Kranz
Middle School Entrance	Lisa DiPace
Corner of Pine and Bentley	Lois Harmon
Corner of Pine and Bentley	Glenn Dempster
Corner of Pine and Bentley	
Curbside by the Cafeteria	Nicole Vermes
Curbside by the Cafeteria	Meredith Lokan
Curbside by the Cafeteria	

**UMBRELLA WELCOME-THURSDAY, JANUARY 24**

Join us as we hand out umbrellas to students who need them. We will meet in the library at 7:50AM.

LOCATION	TEACHERS/STAFF
Front door (Curbside by 3rd/4th drop-off)	McCloskey
Front door (Curbside by 3rd/4th drop-off)	Light
Front door( Curbside by 3rd/4th drop-off)	Mills
Cafeteria Entrance	Stone
Cafeteria Entrance	Maldonado
Cafeteria Entrance (inside door)	S. Coyne
Courtyard	Foglio
Courtyard	
Middle School Entrance	Leigh
Middle School Entrance	DiPace
Middle School Entrance	
Corner of Pine and Bentley	Harmon
Corner of Pine and Bentley	
Corner of Pine and Bentley	
Curbside by the Cafeteria	Spratt
Curbside by the Cafeteria	Mead
Curbside by the Cafeteria	Arruda

April Fools' Welcome

Join us on Monday, April 1 as we welcome students to school wearing silly disguises (funny headbands, hats, silly glasses, etc.) and offer students "donuts" but hold fake fruits and veggies in the boxes.

LOCATION	TEACHERS/STAFF	Can you fruits, vegetables, or a doughnut box? (Please specify)
Front door (Curbside by 3rd/4th drop-off)	McCloskey	Doughnut boxes Fruits and veggies
Front door (Curbside by 3rd/4th drop-off)		
Front door (Curbside by 3rd/4th drop-off)		
Cafeteria Entrance	Mead	Donut box Fruit & veggies
Cafeteria Entrance	Balkovic	Doughnut box
Cafeteria Entrance (inside door)	Maldonado/Coyne	Doughnut box
Courtyard	Lisa Scarperia	Fruits and vegetables
Courtyard	D Foglio	Fruits and vegetables
Middle School Entrance	Karen Spratt	Fake fruits and vegetables
Middle School Entrance	Dennis Leigh	
Middle School Entrance	Glenn Dempster	
Corner of Pine and Bentley	Lois Harmon	Doughnut boxes
Corner of Pine and Bentley		
Corner of Pine and Bentley		



Curbside by the Cafeteria		
Curbside by the Cafeteria		
Curbside by the Cafeteria		

## Bubble Welcome

We are rescheduling for tomorrow morning, and if you can join us, please add your name to the list below. I have ten regular-sized bottles of bubbles, and many tiny bottles so we should be all set. If you have a special bubble blower that you'd like to bring, feel free.

LOCATION	TEACHERS/STAFF
Front door (Curbside by 3rd/4th drop-off)	McCloskey/Genovesi
Front door(Curbside by 3rd/4th drop-off)	Light/Mills
Cafeteria Entrance	Stone
Courtyard	Foglio
Courtyard	Scarperia
Middle School Entrance	Dempster
Middle School Entrance	Kranz
Corner of Pine and Bentley	DiPace
Corner of Pine and Bentley	Harmon
Curbside by the Cafeteria	Lokan
Curbside by the Cafeteria	Arruda

Share your name on this list if you are available on Tuesday, May 21 after-school from 3:10pm until completion. If you have chalk you'd like to use, please note that as well. No problem if you don't...

### Chalk Walk

Volunteer Name	Chalk? (yes/no)
	yes
Genovesi- front door	no
Harmon-side walk by middle school	no
Leigh-side walk by middle school	no
McCloskey-front door	yes
DiPace-sidewalk leading up to cafeteria entrance	yes
Mead-sidewalk leading up to cafeteria entrance	yes
Foglio-sidewalk between middle school and front door	yes
Balkovic-sidewalk between front door and cafeteria entrance	Yes (2 boxes)
Gunkel-sidewalk leading up to cafeteria entrance	no

### Wednesday morning

LOCATION	TEACHERS/STAFF
Front door (Curbside by 3rd/4th drop-off)	Genovesi
Front door (Curbside by 3rd/4th drop-off)	McCloskey
Front door(Curbside by 3rd/4th drop-off)	Light/Mills
Cafeteria Entrance	Maldonado
Cafeteria Entrance	Richards
Cafeteria Entrance (inside door)	Stone, Balkovic
Courtyard	Scarperia
Courtyard	Foglio
Middle School Entrance	Kranz

Middle School Entrance	Dempster
Middle School Entrance	
Corner of Pine and Bentley	
Corner of Pine and Bentley	
Corner of Pine and Bentley	
Curbside by the Cafeteria	
Curbside by the Cafeteria	
Curbside by the Cafeteria	

**BEVERLY BEACH WELCOME-**

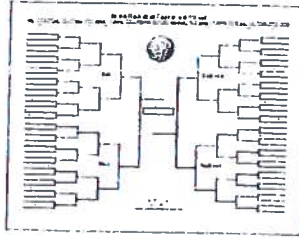
TUESDAY, JUNE 11

Join us as we welcome students in our Beverly Beach finest. We will meet in the library at 7:50AM.

LOCATION	TEACHERS/STAFF
Front door (Curbside by 3rd/4th drop-off)	McCloskey
Front door (Curbside by 3rd/4th drop-off)	Genovesi
Front door( Curbside by 3rd/4th drop-off)	Mills/Light
Cafeteria Entrance	
Cafeteria Entrance	Maldonado
Cafeteria Entrance (inside door)	Stone/Coyne
Courtyard	Lisa Scarperia
Courtyard	Foglio
Middle School Entrance	Glenn Dempster
Middle School Entrance	Leigh
Middle School Entrance	DiPace
Corner of Pine and Bentley	Kranz
Corner of Pine and Bentley	Harmon
Corner of Pine and Bentley	
Curbside by the Cafeteria	
Curbside by the Cafeteria	
Curbside by the Cafeteria	



# MARCH ATTENDANCE MADNESS



Homerrooms will compete against each other in a bracket tournament for the best attendance schoolwide at the end of March! Check out the brackets outside Ms. Lawler's office to see who you will be competing against!

## HERE'S THE SCHEDULE!

3/11-3/15: 1st round-16 homerrooms compete in matched pairs. Homerrooms moving on will be announced on Friday, 3/16.

3/18-3/22: Elite Eight- 8 homerrooms compete for the best attendance rate. Homerrooms moving on will be announced on Friday, 3/23.

3/25-3/27: Final Four- The final four homerrooms will compete for the best attendance rate. Homerrooms moving on to the finals will be announced on Wednesday 3/27 in the afternoon.

3/28- Finals! The last two homerrooms standing will go head to head. Whoever has the best attendance rate that day will win. If there is a tie, the homerroom with the lowest absentee rate during the dates of the tournament will be crowned the winner, and receive the March Attendance Madness Trophy!

3/29- 1st Round Rebound! The 8 homerrooms that were kicked out during the first round will compete for the best daily attendance rate and win a consolation prize.



Give us your choice of three colleges for which you would like your homerroom to be named.

HOMEROOM TEACHER'S NAME \_\_\_\_\_ ROOM: \_\_\_\_\_ GRADE: \_\_\_\_\_

1.

2.

3.

Submit to Ms. Lawler by Wednesday, March 6!

## MARCH ATTENDANCE MADNESS PRE-K FACEOFF

In an effort to encourage better attendance in our Pre-K classrooms, all three homerooms will compete against each other in a bracket tournament for the best attendance next week, March 4-8! Unfortunately, our Pre-K classrooms have the lowest attendance rate in the school. While students should definitely stay home if they are sick, we want students and families to remember that attending school every day is important, especially to aptly prepare for Kindergarten.

Our winning Pre-K homeroom class will win a trophy, and each student will win a prize pack. We hope that you support your child by bringing him/her to school every day, on time!

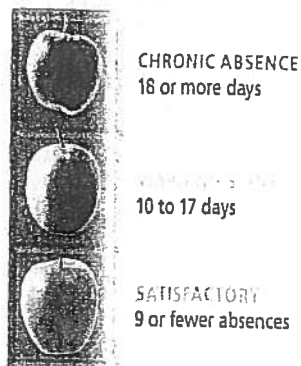
### DID YOU KNOW???

- Missing just 1 or 2 days a month can make it harder to learn to read!
- Students with high absentee rates struggle to catch up, even with make-up work.
- Students who miss 2 days a month are more likely to drop out of school.
- Being in school helps EVERY child in the class succeed!

### WHAT CAN YOU DO?

- Arrange medical appointments when school is not in session.
- Avoid vacations during the school year.
- Stress hand washing. Research shows that something as simple as hand washing can improve attendance.
- Make arrangements for your child to walk to school with other children, or for a ride with another family.

When Do Absences Become a Problem?



Note: These numbers assume a 180 day school year.

## 100th Day Welcome

Please add your name if you are interested in welcoming students on Monday, February 11 with \$100 bill Stay All Day Snack Coupons to remind them arrive on time AND stay all day every day. I have noise makers, but if you have any additional party gear to make the welcome more festive, please feel free to bring it with you to celebrate the 100th day! If the spots are full, just add your name to the spot. The more, the merrier!

Students will be given the coupons if they arrive before the 8:15AM bell. Students will "cash" their coupon in during the last fifteen minutes of the day. One coupon per customer. Students who lose theirs are out of luck.

LOCATION	TEACHERS/STAFF
Front door (Curbside by 3rd/4th drop-off)	Weller McCloskey
Front door (Curbside by 3rd/4th drop-off)	Light
Front door(Curbside by 3rd/4th drop-off)	Mills
Cafeteria Entrance	Mead Vermes
Cafeteria Entrance	Stone
Cafeteria Entrance (inside door)	Maldonado/ Coyne
Courtyard	Scarperia
Courtyard	Foglio
Middle School Entrance	Leigh
Middle School Entrance	Gottlieb
Middle School Entrance	Kranz
Corner of Pine and Bentley	Lois Harmon/Dempster
Corner of Pine and Bentley	DiPace
Corner of Pine and Bentley	Best
Curbside by the Cafeteria	Genovesi McGuckin



Curbside by the Cafeteria

Arruda

Please sign up for any area for which you can be helpful. We will need help cutting snack coupons, buying 100 calorie packs, buying streamers, and decorating entrances. I hope EVERYONE can meet in the library on Monday at 7:50AM to collect coupons and to welcome students in an excited way!! Please drink your coffee, as I expect extra enthusiasm.

1-SNACK COUPONS: Please sign up if you are willing to cut snack coupons for distribution.

A. Name

Lori Genovesi
Caitlin Stone
Melanie Kranz
Nicole Vermes

B. Please sign up if you are willing to purchase 100 calorie packs ONLY OF THE FOLLOWING SNACKS: NABISCO 100 CALORIE OREO THIN CRISPS, LORNA DOONE 100 CALORIE COOKIES, CHIPS 72

AHOY! THIN CRISPS. Below are pictures. WE WILL NEED 300 INDIVIDUAL PACKAGES. YOU WILL BE REIMBURSED!!!!

NAMES:

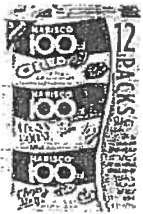
Anneliese McCloskey bought 48
Melanie Kranz- bought 72
Lois Harmon
Cindy Arruda-brought 36
Charlene Singer
Susan Mead
Sandy Coyne 72
Briana McGuckin- brought 24



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Nabisco 100 Cal Oreo Thin Crisps, Lorna Doone Cookies, Chips Ahoy! Thin Crisps Snacks Variety Pack - 12 PK

THE 12 CT VARIETY PACK OF NABISCO 100 CALORIE PACKS OFFERS YOU HEALTHY OPTION SNACKS ALL DAY LONG. THE OREO CHIPS AHoy! WILL TAKE CARE OF THAT CHOCOLATE LONGING, WHILE THE LORNA DOONE NABISCO PACK WILL SATISFY YOUR SALTY AND SAVORY CRAVINGS. WITH THE 12 CT VARIETY PACK, THE WHOLE FAMILY CAN CHOOSE THE SNACK THAT IS RIGHT FOR THEM. NO MORE MEASURING CALORIES OR COUNTING CRISPS; EACH PACK IS ONLY 100 CALORIES, NO MATTER WHICH FLAVOR YOU CHOOSE. NABISCO 100 CALORIE PACKS ARE A TASTY SOLUTION FOR TH

Brand/Manufacturer: 100 Calorie Packs, Mondelez International

Ingredients

100 calorie packs oreo: enriched flour (wheat flour, niacin, reduced iron, thiamine mononitrate (vitamin b1), riboflavin (vitamin b2), folic acid), sugar, high oleic canola oil and/or canola oil and/or soybean oil, high fructose corn syrup, cocoa (processed with alkali), cornstarch, leavening (baking soda and/or calcium phosphate), artificial color, salt, powdered sugar, vanillin - an artificial flavor. 100 calorie packs lorna doone: enriched flour (wheat flour, niacin, reduced iron, thiamine mononitrate (vitamin b1), riboflavin (vitamin b2), folic acid), sugar, palm oil, corn flour, high fructose corn syrup, salt, baking soda, cornstarch, soy lecithin (emulsifier), natural and artificial flavor. 100 calorie packs chips ahoy!: enriched flour (wheat flour, niacin, reduced iron, thiamine mononitrate (vitamin b1), riboflavin (vitamin b2), folic acid), semisweet chocolate chips (sugar, chocolate, dextrose, cocoa butter, soy lecithin - an emulsifier, vanillin - an artificial flavor), sugar, canola oil, high fructose corn syrup, cornstarch, leavening (baking soda and/or calcium phosphate), salt, natural and artificial flavor. 100 calorie packs oreo: contains: wheat. 100 calorie packs lorna doone: contains: wheat, soy. 100 calorie packs chips ahoy!: contains: wheat, soy.

SKU/BPC: 044000018600

Contains: Soy and Wheat

2-DECORATING DOORS:

A. Please sign up if you are willing to purchase streamers in our school colors:

YOU WILL BE REIMBURSED

Jamie Weller
Anneliese McCloskey bought 2 gold and 2 blue
ois Harmon
Briana McGuckin-bought 2 gold and 2 blue

B. Please sign up if you are willing to meet at 7:30AM on Monday morning to put up streamers at entrances.

Front doors: Jamie Weller
Cafeteria entrance: Susan Mead
Side door by the cafeteria: Lisa Scarperia
Middle school entrance: Lois Harmon



February 11, 2019

Dear Parent:

Thank you for taking attendance so seriously. Your child, \_\_\_\_\_, has been present each and every day so far this school year. This means they have been here 100% of the days for 100 days in a row. Being here each and every day is the key to reading on grade level and being proficient in math. We appreciate all you do to support consistent attendance.

As a token of our appreciation, your child may dress down tomorrow, Tuesday, February 12, 2019. We will also take a photo of them that they can bring home to you.

Again, thank you for ensuring that your child comes each and every day. We truly appreciate it!

Sincerely,

The Attendance Action Committee

**BEING ON TIME IS WORTH MORE THAN \$100!**



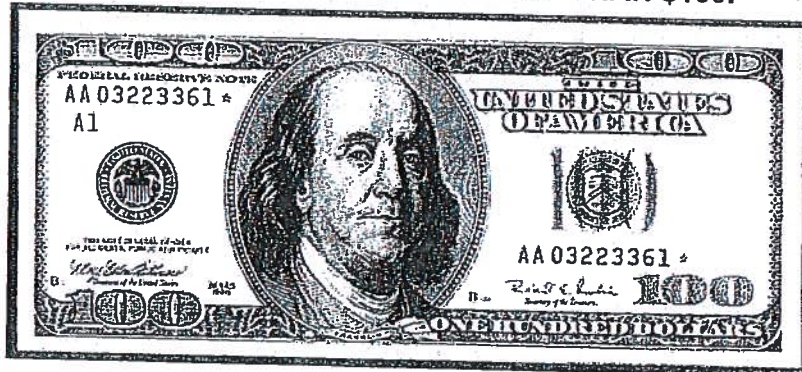
**GOOD FOR YOUR 100 CALORIE STAY ALL DAY SNACK!!**  
one coupon per on time arrival

**BEING ON TIME IS WORTH MORE THAN \$100!**



**GOOD FOR YOUR 100 CALORIE STAY ALL DAY SNACK!!**  
one coupon per on time arrival

**BEING ON TIME IS WORTH MORE THAN \$100!**



**GOOD FOR YOUR 100 CALORIE STAY ALL DAY SNACK!!**  
one coupon per on time arrival

Attendance Totals for Beverly Elementary School from 09/06/2017 - 06/21/2018  
 Report 1005 run on 07/23/2019

Grade	PTC	HR	Total	Days Possible	Days Present	Days Absent	Days Tardy	A-D-E	A-D-A	% ATT	AD/ADE
01	All	All	35	5,800	5,587	213	139	32,222	31,039	96.328	96.328
02	All	All	20	3,282	3,100	182	132	18,233	17,222	94.455	94.455
03	All	All	36	6,101	5,880	221	126	33,894	32,667	96.378	96.378
04	All	All	24	3,825	3,630	195	95	21,25	20,167	94.902	94.902
05	All	All	33	5,375	5,117	258	107	29,861	28,428	95.2	95.2
06	All	All	35	6,105	5,875	230	58	33,917	32,639	96.233	96.233
07	All	All	31	5,057	4,857	200	104	28,094	26,983	96.045	96.045
08	All	All	26	4,446	4,149	297	161	24.7	23.05	93.32	93.32
3F	All	All	18	2,634	2,467	167	77	14,633	13,706	93.66	93.66
4F	All	All	26	4,389	4,107	282	211	24,383	22,817	93.575	93.575
KF	All	All	35	5,780	5,485	295	181	32,111	30,472	94.896	94.896
<b>TOTAL</b>			<b>319</b>	<b>52,794</b>	<b>50,254</b>	<b>2,540</b>	<b>1,391</b>	<b>293.3</b>	<b>279,189</b>	<b>95.1891</b>	<b>95.189</b>

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

2018-2019 (see second page)

# KPI Dashboard

KG-12 Average daily attendance (year-to-date) ▾

Beverly City Schools

95.37%



## Grade Levels

Grade Level ^	Daily Attendance ⇅
Full Day Kindergarten	94.91%
Grade 1	94.18%
Grade 2	95.27%
Grade 3	93.87%
Grade 4	96.75%
Grade 5	95.26%
Grade 6	96.54%
Grade 7	95.47%
Grade 8	96.40%

## Schools

School ^	Daily Attendance ⇅
Beverly Elementary School	95.37%

\* Only Schools with available data will be displayed.

## Student Subgroups

Student Subgroup ^	Daily Attendance ⇅
Female	95.18%
Male	95.53%
ELL/LEP	94.22%
Special Education	94.90%
Alaskan Native / American Indian	98.30%
Black	95.71%
Hispanic	95.28%
White	95.37%
Economically Disadvantaged	94.62%









Andrea Sanchez <asanchez@beverlycityschool.org>

**wd: Employment**

1 message

**Elizabeth Giacobbe** <egiacobbe@beverlycityschool.org>  
To: "asanchez@beverlycityschool.org" <asanchez@beverlycityschool.org>  
Cc: "ddigangi@beverlycityschool.org" <ddigangi@beverlycityschool.org>

Wed, Aug 14, 2019 at 1:44 PM

Add to the agenda please.  
Sent from my iPhone

11K

Begin forwarded message:

**From:** Megan Goodspeed <mgoodspeed@beverlycityschool.org>  
**Date:** August 14, 2019 at 12:55:19 PM EDT  
**To:** Elizabeth Giacobbe <egiacobbe@beverlycityschool.org>  
**Subject:** Employment

Hi Liz!

Hope the rest of your summer has been going well! I just wanted to reach out and first say thank you for the opportunity to work at Beverly. As I mentioned I had been applying to other jobs and I just received a position with Lockheed Martin and start August 26th. I apologize for it coming so close to the start of the school year. Please let me know if you need me to write a resignation letter. Thank you again and hope to see you and Matthew soon!

Megan



11Q

August 27, 2019

Sign Language Interpreter


Ashley Dalia  
Teacher of the Deaf & the Blind  
ashleydalia@gmail.com  
9 Victoria Court, Mount Laurel, NJ 08054  
732-580-4427

Summary of Services

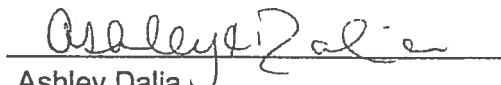
Interpret for students/parents who are deaf to aid in the understanding of concepts, academics, and extra-curricular activities at Beverly City School District for the 2019-2020 school year. Please be aware that, although I am fluent in sign language, I am not a certified interpreter.

To ensure quality services can be delivered, please share any information regarding the event, as well as any speeches, scripts, video transcripts, or other materials at least a week prior to the event. When possible, provide captions on videos.

The rate for interpreting services is \$100 per hour, with a minimum of one hour per event. If an event must be canceled or rescheduled, and at least 2 hours notice is provided, no fee will be charged. If I am already on-site for the event and services are no longer required, a rate of \$100 for under 60 minutes, or the hourly fee prorated for time over 60 minutes will be charged.



Beverly City School District



Ashley Dalia

Beverly City School District is located at 601 Bentley Ave., Beverly, NJ 08010



11R



September 16, 2019

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 December 17, 2019. 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.

Therefore, I am requesting a Federal Medical Leave Act leave of absence tentatively beginning December 16, 2019 and continuing for six weeks for the purpose of incapacity due to my pregnancy. I intend to use 21 of my accumulated sick days, which will establish the date of January 24, 2020.

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 on January 27, 2020 and end on March 6, 2020. I will return Monday, March 9, 2020. I intend to apply to the State of New Jersey Insurance Benefits for 6 weeks. I intend to use these benefits beginning on January 27, 2020. After I receive the necessary paperwork for the BOE office (forms and amount to be paid), I will then submit these forms for your completion within the time prescribed by the law. Proper notification verifying my intent to return will be provided.

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







ExploreLearning Reflex  
For: BEVERLY CITY SCHOOL

12H

Presented to: Kerri Lawler, Title I Coordinator  
By: Stephanie Kester  
Presented on: July 25, 2019  
Proposal Expires on: July 31, 2019

Quantity	Product	Months	Total
1 Site	Reflex Site License for all targeted students at a school. Priced per site.	17	\$4,667.92
1 Package	Reflex Professional Development - One (1) 90-minute webinar for up to 40 participants		\$0.00

Subtotal: \$4,667.92  
Discount: (\$466.79)  
**Total: \$4,201.13**

This proposal is made on behalf of ExploreLearning, LLC (FEIN 38-3942548). Resulting orders are subject to ExploreLearning's standard terms and conditions, which can be found at: [reflexmath.com](http://reflexmath.com). This proposal along with the terms and conditions and privacy policy represents the entire agreement of the parties. There are no other promises in any other agreement, whether oral or written. Prices contained herein do not include applicable state and local sales taxes. Sales tax may be adjusted at the time of invoicing. Pricing information made herein is strictly confidential and is supplied on the understanding that it will be held confidential and not disclosed to third parties without the prior written consent of ExploreLearning.

#### Next Steps

Please contact Stephanie Kester at 866-882-4141, ext. 326 or [stephanie.kester@explorellearning.com](mailto:stephanie.kester@explorellearning.com) for more information on any aspect of this proposal (#Q-110558).

If applicable, please include your certificate of tax-exempt status with your purchase order. Purchase Orders may be sent to ExploreLearning Orders via one of the following methods:

Email to: [sales@explorellearning.com](mailto:sales@explorellearning.com)

Fax to: 434-220-1484

Mail to: 110 Avon Street, Suite 300, Charlottesville, VA 22902





121

Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

Beverly City School District  
Burlington County  
Mentoring Plan  
2019-2020

Beverly City School  
601 Bentley Avenue

Board of Education Approved: 8-21-19



Elizabeth C. Giacobbe, Ed.D.  
 Superintendent

## Table of Contents

	<u>Page</u>
Table of Contents .....	2
Section 1: Vision and Goals .....	3
Section 2: Mentor Selection .....	4
Section 3: Mentor Roles and Responsibilities .....	5
Components of Mentee Teacher Training – Mentoring Activities Checklist .....	6-7
Section 4 – Professional Learning Components of Mentors .....	8-9
Novice-Professional Teacher Mentoring Log.....	10
Needs Assessment Survey .....	11-13
Needs of Mentor Survey	
Needs of Mentee Survey	
Annual Evaluation survey	
Section 5: District Implementation & Accountability .....	14-16
Mentoring Program Vision	
Mentoring Program Goals	
Section 6 – Professional Learning Components of Mentors.....	17
Guidelines for Selection of Mentors	
Application Process and Criteria for Selection of Mentors	
NJ Professional Learning Standards for Teachers .....	18-19
Section 7 – Professional Learning Components for Novice Teachers.....	19-20
Orientation for Teachers Procedure	
Section 8: Action Plan for Implementation.....	21
Section 9 and 10: Resources and Funding .....	22-24
Section 11: Program Evaluation .....	25-26

## Section 1: Vision and Goals

### A. Mentoring Program Vision

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

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

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

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

### B. Mentoring Program Goals

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



**Elizabeth C. Giacobbe, Ed.D.**  
*Superintendent*

## Section 2: Mentor Selection

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

### **Payments:**

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



Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*



### **Section 3: Mentor Role and Responsibilities**

A mentor must:

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



Elizabeth C. Giacobbe, Ed.D.  
Superintendent

## Components of Mentee Teacher Training – Mentoring Activities Checklist

### AUGUST / SEPTEMBER

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

### OCTOBER / NOVEMBER

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

Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

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

#### **DECEMBER / JANUARY**

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

#### **FEBRUARY / MARCH**

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

#### **APRIL / MAY / JUNE**

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

## **Section 4 – Professional Learning Components of Mentors**

### **Professional Learning Opportunities**

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

### **Mentor Training I**

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

### **Mentor Training II**

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

Elizabeth C. Giacobbe, Ed.D.  
Superintendent

**Mentor Training III**

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

**Reflective question stems could include:**

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

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

**Observation Model**

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

- Conferencing Forms and Assessments - various forms and templates are available here:  
[http://www.nj.gov/education/profdev/mentor/toolkit/pdf/p140\\_168.pdf](http://www.nj.gov/education/profdev/mentor/toolkit/pdf/p140_168.pdf)

**Mentor Training IV**

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



Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

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



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*Superintendent*

**Novice-Professional Teacher Mentoring Log**

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

Month \_\_\_\_\_ Year \_\_\_\_\_ School/District \_\_\_\_\_

Mentor Name \_\_\_\_\_ Mentor Signature \_\_\_\_\_

Mentee Name \_\_\_\_\_ Mentee Signature \_\_\_\_\_

Total number of mentoring hours this month \_\_\_\_\_

Date	Time		Total Time	Description of Activities
	From:	To:		

## Survey – Novice Teacher - Needs Assessment Questionnaire for Novice Teachers

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

Possible responses:

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

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





Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

**Part B. Please respond to the following items:**

26. List any professional needs you have that are not addressed by the preceding items.
  
27. What additional types of support should the school district provide to you and to other novice teachers?

## Survey: Mentors- Needs Assessment Questionnaire for Mentors

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

Possible responses:

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

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



Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

**Part B. Please respond to the following items.**

21. List any needs that you have as a mentor that are not addressed by the preceding items.
  
22. What additional types of support should the school district provide to you and to other mentors?

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

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

Directions: Please circle the appropriate rating.

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

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

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

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

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

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

Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

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

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

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

VI. **Comments:**

**Section 5: District Implementation & Accountability**

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

State regulations require school leaders to:

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



Elizabeth C. Giacobbe, Ed.D.  
Superintendent

## The Teacher Application and Assignment Form

### Part A. Mentor Teacher Application

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

Name: \_\_\_\_\_

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

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

### Part B. For Office Use Only

Local Professional Development Committee's (LPDS) comments:

School: \_\_\_\_\_

Principal's Name: \_\_\_\_\_

I have selected (name of mentor) \_\_\_\_\_

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

to serve as a mentor teacher to (name of novice teacher) \_\_\_\_\_

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

Principal's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Elizabeth C. Giacobbe, Ed.D.  
Superintendent

## Mentor Teacher/Novice Teacher Contract

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

*The mentor and the novice teacher hereby agree:*

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

*The mentor hereby agree:*

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

*The novice teacher hereby agrees:*

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

*The principal hereby agrees:*

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

*All the signers agree:*

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

\_\_\_\_\_  
Mentor

\_\_\_\_\_  
Date



Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

\_\_\_\_\_  
Novice Teacher \_\_\_\_\_ Date

\_\_\_\_\_  
Principal \_\_\_\_\_ Date



## **Section 6 – Professional Learning Components of Mentors**

### A. List of Professional Learning Opportunities

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

#### Mentor Training I (Summer and September training)

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

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

#### Mentor Training II (October and November)

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

#### Mentor Training III (January and February)

- A Peer Coaching Model
- Observation Models

#### Mentor Training IV (March and April)

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

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



Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

- Professional Development Strategies (action research, study groups, etc.)

B. Explanation of how the plan aligns with NJ Professional Standards for teachers  
Professional Development for mentor teachers in aligned to New Jersey Professional Standards for Teachers and is evidenced by the completion of the professional standard checklist.

## **New Jersey Professional Standards for Teachers**

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

### **1. Standard One: Learner Development**

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

### **2. Standard Two: Learning Differences**

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

### **3. Standard Three: Learning Environments**

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

### **4. Standard Four: Content Knowledge**

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

### **5. Standard Five: Application Of Content**

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

### **6. Standard Six: Assessment**

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

### **7. Standard Seven: Planning for Instruction**

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

### **8. Standard Eight: Instructional Strategies**

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

Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

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

**9. Standard Nine: Professional Learning**

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

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

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

**10. Standard Ten: Leadership and Collaboration**

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

**11. Standard Eleven: Ethical Practice**

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



Elizabeth C. Giacobbe, Ed.D.  
Superintendent

## Section 7 – Professional Learning Components for Novice Teachers

### A. List of Professional Learning Opportunities

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

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

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

Activities will focus on:

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

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

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

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

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

## Components of Novice Teacher Training –

### **DISTRICT NEW TEACHER ORIENTATION PROFESSIONAL DEVELOPMENT**

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

## Orientation to School Procedures with Mentor

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



Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

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

**Section 8: Action Plan for Implementation**

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





Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

### **Section 9: Resource Options Used**

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

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



Elizabeth C. Giacobbe, Ed.D.  
*Superintendent*

### **Section 10 : Funding Resources**

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

## Section 11: Program Evaluation

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

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

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



# Beverly City School District Professional Development Plan (PDP)

12K

<b>District Name</b>	<b>Superintendent Name</b>
Beverly City School District	Elizabeth C. Giacobbe

## 1: Professional Learning (PL) Goals

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

## 2: Professional Learning Activities

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

**3: PD Required by Statute or Regulation**

**State-mandated PD Activities**

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

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

**4: Resources and Justification**

**Resources**

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

**Justification**

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

**Signature:**

  
Superintendent Signature

August 13, 2019

Date





2019–2020

12L



Student/Family Handbook

## ACADEMIC/BEHAVIORAL ELIGIBILITY STANDARDS

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

### Probation

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

### Ineligible

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

## ARRIVAL/DISMISSAL

**ARRIVAL** - Students participating in breakfast will be permitted inside at 8:00 AM. Please use building door closest to the cafeteria entrance. NO supervision of students will be provided prior to 8:00 AM. Students should NOT be dropped off earlier than 8:00 AM. Only students participating in breakfast should arrive at 8:00 AM. All other students should arrive no later than 8:15 AM. **Parents are not allowed to enter the lunchroom for breakfast or line-up. Teachers will be on duty to assist with students' needs. This ensures a safe transition for students to their classrooms.**

Students arriving after 8:15 AM will be considered tardy and must report to the main office.

Line up begins at 8:15 AM at all designated areas.

		<u>Student Entry</u>		
Pre-K	-	Courtyard	-	8:15 AM
K - 2	-	School Lunchroom	-	8:15 AM
3 - 4	-	Main Entrance (Bentley Avenue)	-	8:15 AM
5 - 8	-	Pine Street	-	8:15 AM

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

### Student Exit

Pre-K	-	Courtyard	3:00 PM
K & 1	-	Doors on Melbourne Ave	3:00 PM
2	-	Doors by Cafeteria	3:00 PM
3 - 4	-	Main Entrance (Bentley Avenue)	3:00 PM
5 - 8	-	Pine Street	3:00 PM

### BELL SCHEDULE

<u>PERIOD</u>	<u>TIME (FULL DAY)</u>	<u>EARLY DISMISSAL</u>	<u>DELAYED OPENING</u>
FACULTY ARRIVAL	7:55 AM	7:55 AM	9:55 AM
BREAKFAST	8:00 AM	8:00 AM	10:00 AM
HOMEROOM	8:15 AM – 8:25 AM	8:15 AM – 8:20 AM	10:15 AM – 10:20 AM
PERIOD 1	8:28 AM – 9:14 AM	8:23 AM – 8:51 AM	10:23 AM – 10:55AM
PERIOD 2	9:17 AM – 10:03 AM	8:54 AM – 9:22 AM	10:58 AM – 11:30 AM
PERIOD 3	10:06 AM – 10:52 AM	9:25 AM – 9:53 AM	11:33 AM – 12:05 AM
PERIOD 4 (LUNCH: Pre-K (in Classrooms), K, 1 <sup>st</sup> , 2 <sup>nd</sup> )	10:55 AM – 11:41 AM	9:56 AM – 10:24 AM	12:08 AM – 12:40 PM
PERIOD 5 (LUNCH: 3 <sup>rd</sup> , 4 <sup>th</sup> , 5 <sup>th</sup> )	11:44 AM – 12:30 PM	10:27 AM – 10:55 AM	12:43 PM – 1:15 PM
PERIOD 6 (LUNCH: 6 <sup>th</sup> , 7 <sup>th</sup> , 8 <sup>th</sup> )	12:33 PM – 1:19 PM	10:58 AM – 11:26 AM	1:18 PM – 1:50 PM
PERIOD 7	1:22 PM – 2:08 PM	11:29 AM – 11:57 AM	1:53 PM – 2:25 PM
PERIOD 8	2:11 PM – 3:00 PM	12:00 PM – 12:28 PM	2:28 PM – 3:00 PM
STUDENT DISMISSAL (Pre-K - 8)	3:00 PM	12:30 PM	3:00 PM
TEACHER DISMISSAL	3:15 PM	TBD	3:15 PM

### AFFIRMATIVE ACTION

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

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

## ASSEMBLIES/SPECIAL PROGRAMS

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

## ATTENDANCE

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

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

### REQUIREMENTS FOR PRESENCE IN SCHOOL

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

### NOTIFICATION OF ABSENCE

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

- First and last name of the student and spelling
- Grade / Teacher
- Your relationship to student
- Date/s of absence
- Date of return

### RE-ADMISSION TO SCHOOL AFTER ABSENCE

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

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

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

## DEFINITIONS

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

### EXCUSED ABSENCES

- A. College Visits with verification from educational institution
- B. Take Your Child to Work Day
- C. Veteran's Day

- D. Transportation issues for Displaced/Homeless Students
- E. Religious holidays recognized by the State Department of Education

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

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

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

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

#### **INSTRUCTION and MISSED WORK**

Teachers are expected to cooperate in the preparation of home assignments for students who anticipate an excused absence of three or more school days duration. The parent or legal guardian must request such home assignments. Pupils absent for any reason are expected to make up the work missed. The pupil is responsible for requesting missed assignments and any assistance required. Teachers will provide make-up assignments as necessary. In general, pupils will be allowed one day to make up missed work for each one day of absence. Teachers shall make reasonable accommodations to extend time for pupils. A student who missed a test because of an excused absence shall be offered an opportunity to take the test or an alternate test. A pupil who anticipates an excused absence due to illness of more than two school week duration may be eligible for home instruction in accordance with Policy No. 2412

#### **MANDATED SCHOOL DISTRICT RESPONSE TO UNEXCUSED ABSENCES**

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

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

#### **FOUR (4) UNEXCUSDED ABSENCES**

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

- a. Make a reasonable attempt to notify the pupil's parent or legal guardian of each unexcused absence prior to the start of the following school day;
- b. Conduct an investigation of the cause of each unexcused absence, including contact with the pupil's parent or legal guardian;

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

#### **FIVE (5) TO NINE (9) UNEXCUSED ABSENCES**

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

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

#### **TEN (10) UNEXCUSED ABSENCES**

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

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

#### **SPECIAL EDUCATION STUDENTS**

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

## TARDY STUDENTS

A student is considered tardy, regardless of the reason, if s/he arrives after 8:15 AM. The Beverly City School Policy of lateness is as follows for grades 3-8:

- Students in grades 3-8 who are late four days in a marking period will serve one general detention
- Students who are tardy eight days will serve two consecutive days of general detention
- After twelve days tardy students will complete a one day session of Saturday School

## BREAKFAST AND LUNCH PROGRAMS

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

Students are permitted into the building at 8:00 AM for breakfast which is served until 8:15 AM. Personnel are on duty and students are expected to follow the cafeteria / lunch time rules.

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

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

- **Cafeteria / Playground Guidelines**

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

- Students will use inside voices.
- Students will choose a seat with their class and remain seated throughout the lunch period.
- Once seated, students will eat their lunches. Students will not be permitted to participate in other activities such as outside play until their lunch is finished. Food is not allowed on the playground.
- Students will ask permission from a lunchroom assistant before leaving the cafeteria for any reason.
- Students will be permitted outside after eating lunch only if dressed appropriately for the weather.
- Glass bottles are not permitted in the cafeteria.
- Students are responsible for disposing of their own trash and clearing their immediate area on and around the table.
- On the playground, students must go up the ladder and down the slide.
- Students may not jump off playground equipment.
- When the whistle is sounded, children should stop playing and line-up as quickly as possible.
- When re-entering the building, the students should maintain quiet.

## BEVERLY SCHOOL DISCIPLINE POLICY

### **Pupil Discipline/Code of Conduct**

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

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

Rules provide rights and define responsibilities. As members of the school community, pupils should have full protection of their person and functions. In recognition of this, and to avoid unfair disciplinary action, specific guidelines have been developed. Care was given to the educative function of the school as well as the legal requirements of which charge adults with the protection and care of pupils at school.

When rules are broken, the staff is interested in more than simple discipline. The goal of the school system is to develop positive, constructive pupil behavior, not merely to punish. Therefore, the school will have in place programs which motivate pupils to act in a positive manner and reward and recognize them for their accomplishments.

The Disciplinarian/Supervisor of Instruction implements the established consequences of disciplinary code in grades Pre-K-eighth. It is also the belief of the Board of Education that the best interest of pupils who are served when school officials, teachers, and parent(s) or legal guardian(s) work together on behalf of the pupils. Therefore, all suspensions resulting from the application of the Discipline Code require parental contact and follow-up conferences.

### **Pupil Right to Due Process**

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

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

#### **Informal Hearing before the Principal or His/Her Designee**

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

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

#### **Students are expected to:**

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



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

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

### **General Notes**

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

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

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

An active bystander takes steps that can make a difference.

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

### **Why does a bystander's response matter?**

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

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

## **Pupils with Disabilities**

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

## **Pupil Rights**

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

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

## **DRESS CODE**

### **School Uniform**

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

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

#### **1. Shirts**

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

#### **2. Sweaters and Vests:**

- a. Colors: Royal Blue, Gold or White
- b. Crew neck, V-neck or Cardigan over an appropriate shirt, as listed under #1.

c. Hooded sweatshirts may not be worn to conceal uniforms. Sweatshirts (both hooded and non-hooded) may be worn in the cooler months; however, the colors MUST match the uniform colors. Hoods are not permitted to be worn in school. Sweatshirts should NOT contain any logos.

**3. Pants/Skirts/Jumpers/Shorts:**

- a. Colors: Tan/Khaki or Black
- b. Dress pants – NO COLORED JEANS
- c. Skirts/Jumpers/Shorts – must be the same colors as listed above and be at or below the knee. Shorts may be worn seasonally, but must fall at or below the knee.

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

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

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

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

**RELEASE OF STUDENTS**

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

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

**HARASSMENT, INTIMIDATION AND BULLYING (HIB)**

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

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

- a. Reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical or sensory disability or
- b. By any other distinguishing characteristic; and that

- c. Takes place on school property, any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A, 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
- d. A reasonable person should know under the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- e. Has the effect of insulting or demeaning any pupil or group of pupils; or
- f. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil

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

See appendix for the full policy.

#### BEVERLY CITY SCHOOL BEHAVIOR EXPECTATIONS

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

#### BIRTHDAY PARTIES/CELEBRATIONS

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

## CHANGE OF ADDRESS

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

## CHILD STUDY TEAM

### What is a Referral?

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

### Who Can Refer?

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

### When Should a Student Be Referred?

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

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

### Once a Student is Referred, What Happens Next?

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

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

## EMERGENCY CLOSINGS/DELAYED OPENING

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

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

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

## GRADING

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

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

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

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

## HOMEWORK

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

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

Suggestions for making homework study more profitable:

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

## PROGRESS REPORTS

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

Progress reports will be distributed to students in grades K-8 on the following dates:

- First Report – October 11<sup>th</sup>
- Second Report – December 20<sup>th</sup>
- Third Report – March 6<sup>th</sup>
- Fourth Report – May 15<sup>th</sup>

## INTERNET

### **Beverly City School Internet Acceptable Use Policy**

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

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

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

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

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

### **Internet Terms and Conditions:**

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

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

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

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

3). Security- Security on any computer system is a high priority, especially when the system involves many users.

All users have a vested interest in protecting the security of the system and the responsibility of notifying a teacher or system administrator immediately of a potential security problem. Do not demonstrate the problem to others. No one should use another individual's account without written permission from that individual.

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

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

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

## **INTERVENTION AND REFERRAL SERVICES COMMITTEE (I&RS)**

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

- Ms. Kerri Lawler
- Ms. Chelsea Light
- Ms. Joanne Mills
- Ms. Caitlin Stone
- Ms. Peg Gunkel
- Ms. Lois Harmon

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

## **LOCKERS**

- Students in Grades 5-8 will be assigned a locker to keep their items in.
- Students are assigned a classroom locker. The combination should not be shared with anyone.
- Students are to go to their lockers only at designated times by their teachers.
- No other students should be allowed to go into another students' locker under any circumstances with or without approval. Students entering another's locker will be disciplined accordingly.
- Lockers are the property of the Board of Education and are loaned to the students for storage of their possessions. No items are to be posted inside or outside of the lockers.
- NO private locks are to be placed on the locker at any time.
- Locker searches will be conducted on a regular basis. At random a homeroom of lockers will be selected for checking for neatness, posted items, proper storage of student possessions, and for dangerous items. School authorities are charged with the responsibility of safeguarding the safety and well being of the students in their care and the property of the Board of Education.
- School Officials are also authorized to search lockers randomly if there is a reasonable basis to do so.

## **REPORT CARDS**

Kindergarten students receive report cards in February and June. Students in grades 1-8 will receive reports cards four times a year, in November, February, April and June. Conferences will be held twice a year in November and



March. Student in grades 1-8 are issued report cards 4 times a year. The grading system is explained on the report card. Report card envelopes are to be returned within 3 days of their issue. If an envelope is not returned, students are assessed a \$1.00 fee. The Beverly City School will be moving towards an on-line grade portal where parents/guardians will have access to grades at any time. To gain access to the Parent Portal through Genesis, please contact the main office. You will need an email address in order to gain access.

<u>Marking Period</u>	<u>Report Periods</u>	<u>Report Cards Issued</u>
First	Ends November 11, 2019	November 15, 2019
Second	January 28, 2020	February 3, 2020
Third	April 2, 2020	April 7, 2020
Fourth	June 19, 2020 (or last day of school)	June 19, (or last day of school)

## PARENT / TEACHER CONFERENCES

Parent/Teacher conferences will be scheduled November 4<sup>th</sup> & 5<sup>th</sup>, 2019 and March 11<sup>th</sup> & 12<sup>th</sup>, 2020 for grades Pre-Kindergarten through Eighth Grade.

## MEDICATION

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

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

The Beverly City Board of Education Policy/Regulation #5330 states: "Parents and legal guardians are encouraged to administer medications to children at home whenever possible as medication should be administered in school only when necessary for the health and safety of pupils. Medication will only be administered to pupils in school by the school physician, a certified or noncertified school nurse, a substitute school nurse employed by the district, or the pupils parent or legal guardian, a pupil who is approved to self-administer in accordance with N.J.S.A. 18A:40-12.3 and 12.4, and school employees who have been trained and designated by the certified school nurse to administer epinephrine in an emergency". Students who have a life threatening condition, such as asthma or other potentially life

threatening illness or allergic reaction and, following the regulations in Board of Education Policy #5330, may be permitted to self-administer medication for these conditions. No other students will be permitted to have medication in their possession during the school day or during school sponsored events. **All medications must be delivered to the school by the parent or legal guardian and must be in original containers.** For your convenience, all medication forms are available in Health Offices and on district website (Resources-Parents- Health Office).

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

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

B. Administration of Epinephrine

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

C. Permission for Self-Administration of Medication

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

1. The parent/guardian must provide a written request for the administration of the medication at school and sign a statement acknowledging that the school district shall incur no liability as a result of any injury arising from the self-administration of medication by the pupil (Refer to Parent's Request For Student With Life Threatening Condition to Self-Administer Medication- Form N151).
2. Written orders, SIGNED by the private medical provider (physician/advanced practice nurse), must be provided to the school, that the pupil has asthma or another potentially life threatening illness or allergic reaction and is capable of, and has been instructed in, the proper method of self-administration of medication (Refer to Physician's Request For Student With Life Threatening Condition To Self-Administer Medication- Form N150). The written certification must include:

- a. The pupil's name
- b. Name of the medication
- c. The purpose of its administration
- d. The proper timing and dosage of medication
- e. Any possible side effects
- f. Length of time for which the order is valid (may not exceed the school year)

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

### **ANAPHYLAXIS TO FOOD AND OTHER SUBSTANCES**

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

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

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

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

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

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

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

and consumption of any food products sold or provided by the school and/or by any school related organizations that may cause an anaphylactic reaction.

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

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

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

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

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

## SCHOOL NUTRITION

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

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

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

1. Based on manufacturers' nutritional data or nutrient facts labels:
  - a. No more than eight grams of total fat per serving, with the exception of nuts and seeds.
  - b. No more than two grams of saturated fat per serving.

2. All beverages shall not exceed 12 ounces, with the following exceptions:

- a. Water.
- b. Milk containing 1% or less fat.

3. Whole milk shall not exceed 8 ounces.

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

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

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

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

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

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

## LOST AND FOUND

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

## PTA

The Parent Teacher Association helps provide additional activities for the pupils during the school year. All meetings will be held at Beverly City School. The PTA will be sending home notices advising of the meeting dates and times.

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

## **SCHOOL RECORDS**

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

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

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

## **SCHOOL SPONSORED ACTIVITIES**

All students participating in a school sponsored activity, including, but not necessarily limited to, clubs, dances, sports, trips, band, choir, intramurals, etc., must be academically and behaviorally eligible. Students must maintain a passing grade in ALL subjects to be eligible to participate. Grades will be re-evaluated at progress report and report card dates only. Any student with a D average will be on probation. Participation by students with behavioral issues is at the administration's discretion.

## **STUDENT ACCIDENT INSURANCE**

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

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

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

These voluntary participation student accident insurance plans offered through your school can be purchased easily online at: [www.Bollinger Schools.com](http://www.Bollinger Schools.com).

## **TESTING**

The NJSLA (New Jersey Student Learning Assessment) will be administered to students in grades 3-8 in the areas of English Language Arts and Mathematics. This computer-based assessment will provide teachers with information on students' achievement in areas specified by the New Jersey Learning Standards. This year, the PARCC's governing board revised the length of the assessment and eliminated a two-part testing window. The NJSLA will be administered May 11, 2020 – May 15, 2020.

The NJ Student Learning Assessment – Science will measure students' science proficiency for students in grades 5 and 8. It will be administered on May 27 & 28, 2020.

## VISITOR POLICY

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

## **APPENDIX A**

### **Harassment, Intimidation, and Bullying Policy**



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 1 of 11  
Harassment, Intimidation, and Bullying  
M

### 5512 HARASSMENT, INTIMIDATION, AND BULLYING

#### Policy Statement

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

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 2 of 11  
Harassment, Intimidation, and Bullying

This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

### Expected Behavior

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use instances of violations of the code of pupil conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Chief School Administrator, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and



other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

### Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils and staff members who commit one or more acts of harassment, intimidation, or bullying, consistent with the code of pupil conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), and consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the code of pupil conduct.

### Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 4 of 11  
Harassment, Intimidation, and Bullying

5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

### Factors for Determining Remedial Measures

#### Personal

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

#### Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 5 of 11  
Harassment, Intimidation, and Bullying

6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the district's code of pupil conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and bullying. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board is encouraged to set the parameters for the range of responses to be established in conjunction with the Anti-Bullying Specialist for the Chief School Administrator to follow. The consequences and remedial measures may include, but are not limited to, the examples listed below:

### Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 6 of 11  
Harassment, Intimidation, and Bullying

8. Out-of-school suspension (short-term or long-term);
9. Legal action; and
10. Expulsion.

### Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Mediation;
3. Peer support group;
4. Recommendations of a pupil behavior or ethics council;
5. Corrective instruction or other relevant learning or service experience;
6. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
7. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
8. Behavioral management plan, with benchmarks that are closely monitored;
9. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
10. Involvement of school disciplinarian;
11. Pupil counseling;
12. Parent conferences;
13. Pupil treatment; or
14. Pupil therapy.

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



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 7 of 11  
Harassment, Intimidation, and Bullying

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Targeted use of monitors (e.g., hallway, cafeteria, bus);
10. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
11. General professional development programs for certificated and non-certificated staff;
12. Professional development plans for involved staff;
13. Disciplinary action for school staff who contributed to the problem;
14. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
15. Parent conferences;
16. Family counseling;
17. Involvement of parent-teacher organizations;
18. Involvement of community-based organizations;
19. Development of a general bullying response plan;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 8 of 11  
Harassment, Intimidation, and Bullying

20. Recommendations of a pupil behavior or ethics council;
21. Peer support groups;
22. School transfers; and

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

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

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

### Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this Policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district's administrative offices or the reporting party may use a district's web-based reporting system. Oral reports shall





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS

5512/page 9 of 11

Harassment, Intimidation, and Bullying

also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident, as set forth in N.J.S.A. 18A:37-16.c.

### Investigation

The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.

### Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district's response to the actions, in the context of acceptable pupil and staff



member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

### Reprisal or Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or designee after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures. The consequences for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences for employees will range from an admonishment to termination of employment. The consequences for a volunteer will range from an admonishment to dismissal from the volunteer position.

### Consequences for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying. Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions, and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be in accordance with district policies, procedures, and agreements.

Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, which may include a report to appropriate law enforcement officials.

### Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the Policy applies to all applicable acts of



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS

5512/page 11 of 11

Harassment, Intimidation, and Bullying

harassment, intimidation, or bullying that occur on school property, at school-sponsored functions, or on a school bus. The Chief School Administrator shall ensure notice of this Policy appears in any publication of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the district, and in any pupil handbook that includes the pupil code of conduct. This notice shall also indicate the district's Harassment, Intimidation, and Bullying Policy is available on the district's website.

### Harassment, Intimidation, and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.(5)(c) and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be incorporated into a school's employee training program.

Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)2, the school district is required to develop a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

Pursuant to N.J.S.A. 18A:37-15.1, this Policy shall be transmitted to the Executive County Superintendent of Schools.

Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.

N.J.S.A. 18A:37-13 through 18A:37-19  
N.J.A.C. 6A:16-7.9 et seq.

Adopted: 15 September 2010



### 5512.02 CYBER-BULLYING

#### Policy Statement

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

#### Definitions

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

"School district owned, operated, or supervised technologies" is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

#### Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

PUPILS  
5512.02/page 2 of 3  
Cyber-Bullying

The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

### Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512.02/page 3 of 3  
Cyber-Bullying

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

### Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

### Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

### Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

Adopted: 15 September 2010



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 1 of 11  
Harassment, Intimidation, and Bullying  
M

### 5512 HARASSMENT, INTIMIDATION, AND BULLYING

#### Policy Statement

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

"Harassment, intimidation, or bullying" means any gesture, written, verbal or physical act, or any electronic communication, that takes place on school property, at any school-sponsored function or on a school bus and that:

1. Is motivated by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability; or
2. By any other distinguishing characteristic; and
3. A reasonable person should know, under the circumstances, that the act(s) will have the effect of harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of harm to his/her person or damage to his/her property; or
4. Has the effect of insulting or demeaning any pupil or group of pupils in such a way as to cause substantial disruption in, or substantial interference with, the orderly operation of the school.

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

Acts of harassment, intimidation, or bullying may also be a pupil exercising power and control over another pupil, either in isolated incidents (e.g., intimidation, harassment) or patterns of harassing or intimidating behavior (e.g., bullying).



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 2 of 11  
Harassment, Intimidation, and Bullying

This Policy may impose consequences for acts of harassment, intimidation, or bullying that occur off school grounds, such as cyber-bullying (e.g., the use of electronic or wireless devices to harass, intimidate, or bully), to the extent this Policy complies with the provisions of N.J.A.C. 6A:16-7.6, Conduct Away from School Grounds, and the district's code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1. In all instances of harassment, intimidation, or bullying behavior occurring off school grounds, the consequences only may be exercised when it is reasonably necessary for the pupil's physical or emotional safety and well-being or for reasons relating to the safety and well-being of other pupils, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of a proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. All acts of harassment, intimidation, or bullying that include the use of school property (e.g., school computers, other electronic or wireless communication devices) apply to the provisions of N.J.S.A. 18A:37-15 and N.J.A.C. 6A:16-7.9, harassment, intimidation, and bullying, whether the subject or recipient of the bullying is on or off school property.

### Expected Behavior

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

The Board believes that standards for pupil behavior must be set cooperatively through interaction among the pupils, parent(s) or legal guardian(s), staff and community members, producing an atmosphere that encourages pupils to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of pupils, staff and community members.

The Board believes the best discipline is self-imposed, and it is the responsibility of school district staff to use instances of violations of the code of pupil conduct as opportunities to help pupils learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with pupils shall apply best practices designed to prevent pupil conduct problems and foster pupils' abilities to grow in self-discipline.

General guidelines for pupil conduct will be developed by the Chief School Administrator, in conjunction with school staff, and approved by the Board. These guidelines will be developed based on accepted core ethical values from a broad community involvement with input from parent(s) or legal guardian(s) and





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS

5512/page 3 of 11

Harassment, Intimidation, and Bullying

other community representatives, school employees, volunteers, pupils and administrators. These guidelines for pupil conduct will be suited to the developmental ages of pupils, the severity of the offenses and pupils' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district. This Policy requires all pupils in the district to adhere to these rules and guidelines and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules and guidelines.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Pupils are encouraged to support other pupils who walk away from these acts when they see them, constructively attempt to stop them, and report these acts to the Building Principal or designee.

Pupils are required to conform to reasonable standards of socially acceptable behavior; respect the person, property and rights of others; obey constituted authority; and respond to school district teaching, support and administrative staff. Each Building Principal will develop and provide a school-based program for appropriate recognition for positive reinforcement for good conduct, self-discipline, good citizenship and academic success.

### Consequences and Appropriate Remedial Actions

The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for pupils and staff members who commit one or more acts of harassment, intimidation, or bullying, consistent with the code of pupil conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by pupils. Appropriate consequences and remedial actions are those that are graded according to the severity of the offense(s), and consider the developmental ages of the pupil offenders and pupils' histories of inappropriate behaviors, per the code of pupil conduct.

### Factors for Determining Consequences

1. Age, developmental and maturity levels of the parties involved;
2. Degrees of harm;
3. Surrounding circumstances;
4. Nature and severity of the behavior(s);



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 4 of 11  
Harassment, Intimidation, and Bullying

5. Incidences of past or continuing patterns of behavior;
6. Relationships between the parties involved; and
7. Context in which the alleged incidents occurred.

### Factors for Determining Remedial Measures

#### Personal

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

#### Environmental

1. School culture;
2. School climate;
3. Pupil-staff relationships and staff behavior toward the pupil;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 5 of 11  
Harassment, Intimidation, and Bullying

6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences and appropriate remedial action for pupils who commit acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as set forth in the Board adopted Pupil Discipline/Code of Conduct pursuant to N.J.A.C. 6A:16-7.1. Consequences for a pupil who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the pupil and the pupil's history of problem behaviors and performance, and must be consistent with the district's code of pupil conduct. Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, and bullying. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board is encouraged to set the parameters for the range of responses to be established in conjunction with the Anti-Bullying Specialist for the Chief School Administrator to follow. The consequences and remedial measures may include, but are not limited to, the examples listed below:

### Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension during the school week or the weekend;
7. After-school programs;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 6 of 11  
Harassment, Intimidation, and Bullying

8. Out-of-school suspension (short-term or long-term);
9. Legal action; and
10. Expulsion.

### Examples of Remedial Measures - Personal

1. Restitution and restoration;
2. Mediation;
3. Peer support group;
4. Recommendations of a pupil behavior or ethics council;
5. Corrective instruction or other relevant learning or service experience;
6. Supportive pupil interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
7. Behavioral assessment or evaluation, including, but not limited to, a referral to the Child Study Team, as appropriate;
8. Behavioral management plan, with benchmarks that are closely monitored;
9. Assignment of leadership responsibilities (e.g., hallway or bus monitor);
10. Involvement of school disciplinarian;
11. Pupil counseling;
12. Parent conferences;
13. Pupil treatment; or
14. Pupil therapy.

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



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 7 of 11  
Harassment, Intimidation, and Bullying

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation, or bullying;
2. School culture change;
3. School climate improvement;
4. Adoption of research-based, systemic bullying prevention programs;
5. School policy and procedures revisions;
6. Modifications of schedules;
7. Adjustments in hallway traffic;
8. Modifications in pupil routes or patterns traveling to and from school;
9. Targeted use of monitors (e.g., hallway, cafeteria, bus);
10. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors;
11. General professional development programs for certificated and non-certificated staff;
12. Professional development plans for involved staff;
13. Disciplinary action for school staff who contributed to the problem;
14. Supportive institutional interventions, including participation of the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;
15. Parent conferences;
16. Family counseling;
17. Involvement of parent-teacher organizations;
18. Involvement of community-based organizations;
19. Development of a general bullying response plan;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 8 of 11  
Harassment, Intimidation, and Bullying

20. Recommendations of a pupil behavior or ethics council;
21. Peer support groups;
22. School transfers; and
23. Law enforcement (e.g., school resource office, juvenile officer) involvement.

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

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

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

### Reporting Procedure

Complaints alleging violations of this Policy shall be reported to the Principal or designee. All school employees as well as all other members of the school community including pupils, parent(s) or legal guardian(s), volunteers, and visitors are required to report alleged violations of this Policy to the Principal or designee. While submission of an Incident Report Form to the Principal or designee is not required, the reporting party is encouraged to use the Incident Report Form available from the Building Principal or available at the school district's administrative offices or the reporting party may use a district's web-based reporting system. Oral reports shall



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512/page 9 of 11  
Harassment, Intimidation, and Bullying

also be considered official reports. Reports may be made anonymously, but formal disciplinary action may not be based solely on the basis of an anonymous report.

A school employee who promptly reports an incident of harassment, intimidation, or bullying in accordance with this Policy, and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident, as set forth in N.J.S.A. 18A:37-16.c.

### Investigation

The Principal or designee is responsible for determining whether an alleged act constitutes a violation of this Policy. The Principal or designee shall conduct a prompt, thorough and complete investigation of the alleged incident. The Principal or designee will maintain a record of each investigation regarding allegations of harassment, intimidation, or bullying.

### Response to an Incident of Harassment, Intimidation, or Bullying

An appropriate response will be provided to the individual who commits any incident of harassment, intimidation, or bullying. Some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that require a response either at the classroom, school building or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7.3, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions.

In considering whether a response beyond the individual level is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. The school district's responses can range from school and community surveys, to mailings, to focus groups, to adoption of research-based bullying prevention program models, to training for certificated and non-certificated staff. The district's responses may also include participation of parent(s) or legal guardian(s) and other community members and organizations, small or large group presentations for fully addressing the actions and the school district's response to the actions, in the context of acceptable pupil and staff



member behavior and the consequences of such actions, and the involvement of law enforcement officers, including school resource officers. The district will also make resources available to individual victims of harassment, intimidation, and bullying, including, but not limited to, school counseling services and environmental modifications.

### Reprisal or Retaliation Prohibited

The Board prohibits reprisal or retaliation against any person who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Principal or designee after consideration of the nature, severity and circumstances of the act, in accordance with case law, Federal and State statutes and regulations and district policies and procedures. The consequences for pupils will range from positive behavior interventions up to and including suspension or expulsion. The consequences for employees will range from an admonishment to termination of employment. The consequences for a volunteer will range from an admonishment to dismissal from the volunteer position.

### Consequences for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying. Consequences and appropriate remedial action for a pupil found to have falsely accused another as a means of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Pupils and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions, and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Consequences and appropriate remedial action for a school employee found to have falsely accused another as a means of harassment, intimidation, or bullying shall be in accordance with district policies, procedures, and agreements.

Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying shall be determined by the Principal or designee, after consideration of the nature, severity and circumstances of the act, which may include a report to appropriate law enforcement officials.

### Policy Publication

This Policy will be disseminated annually to all school staff, pupils, parent(s) or legal guardian(s), along with a statement explaining the Policy applies to all applicable acts of





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS

5512/page 11 of 11

Harassment, Intimidation, and Bullying

harassment, intimidation, or bullying that occur on school property, at school-sponsored functions, or on a school bus. The Chief School Administrator shall ensure notice of this Policy appears in any publication of the school district that sets forth the comprehensive rules, procedures, and standards for schools within the district, and in any pupil handbook that includes the pupil code of conduct. This notice shall also indicate the district's Harassment, Intimidation, and Bullying Policy is available on the district's website.

### Harassment, Intimidation, and Bullying Prevention Programs

Pursuant to N.J.S.A. 18A:37-17.(5)(c) and N.J.A.C. 6A:16-7.9(d)1.i, information regarding the district's Harassment, Intimidation, and Bullying Policy shall be incorporated into a school's employee training program.

Pursuant to N.J.A.C. 6A:16-7.9(d)3, the district is required to annually review the extent and characteristics of harassment, intimidation, and bullying behavior in the schools of the district and implement locally determined programmatic or other responses, if determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)1, the school district is required to annually review the training needs of district staff for the effective implementation of the Harassment, Intimidation, and Bullying Policy, procedures, programs, and initiatives of the district Board of Education and implement locally determined staff training programs consistent with the annual review of training needs and the findings of the annual review and update of the code of pupil conduct, pursuant to N.J.A.C. 6A:16-7.1(a)3, as determined appropriate by the district Board of Education.

Pursuant to N.J.A.C. 6A:16-7.9(d)2, the school district is required to develop a process for annually discussing the school district's Harassment, Intimidation, and Bullying Policy with pupils.

Pursuant to N.J.S.A. 18A:37-15.1, this Policy shall be transmitted to the Executive County Superintendent of Schools.

Pursuant to N.J.S.A. 18A:37-19, the school district may apply to the Commissioner of Education for additional costs due to the implementation of the provisions of N.J.S.A. 18A:37-13 through N.J.S.A. 18A:37-18.

N.J.S.A. 18A:37-13 through 18A:37-19  
N.J.A.C. 6A:16-7.9 et seq.

Adopted: 15 September 2010



### 5512.02 CYBER-BULLYING

#### Policy Statement

A safe and civil environment in school is necessary for pupils to learn and achieve high academic standards. Cyber-bullying by a pupil in the district directed toward another school district pupil or school staff member is conduct that disrupts both a pupil's ability to learn and a school's ability to educate its pupils in a safe environment.

The Board of Education prohibits acts of cyber-bullying by school district pupils through the use of any school district owned, operated, and supervised technologies. The Building Principal or designee may report allegations of cyber-bullying to law enforcement authorities.

#### Definitions

"Cyber-Bullying" is the use of electronic information and communication devices, to include but not be limited to, e-mail messages, instant messaging, text messaging, cellular telephone communications, internet blogs, internet chat rooms, internet postings, and defamatory websites, that:

1. Deliberately threatens, harasses, intimidates an individual or group of individuals; or
2. Places an individual in reasonable fear of harm to the individual or damage to the individual's property; or
3. Has the effect of substantially disrupting the orderly operation of the school.

"School district owned, operated, or supervised technologies" is any computer, networking system, electronic equipment, or any other equipment or device that may be used by a person to communicate to another which is owned, leased, operated, or under the control or supervision of the school district and/or school district staff.

#### Reporting Procedure and Investigation

Any pupil or school staff member who believes he/she has or is being subjected to cyber-bullying, as well as any person who has reason to believe a pupil or school staff member has knowledge or reason to believe another pupil or school staff member is being subjected to or has



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

been subjected to cyber-bullying shall immediately make a report to the Building Principal or designee.

PUPILS  
5512.02/page 2 of 3  
Cyber-Bullying

The Building Principal or designee shall investigate all reports of such conduct. If the investigation results indicate cyber-bullying was not committed, the Building Principal or designee will inform the affected parties of the investigation results. In the event the investigation results indicate cyber-bullying was committed by a school district pupil on school grounds and/or using school district technologies, the pupil will be subjected to appropriate discipline.

In the event the investigation results indicate cyber-bullying was committed by a school district pupil using non-school district technologies away from school grounds, the Building Principal or designee may report the investigation results to local law enforcement. In addition, school authorities have the right to impose a consequence on a pupil for conduct away from school grounds, including on a school bus or at a school-sponsored function pursuant to N.J.A.C. 6A:16-7.6. This authority shall be exercised only when it is reasonably necessary for the pupil's physical or emotional safety, security, and well-being or for reasons relating to the safety, security, and well-being of other pupils, staff, or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2. This authority shall be exercised only when the conduct, which is the subject of the proposed consequence, materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. Consequences shall be handled in accordance with Policy and Regulation 5600, N.J.A.C. 6A:16-7.1, and as appropriate, in accordance with N.J.A.C. 6A:16-7-2, 6A:16-7.3, or 6A:16-7.5.

Any investigation regarding an allegation of cyber-bullying will provide all parties the appropriate due process rights, including the right to appeal the determination of the Building Principal or designee as outlined in Regulation 5512.

### Discipline and Consequences

Some acts of cyber-bullying may be isolated incidents requiring the school district to respond appropriately to the individual committing the acts. Other acts may be so serious or part of a larger pattern of cyber-bullying that require a response either at the classroom, school building, or school district level or by law enforcement officials.

Consequences and appropriate remedial actions for pupils who commit an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils. In addition, cyber-bullying using district technology violates Policy 2361 – Acceptable Use of Computer Network/Computer and Resources and subjects the pupil to discipline and sanctions of Policy and Regulation 2361.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PUPILS  
5512.02/page 3 of 3  
Cyber-Bullying

Prevention and intervention techniques to prevent cyber-bullying and to support and protect victims shall include appropriate strategies and activities as determined by the Building Principal or designee.

### Reprisal or Retaliation Prohibited

The school district prohibits reprisal or retaliation against any person who reports an act of cyber-bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the Building Principal or designee after consideration of the nature and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures.

### Consequences for False Accusation

Consequences and appropriate remedial action for a pupil found to have falsely accused another of an act of cyber-bullying range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1, Discipline of Pupils.

Consequences and appropriate remedial action for a school employee found to have falsely accused another of an act of cyber-bullying shall be disciplined in accordance with district policies and procedures.

### Policy Publication

This Policy will be disseminated annually to all school staff, pupils, and parent(s) or legal guardian(s).

Adopted: 15 September 2010



## **APPENDIX B**

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



## Pre-Kindergarten – 2<sup>ND</sup> GRADE CODE OF CONDUCT

### MISSION STATEMENT

The Beverly City School is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal. The mission of the Beverly City School District is to enable all children to meet rigorous educational standards through quality programs and support services which promote the intellectual, physical and cultural well-being of all students and families in our community. This would provide a foundation for lifelong learning and productive citizenship. The District has expectations for conduct on school property. These expectations are based on the six pillars of character: respect, responsibility, fairness, trustworthiness, caring and citizenship. We recognize the need to define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly.

### BEVERLY CITY BOARD OF EDUCATION POLICY# 5500 EXPECTATIONS FOR PUPIL CONDUCT

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all pupils can contribute to the effectiveness of the school and the value of their education. The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior.
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

The Chief School Administrator shall, in consultation with staff members, parent(s) or legal exemplify these expectations and shall publish both this policy and the statement of behaviors to all pupils, parent(s) or legal guardian(s), and professional staff members. N.J.S.A. 18A:11-1 Adopted: 15 September 2010



## Pre-Kindergarten – 2<sup>ND</sup> GRADE CODE OF CONDUCT

### STUDENT CONDUCT GUIDELINES

The primary goal of the Beverly City School is for all students to become lifelong learners in a school culture that promotes educational excellence through high academic standards. A special note is made in regards to students of lower grade levels. Disciplinary actions will be more lenient offering students and parents opportunities to correct behaviors at the elementary level.

In order for young children to fully and consistently participate in early learning experiences, we need to ensure that they are in school and able to positively engage in educational opportunities. Removing young children from school through out-of-school suspensions and expulsions reduces their participation in academic, behavioral and social learning experiences critical to their positive development and may lead to chronic absenteeism.

P.L. 2016, Chapter 45, signed into law by Governor Christie on September 6, 2016, places limits on out-of-school suspensions and expulsions beginning in the 2016-17 school year in school districts and charter schools as follows:

1. Students in grades kindergarten through grade two:

- Shall not be expelled from school, except as provided pursuant to the "Zero Tolerance for Guns Act," P.L. 1995, c. 127,
- Shall not receive an out-of-school suspension, except when the suspension is based on conduct that is of a violent or sexual nature and endangers others, and

2. Students in preschool:

- Shall not be suspended and shall not be expelled, except as provided pursuant to the "Zero Tolerance for Guns Act," P.L. 1995, c. 127

Therefore, the following guidelines apply to all students whenever school jurisdiction is applicable. .

**Pre-Kindergarten – 2<sup>ND</sup> GRADE CODE OF CONDUCT**

<b><u>Infraction</u></b>	<b><u>Level 1</u></b> DEVELOPING PROBLEM	<b><u>Level 2</u></b> CONTINUING PROBLEM	<b><u>Level 3</u></b> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Inappropriate language	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Other
Fighting	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact and conference *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Other
Disruption	*Conference / Reprimand *Possible Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Other
Property misuse	*Conference / Reprimand *Possible Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Other
Dress code violation	*Reprimand *Reminder of Dress Code	*Administrative parent contact *Student will change clothes to comply with school rules. *Detention	*Student will change clothes to comply with school rules. *Administrative parent contact
Minor technology violation	*Conference / Reprimand *Detention Parent contact *Self-reflection * Possible loss of privilege	*Administrative parent contact *Detention *Self-reflection	*Administrative parent meeting *Loss of privileges *Other



**Pre-Kindergarten – 2<sup>ND</sup> GRADE CODE OF CONDUCT**

<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Lying/Cheating	*Conference / Reprimand *Possible Detention * Parent contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege *Loss of grade points	*Administrative parent meeting and letter *Self-reflection * Loss of privileges *Other *Loss grade points
Defiance/Disrespect/Insubordination/ Non-compliance	Conference / Reprimand *Possible Detention *Parent contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Other
Harassment/Intimidation/Bullying*	*Administration will begin HIB investigative process. Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. Discipline code will be applied as necessary.
Forgery/Theft	*Conference/Reprimand *Detention * Parent contact *Loss of privileges *Written apology	*Administrative Parent Conference/Reprimand *Detention * Parent contact *Loss of privileges *Written apology	*Administrative Parent Conference/Reprimand *Detention *Written apology *Loss of privileges *Other

**LEGAL RESOURCES IN THE COMMUNITY**

Frank R. Costello Municipal Building

446 Broad Street

Beverly, NJ 08010

Office Hours: Monday – Friday 8:30AM – 5PM



## Pre-Kindergarten – 2<sup>ND</sup> GRADE CODE OF CONDUCT

Rich Wolbert, City Administrator and Public Safety Director

Phone: 609-747-4090

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Email: [rwolbert@thecityofbeverly.com](mailto:rwolbert@thecityofbeverly.com)

Departments

Ext. 103 Detective Bureau

Ext. 104 Sgt Matthews

Ext. 109 Mayor Randy H. Miller

Ext. 110 Court Office

Ext. 111 Donna Wojculewski, Court Admin

Ext. 113 Police – Patrol Desk

Ext. 114 Police

## 3rd – 5th GRADE CODE OF CONDUCT

### MISSION STATEMENT

The Beverly City School is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal. The mission of the Beverly City School District is to enable all children to meet rigorous educational standards through quality programs and support services which promote the intellectual, physical and cultural well-being of all students and families in our community. This would provide a foundation for lifelong learning and productive citizenship. The District has expectations for conduct on school property. These expectations are based on the six pillars of character: respect, responsibility, fairness, trustworthiness, caring and citizenship. We recognize the need to define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. All students are expected to comply with all rules governing behavior and conduct. It is the responsibility of the administration to investigate fully the cases of students appropriately referred to his/her office for misbehavior, to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the administration. The code of conduct is a guide and any and all disciplinary action is subject to administrations discretion.

### BEVERLY CITY BOARD OF EDUCATION POLICY# 5500 EXPECTATIONS FOR PUPIL CONDUCT

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all pupils can contribute to the effectiveness of the school and the value of their education. The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior.
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

The Chief School Administrator shall, in consultation with staff members, parent(s) or legal exemplify these expectations and shall publish both this policy and the statement of behaviors to all pupils, parent(s) or legal guardian(s), and professional staff members. N.J.S.A. 18A:11-1 Adopted: 15 September 2010

### 3rd – 5th GRADE CODE OF CONDUCT

<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Inappropriate language	*Teacher Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Minor physical contact	*Teacher Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact and conference *Detention *Self-reflection *Loss of privilege *Possible 1-3 days out of school suspension	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Possible 1-5 days Out of school suspension *Other
Disruption	*Conference / Reprimand *Detention *Teacher parental contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Property misuse	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Dress code violation	*Reprimand *Reminder of Dress Code	*Administrative parent contact *Student will change clothes to comply with school rules. *Detention	*Student will change clothes to comply with school rules. *Administrative parent contact *Detention *Other
Minor technology violation	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege (longer)	*Administrative parent meeting *Loss of privileges (for remainder of school year) *Out of school suspension *Other

### 3<sup>rd</sup> – 5<sup>th</sup> GRADE CODE OF CONDUCT

Tardiness	*Parent contact *Reminder of school start time (8:15) *After 4th infraction a general detention is to be served	*Administrative parent contact and letter *Reminder of school start time (8:15) *After 4th infraction a general detention is to be served	*After 4 <sup>th</sup> infraction a general detention is to be served *Administrative parent contact *Reminder of school start time (8:15)
Lying/Cheating	*Conference / Reprimand *Detention *Teacher parental contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege *Loss of grade points	*Administrative parent meeting and letter *Self-reflection * Loss of privileges *Out of school suspension *Other *Loss grade points
Defiance/Disrespect/Insubordination/ Non-compliance	Conference / Reprimand *Detention *Teacher parental contact *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Harassment/Intimidation/Bullying*	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.
Forgery/Misrepresenting oneself through written and electronic devices	*Conference/Reprimand *Detention * Teacher parental contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Detention * Parent contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Detention *Written apology *Loss of privileges *Out of school suspension *Other
Fighting	*Conference / Reprimand *In/Out of School Suspension *Parent contact *Self-reflection *Loss of privilege *Letter to parent	*Administrative Parent Conference/Reprimand *In/Out of School Suspension *Letter to parent * Parent contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Detention *Counseling Referral *Letter to parent *Loss of privileges *Out of School Suspension *Other
Theft	Conference/Reprimand *Detention * Parent contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Detention * Parent contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Detention *Written apology *Loss of privileges

### 3rd – 5th GRADE CODE OF CONDUCT

			*Out of school suspension *Other
Misuse of Cell Phone and other electronic devices	*Conference / Reprimand *Detention *Teacher parental contact *Confiscation of the device * Loss of privilege	*Conference / Reprimand *Detention *Parent contact *Confiscation of the device with parent retrieval * Loss of privilege	*Administrative Parent Conference/Reprimand *Detention *Confiscation of the device with parent retrieval *Loss of privileges *Out of school suspension *Other

#### SEVERE BEHAVIORS

*Gang affiliation display *Use/possession of tobacco, alcohol or drugs *Use/possession of weapons *Bomb threat/false alarm *Terroristic threat * Arson *Other	*IMMEDIATE ADMINISTRATIVE NOTIFICATION *Administrative conference with student *Administrative parent meeting and letter *Counseling Referral *Loss of privileges *Out of school suspension *Possible expulsion *Possible Law Enforcement notification *Other
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#### RULES WHILE SERVING DETENTION

1. Student must report to detention on time; bathroom needs are to be attended to by requesting access from the adult in charge.
2. Talking aloud or disruptive behavior of any kind will not be acceptable.
3. Eating or drinking during the detention is prohibited.
4. Students may be issued learning packets that will be given by the adult in charge. If the student fails to serve the detention within a reasonable time frame, the parent/guardian will be contacted by administration and additional discipline measures will be implemented. Detention supersedes all non-academic activities.

#### RIGHTS OF STUDENTS

Education in a free society demands that students be aware of their rights and learn to exercise them responsibly. To this end, students have a right

1. To be respected as a unique individual;
2. To be provided with an education that is intellectually challenging and relevant to demands of the 21st century;
3. To learn in an environment free from interruption, harassment, discrimination, intimidation and fear;

**3rd – 5th GRADE CODE OF CONDUCT**

4. To participate in district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, disability or sexual orient

**ATTENDANCE**

Recent changes to our attendance policy reflect those outlined in New Jersey State Law (N.J.S.A. 18A:38-7) which are now in effect for all NJ public schools. Parents are responsible to ensure that the student attends school regularly and on time. 6  
**REQUIREMENTS FOR PRESENCE IN SCHOOL**

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

**NOTIFICATION OF ABSENCE**

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

**RE-ADMISSION TO SCHOOL AFTER ABSENCE**

A student returning from an absence of any length must present to the school a written statement, dated and signed by the parent or legal guardian, of the reasons for the absence. A note explaining a student's absence for non-communicable illness for a period of more than three school days must be accompanied by a physician's statement of the student's illness. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease.

**EXCUSED ABSENCES**

- A. Emergency Medical Appointment
- B. Death in Family
- C. Special emergencies such as sudden illness of parent
- D. Religious holidays recognized by the State Department of Education

**DEFINITIONS**

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

- a. The pupil's illness,
- b. Family illness or death,
- c. Educational opportunities,
- d. Excused religious observances,
- e. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. Section 795 and 705(20), and individualized health care plans pursuant to N.J.A.C. 6A:16-23,

**3rd – 5th GRADE CODE OF CONDUCT**

- f. The pupil's suspension from school,
- g. The pupil's required attendance in court,
- h. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day,
- i. An absence for a reason not listed above, but deemed excused by the district attendance officer, upon a written request by the pupil's parent or legal guardian to the Building Principal or designee stating the reason for the absence and requesting permission for the absence to be an excused absence. "Truancy" is defined as a student's absence from all or a part of the school day without the knowledge of the pupil's parent(s) or legal guardian(s). A pupil will also be considered truant if he/she:
  - a. Leaves school at lunch time without a pass,
  - b. Leaves school without permission when school is still in session,
  - c. Leaves class because of illness and does not report to the school nurse as directed, or
  - d. Is present in school but is absent from class without approval. Such truancy from class is a "class cut." An unexcused absence is a pupil's absence for all or part of a school day for any reason other than those listed. Absence is expressly not excused for any of the following purposes. This list is intended to be illustrative and is not inclusive:
    - a. Employment other than school-approved work assignments
    - b. Family travel
    - c. Performance of household or baby-sitting duties

**MANDATED SCHOOL DISTRICT RESPONSE TO UNEXCUSED ABSENCES**

If a principal has a concern regarding a student's absences, the Principal will promptly write a letter to the student's parents or guardians expressing the concerns and parents' or guardians' obligations in the law to ensure regular attendance. A copy of this letter will be sent to the district's attendance officer who may file the "five day notices". The Principal will monitor the student's attendance and report problems to the district attendance officer who will take appropriate action to ensure attendance. If a student accumulates ten absences, excluding documented long-term illness, the Principal will send a letter to the parents or guardians expressing concerns about the absences and their impact on student learning, including potential retention in grade. A copy of the letter will be forwarded to the attendance officer. This procedure will repeat if the student accumulates fifteen absences.

**FOUR (4) UNEXCUSDED ABSENCES**

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

- a. Make a reasonable attempt to notify the pupil's parent or legal guardian of each unexcused absence prior to the start of the following school day;
- b. Conduct an investigation of the cause of the each unexcused absence, including contact with the pupil's parent or legal guardian;
- c. Develop an action plan in consultation with the pupil's parent or legal guardian designed to address patterns of unexcused absences, if any and to have the child return to school and maintain regular attendance;



### 3rd – 5th GRADE CODE OF CONDUCT

d. Proceed in accordance with the provisions of N.J.S.A. 9:6-1 et. seq. and N.J.A.C. 6A:16-11, if a potentially missing or abused child abuse situation is detected; and

e. Cooperate with law enforcement and other authorities and agencies, as appropriate.

#### FIVE (5) TO NINE (9) UNEXCUSED ABSENCES

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

a. Refer or consult with building Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;

b. Conduct testing, assessments, or evaluations of the pupil's academic, behavioral, and health needs;

c. Consider an alternate educational placement;

d. Make a referral to a community-based social and health provider agency or other community resource;

e. Refer to the court program designated by the New Jersey Administrative Office of the Courts;

f. Proceed in accordance with the provisions of N.J.S.A. 9:6 et. seq. and N.J.A.C. 6A:16-11, if a potentially missing or child abuse situation is detected; and

g. Cooperate with law enforcement and other authorities and agencies, as appropriate.

#### TEN (10) UNEXCUSED ABSENCES

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

a. Make a mandatory referral to the court program required by the New Jersey Administrative Office of the Courts;

b. Make a reasonable attempt to notify the pupil's parent or legal guardian of the mandatory referral;

c. Continue to consult with the parent or legal guardian and the involved agencies to support the pupil's return to school and regular attendance;

d. Cooperate with law enforcement and other authorities and agencies, as appropriate; and

e. Proceed in accordance with N.J.S.A. 18A:38-28 through 31, Article 3B, Compelling Attendance at School, and other applicable State and Federal status, as required.

#### SPECIAL EDUCATION STUDENTS

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

## 3rd – 5th GRADE CODE OF CONDUCT

### BEING A BYSTANDER

A Bystander is a person who observes a conflict or unacceptable behavior. It might be something serious or minor, one time or repeated, but the Bystander knows that the behavior is destructive or likely to make a bad situation worse. A Bystander may be subject to disciplinary action at the discretion of the administration. Beverly City School strongly encourages up standing behavior, standards for this behavior involve positive interactions with fellow students were a difference is observable. If a student is found to be a Bystander, along with possible disciplinary action students will take part in completing a behavioral reflection packet with the goal of acknowledging the harmful effects of Bystander behavior.

### DUE PROCESS

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. All students have the right to fair and reasonable treatment of their grievances and discipline by school officials.

### PUPILS WITH DISABLTIES

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. 1400 et seq., the Individuals with Disabilities Educational Improvement Act, and accommodation plans under 29 U.S.C. 794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans. Pupils subject to the consequences of the Pupil Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

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

Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9. Pupil Records; as well as other existing Federal and State laws pertaining to pupil protections.

6A:14-2.8 Discipline/suspension/expulsions for Students with Disabilities

### 3rd – 5th GRADE CODE OF CONDUCT

(a) For disciplinary reasons, school officials may order the removal of a student with a disability from his or her current educational placement to an interim alternative educational setting, another setting, or a suspension for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district board of education procedures as nondisabled students. However, at the time of removal, the principal shall forward written notification and a description of the reasons for such action to the case manager and the student's parent(s).

1. Notwithstanding (a) above, preschool students with disabilities shall not be suspended, long-term or short-term, and shall not be expelled.

2. The district board of education is not required by 20 U.S.C. §§1400 et seq. or this chapter to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for 10 school days or less in that school year, provided that if services are provided to general education students for removals of 10 or fewer days duration, students with disabilities shall be provided services in the same manner as students without disabilities during such time periods for removals of 10 or fewer days. 50

(b) School district personnel may, on a case-by-case basis, consider any unique circumstances when determining whether or not to impose a disciplinary sanction or order a change of placement for a student with a disability who violates a school code of conduct.

(c) Removals of a student with a disability from the student's current educational placement for disciplinary reasons constitutes a change of placement if:

1. The removal is for more than 10 consecutive school days; or 2. The student is subjected to a series of short-term removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of factors such as the length of each removal, the total amount of time the student is removed and the proximity of the removals to one another.

i. School officials in consultation with the student's case manager shall determine whether a series of short-term removals constitutes a pattern that creates a change of placement.

(d) Disciplinary action initiated by a district board of education which involves removal to an interim alternative educational setting, suspension for more than 10 school days in a school year or expulsion of a student with a disability shall be in accordance with 20 U.S.C. § 1415(k), as amended and supplemented. (See chapter Appendix A.) However, the period of removal to an interim alternative educational setting of a student with a disability in accordance with 20 U.S.C. § 1415(k) shall be for a period of no more than 45 calendar days.

(e) In the case of a student with a disability who has been removed from his or her current placement for more than 10 cumulative or consecutive school days in the school year, the district board of education shall provide services to the extent necessary to enable the student to progress appropriately in the general education curriculum and advance appropriately toward achieving the goals set out in the student's IEP.

1. When it is determined that a series of short-term removals is not a change of placement, school officials, in consultation with the student's special education teacher and case manager shall determine the extent to which services are necessary to enable the student to progress appropriately in the general curriculum and advance appropriately toward achieving the goals set out in the student's IEP.

2. When a removal constitutes a change of placement, and it is determined that the behavior is not a manifestation of the student's disability, the student's IEP team shall determine the extent to which services are necessary to enable the student to progress appropriately in the general curriculum and advance appropriately toward achieving the goals set out in the student's IEP.

**3rd – 5th GRADE CODE OF CONDUCT**

(f) In the case of a removal for drug or weapons offenses, or because the student caused a serious bodily injury under 20 U.S.C. § 1415(k) and its implementing regulations, at 34 CFR §§ 300.1 et seq., or a removal by an administrative law judge for dangerousness consistent with 20 U.S.C. § 1415(k) and its implementing regulations, at 34 CFR §§ 300.1 et seq., the district board of education shall provide services to the student with a disability consistent with 20 U.S.C. § 1415(k) and its implementing regulations, at 34 CFR §§ 300.1 et seq., incorporated herein by reference. However, the period of removal to an interim alternative educational setting of a student with a disability in accordance with 20 U.S.C. §1415(k) shall be for a period of no more than 45 calendar days.

**STUDENT RECORDS**

(a) All student records shall be maintained according to N.J.A.C. 6A:32.

(b) The parent, adult student or their designated representative shall be permitted to inspect and review the contents of the student's records maintained by the district board of education under N.J.A.C. 6A:32 without unnecessary delay and before any meeting regarding the IEP.

(c) Any consent required for students with disabilities under N.J.A.C. 6A:32 shall be obtained according to N.J.A.C. 6A:14-1.3 "consent" and 2.3 (a) and (b).

**HARASSMENT, INTIMIDATION AND BULLYING (HIB)**

Beverly City School Students are expected to treat each other with respect regardless of gender, race, color, creed, religion, national origin, or sexual orientation. Bullying is a common and damaging form of violence among children. Under New Jersey law, "harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is:

- a. Reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical or sensory disability or
- b. By any other distinguishing characteristic; and that
- c. Takes place on school property, and any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that
- d. A reasonable person should know under the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- e. Has the effect of insulting or demeaning any pupil or group of pupils; or
- f. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil All instances of such harassment/bullying must be reported to a Beverly School District employee, classroom teacher and or administrator as stated in Board Policy. The person filing a report may chose to remain anonymous and granted he/she files the report in compliance with the district's Board of Education policy, will be immune from a cause of action for damages arising from any failure to remedy the reported incident. Once reported each incident will be recorded, parents will be contacted and appropriate action will be taken promptly including careful follow-up to prevent re-occurrence. Interventions include, but are limited to: contacting Superintendent, local authorities, support personnel, Child Study Team, detentions and suspensions when necessary. Victim assistance/support will be provided as well. Contact the Harassment,

### 3rd – 5th GRADE CODE OF CONDUCT

Intimidation, and Bullying Specialist or school administration for further information. In an effort to be proactive and to assist the school in identifying concerns there is an anonymous reporting box located in the front vestibule and a hotline to report instances at 609.387.2200 ext. 555.

#### BEVERLY CITY BOARD OF EDUCATION POLICY# 5610 SUSPENSION

The Board of Education recognizes that even the temporary exclusion of a pupil from the educational program of this district is a severe sanction and one that cannot be imposed without due process. Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Pupil Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq. For the purposes of this policy, "suspension" means the temporary removal of a pupil from the regular instructional program. For the purposes of this Policy, "short term suspension" means a suspension for a term of ten consecutive school days or less and "long term suspension" means a suspension for more than ten consecutive school days. Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular educational program pending a hearing before the Board of Education to remove the pupil in accordance with N.J.S.A. 18A:37-8 and Policy 5611. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a pupil, teacher, administrator, Board member, or other school district employee, with a weapon other than a firearm, on any school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative education school or program, pending a hearing before the Board of Education in accordance with N.J.S.A. 18A:37-2.2. and Policy 5612. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a teacher, administrator, Board member, or other school district employee, acting in the performance of his duties in a situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education in New Jersey, not involving the use of a weapon or firearm, shall be immediately suspended from school consistent with procedural due process pending suspension or expulsion proceedings before the Board in accordance with Pursuant to N.J.S.A. 18A:37-2.1.b., whenever a teacher, administrator, Board member, school district employee or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a pupil, the Principal shall file a written report with the Chief School Administrator. The Chief School Administrator, upon receiving such report shall report the alleged assault to the Board at the next regular Board meeting; provided the name of the pupil who allegedly committed the assault; although it may be disclosed to the Board members, shall be kept confidential to the public at the Board meeting. A person failing to file a report of an alleged assault may be liable to disciplinary action. A pupil may be suspended only by the Building Principal, who shall report any suspension to the Chief School Administrator as soon as possible. The Chief School Administrator shall report the suspension to the Board at its next regular meeting. The suspended pupil may be reinstated by the Principal within thirty days of the suspension, or by the Chief School Administrator at any time before the second meeting of the Board following the suspension, or by the Board of Education at the first meeting following the suspension, except that no pupil suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that pupil's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the pupil or continue the suspension. The Board's failure to take any such action at its second regular meeting after the suspension or at any regular meeting thereafter will terminate the suspension, and the pupil shall be readmitted to school. In each instance of a short-term suspension, the pupil and their parent(s) or legal guardian(s) will be provided oral or written notice of the charges and an informal hearing conducted by the Building Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the pupil may be immediately removed from the pupil's educational program and the informal hearing shall be held as soon as practical after the suspension. In each instance of

### 3rd – 5th GRADE CODE OF CONDUCT

a long-term suspension, the district shall assure the rights of the pupil pursuant to N.J.A.C. 6A:16-7.3. The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each pupil with a disability who is subject to a short-term or long-term suspension. In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8-3.1, which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a pupil with a disability shall be provided consistent with the pupil's Individualized Education Program, in accordance with N.J.A.C. 6A:14. At the completion of a short-term suspension, the general education pupil shall be returned to the general education program. The records of a pupil disciplined by suspension will be expunged in accordance with Policy and Regulation 8330. All record of a suspension will be immediately expunged if the pupil is found innocent of the charges levied. The name of a disciplined pupil will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such pupil will be designated by code. N.J.S.A. 18A:37-1 et seq. N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:14-2.8 et seq. 20 U.S.C. 1415 Adopted: 15

### BEVERLY CITY BOARD OF EDUCATION POLICY# 5620 EXPULSION

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a pupil. For the purposes of this policy, "expulsion" means the Board discontinuing the educational services or discontinuing payment of educational services for a general regular education pupil from school pursuant to N.J.S.A. 18A:37-2. The Board may expel a general education pupil only after the Board has provided the procedural due process rights set forth in N.J.A.C. 6A:16-7.3 and 7.4 and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3, and only after the Board has provided an appropriate educational program or appropriate educational services, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610. The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2, Alternative Educational Programs, and N.J.A.C. 6A:16-10.2, Home or Out-of-School Instruction for General Education Pupils, and N.J.A.C. 6A:14-2, Special Education, Procedural Safeguards and N.J.A.C. 6A:14-4.3, Special Education, Programs and Instruction, whichever are applicable. The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for pupils of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25. Any appeal of the Board's decision regarding the cessation of the pupil's general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or appropriate educational services until a final determination has been made on the appeal of the Board's action to expel a pupil. The Board shall comply with the mandated pupil removal from general education pursuant to N.J.A.C. 6A:16-7.4. The Board shall follow N.J.A.C. 6A:16-5.5 for pupil removal for firearm offenses, N.J.A.C. 6A:16-5.6 for pupil removal for assaults with weapons offenses, and N.J.A.C. 6A:16-5.7 for pupil removal for assaults on district Board of Education members and employees. An expulsion of a pupil with a disability from a receiving school shall be handled in accordance with N.J.A.C. 6A:14. N.J.S.A. 18A:37-2 N.J.A.C. 6A:16-7.4; 6A:16-7.5 Adopted: 15 September 2010

### LEGAL RESOURCES IN THE COMMUNITY

Frank R. Costello Municipal Building

446 Broad Street

Beverly, NJ 08010

Office Hours: Monday – Friday 8:30AM – 5PM

Rich Wolbert, City Administrator and Public Safety Director

**3rd – 5th GRADE CODE OF CONDUCT**

Phone: 609-747-4090

Fax: 609-387-3558

Email: [rwolbert@thecityofbeverly.com](mailto:rwolbert@thecityofbeverly.com)

Departments

Ext. 103 Detective Bureau

Ext. 104 Sgt Matthews

Ext. 109 Mayor Randy H. Miller

Ext. 110 Court Office

Ext. 111 Donna Wojculewski, Court Admin

Ext. 113 Police – Patrol Desk

Ext. 114 Police



## 6th – 8th GRADE CODE OF CONDUCT

### MISSION STATEMENT

The Beverly City School is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents, and other visitors is essential to achieving this goal. The mission of the Beverly City School District is to enable all children to meet rigorous educational standards through quality programs and support services which promote the intellectual, physical and cultural well-being of all students and families in our community. This would provide a foundation for lifelong learning and productive citizenship. The District has expectations for conduct on school property. These expectations are based on the six pillars of character: respect, responsibility, fairness, trustworthiness, caring and citizenship. We recognize the need to define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline when necessary is administered promptly and fairly. All students are expected to comply with all rules governing behavior and conduct. It is the responsibility of the administration to investigate fully the cases of students appropriately referred to his/her office for misbehavior, to ensure fair treatment of such students and protection of their procedural and substantive rights, and to determine what, if any, disciplinary action is warranted. The teacher shall have the responsibility and authority to discipline students, except in those cases requiring the attention of the administration. Students in the Eighth Grade can experience a loss of privileges based on their failure to meet Code of Conduct expectations. The Code of Conduct is a guide and all disciplinary action is subject to administration's discretion.

### BEVERLY CITY BOARD OF EDUCATION POLICY# 5500 EXPECTATIONS FOR PUPIL CONDUCT

The Board of Education believes that pupils should commit themselves to learning and to the development of their unique potential. Pupils should know that their attitudes and acts affect both their own and their classmates' learning and should accept responsibility for helping to create a positive school environment. With the support and assistance of school staff members and parent(s) or legal guardian(s), all pupils can contribute to the effectiveness of the school and the value of their education. The Board expects all pupils in this school district, commensurate with their age and ability, to:

1. Prepare themselves mentally and physically for the process of learning;
2. Respect the person, property, and intellectual and creative products of others;
3. Take responsibility for their own behavior.
4. Use time and other resources responsibly;
5. Share responsibilities when working with others;
6. Meet the requirements of each course of study;
7. Monitor their own progress toward school objectives; and
8. Communicate with parent(s) or legal guardian(s) and appropriate school staff members.

The Chief School Administrator shall, in consultation with staff members, parent(s) or legal guardian(s) exemplify these expectations and shall publish both this policy and the statement of behaviors to all pupils, parent(s) or legal guardian(s), and professional staff members. N.J.S.A. 18A:11-1 Adopted: 15 September 2010



**6<sup>th</sup> – 8<sup>th</sup> GRADE CODE OF CONDUCT**

<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Inappropriate language	*Conference / Reprimand *Detention *Teacher contacts parent *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Minor physical contact	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact and conference *Detention *Self-reflection *Loss of privilege *Possible 1-3 days out of school suspension	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Possible 1-5 days Out of school suspension *Other
Disruption	*Conference / Reprimand *Detention *Teacher contacts parent *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Property misuse	*Conference / Reprimand *Detention *Parent contact *Self-reflection *Loss of privilege	*Notify administration *Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Dress code violation	*Reprimand *Reminder of dress code	*Administrative parent contact *Student will change clothes to comply with school rules. *Detention	*Student will change clothes to comply with school rules. *Administrative parent contact *Detention *Out of school suspension
<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Minor technology violation	*Conference / Reprimand *Detention *Teacher contacts parent *Self-reflection * Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege (longer)	*Administrative parent meeting *Loss of privileges (for remainder of school year) *Out of school suspension *Other
Attendance/Tardiness	*Parent contact *Reminder of school start time (8:15)	*Administrative parent contact and letter *Reminder of school start time (8:15)	*After 4 <sup>th</sup> infraction a general detention is to be served *Administrative parent contact *Reminder of school start time

**6th – 8th GRADE CODE OF CONDUCT**

			(8:15)
Lying/Cheating	*Conference / Reprimand *Detention *Teacher contacts parents *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege *Loss of grade points	*Administrative parent meeting and letter *Self-reflection * Loss of privileges *Out of school suspension *Other *Loss grade points
Defiance/Disrespect/Insubordination/Non-compliance	Conference / Reprimand *Detention *Teacher contacts parent *Self-reflection *Loss of privilege	*Administrative parent contact *Detention *Self-reflection *Loss of privilege	*Administrative parent conference *Detention *Self-reflection *Loss of privilege *Out of school suspension *Other
Inappropriate display of affection	*Conference / Reprimand *Detention *Parent contact *Loss of privilege	*Administrative parent contact *Detention *Loss of privilege	*Administrative parent meeting and letter *Detention *Written apology *Loss of privileges *Out of school suspension *Other
<u>Infraction</u>	<u>Level 1</u> DEVELOPING PROBLEM	<u>Level 2</u> CONTINUING PROBLEM	<u>Level 3</u> UNRESPONSIVE TO CORRECTIONS AND/OR SEVERE SITUATION
Harassment/Intimidation/Bullying	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.	*Administration will begin HIB investigative process. *Discipline code will be applied as necessary.
Forgery/Misrepresenting oneself through written and electronic devices	*Conference/Reprimand *Detention * Parent contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Detention * Parent contact *Loss of privileges	*Administrative Parent Conference/Reprimand *Detention *Written apology *Loss of privileges *Out of school suspension *Other
Fighting	*Conference / Reprimand *In/Out of school suspension *Parent contact *Self-reflection	*Administrative Parent Conference/Reprimand *In /Out of school suspension *Letter to parent	*Administrative Parent Conference/Reprimand *Counseling Referral *Letter to parent

**6th – 8th GRADE CODE OF CONDUCT**

	*Loss of privilege *Letter to parent	* Parent contact *Loss of privileges	*Loss of privileges *Out of school suspension *Other
Misuse of Cell Phone and other electronic devices	*Conference / Reprimand *Detention *Teacher contacts parent *Confiscation of the device * Loss of privilege	*Conference / Reprimand *Detention *Parent contact *Confiscation of the device with parent retrieval * Loss of privilege	*Administrative Parent Conference/Reprimand *Detention *Confiscation of the device with parent retrieval *Loss of privileges *Out of school suspension

**SEVERE BEHAVIORS**

*Gang affiliation display *Use/possession of tobacco, alcohol or drugs *Use/possession of weapons *Bomb threat/false alarm *Terroristic threat *Arson *Other	*IMMEDIATE ADMINISTRATIVE NOTIFICATION *Administrative conference with student *Administrative parent meeting and letter *Counseling Referral *Loss of privileges *Out of school suspension *Possible expulsion *Possible Law Enforcement notification *Other
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**RULES WHILE SERVING DETENTION**

1. Student must report to detention on time; bathroom needs are to be attended to by requesting access from the adult in charge.
2. Talking aloud or disruptive behavior of any kind will not be acceptable.
3. Eating or drinking during the detention is prohibited.
4. Students may be issued learning packets that will be given by the adult in charge. If the student fails to serve the detention within a reasonable time frame, the parent/guardian will be contacted by administration and additional discipline measures will be implemented. Detention supersedes all non-academic activities.

**RIGHTS OF STUDENTS**

Education in a free society demands that students be aware of their rights and learn to exercise them responsibly. To this end, students have a right

1. To be respected as a unique individual;
2. To be provided with an education that is intellectually challenging and relevant to demands of the 21st century,
3. To learn in an environment free from interruption, harassment, discrimination, intimidation and fear;



## 6th – 8th GRADE CODE OF CONDUCT

4. To participate in district activities on an equal basis regardless of race, color, creed, national origin, religion, gender, disability or sexual orient

### ATTENDANCE

Recent changes to our attendance policy reflect those outlined in New Jersey State Law (N.J.S.A. 18A:38-7) which are now in effect for all NJ public schools. Parents are responsible to ensure that the student attends school regularly and on time. 6 REQUIREMENTS FOR PRESENCE IN SCHOOL

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

### NOTIFICATION OF ABSENCE

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

### RE-ADMISSION TO SCHOOL AFTER ABSENCE

A student returning from an absence of any length must present to the school a written statement, dated and signed by the parent or legal guardian, of the reasons for the absence. A note explaining a student's absence for non-communicable illness for a period of more than three school days must be accompanied by a physician's statement of the student's illness. A student who has been absent by reason of having or being suspected of having a communicable disease must present to the school nurse written evidence of being free of communicable disease.

### EXCUSED ABSENCES

- A. Emergency Medical Appointment
- B. Death in Family
- C. Special emergencies such as sudden illness of parent
- D. Religious holidays recognized by the State Department of Education

### DEFINITIONS

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

- a. The pupil's illness,
- b. Family illness or death,
- c. Educational opportunities,
- d. Excused religious observances,

**6th – 8th GRADE CODE OF CONDUCT**

- e. Where appropriate, when consistent with Individualized Education Programs, the Individuals with Disabilities Act, accommodation plans under 29 U.S.C. Section 795 and 705(20), and individualized health care plans pursuant to N.J.A.C. 6A:16-23,
- f. The pupil's suspension from school,
- g. The pupil's required attendance in court,
- h. Necessary and unavoidable medical or dental appointments that cannot be scheduled at a time other than the school day,
- i. An absence for a reason not listed above, but deemed excused by the district attendance officer, upon a written request by the pupil's parent or legal guardian to the Building Principal or designee stating the reason for the absence and requesting permission for the absence to be an excused absence. "Truancy" is defined as a student's absence from all or a part of the school day without the knowledge of the pupil's parent(s) or legal guardian(s). A pupil will also be considered truant if he/she:
- a. Leaves school at lunch time without a pass,
  - b. Leaves school without permission when school is still in session,
  - c. Leaves class because of illness and does not report to the school nurse as directed, or
  - d. Is present in school but is absent from class without approval. Such truancy from class is a "class cut." An unexcused absence is a pupil's absence for all or part of a school day for any reason other than those listed. Absence is expressly not excused for any of the following purposes. This list is intended to be illustrative and is not inclusive:
    - a. Employment other than school-approved work assignments
    - b. Family travel
    - c. Performance of household or baby-sitting duties

**MANDATED SCHOOL DISTRICT RESPONSE TO UNEXCUSED ABSENCES**

If a principal has a concern regarding a student's absences, the Principal will promptly write a letter to the student's parents or guardians expressing the concerns and parents' or guardians' obligations in the law to ensure regular attendance. A copy of this letter will be sent to the district's attendance officer who may file the "five day notices". The Principal will monitor the student's attendance and report problems to the district attendance officer who will take appropriate action to ensure attendance. If a student accumulates ten absences, excluding documented long-term illness, the Principal will send a letter to the parents or guardians expressing concerns about the absences and their impact on student learning, including potential retention in grade. A copy of the letter will be forwarded to the attendance officer. This procedure will repeat if the student accumulates fifteen absences.

**FOUR (4) UNEXCUSDED ABSENCES**

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

- a. Make a reasonable attempt to notify the pupil's parent or legal guardian of each unexcused absence prior to the start of the following school day;



## 6<sup>th</sup> – 8<sup>th</sup> GRADE CODE OF CONDUCT

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

### FIVE (5) TO NINE (9) UNEXCUSED ABSENCES

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

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

### TEN (10) UNEXCUSED ABSENCES

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

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

## 6<sup>th</sup> – 8<sup>th</sup> GRADE CODE OF CONDUCT

### SPECIAL EDUCATION STUDENTS

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

### BEING A BYSTANDER

A Bystander is a person who observes a conflict or unacceptable behavior. It might be something serious or minor, one time or repeated, but the Bystander knows that the behavior is destructive or likely to make a bad situation worse. A Bystander may be subject to disciplinary action at the discretion of the administration. Beverly City School strongly encourages up standing behavior, standards for this behavior involve positive interactions with fellow students were a difference is observable. If a student is found to be a Bystander, along with possible disciplinary action students will take part in completing a behavioral reflection packet with the goal of acknowledging the harmful effects of Bystander behavior.

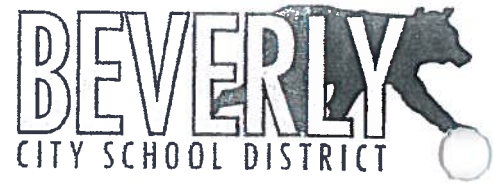
### DUE PROCESS

All students shall be treated fairly and honestly in resolving grievances and complaints, and in the consideration of any suspension or expulsion. All students have the right to fair and reasonable treatment of their grievances and discipline by school officials.

### PUPILS WITH DISABILITIES

For pupils with disabilities, subject to Individualized Education Programs in accordance with 20 U.S.C. 1400 et seq., the Individuals with Disabilities Educational Improvement Act, and accommodation plans under 29 U.S.C. 794 and 705(20), pupil discipline and the code of conduct shall be implemented in accordance with the components of the applicable plans. Pupils subject to the consequences of the Pupil Discipline/Code of Conduct Policy and Regulation shall be informed of their rights, pursuant to N.J.A.C. 6A:16-7.1(c)3.i. through vii., that include:

1. Advance notice of behaviors that will result in suspensions and expulsions that have been identified under authority of N.J.S.A. 18A:37-2;
2. Education that supports pupils' development into productive citizens;
3. Attendance in safe and secure school environments;
4. Attendance at school irrespective of pupils' marriage, pregnancy, or parenthood;
5. Due process and appeal procedures, pursuant to N.J.A.C. 6A:3-1.3 through 1.17, N.J.A.C. 6A:4 and, where applicable, N.J.A.C. 6A:14-2.7 and 2.8;
6. Parent notification consistent with the policies and procedures established pursuant to N.J.A.C. 6A:16- 6.2(b)3; and
7. Protections pursuant to 20 U.S.C. 1232g and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. 1232h and 34 CFR Part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6:3-6, Pupil Records; 45 CFR 160, Health Insurance Portability and Accountability Act; 20 U.S.C. 6301, Title IV(A)IV 4155 of the Elementary and Secondary Education Act as



## 6th – 8th GRADE CODE OF CONDUCT

reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; N.J.S.A. 18A:40A-7.1, School based drug and alcohol abuse counseling; information from participants; disclosure; N.J.A.C. 6A:16-3.2, Confidentiality of pupil alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records:

Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Pupil Records; as well as other existing Federal and State laws pertaining to pupil protections.

### 6A:14-2.8 Discipline/suspension/expulsions for Students with Disabilities

(a) For disciplinary reasons, school officials may order the removal of a student with a disability from his or her current educational placement to an interim alternative educational setting, another setting, or a suspension for up to 10 consecutive or cumulative school days in a school year. Such suspensions are subject to the same district board of education procedures as nondisabled students. However, at the time of removal, the principal shall forward written notification and a description of the reasons for such action to the case manager and the student's parent(s).

1. Notwithstanding (a) above, preschool students with disabilities shall not be suspended, long-term or short-term, and shall not be expelled.

2. The district board of education is not required by 20 U.S.C. §§1400 et seq. or this chapter to provide services during periods of removal to a student with a disability who has been removed from his or her current placement for 10 school days or less in that school year, provided that if services are provided to general education students for removals of 10 or fewer days duration, students with disabilities shall be provided services in the same manner as students without disabilities during such time periods for removals of 10 or fewer days. 50

(b) School district personnel may, on a case-by-case basis, consider any unique circumstances when determining whether or not to impose a disciplinary sanction or order a change of placement for a student with a disability who violates a school code of conduct.

(c) Removals of a student with a disability from the student's current educational placement for disciplinary reasons constitutes a change of placement if:

1. The removal is for more than 10 consecutive school days; or 2. The student is subjected to a series of short-term removals that constitute a pattern because they cumulate to more than 10 school days in a school year and because of factors such as the length of each removal, the total amount of time the student is removed and the proximity of the removals to one another.

i. School officials in consultation with the student's case manager shall determine whether a series of short-term removals constitutes a pattern that creates a change of placement.

(d) Disciplinary action initiated by a district board of education which involves removal to an interim alternative educational setting, suspension for more than 10 school days in a school year or expulsion of a student with a disability shall be in accordance with 20 U.S.C. § 1415(k), as amended and supplemented. (See chapter Appendix A.) However, the period of removal to an interim alternative educational setting of a student with a disability in accordance with 20 U.S.C. § 1415(k) shall be for a period of no more than 45 calendar days.

(e) In the case of a student with a disability who has been removed from his or her current placement for more than 10 cumulative or consecutive school days in the school year, the district board of education shall provide services to the extent necessary to enable the student to progress appropriately in the general education curriculum and advance appropriately toward achieving the goals set out in the student's IEP.



**6th – 8th GRADE CODE OF CONDUCT**

1. When it is determined that a series of short-term removals is not a change of placement, school officials, in consultation with the student's special education teacher and case manager shall determine the extent to which services are necessary to enable the student to progress appropriately in the general curriculum and advance appropriately toward achieving the goals set out in the student's IEP.

2. When a removal constitutes a change of placement, and it is determined that the behavior is not a manifestation of the student's disability, the student's IEP team shall determine the extent to which services are necessary to enable the student to progress appropriately in the general curriculum and advance appropriately toward achieving the goals set out in the student's IEP.

(f) In the case of a removal for drug or weapons offenses, or because the student caused a serious bodily injury under 20 U.S.C. § 1415(k) and its implementing regulations, at 34 CFR §§ 300.1 et seq., or a removal by an administrative law judge for dangerousness consistent with 20 U.S.C. § 1415(k) and its implementing regulations, at 34 CFR §§ 300.1 et seq., the district board of education shall provide services to the student with a disability consistent with 20 U.S.C. § 1415(k) and its implementing regulations, at 34 CFR §§ 300.1 et seq., incorporated herein by reference. However, the period of removal to an interim alternative educational setting of a student with a disability in accordance with 20 U.S.C. §1415(k) shall be for a period of no more than 45 calendar days.

**STUDENT RECORDS**

(a) All student records shall be maintained according to N.J.A.C. 6A:32.

(b) The parent, adult student or their designated representative shall be permitted to inspect and review the contents of the student's records maintained by the district board of 52 education under N.J.A.C. 6A:32 without unnecessary delay and before any meeting regarding the IEP.

(c) Any consent required for students with disabilities under N.J.A.C. 6A:32 shall be obtained according to N.J.A.C. 6A:14-1.3 "consent" and 2.3 (a) and (b).

**HARASSMENT, INTIMIDATION AND BULLYING (HIB)**

Beverly City School Students are expected to treat each other with respect regardless of gender, race, color, creed, religion, national origin, or sexual orientation. Bullying is a common and damaging form of violence among children. Under New Jersey law, "harassment, intimidation, or bullying" means any gesture, any written, verbal or physical act or any electronic communication, whether it is a single incident or a series of incidents, that is:

a. Reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or mental, physical or sensory disability or

b. By any other distinguishing characteristic; and that

c. Takes place on school property, and any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3, that substantially disrupts or interferes with the orderly operation of the school or the rights of other pupils; and that

d. A reasonable person should know under the circumstances will have the effect of physically or emotionally harming a pupil or damaging the pupil's property, or placing a pupil in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or



## 6th – 8th GRADE CODE OF CONDUCT

- e. Has the effect of insulting or demeaning any pupil or group of pupils; or
- f. Creates a hostile educational environment for the pupil by interfering with a pupil's education or by severely or pervasively causing physical or emotional harm to the pupil. All instances of such harassment/bullying must be reported to a Beverly School District employee, classroom teacher and or administrator as stated in Board Policy. The person filing a report may choose to remain anonymous and granted he/she files the report in compliance with the district's Board of Education policy, will be immune from a cause of action for damages arising from any failure to remedy the reported incident. Once reported each incident will be recorded, parents will be contacted and appropriate action will be taken promptly including careful follow-up to prevent re-occurrence. Interventions include, but are limited to: contacting Superintendent, local authorities, support personnel, Child Study Team, detentions and suspensions when necessary. Victim assistance/support will be provided as well. Contact the Harassment, Intimidation, and Bullying Specialist or school administration for further information. In an effort to be proactive and to assist the school in identifying concerns there is an anonymous reporting box located in the front vestibule and a hotline to report instances at 609.387.2200 ext. 555.

### BEVERLY CITY BOARD OF EDUCATION POLICY# 5610 SUSPENSION

The Board of Education recognizes that even the temporary exclusion of a pupil from the educational program of this district is a severe sanction and one that cannot be imposed without due process. Any pupil who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him, or of the habitual use of profanity or of obscene language, or who shall cut, deface or otherwise injure any school property, shall be liable to punishment and to suspension or expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a pupil guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A. 18A:37-2 and the school district's Pupil Discipline/Code of Conduct Policy and Regulation in accordance with the N.J.A.C. 6A:16-7.1. et seq. For the purposes of this policy, "suspension" means the temporary removal of a pupil from the regular instructional program. For the purposes of this Policy, "short term suspension" means a suspension for a term of ten consecutive school days or less and "long term suspension" means a suspension for more than ten consecutive school days. Any pupil who is convicted or adjudicated delinquent for possession of a firearm or a crime while armed with a firearm or found knowingly in possession of a firearm on any school property, on a school bus, or at a school-sponsored function shall be immediately removed from the school's regular educational program pending a hearing before the Board of Education to remove the pupil in accordance with N.J.S.A. 18A:37-8 and Policy 5611. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a pupil, teacher, administrator, Board member, or other school district employee, with a weapon other than a firearm, on any school property, on a school bus, or at a school-sponsored function must be immediately removed from the school's regular education program and placed in an alternative education school or program, pending a hearing before the Board of Education in accordance with N.J.S.A. 18A:37-2.2 and Policy 5612. Any pupil who commits an assault, as defined pursuant to N.J.S.A. 2C:12-1, upon a teacher, administrator, Board member, or other school district employee, acting in the performance of his duties in a situation where his authority to so act is apparent, or as a result of the victim's relationship to an institution of public education in New Jersey, not involving the use of a weapon or firearm, shall be immediately suspended from school consistent with procedural due process pending suspension or expulsion proceedings before the Board in accordance with Pursuant to N.J.S.A. 18A:37-2.1.b., whenever a teacher, administrator, Board member, school district employee or a labor representative on behalf of an employee makes an allegation in writing that the Board member or employee has been assaulted by a pupil, the Principal shall file a written report with the Chief School Administrator. The Chief School Administrator, upon receiving such report shall report the alleged assault to the Board at the next regular Board meeting; provided the name of the pupil who allegedly committed the assault; although it may be disclosed to the Board members, shall be kept confidential to the public at the Board meeting. A person failing to file a report of an alleged assault may be liable to disciplinary action. A pupil may be suspended only by the Building Principal, who shall report any suspension to the Chief School Administrator as soon as possible. The Chief School Administrator shall report the suspension to the Board at its next regular meeting. The suspended pupil may be reinstated by the Principal within



## 6th – 8th GRADE CODE OF CONDUCT

thirty days of the suspension, or by the Chief School Administrator at any time before the second meeting of the Board following the suspension, or by the Board of Education at the first meeting following the suspension, except that no pupil suspended for reasons of assault upon a person in authority may be reinstated before the Board has held a hearing, within thirty calendar days of the suspension, to consider that pupil's expulsion from school. At its second regular meeting after the suspension and thereafter, the Board alone may reinstate the pupil or continue the suspension. The Board's failure to take any such action at its second regular meeting after the suspension or at any regular meeting thereafter will terminate the suspension, and the pupil shall be readmitted to school. In each instance of a short-term suspension, the pupil and their parent(s) or legal guardian(s) will be provided oral or written notice of the charges and an informal hearing conducted by the Building Principal or designee in accordance with the procedures outlined in N.J.A.C. 6A:16-7.2. To the extent the pupil's presence poses a continuing danger to persons or property or an ongoing threat of disrupting the educational process, the pupil may be immediately removed from the pupil's educational program and the informal hearing shall be held as soon as practical after the suspension. In each instance of a long-term suspension, the district shall assure the rights of the pupil pursuant to N.J.A.C. 6A:16-7.3. The district will comply with the requirements of N.J.A.C. 6A:16-7.2 and 7.3, in addition to all the procedural protections set forth in N.J.A.C. 6A:14, for each pupil with a disability who is subject to a short-term or long-term suspension. In each instance of a short- or long-term suspension, the district shall provide academic instruction, either in school or out of school, that addresses the Core Curriculum Content Standards pursuant to N.J.A.C. 6A:8-3.1, which may include a public education program provided in accordance with the provisions of N.J.A.C. 6A:16-9 or 10. These services shall be provided within five school days of the suspension. Educational services provided to a pupil with a disability shall be provided consistent with the pupil's Individualized Education Program, in accordance with N.J.A.C. 6A:14. At the completion of a short-term suspension, the general education pupil shall be returned to the general education program. The records of a pupil disciplined by suspension will be expunged in accordance with Policy and Regulation 8330. All record of a suspension will be immediately expunged if the pupil is found innocent of the charges levied. The name of a disciplined pupil will not appear in the agenda or minutes of a public meeting or in any public record of this district; any such pupil will be designated by code. N.J.S.A. 18A:37-1 et seq. N.J.A.C. 6A:16-7.2; 6A:16-7.3; 6A:14-2.8 et seq. 20 U.S.C. 1415 Adopted: 15

### BEVERLY CITY BOARD OF EDUCATION POLICY# 5620 EXPULSION

The Board of Education recognizes that expulsion from this district is the most severe sanction that can be imposed upon a pupil. For the purposes of this policy, "expulsion" means the Board discontinuing the educational services or discontinuing payment of educational services for a general regular education pupil from school pursuant to N.J.S.A. 18A:37-2. The Board may expel a general education pupil only after the Board has provided the procedural due process rights set forth in N.J.A.C. 6A:16-7.3 and 7.4 and as outlined in Policy and Regulation 5610, subsequent to a long-term suspension pursuant to N.J.A.C. 6A:16-7.3, and only after the Board has provided an appropriate educational program or appropriate educational services, based on the criteria set forth under N.J.A.C. 6A:16-7.3(f) and as outlined in Regulation 5610. The educational program shall be consistent with the provisions of N.J.A.C. 6A:16-9.2, Alternative Educational Programs, and N.J.A.C. 6A:16-10.2, Home or Out-of-School Instruction for General Education Pupils, and N.J.A.C. 6A:14-2, Special Education, Procedural Safeguards and N.J.A.C. 6A:14-4.3, Special Education, Programs and Instruction, whichever are applicable. The educational services provided, either in school or out of school, shall be comparable to those provided in the public schools for pupils of similar grades and attainments, pursuant to the provisions of N.J.S.A. 18A:38-25. Any appeal of the Board's decision regarding the cessation of the pupil's general education program shall be made to the Commissioner of Education in accordance with N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3-1.3 through 1.17. The Board shall continue to provide an appropriate educational program or appropriate educational services until a final determination has been made on the appeal of the Board's action to expel a pupil. The Board shall comply with the mandated pupil removal from general education pursuant to N.J.A.C. 6A:16-7.4. The Board shall follow N.J.A.C. 6A:16-5.5 for pupil removal for firearm offenses, N.J.A.C. 6A:16-5.6 for pupil removal for assaults with weapons offenses, and N.J.A.C. 6A:16-5.7 for pupil removal for assaults on district Board of Education members and employees. An expulsion of a pupil with a disability from a



## 6<sup>th</sup> – 8<sup>th</sup> GRADE CODE OF CONDUCT

receiving school shall be handled in accordance with N.J.A.C. 6A:14. N.J.S.A. 18A:37-2 N.J.A.C. 6A:16-7.4; 6A:16-7.5 Adopted:  
15 September 2010

### LEGAL RESOURCES IN THE COMMUNITY

Frank R. Costello Municipal Building

446 Broad Street

Beverly, NJ 08010

Office Hours: Monday – Friday 8:30AM – 5PM

Rich Wolbert, City Administrator and Public Safety Director

Phone: 609-747-4090

Fax: 609-387-3558

Email: [rwolbert@thecityofbeverly.com](mailto:rwolbert@thecityofbeverly.com)

#### Departments

Ext. 103 Detective Bureau

Ext. 104 Sgt Matthews

Ext. 109 Mayor Randy H. Miller

Ext. 110 Court Office

Ext. 111 Donna Wojculewski, Court Admin

Ext. 113 Police – Patrol Desk

Ext. 114 Police

**APPENDIX C**

**Title I Parent Involvement School Plan**



## **Title I School Plan**

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

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

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



TITLE I REQUIREMENT	ACTIVITIES / STRATEGIES	PARTICIPANTS	TIME / DATE	EVIDENCE OF COMPLIANCE
Include parents in the development and implementation of the school's <i>Title I Parent Involvement School Plan</i> .	Parent/Staff Open House at beginning of school year	~Title I Parents ~ Title I Staff ~ Grants Manager	September 4, 2019	1. Invitation to parents 2. Attendance form 3. Draft of Parent Involvement Plan
Offer parent meetings/ workshops at different times of the day.	Open House, Title I Parent Meeting, Title I Conferences ~Invitation to parents to attend Title I lessons	~Title I parents ~Title I Staff	~September 4, 2019 ~November 4 & 5, 2019 ~March 11 & 12, 2020	~Invitations sent to all Title I parents ~Attendance forms



<p>Provide parents of participating children:</p>	<p>~Title I Compact issued at beginning of school year. Title I Parent Meeting</p>	<p>~Title I parents ~Title I students ~Staff</p>	<p>~ Policy sent home in summer mailing</p>	<p>~Signed handbook in students' files</p>
<p>Develop a school – parent compact that addresses how parents, staff, &amp; students will share responsibility for improved academic achievement and proactively foster a true working partnership.</p>	<p>~Compact issued at beginning of school year, provided in native language if necessary</p>	<p>~Title I parents ~Title I Staff</p>	<p>Beginning of school year</p>	<p>Signed handbook agreement in students' files</p>





<p>Ensure effective involvement of parents and staff.</p>	<p>~Fall Open House ~Title I Parent Involvement Conferences offered ~District Parent Involvement Policy available for review on school district website ~Parents provided with multiple points of contact with staff, including email addresses and telephone contact information ~Staff participates in Title I Program Staff Meetings</p>	<p>~Title I parents ~Title I Staff ~ Grants Manager ~Workshop facilitators</p>	<p>Ongoing throughout school year</p>	<p>~Invitations to all conferences, Open Houses, and training session ~All communication between parents and staff (email, documentation of telephone calls, and written communication) in each students' file ~District Parent Involvement Policy posted on School District website ~Staff participation in Title I Program Staff Meetings</p>
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				~Staff included in workshops throughout the school year
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# AGREEMENT PAGE

## Beverly City School

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

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

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

Name of Student: \_\_\_\_\_  
Please Print

Student's Signature \_\_\_\_\_

Parent/Guardian Name: \_\_\_\_\_  
Please Print

Parent/Guardian Signature \_\_\_\_\_

Student's Teacher: \_\_\_\_\_ Grade: \_\_\_\_\_

2019-2020

12M



Faculty/Staff Handbook

**Carefully read the Student/Parent Handbook as information is not duplicated in this Staff Handbook and you are responsible for knowing and adhering to policies and procedures found in each. Memos have also been included in your opening packet to provide further explanations of specific policies and procedures. All Board of Education Policies and Regulations are accessible from our website.**

**Print a copy of the last page, sign and return to the main office no later than September 13<sup>th</sup>.**

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

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

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

#### APPLICATION FOR TEMPORARY LEAVE OF ABSENCE:

##### PERSONAL DAY REQUESTS:

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

##### SICK DAYS:

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

#### ARRIVAL/DISMISSAL

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

#### ATTENDANCE

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

#### STATE ATTENDANCE CODES:

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

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

## **BASIC SKILLS PROGRAM PLAN/TITLE I:**

### **Student Selection Procedure**

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

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

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

### **Parental Involvement** - See Policy 9130 Public Complaints and Greivances & 2415.04 Title I – Parent Involvement

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

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

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

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

### **Goals of Title I Parental Involvement**

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

### **Teaching Staff**

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

### **Staff Development**

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

## **BUILDING SECURITY**

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

### **CERTIFICATE HOLDER 6A:9-17.1(c)**

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

### **CODE OF CONDUCT – See Student/Parent Handbook**

## COMMUNICATIONS

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

## DISCIPLINE

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

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

## DISMISSAL

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

## CP&P

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

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

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

## EMERGENCY PLANS

Emergency Plans and all corresponding copies are to be kept in your room, but the location of said plans reported to the Main Office, via the memo, and are due on September 13<sup>th</sup>. The plans should include three (3) full days of plans to be used by a substitute in the event your plans are not available. You must have all copies made to support the plans. The location of where these copies can be found must be indicated in your plans. Please include a copy of your class list, your schedule, and a set of procedures for the substitute to follow (e.g., taking attendance, the lunch count, saluting the flag, students with medical problems, basic skills students, emergency drill information, dismissal plans, duties). Please refer to the memo included in your opening packet. These plans need to be updated if used and/or throughout the year to ensure relevance.



## FACULTY MEETINGS

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

## FIRE DRILLS/OTHER EMERGENCY/SECURITY DRILLS

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

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

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

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

### 1. FIRE DRILLS/EVACUATION:

#### FIRE/EVACUTION DRILL Procedures

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

### 2. ACTIVE SHOOTER:

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

#### LOCK-DOWN DRILL Procedures

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

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

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

ALL call from any **school phone**:

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

ALL call from **any** phone:

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

Non-Negotiables:

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

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

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

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

Regardless of the underlying cause that necessitates the evacuation, it is the responsibility of law enforcement and other emergency services to respond to and to assist in the orderly and safe evacuation of a school building when the need arises. Once an evacuation occurs, law enforcement has the responsibility of advising the Chief School Administrator of the extent of their specific efforts, their findings, and when their efforts are concluded. After considering the information supplied to them by law enforcement, the final decision to reoccupy the facility rests with the Chief School Administrator.

#### 4. BOMB THREAT RESPONSE:

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

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

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

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

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

#### 5. SHELTER IN PLACE DRILL Procedures

Once you hear the following announcement:

"SHELTER IN PLACE"

Please take the following steps:

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

#### GRADES

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

#### HEALTH OFFICE PROCEDURES

##### Nurse's Pass

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

##### Health Office Hours

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

##### Student Medical Issues

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

### Physical Education Restrictions

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

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

### Worker's Compensation

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

### Bloodborne Pathogens

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

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

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

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

### HOLIDAYS TO BE OBSERVED IN THE CLASSROOM

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

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

Last school day preceding:

Martin Luther King's Birthday  
Lincoln's Birthday  
Washington's Birthday  
Decoration or Memorial Day  
Columbus Day  
Veterans Day  
Thanksgiving Day

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

- **General Rule:** When a school does choose to acknowledge the December holidays, it is essential that the school must never appear to endorse religion over non-religion or one particular religious' faith over another.

- **Public schools must remain free from activities that could involve religious coercion.** Because of their young age, students are particularly impressionable and susceptible to pressure to conform to the beliefs of the majority. Schools must take care to avoid endorsing the beliefs, practices, or traditions of the majority religion.
- **Schools must be careful not to cross the line between teaching about religious holidays (which is permitted) and celebrating religious holidays (which is not).** Celebrating religious holidays in the form of religious worship or other practices is unconstitutional. Teaching about a holiday will be constitutional if it furthers a genuine secular program of education, is presented objectively, and does not have the effect of endorsing, advancing, or inhibiting religion.
- **Special school events, assemblies, concerts, and programs must be designed to further a secular and objective program of education and must not focus on any one religion or religious observance.** Thus, religious music or drama may be included in school events, but the reason for including that music must be to advance a secular educational goal. Such events must not promote or denigrate any particular religion, serve as a religious celebration, or become a forum for religious devotion.
- **Religious symbols are not appropriate seasonal decorations in public schools.** The classroom and school premises are the place where children spend the majority of their day. It is important that all students feel comfortable and accepted in their school. Symbols of religious holidays may make some students uncomfortable and unwelcome because their holidays and traditions are not represented or because they do not celebrate religious holidays at all.
- **In an effort to be ecumenical, it is not advisable to rely on information provided by a representative child of a minority religion.** Students should not be put on the spot to explain their religious (or cultural) traditions. The student may feel uncomfortable and may not have enough information to be accurate. Moreover, by asking a student to be spokesperson for his/her religion, the teacher is sending a signal that the religion is too "exotic" for the teacher to understand.
- **Remember: diversity includes religious diversity.** In designing holiday programming, it is essential to keep in mind that the children entrusted to your care likely have widely divergent religious points of view. The way you approach the December holidays will determine whether those children whose religious views fall outside of the majorities are made to feel welcome and comfortable in their school building or whether they will feel as if they do not belong.

#### IEP & 504's

In accordance with state law, teachers are responsible for reading and implementing the individualized education program (IEP) of all classified children and 504 plans for children in their classroom. They are confidential. All modifications are to be implemented carefully and accurately. Special area teachers are required to read all IEPs and sign-off with Ms. Lynn Cole acknowledging that you have read these documents and are responsible for implementing all of the required accommodations.

#### INTERNET ACCEPTABLE USE FOR FACULTY/STAFF

##### FACULTY/STAFF RESPONSIBILITIES:

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

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

##### UNACCEPTABLE USES OF THE INTERNET/WIRELESS

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

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

### INTERVENTION & REFERRAL SERVICES (I&RS)

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

- Ms. Kerri Lawler
- Ms. Peg Gunkel
- Ms. Caitlin Stone
- Ms. Lois Harmon
- Ms. Chelsea Light
- Ms. Joanne Mills
- Nurse

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

#### Referring Teacher Checklist

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

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

### LESSON PLANS

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

## LUNCHTIME

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

## PEANUT/TREE NUT ALLERGY

You will receive a memo from the nurse regarding students having severe allergies in your class. New for the 2018-2019 school year, the Beverly City School District is entirely nut/peanut free. This includes the faculty/staff lounge. You or any of your students may not bring in any item that contains nuts or is processed in a facility with nuts.

## PERSONAL BELONGINGS

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

## POLICIES

A brief description of policies may be found in the appendix attached. The full set of policies are available for you to access online at [www.beverlycityschool.org](http://www.beverlycityschool.org).

## PROGRESS REPORTS

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

## RECORD KEEPING

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

## REIMBURSEMENT

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

## REPORT CARDS

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

## SUBSTITUTE ARRANGEMENTS

ALL STAFF please do the following to obtain a substitute:

1. Call Jacki DiLuzio at 856-393-8077.
2. You may also call before 5:00 AM, but no later than 6:30 AM.
3. In the message, please leave your name, Beverly City School, grade level/subject or another special assignment. Do not leave the times as all substitutes begin at 8:00 AM regardless of your start time.
4. If you know of a future absence or personal day, notify the Jacki so that they can fill the position in advance.

## SUPERVISION OF PLAYGROUNDS, HALLWAYS & CLASSROOMS

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

### TITLE IX

The Title IX Officer for the 2019-2020 school year for Beverly City School District is Dr. Elizabeth C. Giacobbe.

### **POLICIES:**

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

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

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

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

#### **#3362 – “Nondiscrimination/Affirmative Action”**

##### Affirmative Action

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

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

##### Sexual Harassment

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

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

#### **#3150/4340 – “Grievance Procedure Regulation”**

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

#### **#8320 – “Personnel Records”**

Orderly administration of the school district and compliance with state and federal law require the compilation of information about all employees of the district. The Beverly City Board of Education recognizes that there is a distinction between



those personnel records that are clearly a matter of public concern and those that must be considered privileged until such time as they are opened to the public by the commissioner of education or the courts.

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

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

**#3222 – “Supervision (Certificated)”**

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

**#3222 – “Evaluation (Certificated)”**

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

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

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

**#3142 – “Nonrenewal”**

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

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

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

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

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

**#3214 – “Conflict of Interest”**

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

**#3216 – “Conduct and Dress”**

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

### **#3281 – “Inappropriate Staff Conduct Procedure Regulation”**

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

### **#3218 – “Employee Substance Abuse”**

#### General - All Employees

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

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

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

### **#4211 – “Recruitment, Selection & Hiring”**

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

### **#4220 – “Supervision (Non-Certificated)”**

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

### **#4220 – “Evaluation (Non-Certificated)”**

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

### **#5500 – “Conduct/Discipline”**

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

### **#5512 – “Harassment, Intimidation and Bullying”**

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

### **#2416/5752 – “Married/Pregnant Pupils”**

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

#### **#5751 – “Sexual Harassment of Pupils”**

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

#### **#2260/5750 – “Equal Educational Opportunity”**

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

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

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

#### **#5842 – “Physical Education and Health”**

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

#### **#2360/2361 – “Internet Safety and Technology”**

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

#### **#2110 – “Extracurricular Activities”**

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

#### **#2430/2431 – “Intramural, Interscholastic Competition”**

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

#### **#1540 – “Code of Ethics”**

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

**APPENDIX A**

**Paraprofessionals**

**Carefully read the Student/Parent and Faculty/Staff Handbook as information is not duplicated in this Handbook and you are responsible for knowing and adhering to policies and procedures found in all. Memos have also been included in your opening packet to provide further explanations of specific policies and procedures. All Board of Education Policies and Regulations are accessible from our website. Print a copy of the last page, sign and return to the main office no later than 15 days after your hire date.**

#### **ARRIVAL/DISMISSAL**

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

#### **DURING CLASSES**

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

#### **ONE-TO-ONE PARAPROFESSIONALS**

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

#### **PERSONAL DAY REQUESTS/SUBSTITUTE INFORMATION**

Please complete the Personal Day Request Form that is available in the main office, at least 24 hours prior to the date you wish to be absent. No personal days will be granted the day before or the day after a vacation or long weekend. Any staff member absent on the day before or after a vacation may be requested to submit a doctor's note. Any staff member absent 3 or more days may be required to submit a doctor's note. To obtain a substitute, call Jacki DiLuzio at the hotline (856-393-8077). You may call anytime and leave a message. The best time to leave a message is in the evening. You may also call by 5:00 AM, but not after 6:30 AM. In the message, please leave your name, Beverly City School, grade level/subject or assignment. If you know of a future absence or personal day, notify the hotline so that they can fill the position in advance. It is imperative that you call for a substitute regardless of you completing the personal day request form. If you are out sick it is also your responsibility to complete a return from sick form that can be obtained in the main office.

#### **PRE-KINDERGARTEN PARAPROFESSIONALS**

Please report to cafeteria no later than 10:40 AM to gather the lunches in order to ensure that the teachers are able to exit for their contractual lunch at 10:55 AM. If there is any issue with a student's lunch or you need additional condiments/utensils/etc. please dial ext. 217. These will be brought down to you as no Pre-Kindergarten room should be left with only one adult during lunches.

### **SIGNING IN AND OUT**

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

### **SUPERVISION OF PLAYGROUNDS, HALLWAYS & CLASSROOMS**

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

# Handbook Compliance Form

2019-2020 School Year

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

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

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

Name: \_\_\_\_\_

Position: \_\_\_\_\_

Signature: \_\_\_\_\_

Date: \_\_\_\_\_







12P

PHILIP D. MURPHY  
*Governor*

SHEILA Y. OLIVER  
*Lt. Governor*

State of New Jersey  
DEPARTMENT OF EDUCATION  
PO Box 500  
TRENTON, NJ 08625-0500

LAMONT O. REPOLLET, ED.D.  
*Commissioner*

September 3, 2019

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

**SUBJECT: 2019-2020 PRESCHOOL EDUCATION AID (PEA) ONE-YEAR  
OPERATIONAL PLAN**

Dear Dr. Giacobbe:

In accordance with the Notification of Funding Opportunity issued by the New Jersey Department of Education, Division of Early Childhood Education (DECE), the Beverly City School District submitted an application to receive Preschool Education Aid (PEA), including the required One-Year Operational Plan and Budget Workbook for the 2019-2020 school year. Based on a thorough review, we are pleased to notify you that Beverly City School District's application is approved for funding contingent upon receipt of a certified Board Resolution. This documentation must be received by September 27, 2019. Congratulations!

The Beverly City School District will receive \$498,242 in PEA. With this and other funding, the district indicates that it will serve 56 full day general education preschool children in 2019-2020. Please note that PEA is intended to fund only general education students. Preschoolers with disabilities, regardless of whether they are served in self-contained or inclusive settings, are included in the resident enrollment count which is used to determine State aid pursuant to the School Funding Reform Act. Therefore, districts should use local funds and funds made available under SFRA, excluding PEA for the education of students with disabilities. In addition, IDEA Part B funds may be used to pay for the excess cost of educating preschool students with disabilities. PEA is based upon your approved projected enrollment.

If a LEA is offering a full-day general education program for its general education preschool students, in accordance with *N.J.A.C. 6A:14-4.1(c)*, preschool children with disabilities must have access to a full-day program as well. This applies to preschoolers

Dr. Elizabeth Giacobbe

Page 2

September 3, 2019

with disabilities, either in a education or special education setting, within the district or within separate public or approved private schools for students with disabilities.

If tuition was collected for any in-district children, all funding for the 2019-2020 school year must be returned to the families. Please note that the district may only take out-of-district tuition students if space is available after eligible district children are served. Beginning in 2019, preschool student tuition must be charged at a rate comparable to the per pupil rate provided in state aid. The costs for tuition students can either be fully charged to the family or off-set with the use of district general funds.

The DECE will provide professional development and technical assistance geared toward the implementation of high-quality preschool programming, including site visits, webinars and conference calls. Your district liaison will be contacting you in the coming weeks to discuss next steps to assist you with your planning.

If you have any questions, please email [doeearlychild@doe.nj.gov](mailto:doeearlychild@doe.nj.gov) or contact the Division of Early Childhood Education at (609) 376-9077.

Sincerely,



Cary A. Booker  
Assistant Commissioner  
Division of Early Childhood Education

CAB/TDC/PAN

c: Lamont O. Repollet, Ed.D., Commissioner  
Tonya D. Coston  
Kevin Dehmer  
Daryl Minus-Vincent

0000 BYLAWS

Number

0110	Identification
0120	Authority and Powers
0131	Bylaws and Policies
0132	Executive Authority
0133	Adjudication of Disputes
0134	Board Self Evaluation
0141.1	Board Member and Term - Sending District
0142	Board Member Qualifications, Prohibited Acts and Code of Ethics (M)
0142.1	Nepotism (M)
0143	Board Member Election and Appointment
0144	Board Member Orientation and Training
0145	Board Member Resignation and Removal
0146	Board Member Authority
0148	Board Member Indemnification
0151	Organization Meeting
0152	Board Officers
0153	Annual Appointments
0154	Annual Motions and Designations
0155	Board Committees
0157	Board of Education Website
0161	Call, Adjournment and Cancellation
0162	Notice of Board Meetings
0163	Quorum
0164	Conduct of Board Meetings
0165	Voting
0166	Executive Sessions
0167	Public Participation in Board Meetings
0168	Recording Board Meetings
0169	Board Member Use of Electronic Mail/Internet
0169.02	Board Member Use of Social Networks
0171	Duties of Board President and Vice President
0172	Duties of Treasurer of School Monies
0173	Duties of Public School Accountant
0174	Legal Services (M)
0175	Contracts with Independent Consultants
0176	Collective Bargaining and Contract Approval/Ratification
0177	Professional Services (M)

# BYLAWS



BEVERLY CITY  
BOARD OF EDUCATION



### 0142 BOARD MEMBER QUALIFICATIONS. PROHIBITED ACTS AND CODE OF ETHICS

Each member of the Board of Education shall possess the qualifications required by law and shall be bound by the provisions of the School Ethics Act.

#### Qualification of Office

A Board member must be a citizen of the United States.

A Board member must be a resident of the district the member represents and must have been such for at least one year immediately preceding the member's election or appointment.

A Board member must be able to read and write.

A Board member must be registered to vote in the district and not disqualified from voting pursuant to N.J.S.A. 19:4-1.

A Board member may not have been convicted of a crime or offense as listed in N.J.S.A. 18A:12-1.

A Board member cannot concurrently hold office as mayor or a member of the governing body of the municipality of Beverly.

Each member of the Board of Education, within thirty days of election or appointment to the Board shall undergo a criminal history background investigation for the purpose of ensuring the member is not disqualified from membership due to a criminal conviction of a crime or offense listed in N.J.S.A. 18A:12-1 et seq. The Board of Education (will will not) reimburse the Board member for the costs of the criminal history record check. The Commissioner of Education shall notify the Board of Education if a member has been disqualified from membership on the Board as the result of the criminal history record check. The Commissioner of Education will also notify the Board if a Board member has charges enumerated in N.J.S.A. 18A:12-1 pending against him/her and the Board shall take appropriate action. If the pending charges result in conviction, the member shall be disqualified from continued membership on the Board.



# BYLAWS

## BEYERLY CITY BOARD OF EDUCATION

BYLAWS  
0142/page 2 of 5  
Board Member Qualifications, Prohibited  
Acts and Code of Ethics

### Prohibited Acts

"Business" means any corporation, partnership, firm, enterprise, franchise, association, trust, sole proprietorship, union, political organization, or other legal entity but does not include a school district or other public entity.

"Interest" means the ownership of or control of more than ten percent of the profits, assets, or stocks of a business but does not include the control of assets in a labor union.

"Immediate family" means the person to whom the Board member is legally married and any dependent child of the Board member residing in the same household.

No Board member or member of his/her immediate family shall have an interest in a business organization or engage in any business, transaction, or professional activity that is in substantial conflict with the proper discharge of his/her duties in the public interest.

No Board member shall use or attempt to use his/her official position to secure unwarranted privileges, advantages, or employment for him/herself, members of his/her immediate family, or others.

No Board member shall act in his/her official capacity in any matter where he/she, a member of his/her immediate family, or a business organization in which he/she has an interest, has a direct or indirect financial or personal involvement that might reasonably be expected to impair his/her independence of judgment in the exercise of official duties. No Board member shall act in his/her official capacity in any matter where he/she or a member of his/her immediate family has a personal involvement that is or creates some benefit to the Board member or a member of his/her immediate family.

No Board member shall undertake any employment or service, whether compensated or not, which might reasonably be expected to prejudice his/her independence of judgment in the exercise of official duties.

No Board member or member of his/her immediate family or business organization in which he/she has an interest shall solicit or accept any gift, favor, loan, political contribution, service, promise of future employment, or other thing of value based upon an understanding that the gift, favor, loan, contribution, service, promise, or other thing of value was given or offered for the purpose of influencing him/her, directly or indirectly, in the discharge of his/her official duties, except that the member may have solicited or accepted contributions to his/her campaign for election to public office if he/she had no knowledge or reason to believe that the campaign



# BYLAWS

## BEYERLY CITY BOARD OF EDUCATION

BYLAWS

0142/page 3 of 5

Board Member Qualifications, Prohibited Acts,  
and Code of Ethics

contribution, if accepted, was given with the intent to influence him/her in the discharge of official duties. Board members may not accept offers of meals, entertainment or hospitality which are limited to clients/customers of the individual providing such hospitality. Board members may attend hospitality suites or receptions at conferences only when they are open to all persons attending the conference.

No Board member shall use, or allow to be used, his public office or any information not generally available to the members of the public which he/she receives or acquires in the course of and by reason of his/her office, for the purpose of securing financial gain for him/herself, any member of his/her immediate family, or any business organization with which he/she is associated.

No Board member or business organization in which he/she has an interest shall represent any person or party other than the Board of Education or this school district in connection with any cause, proceeding, application, or other matter pending before this school district or in any proceeding involving this school district, except that this provision shall not be deemed to prohibit representation within the context of official labor union or similar representational responsibilities.

It is not a conflict of interest if, merely by reason of his/her participation in any matter voted upon by the Board, a Board member accrues material or monetary gain that is no greater than the gain that could reasonably be expected to accrue to any other member of the member's business, profession, occupation, or group.

No elected Board member shall be prohibited from making an inquiry for information on behalf of a constituent, if no fee, reward, or other thing of value is promised to or given to or accepted by the member or a member of his/her immediate family, whether directly or indirectly, in return for the information so requested.

Nothing shall prohibit a Board member or members of his/her immediate family from representing him/herself or themselves in negotiations or proceedings concerning his/her or their own interests, except that Board members shall disqualify themselves from participating in negotiations and voting on collective bargaining agreements where their spouse or dependent children are members of the bargaining unit.

Each Board member shall annually, in accordance with N.J.S.A. 18A:12-25 and 18A:12-26, file a disclosure statement regarding potential conflicts of interest.



### Ineligibility for District Employment

A Board member cannot be appointed to a paid office or position required to be filled by the Board, except where law permits or requires that the office or position be filled by a Board member, and is ineligible for appointment to a paid office or position in the district for at least six months after the member's retirement, resignation, or removal from Board membership.

### Code of Ethics

In accordance with N.J.S.A. 18A:12-24.1 every Board member will abide by the following Code of Ethics. The Board member will:

1. Uphold and enforce all laws, rules and regulations of the State Board of Education and court orders pertaining to schools. Desired changes shall be brought about only through legal and ethical procedures.
2. Make decisions in terms of the educational welfare of children and seek to develop and maintain public schools that meet the individual needs of all children regardless of their ability, race, creed, sex, or social standing.
3. Confine his/her Board action to policy making, planning and appraisal, and help to frame policies and plans only after the Board has consulted those who will be affected by them.
4. Carry out his/her responsibility not to administer the schools, but together with fellow Board members, insure they are well run.
5. Recognize that authority rests with the Board of Education and make no personal promises nor take any private action that may compromise the Board.
6. Refuse to surrender his/her independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
7. Hold confidential all matters pertaining to the schools, which, if disclosed, would needlessly injure individuals, or the schools. In all other matters, he/she will provide accurate information and, in concert with fellow Board members, interpret to the staff the aspirations of the community for its school.





# BYLAWS

## BEYERLY CITY BOARD OF EDUCATION

BYLAWS  
0142/page 5 of 5  
Board Member Qualifications, Prohibited Acts,  
and Code of Ethics

8. Vote to appoint the best-qualified personnel available after consideration of the recommendation of the chief administrative officer.
9. Support and protect school personnel in proper performance of their duties.
10. Refer all complaints to the chief administrative officer and act on the complaints at public meetings only after failure of an administrative solution.

Each Board member is required to sign an acknowledgment that he/she received a copy, read and will become familiar with the Code of Ethics for School Board Members contained within N.J.S.A. 18A:12-21 et seq. The Board Secretary will provide each Board member with a copy of the Code of Ethics and the required acknowledgement on an annual basis and will maintain the original signed acknowledgment(s) in the Board office.

The Board will receive a copy of and discuss the School Ethics Act and the Code of Ethics for School Board Members, pursuant to N.J.S.A. 12-21 et seq., at a regular scheduled public meeting each year. The discussion may include presentations by school administrative staff, the Board attorney, Board members and/or other professionals familiar with the School Ethics Act and the Code of Ethics. In addition, the Board Attorney, Superintendent and/or School Business Administrator/Board Secretary will keep the Board informed of decisions by the School Ethics Commission, Commissioner of Education, State Board of Education and courts.

### Oath of Office

Each Board member shall, before entering upon the duties of the office, swear or affirm under oath that he/she qualifies for membership and will faithfully discharge the duties of the office of Board member.

N.J.S.A. 18A:12-1; 18A:12-1.1; 18A:12-2;  
18A:12-2.1; 18A:12-21 through 18A:12-34  
N.J.S.A. 41:1-3  
School Ethics Commission Policy Guideline 1.

Adopted: 15 September 2010  
Revised:



0169.02 BOARD MEMBER USE OF SOCIAL NETWORKS

In accordance with the School Ethics Act - N.J.S.A. 18A:12-21 et seq., Board of Education members must avoid conduct which is in violation of the public trust or which creates a justifiable impression among the public that such trust is being violated. To avoid conduct that may be in violation or perceived to be in violation of the School Ethics Act, the Board of Education adopts this Policy to provide guidance to Board members in their use of social networks.

For the purposes of this Policy, "social network(s)" shall include, but not be limited to: Internet blogs, electronic bulletin boards, emails, social networking websites, text messages, or any other online platform where people may post or communicate interests, opinions, or any other information that may be viewed by others with or without permission from the person making such post or re-publishing such post. "Social networks" also means an Internet-based service that allows individuals to: construct a public or semi-public profile within a bounded system created by the service; create a list of other users with whom they share a connection within the system; and view and navigate their list of connections and those made by others within the system.

For the purposes of this Policy, "use of a social network" shall include, but not be limited to: posting to a social network, reposting another person's post to a social network, messaging, or any other publication of material on a social network.

Nothing in this Policy prevents a Board of Education member from using a social network. However, a Board member must avoid conduct on a social network that would violate the School Ethics Act- N.J.S.A. 18A:12-21 et seq., which includes the Code of Ethics for Board Members. Board members should be advised communications, publications, photographs, and any other information posted by the Board member or reposted by the Board member on a social network could violate the School Ethics Act and be cause for sanctions in accordance with the law.

While this Policy respects the right of Board members to use social networks, Board members shall recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics. A Board member's use of social networks shall not damage the reputation of the school district, employees, students, or their families. Board members who use social networks shall ensure their conduct is appropriate for a Board of Education member. Board members should exercise care in setting appropriate boundaries between their personal and public online behavior, understanding what is private in the digital world often has the possibility of becoming public, even without their knowledge or consent.



Board members should carefully review the privacy settings on social networks they use and exercise care and good judgment when posting content and information. When using social networks, Board members are advised to:

1. Not post anything that would violate any of the district's policies for Board members;
2. Uphold the district's value of respect for any individual(s) and avoid making defamatory statements about the Board of Education, the school district, employees, students, or their families;
3. Not disclose any confidential information about the school district or confidential information obtained as a result of being a Board member, about any individual(s) or organization, including students and/or their families;
4. Not use or refer to their Board of Education title or position when soliciting for a business organization that he or she or any immediate family member has an interest in, as well as posting or referencing any confidential information regarding the Board of Education or the school district obtained through their Board membership, unless authorized by law;
5. Refrain from having communications through social networks with other Board members regarding any Board of Education business to avoid any potential violation of the New Jersey Open Public Meetings Act;
6. Not respond to any postings regarding Board of Education or school district business or respond to any question or inquiry posted to the Board member or posted on any social network regarding Board of Education or school district business and shall refer any such questions or inquiries to the Superintendent of Schools to address, as appropriate; or
7. Not post any information on a social network determined by the New Jersey School Ethics Commission to be a violation of the New Jersey School Ethics Act.

A Board member shall comply with all Board policies regarding acceptable use of computers and computer networks whenever a Board member is using a Board of Education electronic device.

If the Board or Superintendent believes a Board member's activity on any social network may violate the Board's policies or the New Jersey School Ethics Act, the Board or Superintendent may request the Board member cease such activity.



This Policy has been developed and adopted by this Board to provide guidance and direction to a Board member to avoid actual and/or a perceived appearance of inappropriate conduct or conduct prohibited by the School Ethics Act while using social networks.

N.J.S.A. 18A:12-21 et seq.  
N.J.S.A. 10:4-6 et seq.



Adopted

### 1000 ADMINISTRATION

<u>Number</u>	<u>Title</u>
1100	District Organization
1110	Organizational Chart
1120	Management Team
1130	Staff Liaison Committees
1140	Affirmative Action Program (M)
1210	Board- Chief School Administrator Relations
1220	Employment of Chief School Administrator (M)
1230	Superintendent's Duties (M)
1240	Evaluation of Superintendent (M)
1260	Incapacity of Chief School Administrator
1310	Employment of School Business Administrator/Board Secretary
1320	Duties of the School Business Administrator/Board Secretary
1330	Evaluation of the School Business Administrator (M)
1331	Evaluation of the Board Secretary
1350	Incapacity of School Business Administrator/Board Secretary
1400	Job Descriptions (M)
1510	Americans with Disabilities Act (M)
1523	Comprehensive Equity Plan (M)
1530	Equal Employment Opportunities (M)
1540	Administrator's Code of Ethics
1550	Equal Employment/Anti-Discrimination Practices (M)
1570	Internal Controls (M)
1581	Victim of Domestic or Sexual Violence Leave (M)
1613	Disclosure and Review of Applicant's Employment History (M)
1620	Administrative Employment Contracts
1631	Residency Requirement for Person Holding School District Office, Employment, or Position
1642	Earned Sick Leave Law (M)



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1000/page 1 of 1

### R 1000 ADMINISTRATION

Number	Title
R 1240	Evaluation of Superintendent (M)
R 1330	Evaluation of School Business Administrator (M)
R 1400	Job Descriptions (M)
R 1510	Americans with Disabilities Act (M)
R 1530	Equal Employment Opportunity Complaint Procedure (M)
R 1550	Equal Employment/Anti-Discrimination Practices (M)
R 1570	Internal Controls (M)
R 1613	Disclosure and Review of Applicant's Employment History (M)
R 1642	Earned Sick Leave Law (M)



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
1140/page 1 of 2  
Affirmative Action Program  
M

### 1140 AFFIRMATIVE ACTION PROGRAM

The Board of Education shall adopt and implement written educational equality and equity policies in accordance with the provisions of N.J.A.C. 6A:7 – Managing For Equality And Equity In Education.

The Board's affirmative action program shall recognize and value the diversity of persons and groups within society and promote the acceptance of persons of diverse backgrounds regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The affirmative action program will also promote equal educational opportunity and foster a learning environment that is free from all forms of prejudice, discrimination, and harassment based upon race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status in the policies, programs, and practices of the Board of Education.

The Board shall inform the school community it serves of these policies in a manner including, but not limited to, the district's customary methods of information dissemination. The Board shall develop a Comprehensive Equity Plan once every three years, which shall identify and correct all discriminatory and inequitable educational and hiring policies, patterns, programs, and practices affecting its facilities, programs, students, and staff.

The Board shall assess the district's needs for achieving equality and equity in educational programs based on an analysis of student performance data such as: National Assessment of Educational Progress and State assessment results, Pre-Kindergarten through grade twelve promotion/retention data, Pre-Kindergarten through grade twelve completion rates; re-examination and re-evaluation of classification and placement of students in special education programs if there is an over representation within certain groups; staffing practices; student demographic and behavioral data; quality of program data; and stakeholder satisfaction data prior to developing the Comprehensive Equity Plan. The purpose of the needs assessment is to identify and eliminate discriminatory practices and other barriers in achieving equality and equity in educational programs.

The Board shall annually designate a member of its staff as the Affirmative Action Officer and form an Affirmative Action Team, of whom the Affirmative Action Officer is a member, to coordinate and implement the requirements of N.J.A.C. 6A:7 – Managing For Equality And Equity in Education. The Board shall assure that all stakeholders know who the Affirmative Action Officer is and how to access him or her.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

1140/page 2 of 2

Affirmative Action Program

The Affirmative Action Officer shall have a New Jersey standard certification with an administrative, instructional, or educational services endorsement, pursuant to N.J.A.C. 6A:9B et seq. The Affirmative Action Officer shall: coordinate the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; notify all students and employees of district grievance procedures for handling discrimination complaints; and ensure the district grievance procedures, which include investigative responsibilities and reporting information, are followed.

The Affirmative Action Team shall: develop the Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); oversee the implementation of the district's Comprehensive Equity Plan pursuant to N.J.A.C. 6A:7-1.4(c); collaborate with the Affirmative Action Officer on coordination of the required professional development training for certificated and non-certificated staff pursuant to N.J.A.C. 6A:7-1.6; monitor the implementation of the Comprehensive Equity Plan; and conduct the annual district internal monitoring to ensure continuing compliance with State and Federal statutes governing educational equality and equity, pursuant to N.J.A.C. 6A:7-1.4(d).

The Board shall provide professional development training to all certificated and non-certificated school staff members on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. All new certificated and non-certificated staff members shall be provided with professional development training on educational equality and equity issues within the first year of employment. Parents and other community members shall be invited to participate in the professional development training.

The Commissioner or his/her designee shall provide technical assistance to local school districts for the development of policy guidelines, procedures, and in-service training for Affirmative Action Officers so as to aid in the elimination of prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.

N.J.A.C. 6A:7-1.4; 6A:7-1.5; 6A:7-1.6

Adopted:





## 1220 EMPLOYMENT OF CHIEF SCHOOL ADMINISTRATOR

The Board of Education vests the primary responsibility for the administration of this school district in a Superintendent of Schools and recognizes the appointment of a person to that office is one of the most important functions this Board can perform. The Superintendent shall have a seat on the Board of Education and the right to speak on matters at meetings of the Board (pursuant to N.J.S.A. 18A:17-20.a or N.J.S.A. 18A:17-20.b), but shall have no vote.

### [Optional

The Superintendent shall devote himself or herself exclusively to the duties of the office.]

### Recruitment Procedures

The Board shall actively seek the best qualified and most capable candidate for the position of Superintendent. The Board may use a consultant service to assist in the recruitment process. Recruitment procedures may include, but are not limited to, the following activities:

1. The preparation of a new or a review of an existing written job description;
2. Preparation of informative material describing the school district and its educational goals and objectives;
3. Where feasible, the opportunity for applicants to visit the district;
4. Establish an interview process that encourages the candidate and the Board members to have a meaningful discussion of the school district's needs and expectations. The Board members shall review and discuss the candidate's credentials, qualifications, educational philosophy, and other qualities and expertise he/she can offer to the district;
5. Solicitation of applications from a wide geographical area; and
6. Strict compliance with law and Policy 1530 on equal employment opportunity.

### Qualifications

The candidate must possess or be eligible for a valid New Jersey administrative certificate endorsed for school administrator or a provisional school administrator's endorsement in accordance with N.J.A.C. 6A:9B-12.4 et seq. and must qualify for employment following a criminal history record check.



### Employment Contract

A person appointed Superintendent must enter an employment contract with the Board. An employment contract for the Superintendent of Schools shall be reviewed and approved by the Executive County Superintendent in accordance with the provisions of N.J.A.C. 6A:23A-3.1 and Policy 1620. Any actions by the Executive County Superintendent undertaken pursuant to N.J.A.C. 6A:23A-3.1 may be appealed to the Commissioner pursuant to the procedures set forth in N.J.A.C. 6A:3.

The employment contract with the Superintendent must be approved with a recorded roll call majority vote of the full membership of the Board at a public Board meeting.

In the event there is a Superintendent vacancy at the expiration of the existing contract, only the Board seated at the time of the expiration of the current Superintendent's contract may appoint and approve an employment contract for the next Superintendent.

In the event there is a Superintendent vacancy prior to the expiration of the existing contract, the Board seated at the time the position becomes vacant may appoint and approve an employment contract for the next Superintendent.

The contract for the Superintendent who does not acquire tenure, but who holds tenure during the term of his/her employment contract will include: a term of not less than three nor more than five years and expiring July 1; a beginning and ending date; the salary to be paid and benefits to be received; a provision for termination of the contract by the Superintendent; an evaluation process pursuant to N.J.S.A. 18A:17-20.3; and other terms agreed to between the Board and the Superintendent.

During the term of the contract, the Superintendent shall not be dismissed or reduced in compensation except for inefficiency, incapacity, conduct unbecoming a Superintendent, or other just cause and only by the Commissioner of Education pursuant to the tenure hearing laws.

At the conclusion of the term of the initial contract or of any subsequent contract, in accordance with N.J.S.A. 18A:17-20.1, the Superintendent shall be deemed reappointed for another contracted term of the same duration as the previous contract unless either: the Board by contract reappoints the Superintendent for a different term which shall not be less than three nor more than five years, in which event reappointments thereafter shall be deemed for the new term unless a different term is again specified; or the Board notifies the Superintendent in writing the Superintendent will not be reappointed at the end of the current term, in which event his/her employment shall cease at the expiration of that term. In the event the Board notifies the Superintendent he/she will not be reappointed, the notification shall be given prior to the expiration of the first or any subsequent contract by a length of time equal to thirty days for each year in the term of the current contract.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

1220/page 3 of 3

Employment of Chief School Administrator

Pursuant to N.J.S.A. 18A:20.2a, the Board shall submit to the Commissioner for prior approval an early termination of employment agreement that includes the payment of compensation as a condition of separation. In accordance with N.J.S.A. 18A:17-20.2a, compensation includes, but is not limited to, salary, allowances, bonuses and stipends, payments of accumulated sick or vacation leave, contributions toward the costs of health, dental, life, and other types of insurance, medical reimbursement plans, retirement plans, and any in-kind or other form of remuneration.

An early termination of an employment agreement shall be limited in its terms and conditions as outlined in N.J.A.C. 6A:23A-3.2. The Commissioner shall evaluate such agreements in accordance with the provisions of N.J.S.A. 18A:17-20.2a and N.J.A.C. 6A:23A-3.2 and has the authority to disapprove the agreement. The agreement shall be submitted to the Commissioner by the district by certified mail, return receipt requested. The determination shall be made within thirty days of the Commissioner's receipt of the agreement from the school district.

### Disqualification

Any candidate's misstatement of fact material to qualifications for employment or the determination of salary will be considered by this Board to constitute grounds for dismissal.

### Certificate Revocation

In accordance with N.J.A.C. 6A:23A-3.1(e)(12), in the event the Superintendent's certificate is revoked, the Superintendent's contract is null and void.

N.J.S.A. 18A:16-1; 18A:17-15; 18A:17-20; 18A:17-20.1;  
18A:17-20.2; 18A:17-20.2a; 18A:17-20.3

N.J.A.C. 6A:9B-12.3; 6A:9B-12.4; 6A:23A-3.1; 6A:23A-3.2

Adopted: 15 September 2010

Revised



### 1230 SUPERINTENDENT'S DUTIES

#### Function

The Superintendent shall serve as Chief Executive and Administrative Officer of the district by implementing policies established by the Board of Education and by discharging the duties imposed on his/her office by law.

#### Authority

The Superintendent shall be the Chief School Administrator of the school district and principle advisor to the Board. He/She may delegate to an appropriate school official any duty not reserved to the Superintendent by law, but may not delegate the responsibility for duties mandated by law.

#### Work Relationships

The Superintendent shall report directly to the Board and shall directly or indirectly supervise all persons employed by the Board.

#### Duties and Responsibilities

- A. In the discharge of his/her responsibility as principle advisor to the Board, the Superintendent shall:
1. Ensure all aspects of district operation comply with Board policy, State law and district contracts;
  2. Report to the Board on the needs of the district;
  3. Advise the Board of any changes or additions that should be made to its policies;
  4. Provide the Board with such information as may be needed to ensure the making of informed decisions; and
  5. Perform such other duties as may be assigned by the Board.



## 1240 EVALUATION OF SUPERINTENDENT

The purpose of the annual evaluation is to promote professional excellence and improve the skills of the Superintendent, improve the quality of the education received by the students in the schools, and provide a basis for the review of the Superintendent's performance.

This Policy and Regulation 1240 shall be developed by the Board of Education after consultation with the Superintendent and shall include, but not be limited to:

1. Determination of roles and responsibilities for the implementation of the annual evaluation policy and procedures;
2. Development of a job description and evaluation criteria based upon the Board of Education's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent;
3. Specification of data collection and reporting methods appropriate to the job description;
4. Provisions for the preparation of an individual professional growth and development plan based in part upon any need(s) identified in the evaluation. The plan shall be mutually developed by the Board of Education and the Superintendent; and
5. Preparation of an annual performance report by a majority of the full membership of the Board of Education and an annual summary conference between a majority of the total membership of the Board of Education and the Superintendent.

There shall be an annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent which shall be held before the annual performance report is filed. The conference shall be held in executive session, unless the Superintendent requests that it be held in public. The conference shall include, but not be limited to, review of the following:

1. Performance of the Superintendent based upon the Board approved job description;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
1240/page 2 of 3  
Evaluation of Superintendent

2. Progress of the Superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
3. Indicators of student progress and growth toward program objectives.

The annual performance report shall be prepared by July 1 by a majority of the Board of Education's total membership and shall include, but not be limited to:

1. Performance area(s) of strength;
2. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;
3. Recommendations for professional growth and development;
4. A summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and
5. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.

The evaluation procedure for a nontenured Superintendent shall be completed by July 1 each year.

Each newly appointed or elected Board of Education member shall complete a New Jersey School Boards Association training program on the evaluation of the Superintendent within six months of the commencement of his or her term of office pursuant to N.J.S.A. 18A:17-20.3.b.

The rules in N.J.A.C. 6A:10-1.1 et seq. shall not override any conflicting provision(s) of a collective bargaining agreement or other employment contracts entered into by a school district in effect on July 1, 2013. No collective bargaining agreement entered into after July 1, 2013 shall conflict with the educator evaluation system established pursuant to N.J.A.C. 6A:10-1.1 et seq. or any other specific statute or regulation, nor shall topics subject to collective bargaining involve matters of educational policy or managerial prerogatives.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
1240/page 3 of 3  
Evaluation of Superintendent

The Board of Education shall add to the Superintendent's personnel file all annual performance reports and supporting data, including, but not limited to, indicators of student progress and growth. All information contained in the annual performance reports and all information collected, compiled, and/or maintained by employees of the Board of Education for the purposes of conducting the educator evaluation process pursuant to N.J.A.C. 6A:10-1.1 et seq. shall be confidential. Such information shall not be subject to public inspection or copying pursuant to the Open Public Records Act, N.J.S.A. 47:1A-1 et seq. Nothing contained in N.J.A.C. 6A:10-1.1 et seq. shall be construed to prohibit the New Jersey Department of Education from, at its discretion, collecting evaluation data pursuant to N.J.S.A. 18A:6-123.e or distributing aggregate statistics regarding evaluation data.

The Board President, or the Board President's designee, shall oversee the annual evaluation of the Superintendent. The Board of Education may hire a qualified consultant to assist or advise in the evaluation process; however, the evaluation itself shall be the responsibility of the Board of Education.

Policy and Regulation 1240 shall be distributed to the Superintendent upon adoption by the Board. Amendments to this Policy and Regulation shall be distributed within ten working days after adoption.

The provisions of this Policy, Regulation, and N.J.A.C. 6A:10-8.1 et seq. are the minimum requirements for the evaluation of a Superintendent.

N.J.S.A. 18A:17-20.3; 18A:6-117 through 18A:6-129  
N.J.A.C. 6A:10-1.1 et seq.; 6A:10-8.1 et seq.

Adopted: 15 September 2010  
Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1240/page 1 of 3  
Evaluation of Superintendent  
M

### R 1240 EVALUATION OF SUPERINTENDENT

- A. Roles and Responsibilities for the Implementation of the Annual Evaluation Policy and Procedures
1. The Board of Education and the Superintendent will develop and the Board will adopt a job description and evaluation criteria for the Superintendent's position based upon the Board's local goals, program objectives, policies, instructional priorities, State goals, statutory requirements, and the functions, duties, and responsibilities of the Superintendent.
  2. The Superintendent shall have primary responsibility for data collection and reporting methods appropriate to the job description.
  3. The Board President, or the Board President's designee, shall oversee the annual evaluation of the Superintendent.
  4. The Board President shall establish timelines for completion of the annual evaluation of the Superintendent.
- B. Annual Summary Conference
1. The Board of Education shall conduct an annual summary conference with the Superintendent to develop and prepare an annual performance report.
  2. The annual summary conference between the Board of Education, with a majority of its total membership present, and the Superintendent shall be held before the annual performance report is prepared and filed.
  3. The Superintendent shall submit to all Board members any information, documents, statistics, or any other data or information he/she would like for the Board members to consider at the annual summary conference.
  4. The Board President, or the Board President's designee, shall preside over the Board's annual summary conference meeting.
  5. The conference shall be held in executive session, unless the Superintendent requests it be held in public. The conference shall include, but not be limited to, review of the following:





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1240/page 2 of 3  
Evaluation of Superintendent

- a. Performance of the Superintendent based upon the Board approved job description;
  - b. Progress of the Superintendent in achieving and/or implementing the school district's goals, program objectives, policies, instructional priorities, State goals, and statutory requirements; and
  - c. Indicators of student progress and growth toward program objectives.
- C. Annual Performance Report
1. The annual performance report shall be prepared and approved by a majority of the Board of Education's total membership by July 1 and shall include, but not be limited to:
    - a. Performance area(s) of strength;
    - b. Performance area(s) needing improvement based upon the job description and evaluation criteria set forth in N.J.A.C. 6A:10-8.1(c)2;
    - c. Recommendations for professional growth and development;
    - d. Summary of indicators of student progress and growth, and a statement of how the indicators relate to the effectiveness of the overall program and the Superintendent's performance; and
    - e. Provision for performance data not included in the report to be entered into the record by the Superintendent within ten teaching staff member working days after the report's completion.
  2. The Board President, or the Board President's designee, shall prepare a draft of the annual performance report after the annual summary conference.
  3. The draft of the annual performance report shall be disseminated to all Board members for review and comment before presenting the draft report to the Superintendent.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1240/page 3 of 3  
Evaluation of Superintendent

- a. In the event a Board member believes a provision(s) of the draft of the annual performance report is not in accord with the provisions agreed to by a majority of the Board during the annual summary conference, the Board member shall submit in writing their proposed revision(s) to the drafter of the annual performance report. The draft of the annual performance report may be revised by the drafter of the report if the drafter agrees with the Board member's proposed revision. In the event the drafter does not agree with the proposed revision(s), the issue shall be presented to the full membership of the Board of Education in executive session to make a final determination.
  4. The draft of the annual performance report shall be presented to the full membership of the Board of Education in executive session for discussion and approval after the draft report has been disseminated to all Board members for review. The Superintendent shall receive a copy of the draft of the annual performance report from the Board President, or Board President's designee, prior to the executive session where the Board is scheduled to discuss and approve.
  5. In the event the Superintendent does not agree with a provision(s) in the draft of the annual performance report, the Superintendent shall be provided an opportunity to discuss with the full membership of the Board reconsideration of the disputed provision(s).
  6. A majority of the Board's full membership shall approve the draft of the annual performance report before presenting the final annual performance report to the Superintendent.
  7. The Superintendent may submit a written response to the final annual performance report, which shall be attached to the report.
- D. Nontenured Superintendent of Schools
1. The evaluation procedure for a nontenured Superintendent shall also be completed by July 1 each year.

Adopted: 15 September 2010  
Revised:



### 1510 AMERICANS WITH DISABILITIES ACT

It is the policy of the Board of Education that no qualified individual with a disability will, on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination in employment or under any program, activity, or services sponsored by this Board. The Board will comply with the Americans with Disabilities Act of 1990, as amended by the Americans with Disabilities Amendments Act of 2008 (hereafter referred to as the Act).

Notice of Board Policy 1530 – Equal Employment Opportunities and Board Policy 5750 – Equal Educational Opportunity will be included in the Board policy manual, posted throughout the district, and referenced in any district statement regarding the availability of employment positions or educational services.

#### Employment

No employee or candidate for employment will be discriminated against in recruitment, hiring, advancement, discharge, compensation, job training, transfer, or any other term, condition, or privilege of employment solely on the basis of a disability, provided the employee or candidate can, with or without reasonable accommodation, perform the essential functions of the position sought or held.

No candidate for employment will be required to answer a question or submit to an examination regarding a disability except as such disability relates directly to perform job-related functions. No candidate will be discriminated against on the basis of a disability that is not directly related to the essential function of the position for which he/she has applied.

Reasonable accommodations, not directly affecting the educational and/or instructional program, will be made to accommodate employment conditions to the needs of qualified individuals with disabilities, such accommodations may include, but are not limited to: making existing facilities used by employees readily accessible to and usable by individuals with disabilities, job restructuring, part-time modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.

The district will furnish appropriate auxiliary aids and services where necessary to afford individuals with disabilities an equal opportunity to participate in and enjoy the benefits of a service, program, or activity conducted by the district.



## Facilities Maintenance and Accessibility

No qualified individual with a disability will, because of the school district's facilities being inaccessible or unusable by disabled persons, be denied the benefits of, be excluded from participation in or otherwise be subjected to discrimination under any program or activity offered by the Board. No new facilities will be constructed that do not fully comply with the Act. Alterations to existing facilities or part thereof, will be altered in such a manner to the maximum extent feasible, that the facilities are readily accessible and usable by individuals with disabilities who have a need to access Board facilities.

The district will maintain facilities and equipment required by the Act to be readily accessible to and usable by persons with disabilities.

## Service, Program, and Activity Access

The district will make reasonable accommodations so that services, programs, and activities are readily accessible and usable by qualified individuals with disabilities. The district is not required to provide personal devices or services of a personal nature to qualified individuals with disabilities.

## Evaluation and Compliance

The Superintendent or designee will evaluate district programs and practices on nondiscrimination, in accordance with law, and will report to the Board accordingly. Assurances of compliance will be submitted as required by law.

The district, with the assistance of interested persons, who may include individuals with disabilities or members of organizations representing individuals with disabilities, or other interested community members and staff, will evaluate its current services, policies, practices, and the effects thereof with regard to the requirements of the Act and make necessary modifications to meet the Act requirements. If such modifications would result in a fundamental alteration of the nature of the affected program or activity, or undue financial or administrative burden, the district will provide access through means which would not result in a fundamental alteration or undue financial or administrative burden. 28 CFR §35.150(a)

For a period of at least three years following completion of the self-evaluation, the district will maintain on file, available for public inspection, a list of those interested persons consulted, a description of the areas examined and problems identified, and modifications made.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
1510/page 3 of 3  
Americans with Disabilities Act

Enforcement - 28 CFR §35.107

The Board will designate the Director of Pupil Personnel Services as district coordinator for matters dealing with ADA compliance. The district coordinator can be contacted at the following address or telephone number:

Office Address: 601 Bentley Avenue  
Beverly, New Jersey 08010

Telephone Number: 609-387-2200

Grievance procedures are outlined in Regulation 1510.

### Guarantee of Rights

The Board will not interfere, directly or indirectly, with any person's exercise or enjoyment of the rights protected by the Act.

The Board will not discriminate against any person for that person's opposition to any act or practice made unlawful by law or this Policy or for that person's participation in any manner in an investigation or proceeding arising under the Act.

The district is not required to permit an individual to participate in or benefit from the district's services, programs, or activities when that individual poses a direct threat to the health or safety of others.

### Notice

Policy and Regulation 1510 will be available to any member of the public in the district's Policy and Regulation Manual.

42 U.S.C. 12101 (Americans with Disabilities Act of 1990, as amended)  
N.J.S.A. 10:5-1 et seq.  
N.J.S.A. 18A:18A-17  
N.J.A.C. 6A:14-1 et seq.  
34 CFR Part 104

Adopted: 15 September 2010  
Revised:



### R 1510 AMERICANS WITH DISABILITIES ACT

The Board of Education will comply with the requirements of the Americans with Disabilities Act of 1990, including changes made by the ADA Amendments Act of 2008 (hereafter referred to as the "Act.")

#### A. Definitions

1. "Act" means the Americans with Disabilities Act of 1990, as amended by the ADA Amendments Act of 2008.
2. "Auxiliary aids and services" are identified based on the context of the communication and the individual's disability. 28 CFR §35.104

They include, but are not limited to:

- a. Effective methods of making aurally delivered information available to individuals who are deaf or hard of hearing;
  - b. Effective methods of making visually delivered materials available to individuals who are blind or have low vision;
  - c. Acquisition or modification of equipment or devices or similar services and actions; and
  - d. Other similar services and actions.
3. "Board" means the Board of Education of this school district.
  4. "Companion" means a family member, friend, or associate of an individual seeking access to a service, program, or activity of a school district, who, along with such individual, is an appropriate person with whom the district should communicate.
  5. "Complete complaint" means a written statement, signed by the complainant or someone authorized to do so on his/her behalf, containing the complainant's name and address and describing the public entity's alleged discriminatory action in sufficient detail to inform the agency of the nature and date of the alleged violation. 28 CFR §35.104



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1510/page 2 of 18

Americans with Disabilities Act

6. "Current illegal use of drugs" means illegal use of drugs that occurred recently enough to justify a reasonable belief that a person's drug use is current or that continuing use is a real and ongoing problem.
7. "Direct threat" means a significant risk to the health or safety of others that cannot be eliminated by a modification of policies, practices or procedures, or by the provision of auxiliary aids or services. 28 CFR §35.139
8. "Disability" means, with respect to an individual, that the individual meets one or more of the following three prongs:
  - a. A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
  - b. A record of such an impairment; or
  - c. Being regarded as having such an impairment.
9. "District" means this school district.
10. "District Coordinator" means the district official responsible for the coordination of activities relating to compliance with the Act.
11. "Drug" means a controlled substance, as defined in schedules I through V of Section 202 of the Controlled Substances Act. 21 U.S.C. §812
12. "Employee" means an individual employed by the Board.
13. "Essential functions of the employment position" are based upon the employer's judgment and can include an employer's written description, prepared before advertising or interviewing applicants for the job.
14. "Existing facility" means a facility in existence on any given date, newly constructed or altered.
15. "Facility" means all or any portion of buildings, property, or structures, including the site where the building, property, structure, or equipment is located.
16. "Illegal use of drugs" means the use of one or more drugs, the possession or distribution of which is unlawful under the Controlled Substances Act. 21 U.S.C. §812



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 3 of 18  
Americans with Disabilities Act

17. "Individual with a disability" means a person who has a disability and does not include an individual currently engaging in the illegal use of drugs, when the district acts on the basis of such use.
18. "Major life activities" means those of central importance to daily life and include, but are not limited to, functions such as: caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sitting, reaching, writing, standing, reaching, lifting, sleeping, bending, speaking, breathing, reading, concentrating, thinking, communicating, interacting with others, learning, and working. "Major life activities" also includes physical or mental impairments that substantially limit the operation of a major bodily function, including, but not limited to: functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, reproductive systems, and the operation of an individual organ within a body system. 28 CFR §35.108; 28 CFR §36.105
19. "Mitigating measures" means steps taken to eliminate or reduce the symptoms or impact of an impairment. "Mitigating measures" include, but are not limited to: medication; medical equipment/appliances; mobility devices; low vision devices (not including ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids, cochlear implants, or other implantable hearing devices; oxygen therapy equipment and supplies; the use of assistive technology; reasonable modifications or auxiliary aids or services; learned behavioral or adaptive neurological modifications; and psychotherapy, behavioral, or physical therapies. 42 U.S.C. 126 §12102
  - a. Mitigating measures, must not be used when determining whether an impairment is a disability except for the use of corrective eyeglasses or contact lenses. Mitigating measures may be considered in assessing whether someone is entitled to reasonable accommodation or poses a direct threat.
20. "Office for Civil Rights" (OCR) means the United States Department of Education Office for Civil Rights.
21. "Other power-driven mobility device" means any mobility device powered by batteries, fuel, or other engines used by individuals with mobility disabilities for the purpose of locomotion, including any mobility device designed to operate in areas without defined pedestrian routes, but that is not a wheelchair. 28 CFR §35.104





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1510/page 4 of 18

Americans with Disabilities Act

22. "Physical or mental impairment" means any physiological disorder or condition such as, cosmetic disfigurement or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic and lymphatic, skin, and endocrine; or any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. 28 CFR §35.108(b)(2) and 28 CFR§36.105(b)4
- a. Physical or mental impairments may include, but are not limited to: contagious and noncontagious diseases and conditions; orthopedic, visual, speech, and hearing impairments; cerebral palsy, epilepsy, muscular dystrophy, multiple sclerosis, cancer, heart disease, diabetes, intellectual disability, emotional illness, dyslexia and other specific learning disabilities, Attention Deficit Hyperactivity Disorder (ADHD), Human Immunodeficiency Virus (HIV) (whether symptomatic or asymptomatic), tuberculosis, drug addiction, and alcoholism.
  - b. Physical or mental impairments do not include: transvestism; transsexualism; homosexuality or bisexuality; gender identity disorders; sexual behavior disorders; pedophilia; exhibitionism; environmental, cultural, and economic disadvantages; pregnancy; physical characteristics; personality traits or behaviors; normal deviations in height, weight, or strength; compulsive gambling; kleptomania; pyromania; and psychoactive substance use disorders resulting from current illegal use of drugs.
  - c. An impairment that is episodic or in remission may be considered a "disability" if it would substantially limit a major life activity when active.
  - d. Not all impairments are disabilities.
23. "Public entity" means this Board of Education.
24. "Qualified individual" for the purposes of employment, means an individual who, with or without reasonable accommodation, can perform the essential functions of the employment position (based upon the employer's judgment) that such individual holds or desires. An employer's written description, prepared before advertising or interviewing applicants for the job, shall be considered evidence of the essential functions of the job. 42 U.S.C. 126 §12111(8)



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 5 of 18  
Americans with Disabilities Act

25. "Reasonable accommodation" may include making existing facilities used by employees readily assessable to and usable by individuals with disabilities and job restructuring, part-time modified work schedules, reassignment to a vacant position, acquisition or modification of equipment or devices, appropriate adjustment or modifications of examinations, training materials or policies, the provision of qualified readers or interpreters, and other similar accommodations for individuals with disabilities.
26. "Record of such an impairment" means the individual has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.
27. "Regarded as having an impairment" means the individual establishes that he or she has been subjected to a prohibited action under the Act because of an actual or perceived physical or mental impairment, whether or not that impairment substantially limits or is perceived to substantially limit a major life activity.
  - a. For this prong only, the public entity must demonstrate the impairment is or would be both transitory (lasting or expected to last six months or less) and minor to show an individual is not regarded as having such an impairment. 42 U.S.C. 126 §12102(3)(B)
  - b. A public entity is not required to provide a reasonable modification to an individual meeting the definition of "disability" solely under the "regarded as" prong.
28. "Substantially limits" means the extent to which the impairment limits an individual's ability to perform a major life activity as compared to most people in the general population, whether or not an individual chooses to forgo mitigating measures. 42 U.S.C. 126 §12102(4); 28 CFR §35.108(d); 28 CFR §35.105(d)  
The rules of construction when determining whether an impairment substantially limits performance of a major life activity include:
  - a. That it is broadly construed in favor of expansive coverage, to the maximum extent permitted under the Act.
  - b. That it does not demand extensive analysis.
  - c. That it substantially limits one major life activity, but not necessarily other major life activities.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1510/page 6 of 18

Americans with Disabilities Act

- d. That it may be episodic or in remission, as long as the impairment would substantially limit a major life activity when active.
  - e. That it need not prevent, or significantly or severely restrict, an individual from performing a major life activity.
  - f. That it requires an individualized assessment which does not create an "inappropriately high level of limitation" and is based upon the conditions, manner, or duration under which the individual can perform the major life activity 42 U.S.C. 12102(4)(B).
  - g. That it generally will not require scientific, medical, or statistical evidence (although such evidence can be required where appropriate evidence that can be considered may include statements or affidavits of affected individuals and school records).
  - h. That the determination is made without regard to ameliorative effects of mitigating measures, except for the use of ordinary eyeglasses or contact lenses intended to fully correct visual acuity or eliminate refractive error. Non-ameliorative effects, such as the negative side effects of medication or a medical procedure, may also be considered.
  - i. That the effects of an impairment lasting or expected to last less than six months can be substantially limiting for establishing a disability under the first two prongs: "actual disability" or "record of".
29. "Undue hardship" means an action requiring significant difficulty or expense when considered in light of factors which include: the nature and cost of the needed accommodation; the overall financial resources of the district or facility providing the reasonable accommodation; the size of the district with respect to the number of employees; effect on expenses and resources, or the impact otherwise of accommodation upon the operation of the facilities; and the type/location of facilities. 42 U.S.C. 126 §12111 (10)
30. "Wheelchair" means a manually operated or power-driven device designed primarily for use by an individual with a mobility disability.



### B. General Requirements

#### 1. Prohibitions Against Discrimination

- a. Discrimination is prohibited against a qualified individual on the basis of a disability. Such individual will not be excluded from participation in or denied the benefits of district services, programs, or activities or be subjected to discrimination by the district in accordance with 28 CFR §35.130. The district must ensure that:
  - (1) When services, programs, and activities are viewed in their entirety, they are accessible to and usable by individuals with disabilities; and
  - (2) Access to services, programs, and activities is provided in an integrated setting unless separate programs are necessary to ensure equal benefits.
- b. The district is not required to take any action that would result in a fundamental alteration of the nature of the program or activity or undue financial or administrative burden. However, claiming undue burden still requires the district to provide access through means that would not result in a fundamental alteration or undue financial or administrative burden.

#### 2. Direct Threat - 28 CFR §35.139

- a. The district is not required to permit an individual to participate in or benefit from the district's services, programs, or activities when that individual poses a direct threat to the health or safety of others.
- b. To determine whether an individual poses a direct threat to the health or safety of others, the district must make an individualized assessment, based on reasonable judgment that relies on current medical knowledge or on the best available objective evidence to ascertain:
  - (1) The nature, duration, and severity of the risk;
  - (2) The probability that the potential injury will actually occur; and
  - (3) Whether reasonable modifications of policies, practices, or procedures or the provision of auxiliary aids or services will mitigate the risk.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 8 of 18  
Americans with Disabilities Act

### 3. Illegal Use of Drugs - 28 CFR §35.131

- a. The district will not discriminate on the basis of past illegal use of drugs against an individual who is not engaging in current illegal use of drugs and who:
  - (1) Has successfully completed a supervised drug rehabilitation program or has otherwise been rehabilitated successfully;
  - (2) Is participating in a supervised rehabilitation program; or
  - (3) Is erroneously regarded as engaging in such use.
- b. While the Act does not prohibit discrimination against an individual based on that individual's current illegal use of drugs, the district will not deny health services or services provided in connection with drug rehabilitation to an individual on the basis of that individual's current illegal use of drugs, if the individual is otherwise entitled to such services.
- c. The Act does not prohibit the district from adopting or administering reasonable policies or procedures, including but not limited to drug testing, designed to ensure that an individual who formerly engaged in the illegal use of drugs is not now engaging in current illegal use of drugs.

### C. Personal Devices and Services

1. The district will permit individuals with mobility disabilities to use wheelchairs and manually powered mobility aids such as walkers, crutches, canes, braces, or other similar devices designed for use by individuals with mobility disabilities in any areas open to pedestrian use. 28 CFR §35.137
2. The district will make reasonable modifications to permit the use of other power-driven mobility devices by individuals with mobility disabilities unless the district can demonstrate that the power-driven device cannot be operated in accordance with legitimate safety requirements pursuant to 28 CFR §35.137. The district will not ask an individual using a wheelchair or other power-driven mobility device questions about the nature and extent of the individual's disability. The district may require the individual to provide credible assurance that the device is required because of the person's disability.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 9 of 18  
Americans with Disabilities Act

3. The district is not required to provide individuals with disabilities personal devices, such as wheelchairs; individually prescribed devices such as prescription eyeglasses or hearing aids; readers for personal use or study; or services of a personal nature including assistance in eating, toileting, or dressing pursuant to 28 CFR §35.135.
- D. Employment - 42 U.S.C. 126 §12112
1. Discrimination in Employment
    - a. The Board will not discriminate against a qualified individual on the basis of disability in regard to job application procedures; hiring, advancement, or discharge; compensation; job training; and other terms, conditions, and privileges of employment.
    - b. Applicants and employees working for or applying to work for the district who qualify for a job and are able to perform the essential functions of that job are entitled to reasonable accommodations provided that such accommodations do not pose undue hardship for the district.
    - c. Nothing in the Act shall be construed to preempt, modify, or amend any State, county, or local law, ordinance, or regulation as outlined in N.J.A.C. 6A:32-4.1 et seq.
    - d. The school district may not, on the basis of disability:
      - (1) Limit, segregate, or classify a qualified individual in a way that adversely affects his/her opportunities or status of such employee, applicant, or participant in a contractual or other arrangement;
      - (2) Utilize standards, criteria, or methods of administration that have the effect of discrimination on the basis of disability or perpetuate the discrimination of others subject to common administrative control;
      - (3) Exclude or otherwise deny equal jobs or benefits to a qualified individual because of the known disability of an individual with whom the qualified individual is known to associate or have a relationship;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 10 of 18  
Americans with Disabilities Act

- (4) Fail to make reasonable accommodations to known physical or mental limitations of an otherwise qualified individual with a disability or deny employment opportunities to such qualified individual unless the district can demonstrate that the accommodation would impose undue hardship to district operations;
  - (5) Use qualification standards, employment tests, or other selection criteria that screen out or tend to screen out individuals with disabilities unless the standard, test, or other selection criteria, as used by the district, is shown to be job-related for the position in question and consistent with business necessity; and/or
  - (6) Select and administer tests concerning employment to otherwise qualified individuals who possess impaired sensory, manual, or speaking skills, unless done in an effective manner to ensure that, when such tests are administered to a job applicant or employee who has a disability that impairs sensory, manual, or speaking skills, the test results accurately reflect the skills, aptitude, or other factors such tests purport to measure rather than reflecting the impaired sensory, manual, or speaking skills of the employee or applicant (except where such skills are the factors that the test purports to measure).
2. Medical Examinations and Inquiries - (42 U.S.C. 126 §12112)
- a. Pre-employment
    - (1) Prohibited examination or inquiries:
      - (a) Whether such an applicant is an individual with a disability; or
      - (b) The nature or severity of such disability.
    - (2) Acceptable inquiry:
      - (a) The ability of an applicant to perform job-related functions.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 11 of 18  
Americans with Disabilities Act

b. Employment Entrance Examinations

- (1) The district may require a medical examination after an offer of employment has been made to a job applicant and prior to the commencement of the employment duties of such applicant, and may condition an offer of employment on the results of such examination, if:
  - (a) All entering employees are subject to such an examination regardless of disability;
  - (b) Information obtained regarding the medical condition or history of the applicant is collected and maintained on separate forms and in separate medical files and is treated as a confidential medical record, except that:
    - i. Supervisors and managers may be informed regarding necessary restrictions on work or duties of the employees and necessary accommodations;
    - ii. First aid and safety personnel may be informed, when appropriate, if the disability might require emergency treatment; and
    - iii. Government officials investigating compliance with this Act, will be provided relevant information on request.
- (2) The results of such examination shall only be used in accordance with these provisions.

c. Examination and Inquiry:

- (1) Prohibited examinations and inquiries:
  - (a) The district will not require a medical examination and will not make inquiries of an employee as to whether such employee is an individual with a disability or as to the nature or severity of the disability, unless such examination or inquiry is shown to be job-related and consistent with business necessity.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 12 of 18  
Americans with Disabilities Act

- (2) Acceptable examinations and inquiries:
  - (a) The district may conduct voluntary medical examinations, including voluntary medical histories, which are part of an employee health program available to employees in the district.
  - (b) The district may make inquiries into the ability of an employee to perform job-related functions.
3. Defenses - 42 U.S.C. 126 §12113
  - a. Qualification Standards
    - (1) It may be a defense to a charge of discrimination under the Act that an alleged application of qualification standards, tests, or selection criteria that screen out, tend to screen out, or otherwise deny a job or benefit to an individual with a disability has been shown to be job-related and consistent with business necessity, and such performance cannot be accomplished by reasonable accommodation, as required under the Act.
      - (a) The term "qualification standards" may include a requirement that an individual will not pose a direct threat to the health or safety of other individuals in the workplace.
      - (b) Notwithstanding 42 U.S.C. 126 §12102 (4)(E)(ii), the Board will not use qualification standards, employment tests, or other selection criteria based on an individual's uncorrected vision unless the standard, test, or other selection criteria, as used by the covered entity, is shown to be job-related for the position in question and consistent with business necessity.
  - b. Infectious and Communicable Diseases
    - (1) In any case in which an individual has an infectious or communicable disease included on the list developed by the United States Secretary of Health and Human Services in accordance with the Act, and which cannot be eliminated by reasonable accommodation, and that is transmitted to others through the handling of food, the Board and its administration may refuse to assign or allow such individual to continue to work in a job involving food handling.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 13 of 18  
Americans with Disabilities Act

- c. Illegal Use of Drugs and Alcohol - 42 U.S.C. 126 §12114
  - (1) An individual with a disability shall not include any employee or applicant who is currently engaging in the illegal use of drugs, with exceptions noted in section B.3. of this Regulation.
  - (2) The Board will hold an employee who engages in the illegal use of drugs or who is an alcoholic to the same qualification standards for employment or job performance and behavior as other employees, even if any unsatisfactory performance or behavior is related to the drug use or alcoholism of such employee.
- d. Drug Testing
  - (1) For the purposes of the Act, a test to determine the illegal use of drugs will not be considered a medical examination.
  - (2) No provision of the Act shall be construed to encourage, prohibit, or authorize the conducting of drug testing for the illegal use of drugs by job applicants or employees or making employment decisions based on such test results.

### E. Program Accessibility

- 1. Discrimination Prohibited
  - a. Except as otherwise provided in 28 CFR §35.150, no qualified individual with a disability will, because the district's facilities are inaccessible to or unusable by individuals with disabilities, including inside or outside access to such facilities, may be excluded from participation in, or be denied the benefits of the services, programs, or activities of the district, or be subjected to discrimination by the district.
  - b. The district will maintain facilities and equipment required by the Act to be readily accessible to and usable by individuals with disabilities. This provision does not prohibit isolated or temporary interruptions in service or access due to maintenance or repairs. 28 CFR §35.133
    - (1) In regard to existing facilities, the district will operate each service, program, or activity so that the service, program, or activity, when viewed in its entirety, is readily accessible to and usable by individuals with disabilities.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 14 of 18  
Americans with Disabilities Act

- (a) The district is not required to fundamentally alter the nature of a service, program, or activity, or assume undue financial or administrative burdens, or take any action threatening the historic significance of a historic property and has the burden of proving that compliance with the Act would result in such alterations or burdens. 28 CFR §35.150(a)
  - (b) Should the Board and Superintendent of Schools or his/her designee determine, after considering all resources available, that compliance would result in such alteration or burden, a written statement of reasons must accompany such a determination.
  - (c) The Board will take any other action, including, but not limited to redesign or acquisition of equipment, or reassignment of services or staff, that would not result in such alteration or burden, but would, nevertheless, ensure that individuals with disabilities receive the benefits/services provided by the district.
- (2) In regard to new construction and alterations, each facility or part of a facility constructed by, on behalf of, or for the use of the district will be designed and constructed in such manner, in accordance with 28 CFR §35.151, that the facility or part of the facility is readily accessible to and usable by individuals with disabilities.
- (a) Full compliance with the requirements of 28 CFR §35.151 is not required where the district can demonstrate that it is structurally impracticable to meet the requirements.
  - (b) If providing accessibility in conformance with 28 CFR §35.151 to individuals with certain disabilities (e.g., those who use wheelchairs) would be structurally impracticable, accessibility shall nonetheless be ensured to persons with other types of disabilities, (e.g., those who use crutches or who have sight, hearing, or mental impairments) in accordance with 28 CFR §35.151.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 15 of 18  
Americans with Disabilities Act

### F. Communications - 28 CFR §35.160

1. The district will take appropriate steps to ensure that communications with applicants, participants, members of the public, and companions with disabilities are as effective as communications with others.
2. The district will furnish appropriate auxiliary aids and services where necessary to afford individuals with disabilities, including applicants, participants, companions, and members of the public, an equal opportunity to participate in and enjoy the benefits of a service, program, or activity conducted by the district.
  - a. Auxiliary aids and services will be provided in accessible formats, in a timely manner, and in such a way as to protect the privacy and independence of the individual with a disability.
  - b. The district will not require an individual with a disability to bring another individual to interpret with a disability. The district will not rely on an adult accompanying an individual with a disability or on a minor child to interpret or facilitate communication, except in an emergency involving an imminent threat to the safety or welfare of an individual or the public where there is no interpreter available; or where the individual with a disability specifically requests that the accompanying adult interprets or facilitates communication, the accompanying adult agrees to provide such assistance, and reliance on that adult is appropriate under the circumstances.
3. Where the district communicates by telephone with applicants and beneficiaries who are deaf, hard of hearing, or who have speech impairments, text telephones (TTYs) or equally effective telecommunications systems equipped with emergency service access will be used to communicate, in the same time and manner as with other telephone systems (including automated systems). 28 CFR §35.161
4. The district will ensure that interested persons, including persons with impaired vision or hearing, can obtain information as to the existence and location of accessible services, activities, and facilities, including signage at all inaccessible facility entrances. 28 CFR §35.163



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 16 of 18  
Americans with Disabilities Act

### G. Grievance Procedure - 28 CFR §35.107(b)

1. A complainant who believes that he/she has been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall first discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the District Coordinator. The complaint will include:
  - a. The complainant's name and address;
  - b. The specific act or practice of which the complainant complains;
  - c. The employee, if any, responsible for the allegedly discriminatory act;
  - d. Results of discussions conducted in accordance with paragraph G.1. above; and
  - e. Reasons why those results are not satisfactory.
3. The District Coordinator will investigate the matter informally and will respond to the complainant in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the District Coordinator may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.
5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require at the hearing the presence of the staff member charged with a discriminatory act and any other person with knowledge of the complained act.
6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 17 of 18  
Americans with Disabilities Act

7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the School Business Administrator/Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
  - a. The original complaint;
  - b. The response to the complaint;
  - c. The Superintendent's decision;
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented; and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. If a staff member is charged with a discriminatory act, the Board will provide a copy of the appeal to that staff member.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the:

U.S. Department of Justice  
950 Pennsylvania Avenue, NW  
Civil Rights Division  
Disability Rights Section – 1425 NYAV  
Washington, D.C. 20530
12. An individual who believes he or she or a specific class of individuals has been subjected to discrimination on the basis of disability by the district may, by himself/herself, or an authorized representative, at any time, file a complaint directly with OCR.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1510/page 18 of 18  
Americans with Disabilities Act

13. Record:

- a. The record of any complaint processed in accordance with this procedure will be maintained in a file kept by the District Coordinator.
- b. A copy of the decision rendered at the highest level of appeal will be kept in the employee's personnel file.

Adopted: 15 September 2010  
Revised:



## 1523 COMPREHENSIVE EQUITY PLAN

The Board of Education shall submit a Comprehensive Equity Plan based on an assessment of the district's needs for achieving equity in educational programs that includes a cohesive set of policies, programs, and practices that ensure high expectations and positive achievement patterns and equal access to education opportunity for all learners, including students and teachers.

The Board's obligation to be accountable for the requirements in N.J.A.C. 6A:7 is not precluded or alleviated by any rule or regulation of any organization, club, athletic association, or other league or group.

The Comprehensive Equity Plan shall include the following:

1. An assessment of the school district's needs for achieving equity in educational programs. The assessment shall include staffing practices, quality-of-program data, stakeholder-satisfaction data, and student assessment and behavioral data disaggregated by gender, race, ethnicity, limited English proficiency, special education, migrant, date of enrollment, student suspension, expulsion, Child Study Team referrals, preschool through grade twelve promotion/retention data, preschool through grade twelve completion rates, and re-examination and re-evaluation of classification and placement of students in special education programs if there is overrepresentation within a certain group;
2. A description of how other Federal, State, and district policies, programs, and practices are aligned to the Comprehensive Equity Plan;
3. Progress targets for closing the achievement gap;
4. Professional development targets regarding the knowledge and skills needed to provide a thorough and efficient education as defined by the Core Curriculum Content Standards; differentiated instruction and formative assessments aligned to Core Curriculum Content Standards; and high expectations for teaching and learning; and
5. Annual targets addressing district needs in equity in school and classroom practices that are aligned to professional development targets.





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
1523/page 2 of 2  
Comprehensive Equity Plan

A Comprehensive Equity Plan shall be written every three years and the Board of Education shall initiate the Comprehensive Equity Plan within sixty days of its approval and shall implement the plan in accordance with the timelines approved by the New Jersey Department of Education.

In the event the Board of Education does not implement the Comprehensive Equity Plan within one hundred eighty days of its approval date, or fails to report its progress annually, sanctions deemed to be appropriate by the Commissioner of Education or his/her designee shall be imposed, and may include action to suspend, terminate, or refuse to award continued Federal or State financial assistance, pursuant to N.J.S.A. 18A:55-2.

N.J.A.C. 6A:7-1.9

Adopted: 15 September 2010  
Revised:



### 1530 EQUAL EMPLOYMENT OPPORTUNITIES

The Board of Education shall, in accordance with law, guarantee equal employment opportunity throughout the district.

The Board shall ensure all persons shall have equal and bias free access to all categories of employment and equal pay for equal work in this district without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, pursuant to N.J.A.C. 6A:7-1.1. The school district's employment applications and pre-employment inquiries conform to the guidelines of the New Jersey Division of Civil Rights.

The Board will use equitable practices that prevent imbalance and isolation based on race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability among the district's certificated and non-certificated staff and within every category of employment, including administration. Promotions and transfers will be monitored to ensure non-discrimination.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

The Board will target underutilized groups in every category of employment. The Board will provide among the faculty of each school role models of diverse racial and cultural backgrounds.

The Board shall not enter into a contract with a person, agency, or organization that discriminates in employment practices or in the provision of benefits or services, on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability, either in employment practices or in the provision of benefits or services to students or employees, pursuant to N.J.A.C. 6A:7-1.1.

The Superintendent shall promulgate a complaint procedure for the adjudication of disputes alleging violation of the law prohibiting discrimination in employment or this policy.

The Board shall not discriminate against any person for that person's exercise of rights under the laws prohibiting discrimination in employment or this policy.

N.J.S.A. 18A:6-5; 18A:6-6; 18A:28-10; 18A:29-2  
N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

Adopted: 15 September 2010  
Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1530/page 1 of 4

Equal Employment Opportunity Complaint Procedure

M

### R 1530 EQUAL EMPLOYMENT OPPORTUNITY COMPLAINT PROCEDURE

#### A. Purpose and Application

1. The purpose of this procedure is to give any district employee or candidate for employment the opportunity to appeal an alleged denial of equal employment opportunity in violation of State statutes and administrative codes, and Federal laws and Policy 1530, guaranteeing "equal access to all categories of employment without regard to the candidate's race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability."
2. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
3. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
4. All participants in the procedure will respect the confidentiality that this district accords to information about individual employees.

#### B. Definitions

1. "Board of Education" means the Board of Education of the Beverly City School District.
2. "Complaint" means an alleged discriminatory act or practice.
3. "Complainant" means a staff member who alleges a discriminatory act or practice.
4. "Day" means a working or calendar day as identified.
5. "Discriminatory act or practice" means denial of equal employment opportunity in violation of State statutes and administrative codes and Federal laws and Policy 1530.
6. "School district" means the Beverly City School District.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1530/page 2 of 4

Equal Employment Opportunity Complaint Procedure

### C. Procedure

1. A complainant who believes that he/she has been harmed or adversely affected by a discriminatory practice or act prohibited by law and/or policy shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
2. If the matter is not resolved to the satisfaction of the complainant within thirty working days, the complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
  - a. The complainant's name and address,
  - b. The specific act or practice that the complainant complains of,
  - c. The school employee, if any, responsible for the allegedly discriminatory act,
  - d. The results of discussions conducted in accordance with paragraph C.1., and
  - e. The reasons why those results are not satisfactory.
3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven working days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three working days after it has been received by the complainant. The appeal will include the original complaint, the response to the complaint, and the complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have acted discriminatorily.
5. On his/her timely request (that is, submitted before the expiration of the time within which the Superintendent must render a decision), the complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven working days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with a discriminatory act and any other person with knowledge of the act complained of.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1530/page 3 of 4

Equal Employment Opportunity Complaint Procedure

6. The Superintendent will render a written decision in the matter no later than seven working days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
7. The complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three working days after receipt of the Superintendent's decision. The appeal shall include:
  - a. The original complaint,
  - b. The response to the complaint,
  - c. The Superintendent's decision,
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented, and
  - e. The complainant's reason for believing the Superintendent's decision should be changed.
8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a discriminatory act.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The complainant will be informed of his/her right to appeal the Board's decision to the:
  - a. Commissioner of Education  
New Jersey State Department of Education  
P.O. Box 500  
Trenton, New Jersey 08625-0500  
Telephone: (877) 900-6960 or the



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1530/page 4 of 4

Equal Employment Opportunity Complaint Procedure

- b. New Jersey Division on Civil Rights  
Trenton Regional Office  
Office of the Attorney General  
140 East Front Street – 6<sup>th</sup> Floor  
Trenton, New Jersey 08625-0090  
Telephone: (609) 292-4605

### D. Record

1. The records of any complaint processed in accordance with this procedure shall be maintained in a file kept by the Affirmative Action Officer.
2. A copy of the decision rendered at the highest level of appeal will be kept in the employee's personnel file.

Issued: 15 September 2010

Revised:



## 1550 EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES

The Board of Education shall, in accordance with State statutes and administrative code and Federal law and regulations, strive to overcome the effects of any previous patterns of discrimination in school district employment practices and shall systematically monitor school district procedures to ensure continuing compliance with anti-discrimination laws and regulations.

The Board will ensure all persons regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status shall have equal and bias-free access to all categories of employment in the public educational system of New Jersey, pursuant to N.J.A.C. 6A:7-1.1.

The Board will not enter into any contract with a person, agency, or organization that discriminates on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, either in employment practices or in the provision of benefits or services to students or employees. In addition, the Board will encourage minority businesses, women's business enterprises, and labor surplus area firms to submit bids to be considered for the awarding of contracts.

The Board shall not assign, transfer, promote or retain staff, or fail to assign, transfer, promote or retain staff, on the sole basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.

The Board shall ensure equal pay for equal work among members of the school district's staff, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, pursuant to N.J.A.C. 6A:7-1.1.

N.J.S.A. 10:5-4

N.J.A.C. 6A:7-1.1 et seq.; 6A:7-1.8

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1550/page 1 of 4

Equal Employment/Anti-Discrimination Practices

M

### R 1550 EQUAL EMPLOYMENT/ANTI-DISCRIMINATION PRACTICES

#### A. Purpose and Application

1. The purpose of this procedure is to give any school district employee the opportunity to appeal an alleged violation of the school district's Affirmative Action Program for employment and contract practices, as set forth in Policy 1550 or in a plan formally adopted by the Board of Education and approved by the Commissioner.
2. No qualified handicapped person, shall, on the basis of handicap, be subjected to discrimination in employment and the Board will take positive steps to employ and advance in employment qualified handicapped persons in programs and activities.
3. This procedure is intended to facilitate an equitable and just resolution of a dispute at the most immediate level and should be implemented in an informal manner.
4. Every reasonable effort will be made to expedite the process in the interest of a prompt resolution. Time limits may, however, be extended with the consent of all parties.
5. All participants in the procedure will respect the confidentiality that this school district accords to information about individual staff members.

#### B. Definitions

1. "Board of Education" means the Board of Education of the Beverly City School District.
2. "Complaint" means an alleged violation of the school district's Affirmative Action Plan or Policy.
3. "Complainant" means a staff member who alleges a violation of the school district's Affirmative Action Plan or Policy 1550.
4. "Day" means a business day or calendar day as identified.
5. "School district" or "district" means the Beverly City School District.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1550/page 2 of 4

Equal Employment/Anti-Discrimination Practices

6. "Violation" means the failure of a school district official or employee to take the positive steps outlined in Policy 1550 or the duly approved Affirmative Action Plan to remove impermissible bias or preference from all aspects of school district employment or contract practices and/or to correct the results of past discrimination.

### C. Procedure

1. A Complainant who believes he/she has been harmed or adversely affected by a failure to enforce the school district's Affirmative Action Plan for employment and contract practices shall discuss the matter with his/her immediate supervisor in an attempt to resolve the matter informally.
  - a. In the event the Complainant believes their immediate supervisor may be conflicted or if the immediate supervisor is not available, the Complainant may proceed directly to the school district's Affirmative Action Officer as outlined in C.2. below.
  - b. In the event the Complainant believes the school district's Affirmative Action Officer may be conflicted, the Complainant may submit a written complaint to the Superintendent of Schools who will designate a supervisor or administrative staff member to conduct the investigation in accordance with the procedures outlined in this Regulation. The Superintendent will ensure the supervisor or administrative staff member is provided affirmative action training in accordance with State mandates and guidelines.
2. If the matter is not resolved to the satisfaction of the Complainant within ten business days, the Complainant may submit a written complaint to the Affirmative Action Officer. The complaint will include:
  - a. The Complainant's name and address;
  - b. The specific failure to act that the Complainant complains of;
  - c. The school officer or employee, if any, responsible for the alleged violation of the Affirmative Action Plan;
  - d. The results of discussions conducted in accordance with paragraph C.1.; and
  - e. The reasons why those results are not satisfactory.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1550/page 3 of 4

Equal Employment/Anti-Discrimination Practices

3. The Affirmative Action Officer will investigate the matter informally and will respond to the complaint in writing no later than seven business days after receipt of the written complaint. A copy of the complaint and the response will be forwarded to the Superintendent.
4. The response of the Affirmative Action Officer may be appealed to the Superintendent in writing within three business days after it has been received by the Complainant. The appeal will include the original complaint, the response to the complaint, and the Complainant's reason for rejecting the response. A copy of the appeal must be given to the staff member alleged to have violated the Affirmative Action Plan.
5. Upon request, the Complainant will be given an informal hearing before the Superintendent, at a time and place convenient to the parties, but no later than seven business days after the request for a hearing has been submitted. The Superintendent may also require the presence at the hearing of the staff member charged with violation of the Affirmative Action Plan and any other person with knowledge of the violation complained of.
6. The Superintendent will render a written decision in the matter no later than seven business days after the appeal was filed or the hearing was held, whichever occurred later. Copies of the decision will be given to all parties.
7. The Complainant may appeal the Superintendent's decision to the Board by filing a written appeal with the Board Secretary no later than three business days after receipt of the Superintendent's decision. The appeal will include:
  - a. The original complaint;
  - b. The response to the complaint;
  - c. The Superintendent's decision;
  - d. A transcript of the hearing, if one has been made, or a summary of the hearing to which all parties have consented; and
  - e. The Complainant's reason for believing the Superintendent's decision should be changed.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1550/page 4 of 4

Equal Employment/Anti-Discrimination Practices

8. A copy of the appeal to the Board must be given to the staff member, if any, charged with a violation of the Affirmative Action Plan.
9. The Board will review all papers submitted and may render a decision on the basis of the proceedings below. If the Complainant so requests, the Board may convene a hearing, at which all parties may be represented by counsel and may present and examine witnesses, who will testify under oath.
10. The Board will render a written decision no later than forty-five calendar days after the appeal was filed or the hearing held, whichever occurred later. Copies of the decision will be given to all parties.
11. The Complainant will be informed of his/her right to appeal the Board's decision to the:
  - a. Commissioner of Education  
New Jersey State Department of Education  
P.O. Box 500  
Trenton, New Jersey 08625-0500, or
  - b. New Jersey Division on Civil Rights  
Central Regional Office  
140 East Front Street – 6<sup>th</sup> Floor  
Trenton, New Jersey 08625-0090

### D. Record

1. The records of any complaint processed in accordance with this procedure shall be kept in a file maintained by the Affirmative Action Officer.
2. A copy of the decision rendered at its highest level of appeal will be kept in the Complainant's personnel file.

Issued: 15 September 2010

Revised:



## 1581 VICTIM OF DOMESTIC OR SEXUAL VIOLENCE LEAVE

In accordance with the provisions of N.J.S.A. 34:11C-1 et seq., an employee who was a victim of an incident of domestic violence as defined in Section 3 of P.L.1991, c.261 (C.2C:25-19) or a sexually violent offense as defined in Section 3 of P.L.1998, c.71 (C.30:4-27.26), or whose child, parent, spouse, domestic partner, or civil union partner was a victim shall be entitled to unpaid leave of no more than twenty days in one twelve-month period, to be used in the twelve-month period following any incident of domestic violence or any sexually violent offense as provided in N.J.S.A. 34:11C-1 et seq.

For the purposes of N.J.S.A. 34:11C-1 et seq. and this Policy, an "employee" means a person who is employed for at least twelve months by the Board of Education, with respect to whom benefits are sought under N.J.S.A. 34:11C-1 et seq. – "NJ SAFE Act" for not less than 1,000 hours during the immediately preceding twelve-month period.

For the purposes of N.J.S.A. 34:11C-3 and this Policy, each incident of domestic violence or any sexually violent offense shall constitute a separate offense for which an employee is entitled to unpaid leave, provided the employee has not exhausted the allotted twenty days for the twelve-month period. The unpaid leave may be taken intermittently in intervals of no less than one day, as needed for the purpose of engaging in any of the following activities as they relate to the incident of domestic violence or a sexually violent offense:

1. Seeking medical attention for, or recovering from, physical or psychological injuries caused by domestic or sexual violence to the employee or the employee's child, parent, spouse, domestic partner, or civil union partner;
2. Obtaining services from a victim services organization for the employee or the employee's child, parent, spouse, domestic partner, or civil union partner;
3. Obtaining psychological or other counseling for the employee or the employee's child, parent, spouse, domestic partner, or civil union partner;
4. Participating in safety planning, temporarily or permanently relocating, or taking other actions to increase the safety of the employee or the employee's child, parent, spouse, domestic partner, or civil union partner from future domestic or sexual violence or to ensure economic security;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

1581/page 2 of 4

Victim of Domestic or Sexual Violence Leave

5. Seeking legal assistance or remedies to ensure the health and safety of the employee or the employee's child, parent, spouse, domestic partner, or civil union partner, including preparing for, or participating in, any civil or criminal legal proceeding related to or derived from domestic or sexual violence; or
6. Attending, participating in, or preparing for a criminal or civil court proceeding relating to an incident of domestic or sexual violence of which the employee or the employee's child, parent, spouse, domestic partner, or civil union partner, was a victim.

An eligible employee may elect, or the Board of Education may require the employee, to use any of the accrued paid vacation leave, personal leave, or medical or sick leave (in accordance with the provisions of N.J.S.A. 18A:30-1) during any part of the twenty-day period of unpaid leave provided under N.J.S.A. 34:11C-1 et seq. In such case, any paid leave provided by the Board, and accrued pursuant to established policies of the Board, shall run concurrently with the unpaid leave provided under N.J.S.A. 34:11C-1 et seq. and, accordingly, the employee shall receive pay pursuant to the Board's applicable paid leave policy during the period of otherwise unpaid leave. If an employee requests leave for a reason covered by both N.J.S.A. 34:11C-1 et seq. and the "Family Leave Act," P.L.1989, c.261 (C.34:11B-1 et seq.) or the Federal "Family and Medical Leave Act of 1993," Pub.L.103-3 (29 U.S.C. § 2601 et seq.), the leave shall count simultaneously against the employee's entitlement under each respective law.

Leave granted under N.J.S.A. 34:11C-1 et seq. and this Policy shall not conflict with any rights pursuant to the "Family Leave Act," P.L.1989, c.261 (C.34:11B-1 et seq.), the "Temporary Disability Benefits Law," P.L.1948, c.110 (C.43:21-25 et seq.), or the Federal "Family and Medical Leave Act of 1993," Pub.L.103-3 (29 U.S.C. § 2601 et seq.).

Prior to taking this leave an employee shall, if the necessity for the leave is foreseeable, provide the Superintendent of Schools with written notice of the need for the leave. The notice shall be provided as far in advance as is reasonable and practical under the circumstances.

Nothing contained in N.J.S.A. 34:11C-1 et seq. and this Policy shall be construed to prohibit the Superintendent from requiring that a period of this leave be supported by the employee with documentation of the domestic violence or a sexually violent offense which is the basis for the leave. If documentation is required, the employee shall be regarded as having provided sufficient documentation if the employee provides one or more of the following:

1. A domestic violence restraining order or other documentation of equitable relief issued by a court of competent jurisdiction;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

1581/page 3 of 4

Victim of Domestic or Sexual Violence Leave

2. A letter or other written documentation from the county or municipal prosecutor documenting the domestic violence or a sexually violent offense;
3. Documentation of the conviction of a person for the domestic violence or a sexually violent offense;
4. Medical documentation of the domestic violence or a sexually violent offense;
5. Certification from a certified Domestic Violence Specialist or the director of a designated domestic violence agency or Rape Crisis Center, stating that the employee or employee's child, parent, spouse, domestic partner, or civil union partner is a victim of domestic violence or a sexually violent offense; or
6. Other documentation or certification of the domestic violence or a sexually violent offense provided by a social worker, member of the clergy, shelter worker, or other professional who has assisted the employee or employee's child, parent, spouse, domestic partner, or civil union partner in dealing with the domestic violence or a sexually violent offenses.

For the purposes of N.J.S.A. 34:11C-1 et seq. and this Policy, "Certified Domestic Violence Specialist" means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals; and "designated domestic violence agency" means a county-wide organization with a primary purpose to provide services to victims of domestic violence, and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the division for the express purpose of providing the services.

For the purposes of N.J.S.A. 34:11C-1 et seq. and this Policy, "Rape Crisis Center" means an office, institution, or center offering assistance to victims of sexual offenses through crisis intervention, medical and legal information, and follow-up counseling.

The Board shall display conspicuous notice of its employees' rights and obligations pursuant to the provisions of N.J.S.A. 34:11C-1 et seq., in such form and in such manner as the Commissioner of Labor and Workforce Development shall prescribe, and use other appropriate means to keep its employees so informed.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

1581/page 4 of 4

Victim of Domestic or Sexual Violence Leave

No provision of N.J.S.A. 34:11C-1 et seq. and this Policy shall be construed as requiring or permitting the Board to reduce employment benefits provided by the Board or required by a collective bargaining agreement which are in excess of those required by N.J.S.A. 34:11C-1 et seq. Nor shall any provision of N.J.S.A. 34:11C-1 et seq. be construed to prohibit the negotiation and provision through collective bargaining agreements of leave policies or benefit programs which provide benefits in excess of those required by N.J.S.A. 34:11C-1 et seq. This provision shall apply irrespective of the date that a collective bargaining agreement takes effect.

Nothing contained in N.J.S.A. 34:11C-1 et seq. and this Policy shall be construed as permitting the Board to:

1. Rescind or reduce any employment benefit accrued prior to the date on which the leave taken pursuant to N.J.S.A. 34:11C-1 et seq. commenced; or
2. Rescind or reduce any employment benefit, unless the rescission or reduction of the benefit is based on changes that would have occurred if an employee continued to work without taking the leave provided pursuant to N.J.S.A. 34:11C-1 et seq.

All information and/or documentation provided to the Board or Superintendent of Schools pursuant to N.J.S.A. 34:11C-1 et seq., any information regarding a leave taken pursuant to N.J.S.A. 34:11C-1 et seq., and any failure of an employee to return to work, shall be retained in the strictest confidentiality, unless the disclosure is voluntarily authorized in writing by the employee or is required by a Federal or State law, rule, or regulation.

The Board of Education shall not discharge, harass or otherwise discriminate or retaliate or threaten to discharge, harass or otherwise discriminate or retaliate against an employee with respect to the compensation, terms, conditions or privileges of employment on the basis that the employee took or requested any leave to which the employee was entitled pursuant to N.J.S.A. 34:11C-3 or on the basis that the employee refused to authorize the release of information deemed confidential pursuant to N.J.S.A. 34:11C-3.f.

N.J.S.A. 34:11C-1 et seq.

Adopted:



## 1613 DISCLOSURE AND REVIEW OF APPLICANT'S EMPLOYMENT HISTORY

A school district, charter school, nonpublic school, or contracted service provider holding a contract with a school district, charter school, or nonpublic school (hiring entity) shall not employ for pay or contract for the paid services of any person serving in a position which involves regular contact with students unless the hiring entity complies with the requirements of N.J.S.A. 18A:6-7.6 et seq. and as outlined in Policy and Regulation 1613.

An applicant the hiring entity seeks to offer employment to and will fill a position which involves regular contact with students shall be required to provide their employment history pursuant to N.J.S.A. 18A:6-7.7.a.(1). The applicant shall also provide written authorization that consents to and authorizes the disclosure of information regarding the applicant's employment history and the release of related records by the applicant's current or former employer(s) regarding child abuse and/or sexual misconduct pursuant to N.J.S.A. 18A:6-7.7.a.(2). The applicant shall also provide a written statement as to whether the applicant has any employment history regarding child abuse or sexual misconduct pursuant to N.J.S.A. 18A:6-7.7.a.(3).

A hiring entity shall review an applicant's employment history as required in N.J.S.A. 18A:6-7.7.b. and if the hiring entity determines to continue the applicant's employment application process, the hiring entity shall contact those employers listed by the applicant and request confirmation of the information provided by the applicant pursuant to N.J.S.A. 18A:6-7.7.a.

Upon the hiring entity receiving and reviewing the information disclosed by the applicant's current and/or former employer(s), and finding an affirmative response to any of the inquiries required in N.J.S.A. 18A:7.7.b.(2), and if the hiring entity determines to continue with the applicant's job application process, the hiring entity shall make further inquiries of the applicant's current or former employer(s) to ascertain additional details regarding the information disclosed.

The failure of an employer to provide the information requested by the hiring entity pursuant to N.J.S.A. 18A:6-7.7.b. within a twenty-day timeframe may be grounds for the automatic disqualification of an applicant from employment with a hiring entity in accordance with N.J.S.A. 18A:6-7.9.c.

In accordance with the provisions of N.J.S.A. 18A:6-7.9.c., a hiring entity shall not be liable for any claims brought by an applicant who is not offered employment or whose employment is terminated because of any information received or due to the inability to conduct a full review of the applicant's employment history pursuant to N.J.S.A. 18A:6-7.7.





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

1613/page 2 of 2

### Disclosure and Review of Applicant's Employment History

In accordance with the provisions of N.J.S.A. 18A:6-7.9.d., a hiring entity shall have the right to immediately terminate an individual's employment or rescind an offer of employment if the applicant is offered employment or commences employment following June 1, 2018 and information regarding the applicant's history of sexual misconduct or child abuse is subsequently discovered or obtained by the employer that the employer determines disqualifies the applicant or employee from employment under N.J.S.A. 18A:6-7.6 et seq. The termination of employment pursuant to N.J.S.A. 18A:6-7.9 shall not be subject to any grievance or appeals procedures or tenure proceedings pursuant to any collectively bargained or negotiated agreement or any law, rule, or regulation.

A hiring entity may employ or contract with an applicant on a provisional basis for a period not to exceed ninety days pending review of information received pursuant to N.J.S.A. 18A:6-7.7.b. provided the conditions outlined in N.J.S.A. 18A:6-7.10.b. are satisfied.

All requests for information sent to this school district, charter school, or nonpublic school from a hiring entity regarding a current or former employee in accordance N.J.S.A. 18A:6-7.6 et seq. shall be directed to the Superintendent or designee. The Superintendent or designee shall review the request for information and confirm the applicant's employment relationship and ensure the written authorization is in compliance with N.J.S.A. 18A:6-7.7.a.(2) prior to the release of information requested and the release of related records in accordance with N.J.S.A. 18A:6-7.6 et seq.

On or after June 1, 2018, a hiring entity may not enter into a collectively bargained or negotiated agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that is prohibited as outlined in N.J.S.A. 18A:6-7.12. Any provision of an employment contract or agreement for resignation or termination or a severance agreement that is executed, amended, or entered into after June 1, 2018 and that is contrary to N.J.S.A. 18A:6-7.6 et seq. shall be void and unenforceable.

Pursuant to N.J.S.A. 18A:6-7.11, information received by a school district, charter school, or nonpublic school under Policy and Regulation 1613 and N.J.S.A. 18A:6-7.6 et seq. shall not be deemed a public record under N.J.S.A. 47:1A-1 et seq. or the common law concerning access to public records. A school district, charter school, or nonpublic school that provides information or records about a current or former employee or applicant shall be immune from criminal and civil liability for the disclosure of the information, unless the information or records provided were knowingly false.

N.J.S.A. 18A:6-7.6; 18A:6-7.7; 18A:6-7.8; 18A:6-7.9;  
18A:6-7.10; 18A:6-7.11; 18A:6-7.12; 18A:6-7.13

New Jersey Department of Education Guidance and Resources to Assist with  
Pre-Employment Requirements of P.L. 2018, c.5. - June 25, 2018

Adopted:



1631 RESIDENCY REQUIREMENT FOR PERSON HOLDING SCHOOL  
DISTRICT OFFICE, EMPLOYMENT, OR POSITION

Every person holding an office, employment, or position in a school district shall have his or her principal residence in New Jersey in accordance with the provisions of N.J.S.A. 52:14-7.

For the purpose of this Policy, "school district" means any local or regional school district established pursuant to Chapter 8 or Chapter 13 of Title 18A of the New Jersey Statutes and any jointure commission, county vocational school, county special services district, educational services commission, educational research and demonstration center, environmental education center, and educational information and resource center.

For the purpose of this Policy, a person may have at most one principal residence and the State of a person's principal residence means the State where the person spends the majority of his or her nonworking time, which is most clearly the center of his or her domestic life, and which is designated as his or her legal address and legal residence for voting. Having a home in New Jersey is not significant enough by itself to meet the principal residence requirement of the law. The fact that a person is domiciled in New Jersey shall not by itself satisfy the requirement of principal residency.

A person, regardless of the office, employment, or position, who holds an office, employment, or position in the school district on September 1, 2011, but does not have his or her principal residence in New Jersey on September 1, 2011, shall not be subject to this residency requirement of N.J.S.A. 52:14-7 while the person continues to hold office, employment, or position without a break in public service of greater than seven days.

A person may request an exemption from the provisions of N.J.S.A. 52:14-7 on the basis of critical need or hardship. The request shall be made to a five-member committee established in accordance with the provisions of N.J.S.A. 52:14-7 to consider applications for such exemptions. The decision on whether to approve an application from any person shall be made by a majority vote of the members of the committee, and those voting in the affirmative shall so sign the approved application. If the committee fails to act on an application within thirty days after the receipt thereof, no exemption shall be granted and the residency requirement of N.J.S.A. 52:14-7 shall be operative.

Any person holding or attempting to hold an office, employment, or position in violation of N.J.S.A. 52:14-7 shall be considered as illegally holding or attempting to hold the office, employment, or position; however, the person shall have one year from the time of taking the office, employment, or position to satisfy the requirement of principal residency. If such person fails to satisfy the requirement of principal residency as defined in N.J.S.A. 52:14-7 after the



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

1631/page 2 of 2

Residency Requirement for Person Holding School  
District Office, Employment, or Position

365-day period, that person shall be deemed unqualified for holding the office, employment, or position. The Superior Court shall, in a civil action in lieu of prerogative writ, give judgment of ouster against such person, upon the complaint of any officer or citizen of the State, provided that any such complaint shall be brought within one year of the alleged 365-day period of failure to have his or her principal residence in this State.

Notice of the residency requirements as outlined in N.J.S.A. 52:14-7 and this Policy should be provided to all existing persons holding office, employment, or a position in the school district and to candidates seeking to hold office, employment, or a position in the school district.

N.J.S.A. 52:14-7

Adopted:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1613/page 1 of 9

Disclosure and Review of Applicant's Employment History  
M

### R 1613 DISCLOSURE AND REVIEW OF APPLICANT'S EMPLOYMENT HISTORY

A school district, charter school, nonpublic school, or contracted service provider holding a contract with a school district, charter school, or nonpublic school shall not employ for pay or contract for the paid services of any person serving in a position which involves regular contact with students and is offered employment or commences employment following June 1, 2018 unless the school district, charter school, nonpublic school, or contracted service provider complies with the requirements of N.J.S.A. 18A:6-7.6 et seq. as outlined in Policy and Regulation 1613.

#### A. Definitions (N.J.S.A. 18A:6-7.6 et seq.)

For the purposes of this Policy and Regulation:

1. "Applicant" means any person considered for employment or offered employment for pay or contract for the paid services of any person serving in a position which involves regular contact with students.
2. "Child abuse" means any conduct that falls under the purview and reporting requirements of N.J.S.A. 9:6-8.8 et seq. and is directed toward or against a child or student, regardless of the age of the child or student.
3. "Disclosure Information Request Form" shall be the State of New Jersey Sexual Misconduct/Child Abuse Disclosure Information Request, P.L. 2018, Chapter 5 or a similar form developed by the hiring entity.
4. "Disclosure Release Form" shall be the State of New Jersey Sexual Misconduct/Child Abuse Disclosure Release, P.L. 2018, Chapter 5 or a similar form developed by the hiring entity.
5. "Hiring entity" means all school entities including school districts, charter schools, nonpublic schools, or contracted service providers holding a contract with a school district, charter school, or nonpublic school.
6. "Sexual misconduct" means any verbal, nonverbal, written, or electronic communication, or any other act directed toward or with a student that is designed to establish a sexual relationship with the student, including a sexual invitation, dating or soliciting a date, engaging in sexual dialogue, making sexually suggestive comments, self-disclosure or physical exposure of a sexual or erotic nature, and any other sexual, indecent, or erotic contact with a student.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1613/page 2 of 9

Disclosure and Review of Applicant's Employment History

**B. Hiring Entity Required Application and Review Process  
(N.J.S.A. 18A:6-7.7)**

1. A hiring entity shall not employ for pay or contract for the paid services of any person serving in a position which involves regular contact with students unless the hiring entity complies with the provisions of N.J.S.A. 18A:6-7.6 et seq.
  - a. The hiring entity shall require an applicant to provide a Disclosure Release Form which must include the following information:
    - (1) A list, including name, address, telephone number, and other relevant contact information of the applicant's:
      - (a) Current employer;
      - (b) All former employers within the last twenty years that were schools; and
      - (c) All former employers within the last twenty years where the applicant was employed in a position that involved direct contact with children; and
    - (2) A written authorization that consents to and authorizes disclosure of the information requested under b. below pursuant to N.J.S.A. 18A:6-7.7.a.(2) and the release of related records by the applicant's employers listed under B.1.a.(1) above, and that releases those employers from liability that may arise from the disclosure or release of records;
    - (3) A written statement as to whether the applicant:
      - (a) Has been the subject of any child abuse or sexual misconduct investigation by any employer, State licensing agency, law enforcement agency, or the Department of Children and Families, unless the investigation resulted in a finding the allegations were false or the alleged incident of child abuse or sexual misconduct was not substantiated;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1613/page 3 of 9

### Disclosure and Review of Applicant's Employment History

- (b) Has ever been disciplined, discharged, nonrenewed, asked to resign from employment, resigned from or otherwise separated from any employment while allegations of child abuse or sexual misconduct were pending or under investigation, or due to an adjudication or finding of child abuse or sexual misconduct; or
      - (c) Has ever had a license, professional license, or certificate suspended, surrendered, or revoked while allegations of child abuse or sexual misconduct were pending or under investigation, or due to an adjudication or finding of child abuse or sexual misconduct.
    - (4) The hiring entity must comply with the requirements of N.J.S.A. 18A:6-7.6 et seq. for every applicant who will be employed by the hiring entity.
      - (a) However, the provisions of N.J.S.A. 18A:6-7.6 et seq. may be required by the hiring entity for any applicant.
  - b. The Superintendent or designee of the hiring entity will review the applicant's Disclosure Release Form. Upon determining to continue the application process, the Superintendent or designee shall provide the applicant's Disclosure Release Form to all employers listed by the applicant under the provisions of N.J.S.A. 18A:6-7.7.a.(1) and B.1.a.(1) above and provide all employers listed with the applicant's written authorization that consents to and authorizes disclosure in accordance with N.J.S.A. 18A:6-7.7.a.(2) and B.1.a.(2) and request the following information:
    - (1) The dates of employment of the applicant; and
    - (2) A statement as to whether the applicant:
      - (a) Was the subject of any child abuse or sexual misconduct investigation by any employer, State licensing agency, law enforcement agency, or the Department of Children and Families, unless the investigation resulted in a finding that the allegations were false or the alleged incident of child abuse or sexual misconduct was not substantiated;



### Disclosure and Review of Applicant's Employment History

- (b) Was disciplined, discharged, nonrenewed, asked to resign from employment, resigned from or otherwise separated from any employment while allegations of child abuse or sexual misconduct were pending or under investigation, or due to an adjudication or finding of child abuse or sexual misconduct; or
    - (c) Has ever had a license, professional license, or certificate suspended, surrendered, or revoked while allegations of child abuse or sexual misconduct were pending or under investigation, or due to an adjudication or finding of child abuse or sexual misconduct.
  - c. The review of the applicant's employment history may be conducted through telephonic, electronic, or written communications in accordance with N.J.S.A. 18A:6-7.7.
    - (1) If the review is conducted by telephone, the results of the review shall be documented in writing by the Superintendent or designee responsible for reviewing the applicant's employment history. The Superintendent or designee may use the Disclosure Release Form to complete this review.
- 2. After reviewing the information disclosed by an employer under B.1.b. above and finding an affirmative response to any of the inquiries listed and if the Superintendent or designee of the hiring entity determines to continue with the applicant's job application process, the Superintendent or designee shall make further inquiries of the applicant's current and/or former employer(s) to ascertain additional details regarding the matter disclosed pursuant to N.J.S.A. 18A:6-7.10.
  - a. The Superintendent or designee shall make these additional inquiries by requesting the current and/or former employer to complete the Disclosure Information Request Form and attach additional information, including the initial complaint and final report, if any, regarding the incident of child abuse or sexual misconduct.
  - b. The Superintendent, upon receiving and reviewing the additional information disclosed in accordance with B.2.a. above, will make a determination to continue with the applicant's job application process.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1613/page 5 of 9

### Disclosure and Review of Applicant's Employment History

3. All employment history documentation for each applicant employed by the hiring entity in accordance with N.J.S.A. 18A:6-7.6 et seq. shall be maintained in the employee's personnel file. All employment history documentation for an applicant not hired shall be maintained by the Superintendent or designee and destroyed in accordance with the New Jersey Department of Revenue – Records Management Services Records Retention and Disposition Schedule.
  4. Employment history review pursuant to N.J.S.A. 18A:6-7.6 et seq. is not required for applicants the hiring entity does not wish to employ.
  5. The hiring entity, in accordance with N.J.S.A. 18A:6-7.9.b., in conducting the review of the employment history of an out-of-State applicant, shall make, and document with specificity, diligent efforts to:
    - a. Verify the information provided by the applicant pursuant to N.J.S.A. 18A:6-7.7.a. and B.1.a. above; and
    - b. Obtain from any out-of-State employers listed by the applicant the information requested pursuant to N.J.S.A. 18A:6-7.7.b. and B.1.b. above.
- C. Completing a Disclosure Request from a Hiring Entity Regarding a Current or Former Employee (N.J.S.A. 18A:6-7.9)
1. All requests for information from a hiring entity regarding a current or former employee of this school district, charter school, or nonpublic school in accordance N.J.S.A. 18A:6-7.6 et seq. shall be directed to the Superintendent or designee.
    - a. The Superintendent or designee, upon receiving a request from a hiring entity for information, shall provide the information requested in accordance with N.J.S.A. 18A:6-7.6 et seq. to the hiring entity submitting the request if:
      - (1) The employment relationship is confirmed pursuant to N.J.S.A. 18A:6-7.7.a.(1) and B.1.a.(1) above; and
      - (2) The written authorization is in compliance with N.J.S.A. 18A:6-7.7.a.(2) and B.1.a.(2) above.
    - b. At the discretion of the Superintendent, the requested information may be provided through telephonic, electronic, or written communications, pursuant to N.J.S.A. 18A:6-7.7 and B.1.c. above.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1613/page 6 of 9

### Disclosure and Review of Applicant's Employment History

2. In the event a hiring entity requests additional information from this school district, charter school, or nonpublic school beyond a response to the questions as outlined in N.J.S.A. 18A:6-7.7.b. and B.1.b. above, the Superintendent or designee will review the written request and will make a determination as to the additional information and/or documentation to be provided to the hiring entity. Any request for additional information and/or documentation must be submitted by the hiring entity in writing to the Superintendent or designee before providing any additional information and/or documentation.
    - a. Upon providing such additional information and/or documentation, the Superintendent or designee will take every measure to ensure privacy and confidentiality, consistent with State and Federal laws and regulations regarding student privacy and the privacy rights of others.
    - b. Any personally identifiable information regarding any student or other individual other than the applicant's personally identifiable information shall be redacted prior to the release of any additional information.
    - c. The requested additional information should be provided to the hiring entity within twenty days, as required by statute.
  3. A copy of all requests for information and any information provided to a hiring entity, in accordance with the provisions of Policy and Regulation 1613 and N.J.S.A. 18A:6-7.6 et seq., shall be maintained by the Superintendent or designee in the applicant's personnel file and shall only be destroyed in accordance with the New Jersey Department of Revenue -- Records Management Services Records Retention and Disposition Schedule.
- D. Timeline for Current or Former Employers to Disclose Information (N.J.S.A. 18A:6-7.9)
1. No later than twenty days after receiving a request for information under N.J.S.A. 18A:6-7.7.b. and B.1.b. above, an employer that has or had an employment relationship within the last twenty years with the applicant shall disclose the information requested pursuant to N.J.S.A. 18A:6-7.6 et seq.
  2. The failure of an employer to provide the information requested pursuant to N.J.S.A. 18A:6-7.7.b. and B.1.b. above within the twenty day timeframe established under N.J.S.A. 18A:6-7.9.a. and D.1. above may be grounds for the automatic disqualification of an applicant from employment with a hiring entity. A hiring entity shall not be liable for any claims brought by an applicant who is not offered employment or whose employment is terminated:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1613/page 7 of 9

### Disclosure and Review of Applicant's Employment History

- a. Because of any information received by the hiring entity from an employer pursuant to N.J.S.A. 18A:6-7.7 and B. above; or
- b. Due to the inability of the hiring entity to conduct a full review of the applicant's employment history pursuant to N.J.S.A. 18A:6-7.7.b. and B.1.b. above.

#### E. Provisional Employment (N.J.S.A. 18A:6-7.10)

A hiring entity may employ or contract with an applicant on a provisional basis for a period not to exceed ninety days pending review by the hiring entity of information received pursuant to N.J.S.A. 18A:6-7.7 and B. above, provided that all of the following conditions are satisfied:

1. The applicant has complied with N.J.S.A. 18A:6-7.7.a. and B.1.a. above;
2. The hiring entity has no knowledge or information pertaining to the applicant that the applicant is required to disclose pursuant to N.J.S.A. 18A:6-7.7.a.(3) and B.1.a.(3); and
3. The hiring entity determines that special or emergent circumstances exist that justify the temporary employment of the applicant.

#### F. Penalties to Applicants (N.J.S.A. 18A:6-7.8)

1. An applicant who willfully provides false information or willfully fails to disclose information required in N.J.S.A. 18A:6-7.7.a. and B.1.a. above:
  - a. Shall be subject to discipline up to, and including, termination or denial of employment;
  - b. May be deemed in violation of subsection a. of N.J.S.A. 2C:28-3; and
  - c. May be subject to a civil penalty of not more than \$500 which shall be collected in proceedings in accordance with the "Penalty Enforcement Law of 1999," P.L. 1999, c.274 (N.J.S.A. 2A:58-10 et seq.).
2. A hiring entity shall include a notification of the penalties set forth in N.J.S.A. 18A:6-7.8 and F.1. above on all applications for employment for positions which involve regular contact with students.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1613/page 8 of 9

### Disclosure and Review of Applicant's Employment History

- G. Termination (N.J.S.A. 18A:6-7.9.d.)
1. A hiring entity shall have the right to immediately terminate an individual's employment or rescind an offer of employment if:
    - a. The applicant is offered employment or commences employment with the hiring entity following June 1, 2018; and
    - b. Information regarding the applicant's history of sexual misconduct or child abuse is subsequently discovered or obtained by the hiring entity that the hiring entity determines disqualifies the applicant or employee from employment.
  2. The termination of employment pursuant to the provisions outlined in G.1. above and pursuant to N.J.S.A. 18A:6-7.9 shall not be subject to any grievance or appeals procedures or tenure proceedings pursuant to any collectively bargained or negotiated agreement or any law, rule, or regulation.
- H. Information Not Deemed Public Record and Immunity (N.J.S.A. 18A:6-7.11)
1. Information received by an employer in accordance with Policy and Regulation 1613 and N.J.S.A. 18A:6-7.6 et seq. shall not be deemed a public record under N.J.S.A. 47:1A-1 et seq. or the common law concerning access to public records.
  2. An employer, school district, charter school, nonpublic school, school administrator, or contracted service provider that provides information or records about a current or former employee or applicant shall be immune from criminal and civil liability for the disclosure of the information, unless the information or records provided were knowingly false. The immunity shall be in addition to and not in limitation of any other immunity provided by law.
- I. Prohibited Actions Relative to Certain Agreements and Employment Contracts (N.J.S.A. 18A:6-7.12)
1. On or after June 1, 2018, a school district, charter school, nonpublic school, or contracted service provider may not enter into a collectively bargained or negotiated agreement, an employment contract, an agreement for resignation or termination, a severance agreement, or any other contract or agreement or take any action that:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION

R 1613/page 9 of 9

### Disclosure and Review of Applicant's Employment History

- a. Has the effect of suppressing or destroying information relating to an investigation related to a report of suspected child abuse or sexual misconduct by a current or former employee;
  - b. Affects the ability of a school district, charter school, nonpublic school, or contracted service provider to report suspected child abuse or sexual misconduct to the appropriate authorities; or
  - c. Requires the school district, charter school, nonpublic school, or contracted service provider to expunge information about allegations or finding of suspected child abuse or sexual misconduct from any documents maintained by the school district, charter school, nonpublic school, or contracted service provider, unless after investigation the allegations are found to be false or the alleged incident of child abuse or sexual misconduct has not been substantiated.
2. Any provision of an employment contract or agreement for resignation or termination or a severance agreement that is executed, amended, or entered into after June 1, 2018 and that is contrary to N.J.S.A. 18A:6-7.12 shall be void and unenforceable.
- J. Public Awareness Campaign (N.J.S.A. 18A:7.13)
1. The New Jersey Department of Education (NJDOE) shall establish a public awareness campaign to publicize the provisions of N.J.S.A. 18A:6-7.6 et seq. and to ensure applicants and employers are aware of their respective rights and responsibilities under N.J.S.A. 18A:6-7.6 et seq. The NJDOE shall post on its website guidance documents and any other informational materials that may assist applicants and employers in the implementation of and compliance with N.J.S.A. 18A:6-7.6 et seq.
  2. The NJDOE developed forms for applicants and employers may be used to comply with the requirements of Policy and Regulation 1613 and N.J.S.A. 18A:6-7.7, as well as any other forms necessary to carry out the provisions of N.J.S.A. 18A:6-7.6 et seq.

Issued:



### 1642 EARNED SICK LEAVE LAW

All persons holding any office, position, or employment in local school districts, regional school districts, or county vocational schools of the State who are steadily employed by the Board of Education or who are protected by tenure in their office, position, or employment under the provisions of N.J.S.A. 18A:30-2 or any other law, except persons in the classified service of the civil service under Title 11, Civil Service, of the Revised Statutes, shall be allowed sick leave with full pay for a minimum of ten school days in any school year in accordance with the provisions of N.J.S.A. 18A:30-2.

However, a Board of Education may determine some persons holding an office, position, or employment are not eligible for sick leave in accordance with N.J.S.A. 18A:30-2. These persons shall be covered under the provisions of the New Jersey Earned Sick Leave Law (Act), N.J.S.A. 34:11D-1 through 34:11D-11. Policy and Regulation 1642 outline the provisions of the Act for those persons the Board of Education determines are not eligible for sick leave in accordance with the provisions of N.J.S.A. 18A:30-2 or any rule or law of New Jersey other than the Act.

For the purposes of Policy and Regulation 1642, "employer" means a local school district, regional school district, county vocational school, or charter school of the State who does not provide sick leave with full pay to an employee pursuant to N.J.S.A. 18A:30-2 or any other law, rule, or regulation of New Jersey and is required to comply with the requirements of the Act.

For the purposes of Policy and Regulation 1642, "employee" means an individual engaged in service for compensation to a local school district, regional school district, county vocational school, or charter school of the State who is not provided sick leave with full pay pursuant to N.J.S.A. 18A:30-2 or any other law, rule, or regulation of New Jersey and is eligible to accrue earned sick leave in accordance with the requirements of the Act.

In accordance with the provisions of N.J.S.A. 34:11D-2, for every thirty hours worked, an employee eligible to accrue earned sick leave under the Act shall accrue one hour of earned sick leave commencing no later than October 29, 2018.

The employer [ will  will not] provide an employee with the full complement of earned sick leave for a benefit year as required under N.J.S.A. 34:11D-2 on the first day of each benefit year in accordance with the provisions of N.J.S.A. 34:11D-2.a.

The employer [ will  will not] permit the employee to accrue or use in any benefit year, or carry forward from one benefit year to the next, more than forty hours of earned sick leave.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
1642/page 2 of 3  
Earned Sick Leave Law

Unless the employee has accrued earned sick leave prior to October 29, 2018, the earned sick leave shall begin to accrue on October 29, 2018 for any employee who is hired and commences employment before October 29, 2018 and the employee shall be eligible to use the earned sick leave beginning February 26, 2019 after the employee commences employment.

If the employee's employment commences after October 29, 2018, the earned sick leave shall begin to accrue upon the date that employment commences. The employee shall be eligible to use the earned sick leave

**Select one option below:**

**Option 1** - beginning on the 120<sup>th</sup> calendar day after the employee commences employment.

**OR**

**Option 2** - \_\_\_\_\_ days after employment commences, but no longer than 120 calendar days after employment commences.]

The employer shall be in compliance with N.J.S.A. 34:11D-2 if the employer offers paid time off to an employee, which is fully paid and shall include, but is not limited to personal days, vacation days, and sick days, and may be used for the purposes of N.J.S.A. 34:11D-3 in the manner provided by the Act, and is accrued at a rate equal to or greater than the rate described in N.J.S.A. 34:11D-2.

The employer shall pay the employee for earned sick leave at the same rate of pay with the same benefits that the employee normally earns, except as the pay rate shall not be less than the minimum wage required for the employee pursuant to N.J.S.A. 34:11-56a4.

The employer shall permit an employee to use the earned sick leave accrued pursuant to the Act for any of the reasons outlined in N.J.S.A. 34:11D-3.a.

No employer shall take retaliatory personnel action or discriminate against an employee who accrues sick leave under the Act because the employee requests or uses earned sick leave either in accordance with the Act or the employer's own earned sick leave policy for employees covered under the Act. Any complaints alleging a violation of the Act shall be filed in accordance with the provisions of N.J.S.A. 34:11D-4.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
1642/page 3 of 3  
Earned Sick Leave Law

In accordance with N.J.S.A. 34:11D-5, failure of the employer to comply with the provisions of the Act shall be regarded as a failure to meet the wage payment requirements of the "New Jersey State Wage and Hour Law."

The employer shall retain records documenting hours worked and earned sick leave taken by employees covered under the Act in accordance with the provisions of N.J.S.A. 34:11D-6.

The employer shall provide notification, in a form issued by the Commissioner of Labor and Workforce Development, to employees of their rights under the Act; post the notification; and provide a copy of the notification to employees eligible to accrue earned sick leave under the Act in accordance with the provisions of N.J.S.A. 34:11D-7.

N.J.S.A. 34:11D-1 through 34:11D-11

Adopted:



## R 1642 EARNED SICK LEAVE LAW

### A. Definitions Relative to Policy and Regulation 1642 and the New Jersey Earned Sick Leave Law (Act)

“Act” means the New Jersey Earned Sick Leave Law – N.J.S.A. 34:11D-1. through 34:11D-11.

“Benefit year” means the period of twelve consecutive months, July 1 through June 30, as established by an employer in which an employee shall accrue and use earned sick leave as provided pursuant to N.J.S.A. 34:11D-2, provided that once the starting date of the benefit year is established by the employer it shall not be changed unless the employer notifies the Commissioner of Labor and Workforce Development of the change in accordance with regulations promulgated pursuant to the Act. The Commissioner shall impose a benefit year on any employer the Commissioner determines is changing the benefit year at times or in ways that prevent the accrual or use of earned sick leave by an employee.

“Certified Domestic Violence Specialist” means a person who has fulfilled the requirements of certification as a Domestic Violence Specialist established by the New Jersey Association of Domestic Violence Professionals.

“Child” means a biological, adopted, or foster child, stepchild or legal ward of an employee, child of a domestic partner or civil union partner of the employee.

“Civil union” means a civil union as defined in N.J.S.A. 37:1-29.

“Commissioner” means the Commissioner of Labor and Workforce Development.

“Department” means the Department of Labor and Workforce Development.

“Designated domestic violence agency” means a county-wide organization with a primary purpose to provide services to victims of domestic violence, and which provides services that conform to the core domestic violence services profile as defined by the Division of Child Protection and Permanency in the Department of Children and Families and is under contract with the division for the express purpose of providing the services.

“Domestic or sexual violence” means stalking, any sexually violent offense, as defined in N.J.S.A. 30:4-27.26, or domestic violence as defined in N.J.S.A. 2C:25-19, and N.J.S.A. 17:29B-16.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 2 of 12  
Earned Sick Leave Law

“Domestic partner” means a domestic partner as defined in N.J.S.A. 26:8A-3.

“Employee” means, for the purposes of Policy and Regulation 1642, an individual engaged in service for compensation to a local school district, regional school district, county vocational school, or charter school of the State who is not provided with sick leave with full pay pursuant to N.J.S.A. 18A:30-2 or any other law, rule, or regulation of New Jersey and is eligible to accrue earned sick leave in accordance with the requirements of the Act.

“Employer” means, for the purposes of Policy and Regulation 1642, a local school district, regional school district, county vocational school, or charter school of the State who does not provide sick leave with full pay to an employee pursuant to N.J.S.A. 18A:30-2 or any other law, rule, or regulation of New Jersey and is required to comply with the requirements of the Act.

“Family member” means a child, grandchild, sibling, spouse, domestic partner, civil union partner, parent, or grandparent of an employee, or a spouse, domestic partner, or civil union partner of a parent or grandparent of an employee, or a sibling of a spouse, domestic partner, or civil union partner of the employee, or any other individual related by blood to the employee or whose close association with the employee is the equivalent of a family relationship.

“Health care professional” means any person licensed under Federal, State, or local law, or the laws of a foreign nation, to provide health care services, or any other person who has been authorized to provide health care by a licensed health care professional, including but not limited to doctors, nurses, and emergency room personnel.

“Parent” means a biological, adoptive, or foster parent, stepparent, or legal guardian of an employee or of the employee’s spouse, domestic partner, or civil union partner, or a person who stood in loco parentis of the employee or the employee’s spouse, domestic partner, or civil union partner when the employee, spouse or partner was a minor child.

“Retaliatory personnel action” means denial of any right guaranteed under the Act and any threat, discharge, including a constructive discharge, suspension, demotion, unfavorable reassignment, refusal to promote, disciplinary action, sanction, reduction of work hours, reporting or threatening to report the actual or suspected immigrant status of an employee or the employee’s family, or any other adverse action against an employee.

“Sibling” means a biological, foster, or adopted sibling of an employee.

“Spouse” means a husband or wife.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 3 of 12  
Earned Sick Leave Law

### B. Provision of Earned Sick Leave – N.J.S.A. 34:11D-2

1. The employer shall provide earned sick leave in accordance with the Act for each employee working for the employer.
2. For every thirty hours worked, the employee shall accrue one hour of earned sick leave. The employer [ will  will not] provide an employee their full complement of earned sick leave for a benefit year as required under N.J.S.A. 34:11D-2 on the first day of each benefit year in accordance with the Act.
3. The employer [ will  will not] permit the employee to accrue or use in any benefit year, or carry forward from one benefit year to the next, more than forty hours of earned sick leave.

- a. Unless the employee has accrued earned sick leave prior to October 29, 2018, the earned sick leave shall begin to accrue on October 29, 2018 for any employee who is hired and commences employment before October 29, 2018 and the employee shall be eligible to use the earned sick leave beginning on February 26, 2019 after the employee commences employment.
- b. If the employee's employment commences after October 29, 2018, the earned sick leave shall begin to accrue upon the date that employment commences. The employee shall be eligible to use the earned sick leave

**Select one option below:**

**Option 1** - beginning on the 120<sup>th</sup> calendar day after the employee commences employment.

**OR**

**Option 2** - \_\_\_\_\_ days after employment commences, but no longer than 120 calendar days after employment commences.]

4. The employer shall be in compliance with N.J.S.A. 34:11D-2 if the employer offers paid time off to an employee, which is fully paid and shall include, but is not limited to personal days, vacation days, and sick days, and may be used for the purposes of N.J.S.A. 34:11D-3 in the manner provided by the Act, and is accrued at a rate equal to or greater than the rate described in N.J.S.A. 34:11D-2.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 4 of 12  
Earned Sick Leave Law

5. The employer shall pay the employee for earned sick leave at the same rate of pay with the same benefits as the employee normally earns, except that the pay rate shall not be less than the minimum wage required for the employee pursuant to N.J.S.A. 34:11-56a4.
  6. Upon the mutual consent of the employee and employer, an employee may voluntarily choose to work additional hours or shifts during the same or following pay period, in lieu of hours or shifts missed, but shall not be required to work additional hours or shifts or use accrued earned sick leave. The employer may not require, as a condition of an employee using earned sick leave, that the employee search for or find a replacement worker to cover the hours during which the employee is using earned sick leave.
  7. If an employee is transferred to a separate division, entity, or location, but remains employed by the same employer, then the employee shall be entitled to all earned sick leave accrued at the prior division, entity, or location, and shall be entitled to use the accrued earned sick leave as provided in the Act.
  8. If an employee is terminated, laid off, furloughed, or otherwise separated from employment with the employer, any unused accrued earned sick leave shall be reinstated upon the re-hiring or reinstatement of the employee to that employment, within six months of termination, being laid off or furloughed, or separation, and prior employment with the employer shall be counted towards meeting the eligibility requirements set forth in N.J.S.A. 34:11D-2.
  9. The employer may choose the increments in which its employees may use earned sick leave, provided that the largest increment of earned sick leave an employee may be required to use for each shift for which earned sick leave is used shall be the number of hours the employee was scheduled to work during that shift.
- C. Permitted Usage of Earned Sick Leave – N.J.S.A. 34:11D-3
1. The employer shall permit an employee to use the earned sick leave accrued pursuant to the Act for any of the following:
    - a. Time needed for diagnosis, care, or treatment of, or recovery from, an employee's mental or physical illness, injury or other adverse health condition, or for preventive medical care for the employee;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 5 of 12  
Earned Sick Leave Law

- b. Time needed for the employee to aid or care for a family member of an employee during diagnosis, care, or treatment of, or recovery from, the family member's mental or physical illness, injury or other adverse health condition, or during preventive medical care for the family member;
  - c. Absence necessary due to circumstances resulting from the employee, or a family member of an employee, being a victim of domestic or sexual violence, if the leave is to allow the employee to obtain for the employee or the family member: medical attention needed to recover from physical or psychological injury or disability caused by domestic or sexual violence; services from a designated domestic violence agency or other victim services organization; psychological or other counseling; relocation; or legal services, including obtaining a restraining order or preparing for, or participating in, any civil or criminal legal proceeding related to the domestic or sexual violence;
  - d. Time during which the employee is not able to work because of a closure of the employee's workplace, or the school or place of care of a child of an employee, by order of a public official due to an epidemic or other public health emergency, or because of the issuance by a public health authority of a determination that the presence in the community of the employee, or a member of the employee's family in need of care by the employee, would jeopardize the health of others; or
  - e. Time needed by the employee in connection with a child of the employee to attend a school-related conference, meeting, function or other event requested or required by a school administrator, teacher, or other professional staff member responsible for the child's education, or to attend a meeting regarding care provided to the child in connection with the child's health conditions or disability.
2. If an employee's need to use earned sick leave is foreseeable, the employer [  will    may] require advance notice, not to exceed seven calendar days prior to the date the leave is to begin, of the intention to use the leave and its expected duration, and shall make a reasonable effort to schedule the use of earned sick leave in a manner that does not unduly disrupt the operations of the employer. If the reason for the leave is not foreseeable, the employer will require an employee to give notice of the intention as soon as practicable, if the employer has notified the employee of this requirement.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 6 of 12  
Earned Sick Leave Law

- a. The employer may prohibit employees from using foreseeable earned sick leave on certain dates provided reasonable notice of these dates is provided to employees and the employer will require reasonable documentation if sick leave that is not foreseeable is used during those dates.
- b. For earned sick leave of three or more consecutive days, the employer will require reasonable documentation that the leave is being taken for the purpose permitted under N.J.S.A. 34:11D-3.a. and C.1. above.
- c. If the leave is permitted under N.J.S.A. 34:11D-3.a.(1) and C.1.a. above or N.J.S.A. 34:11D-3.a.(2) and C.1.b. above, documentation signed by a health care professional who is treating the employee or the family member of the employee indicating the need for the leave and, if possible, number of days of leave, shall be considered reasonable documentation.
- d. If the leave is permitted under N.J.S.A. 34:11D-3.a.(3) and C.1.c. above because of domestic or sexual violence, any of the following shall be considered reasonable documentation of the domestic or sexual violence: medical documentation; a law enforcement agency record or report; a court order; documentation that the perpetrator of the domestic or sexual violence has been convicted of a domestic or sexual violence offense; certification from a certified Domestic Violence Specialist or a representative of a designated domestic violence agency or other victim services organization; or other documentation or certification provided by a social worker, counselor, member of the clergy, shelter worker, health care professional, attorney, or other professional who has assisted the employee or family member in dealing with the domestic or sexual violence.
- e. If the leave is permitted under N.J.S.A. 34:11D-3.a.(4) and C.1.d. above, a copy of the order of the public official or the determination by the health authority shall be considered reasonable documentation.
- f. If the leave is permitted under N.J.S.A. 34:11D-3.a.(5) and C.1.e. above, tangible proof of the reasons outlined in N.J.S.A. 34:11D-3.a.(5) and C.1.e. above shall be considered reasonable documentation.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 7 of 12  
Earned Sick Leave Law

3. Nothing in the Act shall be deemed to require the employer to provide earned sick leave for an employee's leave for purposes other than those identified in N.J.S.A. 34:11D-3, or prohibit the employer from taking disciplinary action against an employee who uses earned sick leave for purposes other than those identified in N.J.S.A. 34:11D-3.

### Option – Must Select One Option Below

4. [Option 1 - \_\_\_ The employer will not pay an employee for unused earned sick leave at the end of the benefit year pursuant to N.J.S.A. 34:11D-3.c.]

[Option 2 - \_\_\_ The employer will provide an offer to an employee for payment of unused earned sick leave in the final month of the employer's benefit year. The employee shall choose, no later than ten calendar days from the date of the employer's offer, whether to accept a payment or decline a payment. If the employee does not accept the employer's offer within ten calendar days from the date of the employer's offer, the employee is deemed to have declined the employer's offer.

- a. If the employee agrees to receive a payment, the employee shall choose a payment for the full amount of unused earned sick leave or for fifty percent of the amount of unused earned sick leave. The payment amount shall be based on the same rate of pay that the employee earns at the time of the payment.
- b. If the employee declines a payment for unused earned sick leave, or agrees to a payment for fifty percent of the amount of unused sick leave, the employee shall be entitled to carry forward any unused or unpaid earned sick leave to the proceeding benefit year as provided pursuant to N.J.S.A. 34:11D-2.a. and B.1., B.2., and B.3. above.
- c. If the employee agrees to a payment for the full amount of unused earned sick leave, the employee shall not be entitled to carry forward any earned sick leave to the proceeding benefit year pursuant to N.J.S.A. 34:11D-2.a. and B.1, B.2., and B.3. above.]



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 8 of 12  
Earned Sick Leave Law

**[Option – Required Only if the Employer Provides an Employee with their Full Complement of Earned Sick Leave for a Benefit Year is Selected in Option B.2. Above.**

5. If the employer provides an employee with the full complement of earned sick leave for a benefit year on the first day of each benefit year as indicated in B.2. above, then the employer shall

**Must Select Option 1 Below if Option C.4. – Option 1 Above is Selected.**

**Must Select Option 2 Below if Option C.4. – Option 2 Above is Selected.**

**Option 1** - \_\_\_ permit the employee to carry forward any unused sick leave to the next benefit year.

**Option 2** - \_\_\_ provide to the employee a payment for the full amount of unused earned sick leave in the final month of the employer's benefit year in accordance with C.4. above. The employer may pay the employee the full amount of unused earned sick leave in the final month of a benefit year pursuant to B.2. above and N.J.S.A. 34:11D-3 only if the employer forgoes, with respect to that employee, the accrual process for earned sick leave during the next benefit year.]

6. Unless the employer's policy or a collective bargaining agreement provides for the payment of accrued earned sick leave upon termination, resignation, retirement, or other separation from employment, an employee shall not be entitled under N.J.S.A. 34:11D-3 to payment of unused earned sick leave upon the separation from employment.
7. Any information the employer possesses regarding the health of an employee or any family member of the employee or domestic or sexual violence affecting an employee or employee's family member shall be treated as confidential and not disclosed except to the affected employee or with the written permission of the affected employee.

**D. Retaliation, Discrimination Prohibited – N.J.S.A. 34:11D-4**

1. No employer shall take retaliatory personnel action or discriminate against an employee who accrues sick leave under the Act because the employee requests or uses earned sick leave either in accordance with the Act or the employer's own earned sick leave policy for employees covered under the Act. Any complaints alleging a violation of the Act shall be filed in accordance with the provisions of N.J.S.A. 34:11D-4.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 9 of 12  
Earned Sick Leave Law

- a. The employer shall not count earned sick leave taken under the Act as an absence that may result in the employee being subject to discipline, discharge, demotion, suspension, a loss or reduction of pay, or any other adverse action.
2. There shall be a rebuttable presumption of an unlawful retaliatory personnel action under N.J.S.A. 34:11D-4 whenever the employer takes adverse action against an employee within ninety days of when that employee:
    - a. Files a complaint with the Department or a court alleging a violation of any provision of N.J.S.A. 34:11D-4;
    - b. Informs any person about the employer's alleged violation of N.J.S.A. 34:11D-4;
    - c. Cooperates with the Department or other persons in the investigation or prosecution of any alleged violation of N.J.S.A. 34:11D-4;
    - d. Opposes any policy, practice, or act that is unlawful under N.J.S.A. 34:11D-4; or
    - e. Informs any person of his or her rights under N.J.S.A. 34:11D-4.
  3. Protections of N.J.S.A. 34:11D-4 shall apply to any person who mistakenly but in good faith alleges violations of the Act.
  4. Any violator of the provisions of N.J.S.A. 34:11D-4 shall be subject to relevant penalties and remedies provided by the "New Jersey State Wage and Hour Law," N.J.S.A. 34:11-56a et seq., including the penalties and remedies provided by N.J.S.A. 34:11-56a24, and relevant penalties and remedies provided by N.J.S.A. 2C:40A-2, for discharge or other discrimination.
- E. Violations; Remedies, Penalties, Other Measures – N.J.S.A. 34:11D-5
1. Any failure of the employer to make available or pay earned sick leave as required by the Act, or any other violation of the Act, shall be regarded as a failure to meet the wage payment requirements of the "New Jersey State Wage and Hour Law," N.J.S.A. 34:11-56a et seq., or other violation of the New Jersey State Wage and Hour Law, as the case may be, and remedies, penalties, and other





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 10 of 12  
Earned Sick Leave Law

measures provided by the New Jersey State Wage and Hour Law, N.J.S.A. 34:11-58, and N.J.S.A. 2C:40A-2 for failure to pay wages or other violations of the New Jersey State Wage and Hour Law shall be applicable, including, but not limited to, penalties provided pursuant to N.J.S.A. 34:11-56a22 and 34:11-56a24, and civil actions by employees pursuant to N.J.S.A. 34:11-56a25, except that an award to an employee in a civil act shall include, in addition to the amount provided pursuant to N.J.S.A. 34:11-56a25, any actual damages suffered by the employee as the result of the violation plus an equal amount of liquidated damages.

F. Retention of Records, Access – N.J.S.A. 34:11D-6

1. The employer shall retain records documenting hours worked by employees and earned sick leave accrued/advanced, used, paid, and paid out and carried over by/to employees, for a period of five years, and shall, upon demand, allow the Department access to those records to monitor compliance with the requirements of the Act.
  - a. If an employee makes a claim the employer has failed to provide earned sick leave required by the Act and the employer has not maintained or retained adequate records documenting hours worked by the employee and earned sick leave taken by the employee or does not allow the Department access to the records, it shall be presumed the employer has failed to provide the earned sick leave, absent clear and convincing evidence otherwise.
2. In addition, the penalties provided by the “New Jersey State Wage and Hour Law,” N.J.S.A. 34:11-56a et seq. for violations of the requirements of the New Jersey State Wage and Hour Law regarding the maintaining and disclosure of records shall apply to violations of the requirements of N.J.S.A. 34:11D-6.

G. Notification to Employees – N.J.S.A. 34:11D-7

1. The employer shall provide notification, in a form issued by the Commissioner, to employees of their rights under the Act, including the amount of earned sick leave to which they are entitled and the terms of its use and remedies provided by the Act to employees if the employer fails to provide the required benefits or retaliates against employees exercising their rights under the Act.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 11 of 12  
Earned Sick Leave Law

- a. The employer shall conspicuously post the notification in a place or places accessible to all employees in each of the employer's workplaces.
  - b. The employer shall also provide each employee with a written copy of the notification: not later than thirty days after the form of the notification is issued; at the time of the employee's hiring, if the employee is hired after the issuance; and at any time, when first requested by the employee.
  - c. The Commissioner shall make the notifications available in English, Spanish, and any other language that the Commissioner determines is the first language of a significant number of workers in the State and the employer shall use the notification in English, Spanish, or any other language for which the Commissioner has provided notifications and which is the first language of a majority of the employer's workforce.
- H. Provisions Preemptive; Construction of Act – N.J.S.A. 34:11D-8
1. No provision of the Act, or any regulations promulgated to implement or enforce the Act, shall be construed as:
    - a. Requiring the employer to reduce, or justifying the employer in reducing, rights or benefits provided by the employer pursuant to the employer's policy or a collective bargaining agreement which are more favorable to employees than those required by the Act or which provide rights or benefits to employees not covered by the Act;
    - b. Preventing or prohibiting the employer from agreeing, through a collective bargaining agreement or employer policy, to provide rights or benefits which are more favorable to employees than those required by the Act or to provide rights or benefits to employees not covered by the Act;
    - c. Prohibiting the employer from establishing a policy whereby an employee may donate unused accrued earned sick leave to another employee or other employees; or
    - d. Superseding any law providing collective bargaining rights for employees, or in any way reducing, diminishing, or adversely affecting those collective bargaining rights, or in any way reducing, diminishing, or affecting the obligations of the employer under those laws.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

ADMINISTRATION  
R 1642/page 12 of 12  
Earned Sick Leave Law

2. Employees or employee representatives may waive the rights or benefits provided under the Act during the negotiation of a collective bargaining agreement.
  3. With respect to employees covered by a collective bargaining agreement in effect on October 29, 2018, no provision of the Act shall apply until the stated expiration of the collective bargaining agreement.
- I. Severability – N.J.S.A. 34:11D-9
1. The provisions of the Act shall be deemed to be severable and if any section, subsection, paragraph, sentence or other part of the Act is declared to be unconstitutional, or the applicability thereof to any person is held invalid, the remainder of the Act shall not thereby be deemed to be unconstitutional or invalid.

Adopted:



### 2000 PROGRAM

<u>Number</u>	<u>Title</u>
2110	Philosophy of Education/District Mission Statement (M)
2132	School District Goals and Objectives
2200	Curriculum Content (M)
2210	Curriculum Development (M)
2220	Adoption of Courses (M)
2230	Course Guides (M)
2240	Controversial Issues
2260	Affirmative Action Program for School and Classroom Practices (M)
2270	Religion in the School
2310	Pupil Grouping
2312	Class Size
2330	Homework
2340	Field Trips
2360	Use of Technology
2361	Acceptable Use of Computer Networks/Computers and Resources (M)
2411	Guidance Counseling (M)
2412	Home Instruction Due to Health Condition (M)
2414	Programs and Services for Students in High Poverty and in High Need School Districts (M)
2415	No Child Left Behind Programs (M)
2415.01	Academic Standards, Academic Assessments and Accountability (M)
2415.02	Title I – Fiscal Responsibilities (M)
2415.03	Highly Qualified Teachers (M)
2415.04	Title I – District-Wide Parental Involvement (M)
2415.05	Pupil Surveys, Analysis and/or Evaluations (M)
2415.06	Unsafe School Choice Option (M)
2415.20	No Child Left Behind Complaints (M)
2415.30	Title I – Educational Stability for Children in Foster Care (M)
2416	Programs for Pregnant Pupils (M)
2417	Student Intervention and Referral Services (M)
2418	Section 504 of the Rehabilitation Act of 1973 – Students (M)
2422	Health and Physical Education (M)
2423	Bilingual and ESL Education (M)
2428.1	Standards-Based Instructional Priorities
2430	Co-Curricular Activities (M)
2431	Athletic Competition (M)



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2000/page 2 of 2

<u>Number</u>	<u>Title</u>
2431.4	Prevention and Treatment of Sports-Related Concussions and Head Injuries (M)
2432	School Sponsored Publications
2440	Summer Session
2452	Community Education
2460	Special Education (M)
2461	Special Education/Receiving Schools (M)
2464	Gifted and Talented Pupils (M)
2466	Needless Public Labeling of Pupils with Disabilities (M)
2467	Surrogate Parents and Foster Parents (M)
2468	Independent Educational Evaluations
2481	Home or Out-of-School Instruction for a General Education Student for Reasons Other Than a Temporary or Chronic Health Condition (M)
2510	Adoption of Textbooks
2520	Instructional Supplies (M)
2530	Resource Materials
2531	Use of Copyrighted Materials
2551	Musical Instruments
2560	Live Animals in School
2610	Educational Program Evaluation (M)
2622	Student Assessment (M)
2624	Grading System
2631	New Jersey Quality Single Accountability Continuum
2700	Services to Nonpublic School Students (M)



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2000/page 1 of 1

### R 2000 PROGRAM

<u>Number</u>	<u>Title</u>
R 2200	Curriculum Content (M)
R 2230	Course Guides
R 2260	Affirmative Action Program for School and Classroom Practices Complaint Procedure (M)
R 2330	Homework
R 2340	Field Trips
R 2361	Acceptable Use of Computer Network/Computers and Resources
R 2411	Guidance and Counseling (M)
R 2412	Home Instruction Due to Health Condition (M)
R 2414	Programs and Services for Students in High Poverty and in High Need School Districts (M)
R 2415	Title I Services (M)
R 2415.20	No Child Left Behind Complaints (M)
R 2417	Student Intervention and Referral Services (M)
R 2418	Section 504 of the Rehabilitation Act of 1973 – Students (M)
R 2423	Bilingual and ESL Education (M)
R 2430	Co-Curricular Activities
R 2431.1	Emergency Procedures for Athletic Practices and Competitions (M)
R 2431.2	Medical Examination Prior to Participation on a School-Sponsored Interscholastic or Intramural Team or Squad (M)
R 2431.4	Prevention and Treatment of Sports-Related Concussions and Head Injuries (M)
R 2432	School Sponsored Publications
R 2460	Special Education (M)
R 2461	Special Education/Receiving Districts (M)
R 2464	Gifted and Talented Pupils (M)
R 2481	Home or Out-of-School Instruction for a General Education Student for Reasons Other Than a Temporary or Chronic Health Condition (M)
R 2510	Adoption of Textbooks
R 2520	Instructional Supplies
R 2530	Resource Materials
R 2531	Use of Copyrighted Materials
R 2560	Live Animals in School
R 2624	Grading System



### 2132 SCHOOL DISTRICT GOALS AND OBJECTIVES

As a base of its educational program and in accordance with the requirements of the State, the Board of Education of the Beverly City School District following consultation with teaching staff members, pupils, parent(s) or legal guardian(s) and other residents of this district, adopts the following educational outcome goals for every pupil in this district:

1. Gain a general education – develop skills in reading, writing, speaking, and listening:
  - a. Develop background and skills in the use of numbers, natural sciences, mathematics, and social sciences;
  - b. Develop a fund of information and concepts;
  - c. Develop special interests and abilities;
  - d. Develop ability to communicate ideas and feelings effectively; and
  - e. Develop skills in oral and written English.
2. Learn to examine and use information:
  - a. Develop ability to examine constructively and creatively;
  - b. Develop ability to use scientific method;
  - c. Develop reasoning abilities; and
  - d. Develop skills to think and proceed logically.
3. Develop good character and self respect:
  - a. Develop moral responsibility and a sound ethical and moral behavior;
  - b. Develop the pupil's capacity to discipline himself/herself to work, study and play constructively;
  - c. Develop a moral and ethical sense of values, goals, and processes of free society; and
  - d. Develop standards of personal character and ideas.



4. Develop pride in work and a feeling of self-worth:
  - a. Develop a feeling of pupil pride in his/her achievements and progress;
  - b. Develop a self-understanding and self-awareness; and
  - c. Develop the pupil's feeling of positive self-worth, security, and self-assuredness.
  
5. Develop a desire for learning now and in the future:
  - a. Develop intellectual curiosity and eagerness for lifelong learning;
  - b. Develop a positive attitude toward learning; and
  - c. Develop a positive attitude toward continuing independent education.
  
6. Learning to respect and get along with people; learn how to respect and get along with people who think, dress, and act differently:
  - a. Develop appreciation and respect for the worth and dignity of individuals;
  - b. Develop respect for individual worth and understanding;
  - c. Develop a cooperative attitude toward living and working with others;
  - d. Develop an understanding of political, economic and social patterns of the rest of the world;
  - e. Develop awareness of the interdependence of races, creeds, nations and cultures; and
  - f. Develop an awareness of the processes of group relationships.
  
7. Practice and understand the ideas of health and safety:
  - a. Establish an effective individual physical fitness program;
  - b. Develop an understanding of good physical health and well being;





- c. Establish sound personal health habits and information; and
  - d. Develop a concern for public health and safety.
8. Appreciate culture and beauty in the world:
- a. Develop abilities for effective expression of ideas and cultural appreciation (fine arts);
  - b. Cultivate appreciation of beauty in various forms;
  - c. Develop creative self expression through various media (art, music, writing, etc.) and
  - d. Develop special talents in music, art, literature, and foreign language.
9. Learn how to be a good citizen – understanding and practicing democratic ideas and ideals:
- a. Develop loyalty to American democratic ideals;
  - b. Develop patriotism and loyalty to the ideas of democracy;
  - c. Develop knowledge and appreciation of the rights and privileges in our democracy;
  - d. Develop an understanding of our American heritage;
  - e. Develop an awareness of civic rights and responsibilities;
  - f. Develop attitudes for productive citizenship in a democracy;
  - g. Develop attitude of respect for personal and public property; and
  - h. Develop an understanding of the obligations and responsibilities of citizenship.
10. Learn how to be a good manager of money, property, and resources:
- a. Develop an understanding of economic principles and responsibilities;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2132/page 4 of 5  
School District Goals and Objectives

- b. Develop ability and understanding in personal buyings, selling, and investment; and
  - c. Develop skills in management of natural and human resources and man's environment.
11. Gain information needed to make job selections; develop skills to enter a specific field of work:
- a. Promote self-understanding and self direction in relation to pupil's occupational interests;
  - b. Develop the ability to use information and counseling services related to the selection of a job;
  - c. Develop a knowledge of specific information about a particular vocation;
  - d. Develop abilities and skills needed for immediate employment;
  - e. Develop an awareness of opportunities and requirements related to a specific field of work; and
  - f. Develop an appreciation of good workmanship.
12. Understand and practice the skills of family living:
- a. Develop understanding and appreciation of the principles of living in the family group;
  - b. Develop attitudes leading to acceptance of responsibilities as family members; and
  - c. Develop an awareness of future family responsibilities and achievement of skills in preparing to accept them.
13. Learn how to use leisure time:
- a. Develop ability to use leisure time productively;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2132/page 5 of 5  
School District Goals and Objectives

- b. Develop a positive attitude toward participation in a range of leisure time activities - physical, intellectual and creative; and
  - c. Develop appreciation and interests which will lead to wise and enjoyable use of leisure time.
14. Learn about and try to understand the changes that take place in the world:
- a. Develop ability to adjust to the changing demands of society;
  - b. Develop an awareness and the ability to adjust to a changing world and its problems;
  - c. Develop understanding of the past, identify with the present and the ability to meet the future.

N.J.A.C. 6A:32-12.2

Adopted: 15 September 2010  
Revised:



## 2200 CURRICULUM CONTENT

The Board of Education will provide the instruction and services mandated by law and rules as necessary for the implementation of a thorough and efficient system of free public education and such other instruction and services as the Board deems appropriate for the thorough and efficient education of the students of this district. The Board shall annually approve a list of all programs and courses that comprise the district's curriculum and shall approve any subsequent changes in the curriculum in accordance with Policy 2220.

For purposes of this policy "curriculum" means planned learning opportunities designed to assist students toward the achievement of the intended outcomes of instruction.

The curriculum will be reviewed by the Superintendent and approved annually by the Board. In accordance with law, the curriculum shall, as a minimum, include the curricular mandates of N.J.S.A. 18A - Education and N.J.A.C. 6 and 6A - Education and all of the New Jersey Core Curriculum Content Standards and Cumulative Progress Indicators.

The Superintendent is responsible for implementing the curriculum approved by the Board.

The Board directs the curriculum be consistent with the educational goals and objectives of this district, the New Jersey Core Curriculum Content Standards and responsive to identified student needs. The Superintendent shall, in consultation with teaching staff members, assure the effective articulation of curriculum across all grade levels and among the school districts sending to the Palmyra School District.

The curriculum shall provide programs in accordance with Board policies and the New Jersey Core Curriculum Content Standards, including but not limited to:

1. Preparation of all students for employment or post secondary study upon graduation from high school;
2. Instruction in workplace readiness skills, visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies (including instruction on the Constitution of the United States, United States history, Community Civics, and the geography, history and civics of New Jersey), and World Languages;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2200/page 2 of 2  
Curriculum Content

3. Continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program of all students in accordance with Policy 2530;
4. Guidance and counseling to assist in career and academic planning for all students, in accordance with Policy 2411;
5. A continuum of educational programs and services for all children with disabilities, in accordance with Policy and Regulation 2460;
6. Bilingual education, English as a Second Language, and English language services for students of limited English language proficiency, when the number of such students so necessitates, in accordance with Policy 2423;
7. Programs and services for students at risk who require remedial assistance in accordance with Policies 2414, 2415, and 5460;
8. Equal educational opportunity for all students in accordance with Policies 2260, 5750, and 5755;
9. Career awareness and exploration as required, and vocational education as appropriate;
10. Educational opportunities for students with exceptional abilities, in accordance with Policy 2464;
11. Instruction in accident and fire prevention;
12. A substance abuse prevention program;
13. A program for family life education; and
14. Programs that encourage the active involvement of representatives from the community, business, industry, labor and higher education in the development of educational programs aligned with the standards.

N.J.S.A. 18A:6-2; 18A:6-3; 18A:35-1 et seq.

N.J.A.C. 6A:8-1.1 et seq.; 6A:14 et seq.

New Jersey Core Curriculum Content Standards

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2200/page 1 of 1  
Curriculum Content  
M

### R 2200 CURRICULUM CONTENT

Courses of study and instructional materials and programs shall be designed to eliminate discrimination and promote understanding and mutual respect between children regardless of race, color, creed, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, ancestry, national origin, socioeconomic status, and/or disability.

In order to eliminate possible bias in the curriculum, staff shall use the following criteria:

- A. When instructional material contains stereotypes or discriminatory statements, staff should help students identify the stereotypes or discriminatory statement(s) and discuss with students the consequences of repeated stereotyping and discriminatory statements.
- B. If a particular instructional material is highly objectionable, staff should not use it, such material should be brought to the attention of the Building Principal so that the Affirmative Action Officer can evaluate the objectionable material. Alternatively, the teacher might discuss the questionable material instead of eliminating it, depending on the makeup and maturity of the class and the purposes of the instruction.
- C. Another recommended technique for handling materials that contain biases or stereotypes is to offset it by using unbiased supplementary materials.
- D. Community involvement when developing instructional programs and attendant materials shall be encouraged.

Issued: 15 September 2010  
Revised:



### 2260 AFFIRMATIVE ACTION PROGRAM FOR SCHOOL AND CLASSROOM PRACTICES

The Board of Education shall provide equal and bias-free access for all students to all school facilities, courses, programs, activities, and services, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Attaining minority representation within each school, which approximates the district's overall minority representation. Exact apportionment is not required, however, the ultimate goal is a reasonable plan achieving the greatest degree of racial balance, which is feasible and consistent with sound educational values and procedures;
3. Utilizing a State-approved English language proficiency measure on an annual basis for determining the special needs of English language learners and their progress in learning English pursuant to N.J.A.C. 6A:15-1.3(b);
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities, pursuant to N.J.A.C. 6A:14-3.4;
5. Ensuring that support services, including intervention and referral services and school health services pursuant to N.J.A.C. 6A:16, are available to all students; and
6. Ensuring that a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies that such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty.

The Board of Education shall ensure that the district's curriculum and instruction are aligned to the State's Core Curriculum Content Standards and address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, by:



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2260/page 2 of 3  
Affirmative Action Program for School  
and Classroom Practices

1. Ensuring there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;
2. Ensuring courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;
  - a. Portions of classes which deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female students, provided that the course content for such separately conducted sessions is the same.
3. Reducing or preventing the underrepresentation of minority, female, and male students in all classes and programs including gifted and talented, accelerated, and advanced classes;
4. Ensuring that schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials and methods, and that students understand the basic tenet of multiculturalism;
5. Ensuring that African American history, as well as the history of other cultures, is infused into the curriculum and taught as part of the history of the United States, pursuant to N.J.S.A. 18A:35-1 and the New Jersey Core Curriculum Content Standards; and
6. Ensuring that instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate, pursuant to N.J.S.A. 18A:35-28.

The Board of Education shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers, professional or vocational opportunities, the Board shall not restrict or limit the options presented to students on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. The district will not use tests, guidance, or counseling materials which are biased or stereotyped on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status.





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2260/page 3 of 3  
Affirmative Action Program for School  
and Classroom Practices

The Board of Education shall ensure that the district's physical education program and its athletic programs are equitable, co-educational, and do not discriminate on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status, as follows:

1. The district shall provide separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be comparable;
2. A school within the school district may choose to operate separate teams for both genders in one or more sports or single teams open competitively to members of both genders, so long as the athletic program as a whole provides equal opportunities for students of both genders to participate in sports at comparable levels of difficulty and competency; and
3. The activities comprising such athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

N.J.S.A. 18A:36-20  
N.J.A.C. 6A:7-1.7

Adopted: 15 September 2010  
Revised:



2361 ACCEPTABLE USE OF COMPUTER NETWORKS/  
COMPUTERS AND RESOURCES

The Board of Education recognizes as new technologies shift the manner in which information is accessed, communicated, and transferred; these changes will alter the nature of teaching and learning. Access to technology will allow students to explore databases, libraries, Internet sites, and bulletin boards while exchanging information with individuals throughout the world. The Board supports access by students to these information sources but reserves the right to limit in-school use to materials appropriate for educational purposes. The Board directs the Superintendent to effect training of teaching staff members in skills appropriate to analyzing and evaluating such resources as to appropriateness for educational purposes.

The Board also recognizes technology allows students access to information sources that have not been pre-screened by educators using Board approved standards. The Board therefore adopts the following standards of conduct for the use of computer networks and declares unethical, unacceptable, or illegal behavior as just cause for taking disciplinary action, limiting or revoking network access privileges, and/or instituting legal action.

The Board provides access to computer networks/computers for educational purposes only. The Board retains the right to restrict or terminate student access to computer networks/computers at any time, for any reason. School district personnel will monitor networks and online activity to maintain the integrity of the networks, ensure their proper use, and ensure compliance with Federal and State laws that regulate Internet safety.

#### Standards for Use of Computer Networks

Any individual engaging in the following actions when using computer networks/computers shall be subject to discipline or legal action:

- A. Using the computer networks/computers for illegal, inappropriate or obscene purposes, or in support of such activities. Illegal activities are defined as activities that violate Federal, State, local laws and regulations. Inappropriate activities are defined as those that violate the intended use of the networks. Obscene activities shall be defined as a violation of generally accepted social standards for use of publicly owned and operated communication vehicles.
- B. Using the computer networks/computers to violate copyrights, institutional or third party copyrights, license agreements or other contracts.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2361/page 2 of 4  
Acceptable Use of Computer Networks/  
Computers and Resources

- C. Using the computer networks in a manner that:
1. Intentionally disrupts network traffic or crashes the network;
  2. Degrades or disrupts equipment or system performance;
  3. Uses the computing resources of the school district for commercial purposes, financial gain, or fraud;
  4. Steals data or other intellectual property;
  5. Gains or seeks unauthorized access to the files of others or vandalizes the data of another person;
  6. Gains or seeks unauthorized access to resources or entities;
  7. Forges electronic mail messages or uses an account owned by others;
  8. Invades privacy of others;
  9. Posts anonymous messages;
  10. Possesses any data which is a violation of this Policy; and/or
  11. Engages in other activities that do not advance the educational purpose for which computer networks/computers are provided.

### Internet Safety Protection

As a condition for receipt of certain Federal funding, the school district shall be in compliance with the Children's Internet Protection Act, the Neighborhood Children's Internet Protection Act, and has installed technology protection measures for all computers in the school district, including computers in media centers/libraries. The technology protection must block and/or filter material and visual depictions that are obscene as defined in Section 1460 of Title 18, United States Code; child pornography, as defined in Section 2256 of Title 18, United States Code; are harmful to minors including any pictures, images, graphic image file or other material or visual depiction that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion; or depicts, describes, or represents in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2361/page 3 of 4  
Acceptable Use of Computer Networks/  
Computers and Resources

This Policy also establishes Internet safety policy and procedures in the district as required in the Neighborhood Children's Internet Protection Act. Policy 2361 addresses access by minors to inappropriate matter on the Internet and World Wide Web; the safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications; unauthorized access, including "hacking" and other unlawful activities by minors online; unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding blocking and/or filtering the material and visual depictions prohibited in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine other Internet material that is inappropriate for minors.

In accordance with the provisions of the Children's Internet Protection Act, the Superintendent of Schools or designee will develop and ensure education is provided to every student regarding appropriate online behavior, including students interacting with other individuals on social networking sites and/or chat rooms, and cyberbullying awareness and response.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

The school district will certify on an annual basis, that the schools, including media centers/libraries in the district, are in compliance with the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act and the school district enforces the requirements of these Acts and this Policy.

### Consent Requirement

No student shall be allowed to use the school districts' computer networks/computers and the Internet unless they have filed with the \_\_\_\_\_ (**individual or office**) a consent form signed by the student and his/her parent(s) or legal guardian(s).

### Violations

Individuals violating this Policy shall be subject to the consequences as indicated in Regulation 2361 and other appropriate discipline, which includes but are not limited to:



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2361/page 4 of 4

Acceptable Use of Computer Networks/  
Computers and Resources

1. Use of the network only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;
6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

N.J.S.A. 2A:38A-3

Federal Communications Commission: Children's Internet Protection Act

Federal Communications Commission: Neighborhood Children's Internet Protection Act

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2361/page 1 of 9

Acceptable Use of Computer Networks/  
Computers and Resources

### R 2361 ACCEPTABLE USE OF COMPUTER NETWORKS/ COMPUTERS AND RESOURCES

The school district provides computer equipment, computer services, and Internet access to its students and staff for educational purposes only. The purpose of providing technology resources is to improve learning and teaching through research, teacher training, collaboration, dissemination and the use of global communication resources.

For the purpose of this Policy and Regulation, "computer networks/computers" includes, but is not limited to, the school district's computer networks, computer servers, computers, other computer hardware and software, Internet equipment and access, and any other computer related equipment.

For the purpose of this Policy and Regulation, "school district personnel" shall be the person(s) designated by the Superintendent to oversee and coordinate the school district's computer networks/computer systems. School district personnel will monitor networks and online activity, in any form necessary, to maintain the integrity of the networks, ensure proper use, and to be in compliance with Federal and State laws that regulate Internet safety.

Due to the complex association between government agencies and computer networks/computers and the requirements of Federal and State laws, the end user of the school district's computer networks/computers must adhere to strict regulations. Regulations are provided to assure staff, community, students, and parent(s) or legal guardian(s) of students are aware of their responsibilities. The school district may modify these regulations at any time. The signatures of the student and his/her parent(s) or legal guardian(s) on a district-approved Consent and Waiver Agreement are legally binding and indicate the parties have read the terms and conditions carefully, understand their significance, and agree to abide by the rules and regulations established under Policy and Regulation 2361.

Students are responsible for acceptable and appropriate behavior and conduct on school district computer networks/computers. Communications on the computer networks/computers are often public in nature and policies and regulations governing appropriate behavior and communications apply. The school district's networks, Internet access, and computers are provided for students to conduct research, complete school assignments, and communicate with others. Access to computer networks/computers is given to students who agree to act in a considerate, appropriate, and responsible manner. Parent(s) or legal guardian(s) permission is required for a student to access the school district's computer networks/computers. Access entails



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2361/page 2 of 9

Acceptable Use of Computer Networks/  
Computers and Resources

responsibility and individual users of the district computer networks/computers are responsible for their behavior and communications over the computer networks/computers. It is presumed users will comply with district standards and will honor the agreements they have signed and the permission they have been granted. Beyond the clarification of such standards, the district is not responsible for the actions of individuals utilizing the computer networks/computers who violate the policies and regulations of the Board.

Computer networks/computer storage areas shall be treated in the same manner as other school storage facilities. School district personnel may review files and communications to maintain system integrity, confirm users are using the system responsibly, and ensure compliance with Federal and State laws that regulate Internet safety. Therefore, no person should expect files stored on district servers will be private or confidential.

The following prohibited behavior and/or conduct using the school district's networks/computers, includes but is not limited to, the following:

1. Sending or displaying offensive messages or pictures;
2. Using obscene language and/or accessing material or visual depictions that are obscene as defined in section 1460 of Title 18, United States Code;
3. Using or accessing material or visual depictions that are child pornography, as defined in section 2256 of Title 18, United States Code;
4. Using or accessing material or visual depictions that are harmful to minors including any pictures, images, graphic image files or other material or visual depictions that taken as a whole and with respect to minors, appeals to a prurient interest in nudity, sex, or excretion;
5. Depicting, describing, or representing in a patently offensive way, with respect to what is suitable for minors, sexual acts or conduct; or taken as a whole, lacks serious literary, artistic, political, or scientific value as to minors;
6. Cyberbullying;
7. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2361/page 3 of 9  
Acceptable Use of Computer Networks/  
Computers and Resources

8. Harassing, insulting, or attacking others;
9. Damaging computers, computer systems, or computer networks/computers;
10. Violating copyright laws;
11. Using another's password;
12. Trespassing in another's folders, work or files;
13. Intentionally wasting limited resources;
14. Employing the computer networks/computers for commercial purposes; and/or
15. Engaging in other activities that do not advance the educational purposes for which computer networks/computers are provided.

### INTERNET SAFETY

#### Compliance with Children's Internet Protection Act

As a condition for receipt of certain Federal funding, the school district has technology protection measures for all computers in the school district, including computers in media centers/libraries, that block and/or filter material or visual depictions that are obscene, child pornography and harmful to minors as defined in 2, 3, 4, 5, 6, and 7 above and in the Children's Internet Protection Act. The school district will certify the schools in the district, including media centers/libraries are in compliance with the Children's Internet Protection Act and the district complies with and enforces Policy and Regulation 2361.

#### Compliance with Neighborhood Children's Internet Protection Act

Policy 2361 and this Regulation establish an Internet safety protection policy and procedures to address:

1. Access by minors to inappropriate matter on the Internet and World Wide Web;
2. The safety and security of minors when using electronic mail, chat rooms, and other forms of direct electronic communications;





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2361/page 4 of 9

Acceptable Use of Computer Networks/  
Computers and Resources

3. Unauthorized access, including "hacking" and other unlawful activities by minors online;
4. Cyberbullying;
5. Inappropriate online behavior, including inappropriate interaction with other individuals on social networking sites and in chat rooms;
6. Unauthorized disclosures, use, and dissemination of personal identification information regarding minors; and
7. Measures designed to restrict minors' access to materials harmful to minors.

Notwithstanding the material or visual depictions defined in the Children's Internet Protection Act and the Neighborhood Children's Internet Protection Act, the Board shall determine Internet material that is inappropriate for minors.

The Board will provide reasonable public notice and will hold one annual public hearing during a regular monthly Board meeting or during a designated special Board meeting to address and receive public community input on the Internet safety protection policy - Policy and Regulation 2361. Any changes in Policy and Regulation 2361 since the previous year's annual public hearing will also be discussed at a meeting following the annual public hearing.

### Information Content and Uses of the System

Students may not publish on or over the system any information which violates or infringes upon the rights of any other person or any information which would be abusive, profane, or sexually offensive to a reasonable person, or which, without the approval of the Superintendent or designated school district personnel, contains any advertising or any solicitation to use goods or services. A student cannot use the facilities and capabilities of the system to conduct any business or solicit the performance of any activity which is prohibited by law.

Because the school district provides, through connection to the Internet, access to other computer systems around the world, students and their parent(s) or legal guardian(s) should be advised the Board and school district personnel have no control over content. While most of the content available on the Internet is not offensive and much of it is a valuable educational resource, some objectionable material exists. Even though the Board provides students access to Internet resources through the district's computer networks/computers with installed appropriate technology protection measures, parents and students must be advised potential dangers remain and offensive material may be accessed notwithstanding the technology protection measures taken by the school district.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2361/page 5 of 9  
Acceptable Use of Computer Networks/  
Computers and Resources

Students and their parent(s) or legal guardian(s) are advised some systems and Internet sites may contain defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal or offensive material. The Board and school district personnel do not condone the use of such materials and do not permit usage of such materials in the school environment. Parent(s) or legal guardian(s) having Internet access available to their children at home should be aware of the existence of such materials and monitor their child's access to the school district system at home. Students knowingly bringing materials prohibited by Policy and Regulation 2361 into the school environment will be disciplined in accordance with Board policies and regulations and such activities may result in termination of such students' accounts or access on the school district's computer networks and their independent use of computers.

### On-line Conduct

Any action by a student or other user of the school district's computer networks/computers that is determined by school district personnel to constitute an inappropriate use of the district's computer networks/computers or to improperly restrict or inhibit other persons from using and enjoying those resources is strictly prohibited and may result in limitation on or termination of an offending person's access and other consequences in compliance with Board policy and regulation. The user specifically agrees not to submit, publish, or display any defamatory, inaccurate, abusive, obscene, profane, sexually oriented, threatening, racially offensive, or otherwise illegal or offensive material; nor shall a user encourage the use, sale, or distribution of controlled substances. Transmission of material, information or software in violation of any local, State or Federal law is also prohibited and is a breach of the Consent and Waiver Agreement.

Students and their parent(s) or legal guardian(s) specifically agree to indemnify the school district and school district personnel for any losses, costs, or damages, including reasonable attorneys' fees incurred by the Board relating to, or arising out of any breach of this section by the student.

Computer networks/computer resources are to be used by the student for his/her educational use only; commercial uses are strictly prohibited.

### Software Libraries on the Network

Software libraries on or through the school district's networks are provided to students as an educational resource. No student may install, upload, or download software without the expressed consent of appropriate school district personnel. Any software having the purpose of damaging another person's accounts or information on the school district computer networks/computers (e.g., computer viruses) is specifically prohibited. School district personnel



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2361/page 6 of 9  
Acceptable Use of Computer Networks/  
Computers and Resources

reserve the right to refuse posting of files and to remove files. School district personnel further reserve the right to immediately limit usage or terminate the student's access or take other action consistent with the Board's policies and regulations of a student who misuses the software libraries.

### Copyrighted Material

Copyrighted material must not be placed on any system connected to the computer networks/computers without authorization. Students may download copyrighted material for their own use in accordance with Policy and Regulation 2531 - Use of Copyrighted Materials. A student may only redistribute a copyrighted program with the expressed written permission of the owner or authorized person. Permission must be specified in the document, on the system, or must be obtained directly from the author or authorized source.

### Public Posting Areas (Message Boards, Blogs, Etc.)

Messages are posted from systems connected to the Internet around the world and school district personnel have no control of the content of messages posted from these other systems. To best utilize system resources, school district personnel will determine message boards, blogs, etc. that are most applicable to the educational needs of the school district and will permit access to these sites through the school district computer networks. School district personnel may remove messages that are deemed to be unacceptable or in violation of Board policies and regulations. School district personnel further reserve the right to immediately terminate the access of a student who misuses these public posting areas.

### Real-time, Interactive, Communication Areas

School district personnel reserve the right to monitor and immediately limit the use of the computer networks/computers or terminate the access of a student who misuses real-time conference features (talk/chat/Internet relay chat).

### Electronic Mail

Electronic mail ("email") is an electronic message sent by or to a person in correspondence with another person having Internet mail access. The school district may or may not establish student email accounts. In the event the district provides email accounts, all messages sent and received on the school district computer networks/computers must have an educational purpose and are subject to review. Messages received by a district-provided email account are retained on the system until deleted by the student or for a period of time determined by the district. A canceled



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2361/page 7 of 9  
Acceptable Use of Computer Networks/  
Computers and Resources

account will not retain its emails. Students are expected to remove old messages within fifteen days or school district personnel may remove such messages. School district personnel may inspect the contents of emails sent by a student to an addressee, or disclose such contents to other than the sender or a recipient when required to do so by the policy, regulation, or other laws and regulations of the State and Federal governments. The Board reserves the right to cooperate fully with local, State, or Federal officials in any investigation concerning or relating to any email transmitted or any other information on the school district computer networks/computers.

### Disk Usage

The district reserves the right to establish maximum storage space a student receives on the school district's system. A student who exceeds his/her quota of storage space will be advised to delete files to return to compliance with the predetermined amount of storage space. A student who remains in noncompliance of the storage space allotment after seven school days of notification may have their files removed from the school district's system.

### Security

Security on any computer system is a high priority, especially when the system involves many users. If a student identifies a security problem on the computer networks/computers, the student must notify the appropriate school district staff member. The student should not inform other individuals of a security problem. Passwords provided to students by the district for access to the district's computer networks/computers or developed by the student for access to an Internet site should not be easily guessable by others or shared with other students. Attempts to log in to the system using either another student's or person's account may result in termination of the account or access. A student should immediately notify the Principal or designee if a password is lost or stolen, or if they have reason to believe that someone has obtained unauthorized access to their account. Any student identified as a security risk will have limitations placed on usage of the computer networks/computers or may be terminated as a user and be subject to other disciplinary action.

### Vandalism

Vandalism to any school district owned computer networks/computers may result in cancellation of system privileges and other disciplinary measures in compliance with the district's discipline code. Vandalism is defined as any malicious attempt to harm or destroy data of another user, the system, or any of the agencies or other computer networks/computers that are connected to the Internet backbone or of doing intentional damage to hardware or software on the system. This includes, but is not limited to, the uploading or creation of computer viruses.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2361/page 8 of 9

Acceptable Use of Computer Networks/  
Computers and Resources

### Printing

The printing facilities of the computer networks/computers should be used judiciously. Unauthorized printing for other than educational purposes is prohibited.

### Internet Sites and the World Wide Web

Designated school district personnel may establish an Internet site(s) on the World Wide Web or other Internet locations. Such sites shall be administered and supervised by designated school district personnel who shall ensure the content of the site complies with Federal, State, and local laws and regulations as well as Board policies and regulations.

### Violations

Violations of the Acceptable Use of Computer Networks/Computers and Resources Policy and Regulation may result in a loss of access as well as other disciplinary or legal action. Disciplinary action shall be taken as indicated in Policy and/or Regulation, 2361 - Acceptable Use of Computer Networks/Computers and Resources, 5600 - Student Discipline/Code of Conduct, 5610 - Suspension and 5620 - Expulsion as well as possible legal action and reports to the legal authorities and entities.

### Determination of Consequences for Violations

The particular consequences for violations of this Policy shall be determined by the Principal or designee. The Superintendent or designee and the Board shall determine when school expulsion and/or legal action or actions by the authorities is the appropriate course of action.

Individuals violating this Policy shall be subject to the consequences as indicated in Board Policy and Regulation 2361 and other appropriate discipline, which includes but is not limited to:

1. Use of computer networks/computers only under direct supervision;
2. Suspension of network privileges;
3. Revocation of network privileges;
4. Suspension of computer privileges;
5. Revocation of computer privileges;





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2361/page 9 of 9

Acceptable Use of Computer Networks/  
Computers and Resources

6. Suspension from school;
7. Expulsion from school; and/or
8. Legal action and prosecution by the authorities.

Issued: 15 September 2010

Revised:



## 2411 GUIDANCE COUNSELING

The Board of Education requires that a planned program of guidance and counseling be an integral part of the educational program of the schools to assist students in making and implementing informed educational and occupational choices including academic, career and personal/social development.

A program of guidance and counseling, including developmental career guidance and exploration, shall be offered to all students in this school district and shall be conducted by teaching staff members certified as guidance personnel.

The Superintendent is directed to implement a guidance program that carries out the purposes of this policy and:

1. Involves teaching staff members at all appropriate levels;
2. Honors the individuality of each student;
3. Is integrated with the total educational program;
4. Is coordinated with available resources of the community;
5. Provides for cooperation of school staff with parents and shares parents' concern for the development of their children;
6. Provides for the means of sharing information among appropriate staff members in the student's interest;
7. Is available equitably to all students and prohibits biased counseling and the use of materials that discriminate among students on the basis of their race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability; and
8. Establishes a referral system that utilizes all the aid the schools and community offer, guards the privacy of the student, and monitors the efficacy of such referrals.

N.J.A.C. 6A:19-1.2; 6A:8-2.2

N.J.A.C. 6A:7-1.7; 6A:8-3.2

Adopted: 15 September 2010

Revised:





### R 2411 GUIDANCE COUNSELING

#### A. Counseling Services

1. The purpose of guidance and counseling services is to assist students in self-examination, self-evaluation, and analysis of alternatives so that each student can benefit most fully from his/her education and life experiences.
2. Counseling services will include:
  - a. Career awareness and exploration, and academic planning through consideration of personal interests, past and potential performance, and present opportunities,
  - b. Personal/social development including adjustment to situational problems, understanding of the consequences of personal behavior, and referral to assistance where appropriate, and
  - c. Crisis counseling to assist students undergoing extreme emotional reactions that disrupt immediate functioning, including post-crisis planning and referral for treatment as necessary.
3. All counseling services shall be free of bias on the basis of race, color, creed, religion, national origin, ancestry, age, marital status, affectational or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability.

#### B. Career Awareness and Exploration

In fulfillment of the New Jersey Core Curriculum Content Standards, the school district shall provide a comprehensive program of guidance and counseling to facilitate career awareness and exploration for all students which shall be designed to:

1. Assist students in making informed educational and occupational choices;
2. Encourage students to maintain portfolios consisting of accomplishments related to the Cross Content Workplace Readiness Standards;
3. Develop student competency in self management, educational and occupational exploration and career planning;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2411/page 2 of 3  
Guidance Counseling

4. Make students aware of the relationship among personal qualities, education, training and the world of work; and
5. Acquaint students with the relationship between achieving academic standards and the attainment of career goals.

### C. Consulting Services

1. The purpose of consulting services is the improvement of the instructional program and the delivery of educational services by the collaboration of those staff members responsible for the instructional program and the development of individual students.
2. Consulting services will include:
  - a. Identification of the needs of students,
  - b. Identification, evaluation, and program implementation of students with special needs,
  - c. Development and implementation of preventive and supportive programs to address such problems as student attendance, violence, and suicide,
  - d. Alerting professional staff to the purposes, functions, and availability of guidance and counseling services,
  - e. Encouragement of cooperation among teaching staff members and parents in resolving individual student problems and addressing student needs,
  - f. Establishment and maintenance of fruitful relationships with State and local agencies for the purpose of professional referral and the sharing of experiences,
  - g. Cooperation with business and industry to facilitate student job placement and vocational training, and
  - h. Maintenance of a library of occupational and educational information.



### D. Evaluation

The program of guidance and counseling will be reviewed annually to determine its strengths and weaknesses. The following information may be gathered and analyzed in that review:

1. Annual record of graduate placements in post-secondary situations;
2. Assessments of past graduates as to the effectiveness of guidance services received in the high school;
3. Results of surveys of parents and staff evaluations of guidance services;
4. Analysis of the efficacy of outside referrals;
5. Assessments by persons not employed in the school district and expert in the field of guidance and counseling; and
6. The personal evaluations of the guidance and counseling staff members to identify weaknesses in the administration of the program.

Issued: 15 September 2010  
Revised:



### 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

The Board of Education shall provide instructional services to an enrolled student, whether a general education student in Kindergarten through grade twelve or special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general or special education.

A parent's request for home instruction shall include a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year. The written determination from the student's physician shall be forwarded to the school physician, who shall either verify the need for home instruction or provide reasons for denial. The parent shall be notified concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.

The home or out-of-school instruction shall meet the minimum standards as required in N.J.A.C. 6A:16-10.1(c). The school district shall establish a written plan for delivery of instruction and maintain a record of delivery of instructional services and student progress. The teacher providing instruction shall be a certified teacher. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.

For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision for home instruction for a student with disabilities will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2412/page 2 of 2

Home Instruction Due to Health Condition

For a student without disability, the home instruction shall meet the Core Curriculum Content Standards, and the requirements of the Board for promotion to the next grade level. When the provision for home instruction for a student without disability will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation, pursuant to N.J.A.C. 6A:14.

The Board reserves the right to withhold home instruction when the reason for the student's confinement is such as to expose a teacher to a health hazard or dangerous home situation; when a parent or other adult twenty-one years of age or older, who has been designated by the parent, is not present during the hours of instruction; or when the condition of the student is such as to preclude benefit from such instruction.

Students on home instruction will be accounted for on the attendance register as required by the Department of Education. The name of a student on home instruction will not be released at a public Board meeting or placed in a public record.

N.J.S.A. 18A:38-1 through 18A:38-25

N.J.A.C. 6A:14-4.8; 6A:14-4.9; 6A:16-10.1

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2412/page 1 of 2

Home Instruction Due to Health Condition

M

### R 2412 HOME INSTRUCTION DUE TO HEALTH CONDITION

The Board of Education shall provide instructional services to an enrolled student whether a general education student in Kindergarten through grade twelve or special education student age three to twenty-one, when the student is confined to the home or another out-of-school setting due to a temporary or chronic health condition or a need for treatment that precludes participation in their usual education setting, whether general education or special education.

#### A. Request For Home Instruction Due To A Temporary or Chronic Health Condition

1. The parent shall submit a request to the Building Principal that includes a written determination from the student's physician documenting the projected need for confinement at the student's residence or other treatment setting for more than ten consecutive school days or twenty cumulative school days during the school year.
2. The Building Principal shall forward the written determination to the school physician, who shall verify the need for home instruction. The school physician may contact the student's physician to secure additional information concerning the student's diagnosis or need for treatment, and shall either verify the need for home instruction or shall provide reasons for denial to the Building Principal.
3. The Building Principal shall notify the parent concerning the school physician's verification or reasons for denial within five school days after receipt of the written determination by the student's physician.

#### B. Providing Services

1. The school district shall provide instructional services within five school days after receipt of the school physician's verification or, if verification is made prior to the student's confinement, during the first week of the student's confinement to the home or out-of-school setting.
2. The school district shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, through online services, including any needed equipment, or through contract with another district Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency for the following categories of students:
  - a. A student who resides within the area served by this Board of Education and is enrolled in a public school program; or



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2412/page 2 of 2

Home Instruction Due to Health Condition

- b. A student who is enrolled in a nonpublic school that is located within the area served by this Board of Education pursuant to N.J.S.A. 18A:46A-1 et seq.
- C. Minimum Standards For Home or Out-of-School Instruction
1. The district shall establish a written plan for the delivery of instruction to continue the student's academic progress and to maintain a record of delivery of instructional services and student progress.
  2. The teacher providing instruction shall be a certified teacher.
  3. The teacher shall provide instruction for the number of days and length of time sufficient to continue the student's academic progress and dependent upon the student's ability to participate.
  4. For a student with disabilities, the home instruction shall be consistent with the student's Individualized Education Plan (IEP) to the extent appropriate, and shall meet the Core Curriculum Content Standards. When the provision of home instruction will exceed thirty consecutive school days in a school year, the IEP team shall convene a meeting to review and, if appropriate, revise the student's IEP.
  5. For a student without a disability, the home instruction shall meet the Core Curriculum Content Standards and the requirements of the Board of Education for promotion to the next grade level. When the provision of home instruction will exceed sixty calendar days, the school physician shall refer the student to the Child Study Team for evaluation pursuant to N.J.A.C. 6A:14.

Issued: 15 September 2010

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2414 PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY  
AND IN HIGH NEED SCHOOL DISTRICTS

High poverty school districts are required to provide programs and services that address class size and Kindergarten programs. High need school districts are required to provide programs and services that focus on improving instruction in literacy and mathematics.

A high poverty school district for the purposes of this policy means a school district in which forty percent or more of the students are "at risk" as defined in N.J.S.A. 18A:7F-45. Class size in high poverty school districts shall not exceed twenty-one students in grades Kindergarten through three, twenty-three students in grades four and five, and twenty-four students in grades six through twelve. However, if the district chooses to maintain lower class sizes in grades Kindergarten through three, class sizes in grades four and five may be equal but not exceed twenty-five students. Exceptions to these class size requirements are permitted for some physical education and performing arts classes, where appropriate. High poverty school districts shall maintain all existing full-day Kindergarten programs with a teacher's aide for each classroom. Class size for these Kindergarten classrooms shall not exceed twenty-one students.

High need school districts for the purpose of this policy are high poverty school districts that are below proficiency levels on State assessments as outlined in N.J.A.C. 6A:13-3.3(a). The New Jersey Department of Education shall identify the list of high need school districts based on State assessment results and shall promptly notify the districts that are classified as high need. In the first school year immediately following such identification as a high need school district, the district shall begin planning for implementation of, and shall implement where possible, the designated program(s). In the subsequent year following identification as a high need school district, the district shall fully implement the designated program(s). High need school districts, once identified, shall remain in that status and shall continue to implement the designated program(s) for a minimum of three years.

High need school districts where less than eighty-five percent of total students have achieved proficiency in language arts literacy on the New Jersey Assessment of Skills and Knowledge (NJ ASK) 3 shall provide an intensive early literacy program for preschool to grade three to ensure that all students achieve proficiency on State standards in accordance with the requirements of N.J.A.C. 6A:13-3.4(a).





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2414/page 2 of 2

Programs and Services for Students in High Poverty  
and in High Need School Districts

High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8 shall implement an intensive literacy program for grades four through eight in accordance with the requirements of N.J.A.C. 6A:13-3.4(b).

High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the high school State assessment shall implement a language arts literacy program aligned with college preparatory English I, II, III, and IV for grades nine through twelve that incorporates the elements in N.J.A.C. 6A:13-3.4(b) with the exception of providing a double period of language arts literacy.

High need school districts in which less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4 shall implement a comprehensive program for mathematics education that prepares students in grades three through four for success in higher order mathematics including the components as outlined in N.J.A.C. 6A:13-3.5(b).

High need school districts where less than eighty percent of total students have not achieved proficiency in mathematics on the NJ ASK 8 shall implement a comprehensive program for mathematics education that prepares all students in grades five through eight for success in Algebra at the high school level and that incorporates the elements in N.J.A.C. 6A:13-3.5(b).

High need school districts where eighty percent or more of total students have not achieved proficiency in mathematics on the high school State assessment shall implement a comprehensive program for mathematics education for grades nine through twelve which incorporates the elements in N.J.A.C. 6A:13-3.5(b) and that is aligned to course expectations as required to meet graduation requirements.

N.J.A.C. 6A:13-3.1; 6A:13-3.2; 6A:13-3.3; 6A:13-3.4; 6A:13-3.5

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2414/page 1 of 7  
Programs and Services for Students in High Poverty  
and in High Need School Districts  
M

### R 2414 PROGRAMS AND SERVICES FOR STUDENTS IN HIGH POVERTY AND IN HIGH NEED SCHOOL DISTRICTS

#### A. Definitions

1. "At-risk-students" means those resident students from households with a household income at or below the most recent Federal poverty guidelines available on October 15 of the prebudget year multiplied by 1.85.
2. "High poverty school district" means a district in which forty percent or more of the students are at-risk students.
3. "High need school district" means a school district in which forty percent or more of the students are at-risk-students and is at one or more of the following proficiency levels on State assessments:
  - a. Less than eighty-five percent of total students have achieved proficiency in language arts literacy on the New Jersey Assessment of Skills and Knowledge (NJ ASK) 3;
  - b. Less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8;
  - c. Less than eighty percent of total students have achieved proficiency in language arts literacy on the HSPA;
  - d. Less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4;
  - e. Less than eighty percent of total students have achieved proficiency in mathematics on the NJ ASK 8; and/or
  - f. Less than eighty percent of total students have achieved proficiency in mathematics on the high school State assessment.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2414/page 2 of 7

Programs and Services for Students in High Poverty  
and in High Need School Districts

### B. High Need School Districts

#### 1. Implementation Timelines

- a. The New Jersey Department of Education shall identify the list of high need school districts based on the State assessments results and shall promptly notify the districts that are classified as high need.
- b. In the first school year immediately following such identification as a high need school district, the district shall begin planning for implementation of, and shall implement where possible, the designated program(s) (language arts and/or mathematics literacy) as required below.
- c. In the subsequent year following identification as a high need school district, the district shall fully implement the designated program(s).
- d. High need school districts, once identified, shall remain in that status and shall continue to implement the designated program(s) for a minimum of three years.

#### 2. Language Arts Literacy – Intensive Early Literacy for Grades Preschool through Three

High need school districts where less than eighty-five percent of total students have achieved proficiency in language arts literacy on the NJ ASK 3 shall provide an intensive early literacy program for preschool to grade three to ensure that all students achieve proficiency on State standards. The intensive early literacy program shall include the following components:

- a. An emphasis on small group instruction in at least reading, writing, and technology;
- b. A comprehensive early literacy assessment program that includes:
  - (1) Assessment of English language learners (ELLs) in accordance with N.J.A.C. 6A:15-1.3;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2414/page 3 of 7

Programs and Services for Students in High Poverty  
and in High Need School Districts

- (2) A reading measure used minimally at the beginning of grades Kindergarten through three to determine the reading skills and strategies students have mastered;
  - (3) On-going performance-based assessments;
  - (4) A comprehensive diagnostic assessment of individual students who are exhibiting persistent difficulty in reading following a sustained period of targeted instruction; and
  - (5) An annual end-of-year achievement assessment of reading with a norm-referenced and/or criterion referenced test in grades one and two.
- c. At least a daily ninety-minute, uninterrupted language arts literacy block in grades Kindergarten through three with guidance in the use of that time that may include the following instructional strategies:
- (1) Use of a reading measure to differentiate student needs;
  - (2) Small group instruction;
  - (3) Direct instruction;
  - (4) Guided reading; and
  - (5) Shared reading.
- d. Instructional materials that include concepts and themes from other content areas;
- e. Professional development opportunities for teachers that focus on the elements of intensive early literacy, ways to assist students who exhibit persistent difficulty in reading, or other related topics that have been identified by these teachers as professional development needs and are reflected in the school and school district professional development plans pursuant to N.J.A.C. 6A:9C-4 et seq.;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2414/page 4 of 7

Programs and Services for Students in High Poverty  
and in High Need School Districts

- f. Consistent and adequate opportunities for teachers to discuss and analyze student work, interim progress measures and assessment results, and to plan any modifications in grouping and/or instruction that may be indicated, consistent with this section;
  - g. A classroom library that reflects the diversity and needs of all students and includes assistive technology;
  - h. Use of a highly skilled literacy coach or certified teacher to coordinate professional development and collaboration based on the school and school district professional development plan, if documented as necessary to increase achievement of early literacy; and
  - i. Methods to involve parents and family members in student learning.
3. Language Arts Literacy – Intensive Literacy for Grades Four through Eight

High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the NJ ASK 8 shall implement an intensive literacy program for grades four through eight that includes the following components:

- a. A comprehensive literacy assessment for grades four through eight as part of the school district's curriculum to measure individual and group progress indicated below:
  - (1) Benchmark analysis that gauges students' performance and is used to assist school staff in determining skills that students still need to attain; and
  - (2) Assessment of English language learners (ELLs) pursuant to N.J.A.C. 6A:15-1.3.
- b. Emphasis on small group instruction with scheduling of double periods, including appropriate classroom materials for small group instruction with evidence-based interventions and additional time for students who are not proficient in language arts literacy;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2414/page 5 of 7

Programs and Services for Students in High Poverty  
and in High Need School Districts

- c. Professional development opportunities for teachers and administrators that are based on effective instructional practices including:
    - (1) Enhancing knowledge of the language arts literacy content and pedagogy to engage all students; and
    - (2) Learning how and having opportunities to analyze student work and assessment results in a collaborative setting.
  - d. Involving parents and family members in student learning.
4. Language Arts Literacy – Literacy for Students in Grades Nine through Twelve
- High need school districts where less than eighty percent of total students have achieved proficiency in language arts literacy on the high school State assessment shall implement a language arts literacy program aligned with college preparatory English I, II, III, and IV for grades nine through twelve that incorporates the elements in 3. above with the exception of providing a double period for language arts literacy.
5. Mathematics Literacy – Math Literacy for Students in Grades Three through Four
- High need school districts in which less than eighty-five percent of total students have achieved proficiency in mathematics on the NJ ASK 4 shall implement a comprehensive program for mathematics education that prepares students in grades three through four for success in higher order mathematics and that includes the following components:
- a. Curriculum that simultaneously develops conceptual understanding, computational fluency, and problem solving skills, with meaningful instruction and a focus on critical mathematics skills as part of a successful learning experience;
  - b. Mathematical reasoning that occurs in contextual learning;
  - c. An emphasis on communicating mathematics concepts both verbally and in writing;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2414/page 6 of 7

Programs and Services for Students in High Poverty  
and in High Need School Districts

- d. The use of frequent questions and opportunities for class discussion in addition to the mathematics textbook activities to improve student problem solving ability;
  - e. Professional development in both mathematics content and in the elements of mathematics pedagogy specified in this section, related to the appropriate grade and based on individual professional needs, pursuant to N.J.A.C. 6A:9C-3 et seq.;
  - f. Use of appropriate instructional materials, technology, and manipulatives, aligned with the Core Curriculum Content Standards (CCCS) in mathematics, that lead students through concrete, symbolic, and abstract mathematical thinking;
  - g. Multiple assessments and benchmarks, including use of formative assessments;
  - h. Differentiated instruction;
  - i. Explicit mathematics instruction for struggling students to ensure that these students possess the foundational skills and conceptual knowledge necessary for understanding the mathematics they are learning at their grade level; and
  - j. Methods to involve parents and family members in student learning.
6. Mathematics Literacy – Math Literacy for Students in Grades Five through Eight
- High need school districts where less than eighty percent of total students have not achieved proficiency in mathematics on the NJ ASK 8 shall implement a comprehensive program for mathematics education that prepares all students in grades five through eight for success in Algebra at the high school level and incorporates the elements in 5. above.
7. Mathematics Literacy – Math Literacy for Students in Grades Nine through Twelve
- High need school districts where eighty percent or more of total students have not achieved proficiency in mathematics on the high school State assessment shall implement a comprehensive program for mathematics education for grades nine through twelve which incorporates the elements in 5. above and is aligned to course expectations as required to meet graduation requirements.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2414/page 7 of 7  
Programs and Services for Students in High Poverty  
and in High Need School Districts

### C. High Poverty School Districts

#### 1. Class Size Requirements

- a. Class size in high poverty school districts shall not exceed twenty-one students in grades Kindergarten through three, twenty-three students in grades four and five, and twenty-four students in grades six through twelve; provided that if the district chooses to maintain lower class sizes in grades Kindergarten through three, class sizes in grades four and five may equal but not exceed twenty-five students.
- b. Exceptions to the class size requirements in C.1.a. above are permitted for some physical education and performing arts classes, where appropriate.

#### 2. Full-Day Kindergarten Requirements

- a. High poverty school districts shall maintain all existing full-day Kindergarten programs with a teacher's aide for each classroom.
- b. Class size for these Kindergarten classrooms shall not exceed twenty-one students.

Issued: 15 September 2010  
Revised:





## 2415 NO CHILD LEFT BEHIND PROGRAMS

The No Child Left Behind Act (NCLB) of 2001 is a reauthorization of the Elementary and Secondary Education Act (ESEA)/Improving America's Schools Act (IASA) 1994, providing funds to help all New Jersey's school children achieve, at a minimum, proficiency in the State standards. NCLB embodies four key principles or pillars of education reform: accountability, flexibility, choice, and methodology. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under NCLB and the district will comply with the requirements of all the programs authorized by NCLB.

The district may be eligible for several grant programs funded through NCLB, including, but not limited to, Title I through Title VI. Many of the Titles of NCLB have several parts and subparts that provide a funding source for specific purposes.

### Application Procedure

The district will submit an annual No Child Left Behind Consolidated Formula Subgrant Application to the New Jersey Department of Education (NJDOE). The school district's application shall include all information required by the NJDOE and NCLB for the district to be considered for funding under NCLB.

### Covered Programs

The intent of NCLB is that all children will meet State academic achievement standards to reach their potential through improved programs. The NCLB Consolidated Formula Subgrant includes the following programs:

1. Title I, Part A provides the programs and resources for disadvantaged students to meet this intent. It requires the State and the district to close the achievement gap by placing a highly qualified teacher in every classroom, improving the qualifications of paraprofessionals who work with disadvantaged students, and using instructional practices that have proven to be effective.
2. Title I, Part D serves neglected and delinquent youth in institutions, community day programs, and correctional facilities to assure they also attain high academic levels of performance.



3. Title II, Part A provides the resources for improving teacher and Principal quality and increasing the number of highly qualified teachers and Principals in classrooms and schools, thereby raising student achievement in the academic subjects. It focuses on preparing, training, and recruiting high-quality teachers and Principals and requires the State to develop plans with annual measurable objectives that will ensure all teachers teaching in core academic subjects are highly qualified by the end of the 2005-2006 school year.
4. Title II, Part D facilitates comprehensive and integrated educational technology strategies that target the specific needs of individual schools. It improves student academic achievement through the use of technology in elementary and secondary schools, while addressing the digital divide such that every student is technologically literate by the end of eighth grade. Effective integration of technology resources and systems with teacher training and curriculum development are encouraged in order to identify and showcase best practices in educational technology.
5. Title III, Part A focuses on the teaching of English to limited English proficient (LEP) children, including immigrant children and youth.
6. Title IV, Part A provides resources for fostering a safe and drug-free learning environment that supports academic achievement.
7. Title V, Part A provides a flexible source of funding to help districts in the development and implementation of various innovative reform initiatives.
8. Title VI, Part B addresses the unique needs of rural school districts.
9. Title IX covers the general provisions applicable to some/all of the programs.

Throughout NCLB, the use of solid research to improve teaching and learning as well as student behavior is required and promoted, and parent(s)/legal guardian(s) are provided with information and options to improve the educational opportunities provided for their children. The emphasis on scientifically based methodology encourages the use of teaching techniques and practices that are founded on research and proven to produce positive results.



### Title I

The largest Federal program supporting elementary and secondary education is Title I. NCLB strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also establishes minimum qualifications for teachers and paraprofessionals in Title I programs.

The school district must use the best available measure for identifying children from low-income families to: identify eligible school attendance areas, determine the ranking of each area, and determine allocations as identified in the Title I guidelines and regulations.

The school district will offer Title I services to eligible children enrolled in private elementary and secondary schools. The services and benefits will be equitable in comparison to services and benefits for participating public school children.

The school district will provide the New Jersey Department of Education assurances it will provide the maximum coordination between the Title I program, the regular school program, and services provided by other programs for specialized populations. The Title I program will consider the special needs of homeless children, migrant children, children with disabilities and limited English proficient (LEP) children. Title I funds will be reserved so that migrant children who are otherwise eligible to receive Title I services, even if they arrive during the school year, are served.

### Type of Title I Program

The school district will offer a School-wide Title I program.

### School-wide Program

High-poverty schools (those with 40% or more students from low-income families) are eligible to adopt school-wide programs to raise the achievement of low-achieving students by improving instruction throughout the entire school, thus using Title I funds to serve all children. A school-wide program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

### Academic Standards, Academic Assessments, and Accountability

The district will comply with the requirements as outlined in Policy 2415.01 - Academic Standards, Academic Assessments, and Accountability in accordance with the NJDOE and NCLB.



## Fiscal Responsibility

The district will comply with the requirements as outlined in Policy 2415.02 Title I – Fiscal Responsibilities in accordance with the NJDOE and NCLB.

## Staff

The district will comply with the requirements as outlined in Policy 2415.03 – Highly Qualified Teachers in accordance with the NJDOE and NCLB. In addition, the district will ensure all paraprofessionals meet the requirements as required by NCLB and as outlined in Policy 4125 – Employment of Support Staff Members.

## Parental Involvement

The district will comply with the requirements as outlined in Policy 2415.04 – Parental Involvement in accordance with the NJDOE and NCLB.

## Student Surveys, Analysis, and/or Evaluations

The Protection of Pupil Rights Amendment (PPRA) applies to school districts that receive Federal funding from the United States Department of Education. The district will comply with the requirements as outlined in Policy 2415.05 - Student Surveys, Analysis, and/or Evaluations in accordance PPRA.

## Unsafe School Choice Option

In the event there is a school in the district designated as Persistently Dangerous in accordance with the Victims of Violent Criminal Offenses as outlined in NCLB, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and NCLB.

## Property

Property acquired through Title I funds for use in public or private schools will be acquired in accordance with the Public School Contracts Law, will be held in title by the Board of Education, and will not be used for other purposes so long as it is required in the Title I program. Property no longer required for Title I purposes will be used for other, similarly funded projects or disposed of in accordance with State and Federal guidelines.



### Capital Expenses

The Superintendent will assure the district abides by New Jersey's Public Contracts Law; consults appropriate private school officials prior to making any decisions regarding capital expenses; ensure funds that are received to cover capital expenses provide equitable Title I services to private school students; ensure accounts for any capital funding is separately maintained; and assure lease purchase agreements are consistent with applicable statute and administrative code.

### Post-Award Requirements

The school district will maintain all project records for five years following the completion of the activity for which the funds were used. The school district will prepare and submit all reports as required by the State Department of Education in a timely manner.

### Supplement, Not Supplant

Grant funds provided under Federal programs, including No Child Left Behind funding, shall supplement, not supplant other non-Federal funds that are available to provide programs and services to eligible students, unless otherwise provided in the grant program.

### State Waiver from Certain Provisions of No Child Left Behind (NCLB)

The State of New Jersey may receive a waiver(s) from certain provisions of NCLB from the United States Department of Education. A waiver(s) may affect the applicability of the school district's NCLB policies and/or regulations. In the event a waiver(s) affects the applicability of Board of Education NCLB policies and/or regulations, the waiver provisions shall supersede current Board policies and/or regulations and the school district shall comply with the requirements as outlined by the New Jersey Department of Education in accordance with the waiver(s) application and approval(s) from the United States Department of Education.

### Evaluation

The Superintendent will evaluate the NCLB programs as required by the United States and the New Jersey Departments of Education.

### No Child Left Behind Act of 2001

Adopted: 15 September 2010

Revised:



### 2415.01 ACADEMIC STANDARDS, ACADEMIC ASSESSMENTS, AND ACCOUNTABILITY

The No Child Left Behind Act of 2001 (NCLB), a reauthorization of the Elementary and Secondary Education Act (ESEA), requires New Jersey to implement a single accountability system to include challenging academic content and academic achievement standards. The accountability requirements under NCLB were built on the foundation of the former Improving America's Schools Act (IASA).

To meet the Federal requirements, New Jersey has adopted the New Jersey Single Accountability System. State assessments in language arts literacy and mathematics are based on the New Jersey Core Curriculum Content Standards. All students enrolled in New Jersey public schools, plus all student subgroups, must meet the proficiency benchmarks to ensure the goal of 100% proficiency. Students must score either "proficient" or "advanced proficient" on the assessments to be counted toward meeting the benchmarks.

Schools are evaluated using adequate yearly progress (AYP) indicators. Student achievement is determined by grade span (Elementary School – grades three through five, Middle School – grades six through eight, and High School – grades nine through twelve) and in each content area. There are indicators that must be met (including participation and proficiency rates) plus a secondary indicator. A safe harbor calculation is applied to measure significant progress if the benchmark is missed. When a school does not meet AYP for two consecutive years in the same content area, it is designated as a "school in need of improvement."

AYP shall be calculated for all New Jersey schools under the provisions of NCLB. Schools that do not meet AYP as defined under NCLB are placed into one of the following categories. Title I schools in need of improvement must implement the sanctions for each category.

Year 1 – Early Warning: A school that does not make AYP for one year is placed into "early warning" status.

Year 2 – In Need of Improvement/School Choice: A school that does not make AYP for two consecutive years in the same content area is designated as a "school in need of improvement." Parents/legal guardians shall be promptly notified if their child's school has been designated as in need of improvement. For Title I schools certain interventions apply, including intradistrict school choice (or supplemental educational services if choice is not available) and development of a school improvement plan (Title I Unified



Plan). The district must offer the school technical assistance to address the areas that caused the school to be in need of improvement. Parents/legal guardians shall be notified of their right to request intradistrict public school choice and parents/legal guardians of eligible students shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.

Year 3 – In Need of Improvement/Supplemental Educational Services (SES): A school that does not make AYP for three consecutive years in the same content area shall continue to be identified as a “school in need of improvement.” The Title I school must continue to offer intradistrict school choice and must also offer SES to eligible students. Technical assistance must continue to be offered by the district, parents must receive notification of the school’s status, and the school improvement plan (Title I Unified Plan) is updated annually. Parents/legal guardians of eligible students shall be notified of the availability of supplemental educational services, if choice is not available, including the provider list Web address.

The New Jersey Department of Education (NJDOE) offers school support by engaging a team of experienced professionals to conduct an extensive school review called Collaborative Assessment and Planning for Achievement (CAPA). The CAPA team interviews stakeholders and staff, reviews school and district documents, and conducts on-site observations to develop a report that contains recommendations for school improvement, which then becomes part of the Title I Unified Plan.

Year 4 – Corrective Action: A school that does not make AYP for four consecutive years in the same content area is identified as a school in corrective action. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school’s status, revise its school improvement plan (Title I Unified Plan), and receive technical assistance from the district and the NJDOE.

The district must take at least one of the following corrective actions:

1. Provide, for all relevant staff, appropriate, scientifically research-based professional development that is likely to improve academic achievement of low-performing students.
2. Institute a new curriculum grounded in scientifically-based research and provide appropriate professional development to support its implementation.



3. Extend the length of the school year or school day.
4. Replace the school staff who are deemed relevant to the school not making adequate progress.
5. Significantly decrease management authority at the school.
6. Restructure the internal organization of the school.
7. Appoint one or more outside experts to advise the school how to revise and strengthen the improvement plan it created while in school improvement status and how to address the specific issues underlying the school's continued inability to make AYP.

Year 5 – Planning for Restructuring: A Title I school that does not make AYP for five consecutive years in the same content area must plan to restructure. The restructuring plan is implemented at the beginning of the following school year if the school continues to miss AYP benchmarks and moves to Year 6. During the planning year, the Title I school must continue to offer intradistrict school choice and SES, notify parents of the school's status and invite parent input during the restructuring process, and receive technical assistance from the district and the NJDOE. The technical assistance design for a school being restructured emphasizes the following:

1. The importance of improving instruction by using strategies grounded in scientifically-based research so that all children in the school achieve proficiency in the core academic subjects of language arts and mathematics.
2. The importance of analyzing and applying data in decision-making.

The restructuring plan must include one of the following alternative governance systems for the school as outlined by NCLB regulations and consistent with New Jersey practice and statutes:

1. Implement any major restructuring of the school's governance that is consistent with the principles of restructuring as set forth in the No Child Left Behind Act.
2. Re-open the school as a public charter school as defined by State statute and regulation (N.J.S.A. 18A:36A-1 et seq. and N.J.A.C. 6A).





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2415.01/page 4 of 4

Academic Standards, Academic Assessments,  
and Accountability

3. Replace all or most of the school staff, which may include the Principal, who are relevant to the school's inability to make adequate progress (consistent with existing contractual provisions and applicable statutory protections in Title 18A).

Year 6 – Restructuring-1: A Title I school that does not make AYP for six consecutive years in the same content area must implement the approved restructuring plan. The Title I school must continue to offer intradistrict school choice and SES, notify parents of the school's status and invite parent input and support during the implementation process, and receive technical assistance from the district and the NJDOE. Technical assistance is critical to help school staff remain focused on increasing student achievement while the school is adjusting to potentially radical changes in its administration and governance structures. A CAPA visit will occur at the school to determine the fidelity of implementation of the restructuring plans and to review the governance structure of the school.

Year 7 (and over) – Restructuring-2 (and over): If the school has not made AYP for seven or more consecutive years, the NJDOE will meet with school and district administrators to continually review implementation of the restructuring plan/Title I Unified Plan. Benchmark meetings with NJDOE staff, the school, and the district will occur twice a year to assess and support implementation of the school improvement plan.

Removal from Early Warning/Improvement Status: To be removed from early warning or improvement status, the school must make AYP for two consecutive years in the content area that caused the school to go into status, providing the school makes AYP in the other content areas. The first year of making AYP is a "hold year" and the school does not progress to the next sanction level, but must continue to implement current interventions. If the school does not make AYP the year following "hold," the school goes back into improvement status at the level prior to the hold year.

No Child Left Behind Act of 2001, §1111

Adopted: 15 September 2010

Revised:



## 2415.04 TITLE I – DISTRICT-WIDE PARENTAL INVOLVEMENT

A school district that receives Title I funds must implement programs, activities and procedures for the involvement of parents in programs assisted by Title I funding. The district will reserve not less than one percent of its allocation under Subpart 2 to carry out these requirements, which shall include promoting family literacy and parenting skills. Parents of pupils receiving Title I services shall be involved in the decisions regarding how funds will be allotted for parental involvement activities. The district is not required to reserve at least one percent of its allocation under Subpart 2 if the one percent of the district's allocation is \$5,000.00 or less.

Each school served with Title I funds shall jointly develop with, and distribute to, parents of participating pupils, this parental involvement policy, agreed on by such parents, that shall describe the means for carrying out the requirements of No Child Left Behind Act (NCLB) of 2001, §1119(a) through (f). Parents will be notified of this policy in an understandable and uniform format and, to the extent practicable, provided in a language the parents can understand. This policy shall be made available to the local community and updated periodically to meet the changing needs of parents and schools within the district.

“Parent”, for the purposes of this policy, means a parent and/or legal guardian. “School”, for the purposes of this policy, is a specific school in a Target Assistance Title I program or schools within the district in a school-wide Title I program.

### Policy Involvement

Each school served with Title I funds will:

1. Convene an annual meeting, at a convenient time, to which all parents of participating pupils shall be invited and encouraged to attend, to inform parents of their school's participation and the requirements of this Policy, and the right of the parents to be involved;
2. Offer a flexible number of meetings, such as meetings in the morning or evening, and may provide, with Title I funds, transportation, child care, or home visits, as such services relate to parental involvement;
3. Involve parents, in an organized, ongoing, and timely way, in the planning, review, and improvement of programs, including the planning, review, and improvement of the school parental involvement policy and the joint development of the school-wide program plan under NCLB, §1114(b)(2);



4. Provide parents of participating pupils:
  - a. Timely information about programs required by NCLB, §1118;
  - b. A description and explanation of the curriculum in use at the school, the forms of academic assessment used to measure pupil progress, and the proficiency levels pupils are expected to meet; and
  - c. If requested by parents, opportunities for regular meetings to formulate suggestions and to participate, as appropriate, in decisions relating to the education of their children, and respond to any such suggestions as soon as practicably possible.
5. Submit any parent comments on the plan when the school makes the plan available to the Board of Education, if the school-wide program plan under §1114(b)(2) of NCLB is not satisfactory to the parents of participating pupils.

### Shared Responsibilities For High Pupil Academic Achievement

Each school served by Title I funds shall jointly develop with parents of all pupils served with Title I funds, a school-parent compact that outlines how parents, the entire school staff, and pupils will share the responsibility for improved pupil academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. The compact will:

1. Describe the school's responsibility to provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the pupils served by Title I funds to meet the State's pupil academic achievement standards, and the ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time; and
2. Address the importance of communication between teachers and parents on an ongoing basis through, at a minimum:
  - a. Parent-teacher conferences in elementary schools, at least annually, during which the compact shall be discussed as the compact relates to the individual pupil's achievement;



- b. Frequent reports to parents on their children's progress; and
- c. Reasonable access to staff, opportunities to volunteer and participate in their child's class, and observation of classroom activities.

### Building Capacity For Involvement

To ensure effective involvement of parents and to support a partnership among the school involved, parents, and the community to improve pupil academic achievement, each school and school district assisted with Title I funds:

1. Shall provide assistance to parents of pupils served by the school in understanding such topics as the State's academic content standards and State pupil academic achievement standards, State and local academic assessments, the requirements of this Policy, and how to monitor a child's progress and work with educators to improve the achievement of their children;
2. Shall provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology, as appropriate, to foster parental involvement;
3. Shall educate teachers, pupil services personnel, the Building Principal, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school;
4. Shall, to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, the Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents to more fully participate in the education of their children;
5. Shall ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand;
6. May involve parents in the development of training for teachers, the Principal, and other educators to improve the effectiveness of such training;



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2415.04/page 4 of 5

Title I – District-Wide Parental Involvement

7. May provide necessary literacy training from Title I funds if the school district has exhausted all other reasonably available sources of funding for such training;
8. May pay reasonable and necessary expenses associated with local parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
9. May train parents to enhance the involvement of other parents;
10. May arrange school meetings at a variety of times, or conduct in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend such conferences at school, in order to maximize parental involvement and participation;
11. May adopt and implement model approaches to improving parental involvement;
12. May establish a district-wide parent advisory council to provide advice on all matters related to parental involvement in Title I programs;
13. May develop appropriate roles for community-based organizations and businesses in parent involvement activities; and
14. Shall provide such other reasonable support for parental involvement activities under this Policy as parents may request.

### Accessibility

In carrying out the parental involvement requirements of NCLB, §1118 and this Policy, the school and school district, to the extent practicable, shall provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children, to include providing information and school reports required under NCLB, §1111 in a format and, to the extent practicable, in a language such parents understand.

The district will inform parents of any parental information and resource centers that provide training, information, and support to parents and individuals who work with local parents, school districts, and schools receiving Title I funds.

The Superintendent will submit this Policy to the New Jersey Department of Education for review to be sure the Policy meets the requirements of NCLB, §1118.



# POLICY

BEVERLY CITY  
BOARD OF EDUCATION

PROGRAM  
2415.04/page 5 of 5  
Title I – District-Wide Parental Involvement

## ADOPTION

This District-Wide Parental Involvement Policy has been developed jointly, and agreed on with parents of children participating in Title I, Part A programs. This Policy will be distributed to all parents of participating Title I, Part A children in an understandable and uniform format and, to the extent practicable, in a language the parents understand, at the beginning of each school year or when the child is determined eligible and begins participating in Title I, Part A programs.

United States Department of Education Non-Regulatory Guidance – Appendix D - District-Wide Parental Involvement Policy

Adopted: 15 September 2010  
Revised:



## 2415.06 UNSAFE SCHOOL CHOICE OPTION

The New Jersey Department of Education (NJDOE) is required to establish an Unsafe School Choice Option (USCO) Policy per the Elementary and Secondary Act (ESEA) of 1965, as reauthorized under the Federal Every Student Succeeds Act of 2015 (ESSA). The USCO Policy requires that students who attend a persistently dangerous public elementary or secondary school as determined by the NJDOE, or become victims of a violent criminal offense while in or on school grounds of a public school that they attend, be allowed to attend a safe public school within the district. The USCO provision under the ESSA contains two provisions that apply to school districts that receive funds under ESSA: Provision I - Persistently Dangerous Schools and Provision II - Victims of Violent Criminal Offenses.

Effective the beginning of each school year, school districts receiving ESSA funds must be prepared to complete the transfer of students who choose to exercise Provision I and Provision II of this USCO Policy. Compliance with the Policy is a condition of receiving funds under any and all titles under ESSA. The Superintendent is required to certify compliance with this USCO Policy to the NJDOE in the application for ESSA funds.

### USCO Policy Provision I - Persistently Dangerous Schools (PDS)

1. Criteria for Determining PDS.

A persistently dangerous school is a public elementary or secondary school building (except for Regional Day Schools, Educational Services Commissions and Special Services School Districts) that meets the objective criteria determined by the NJDOE for three consecutive years and is part of a school district that receives funds under ESSA. The NJDOE will use the most current available data from the Student Safety Data System (SSDS) to identify PDS on or before July 31 of each year.

2. Procedures and Guidelines for Schools Determined to be Persistently Dangerous.

A school district will be notified by the NJDOE on or before July 31 of each year if a school(s) in the school district has been identified as a PDS. Once the district receives notification a school is identified as persistently dangerous, the district must inform all parents of enrolled students in the school of the designation within fifteen calendar days of the date of the notice and offer them the option for their children to transfer to a safe public school within the district by the beginning of the respective school year. The district must complete all transfers by the beginning of the school year following the July notification.



Students are not required to accept the transfer option, but they must be afforded the opportunity to do so. Parental notice regarding the status of the school and the offer to transfer students should be made simultaneously. Parents of enrolled students must be notified of the persistently dangerous designation whether or not there is another school within the district for the transferring students.

To the extent possible, the district will allow transferring students to transfer to schools that have not been identified as low performing, under the State's ESSA accountability system. When a transfer school is not available within the school district, the district may seek arrangements for students to transfer to the nearest charter school or neighboring district; however, this is not required. The district may take into account the needs and preferences of the affected students and parents.

3. Corrective Action Plan for a School Identified as Persistently Dangerous.

If a school in the district is identified by the NJDOE as persistently dangerous, the district will submit to the NJDOE documentation of compliance with the parent notification requirement and actions taken to complete the transfer arrangements for all students exercising the option by the first day of the school year. Additionally, the district is required to develop and submit for approval a corrective action plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The corrective action plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the SSDS. The NJDOE will provide the school with guidance for its corrective action plan, as well as monitor the school district's timely completion of the approved plan.

In the spring of each following year, the NJDOE will re-evaluate the status of a school identified as persistently dangerous. The NJDOE will review the school's progress towards completing its corrective action plan and compare the current year's incidents of violence, as reported on the SSDS, to the criteria for determining PDS. A school identified as maintaining the persistently dangerous designation will be notified by the NJDOE on or before July 31 of the respective year and will be required to submit for approval a revised corrective action plan by September 30 of that year, which will apply to the respective school year. The school district must inform all parents of enrolled students in the school of the designation within fifteen calendar days of the date of notice and offer them the option for their children to transfer to a safe public school by the beginning of the respective school year in accordance with 2. above.





A school no longer designated persistently dangerous will be notified on or before July 31 of the respective year. The persistently dangerous designation will be removed after one or more years contingent upon successful fulfillment of the criteria for removal, as determined by evidence of the school's progress toward successfully completing the approved corrective action plan, and evidence of incidents that no longer meet the criteria for determining PDS, described above, for one school year, the year in which the corrective action plan was in effect.

4. Procedures and Guidelines for Early Warning of Schools.

When a school meets the criteria set forth in this Policy for one year, the district will be informed of the types of offenses reported that have led to an early notification. This notification, on or before August 15 of each year, will be informational only. A school that no longer meets the criteria for PDS for one year will no longer be considered in early notification status. A school that meets the criteria for two consecutive years will move into early warning status outlined below.

If a school meets the criteria set forth in this Policy for two consecutive years, the district will be notified of the pattern of offenses on or before August 15 of each year. If notified, the district will develop and submit for approval a school safety plan to the NJDOE on or before September 30 of the same year, which will apply to the respective school year. The school safety plan, which must be completed in the format provided by the NJDOE, will describe how the school will reduce the number of incidents of violence as determined by the SSDS. The NJDOE will provide an early warning school with guidance for its school safety plan, as well as monitor the school's timely completion of the approved plan. A school receiving an "early warning" notice is not required to provide the transfer option to students.

In the spring of each following year, the NJDOE will reevaluate the school's progress towards completing its school safety plan and compare the current year's incidents of violence, as reported on the SSDS, to the criteria for determining PDS. The school will be notified of its status on or before July 31 of the respective year.

A school that no longer meets the criteria for PDS for one school year, the year in which the school safety plan was in effect, will no longer be required to submit a school safety plan.



A school that meets the criteria for PDS for a third consecutive year will be designated persistently dangerous and will be required to submit for approval a corrective action plan on or before September 30 of that year, which will apply to the respective school year and provide the transfer option to students in the school designated as persistently dangerous.

5. Schools Not Receiving ESSA Funds, but Meeting the Criteria for PDS.

School buildings and districts that are not part of a local education agency (LEA) that receives Federal funds under ESSA, but meet any one of the criteria for PDS will be contacted by the NJDOE and be required to develop and submit for approval a school safety plan on or before September 30 of the respective year. The school safety plan must be completed in the format provided by the NJDOE and describe how the school will reduce the number of incidents of violence as determined by the SSDS. The NJDOE will provide the school with guidance for its school safety plan, as well as monitor the school's timely completion of the approved plan.

### USCO Policy Provision II – Victims of Violent Criminal Offenses

The Unsafe School Choice Option provision under the ESSA requires a student who becomes a victim of a violent criminal offense, as determined by State law, while in or on the grounds of a public elementary or secondary school that the student attends, be allowed to attend a safe public elementary or secondary school within the district, including a public charter school.

The individual victim provision of this Policy attempts to fulfill the requirement for the school district to provide relief to students who have been victimized, while providing a school with a practical means for making determinations on incidents of victimization that are within the purview of the school district. The individual victim section of this Policy has been crafted to enable school staff to make reasonable determinations and actions regarding this Policy. The Superintendent will consult with the Board attorney and communicate with designated local and/or county law enforcement authorities, per the provisions of the *Uniform State Memorandum of Agreement Between Education and Law Enforcement Officials and N.J.A.C. 6A:16-6.2(b)13*, on questions and issues that arise in the implementation of the individual victims of violent criminal offenses section of this Policy.

1. Criteria for Determining Victims of Violent Criminal Offenses

The following criteria must be used to determine when an enrolled student has become a victim of a violent criminal offense while in or on the grounds of a public elementary or secondary school that the student attends. These criteria only apply to a student who has become a victim of one or more of the violent criminal offenses enumerated below:



A student is considered a victim of a violent criminal offense when:

- a. A referral has been made to law enforcement officials for suspicion that one of the violent criminal offenses enumerated below has occurred; and
- b. One or more of the following applies:
  - (1) Law enforcement officials have filed formal charges against the offender(s) for commission of the violent crime; or
  - (2) The offender(s) has received sanctions in accordance with the Board of Education's Code of Student Conduct; or
  - (3) The offender(s) either has not been identified or is not an enrolled student(s), but it is clear that the student (victim) has become a victim of a violent criminal offense based on objective indicators such as physical evidence, eyewitness testimony, and/or circumstantial evidence; or
  - (4) The pre-existence of a restraining order against the offender(s).

## 2. Procedures and Guidelines

Effective the first day of each school year, the district must be prepared to begin the transfer of any student who chooses to exercise the individual choice option provision. The district must offer, within fourteen calendar days of the incident, an opportunity to transfer to a safe public school within the district to any student who has become a victim of a violent criminal offense while in or on the grounds of a public school that the student attends. While the student must be offered the opportunity to transfer, the student may elect to remain at the school.

To the extent possible, the district will allow any transferring student to transfer to a school that has not been identified as low performing, under the State's ESSA accountability system. In addition, when a transfer school is not available within the district, the district may seek arrangements for a student to transfer to the nearest charter school or neighboring district; however, this is not required. The district may take into account the needs and preferences of the affected student and his or her parent(s). Transfers must occur within thirty days of the determination that the student was a victim of a violent criminal offense.



### 3. Violent Criminal Offenses

The violent criminal offenses under New Jersey statutes that apply to the individual victim provision of this Policy are identified and explained below. The offenses apply to completed offenses, as well as attempts to commit the offenses. The offenses and attempts to commit the offenses apply only when they occur in or on the school grounds, as defined in N.J.A.C. 6A:16-1.3, of the school that the student attends. The offenses apply whether they occur wholly or in part in or on the grounds of the school that the student attends. The offenses apply only to acts or attempts that are directed at a person (victim) or a group of specified individuals (victims), rather than acts that indiscriminately affect the entire school population or non-specified individuals or groups.

### 4. Applicable Violent Criminal Offenses

Below is a description of each applicable violent criminal offense that is based upon New Jersey statutes and references to statutory citations that provide complete explanations of each designated offense. The descriptions provided below are not intended to be a complete explanation of each offense or a substitute for the actual provisions of the authorizing statutes. Instead, the descriptions are provided as an aid in facilitating understanding of the general intent and practical applications of the violent criminal offenses that pertain to this Policy.

- a. Homicide [N.J.S.A. 2C:11-2] - A student is a victim of a homicide when he or she is the child, sibling or other relative of a decedent, resulting from someone purposely, knowingly or recklessly causing the death of the student's parent, sibling, or relative in or on school grounds.
- b. Assault [N.J.S.A. 2C:12-1(A)(1-3) and 2C:12-1(B)(1-4)] - A person is a victim of an assault when the actor: purposely, knowingly, or recklessly causes bodily injury to the victim; negligently, recklessly, knowingly, or purposely causes bodily injury to the victim with a deadly weapon; attempts by physical menace to put the victim in fear of imminent serious bodily injury; or knowingly points a firearm at or in the direction of the victim, whether or not the actor believes it to be loaded.
- c. Sexual Assault [N.J.S.A. 2C:14-2] - A student is a victim of a sexual assault when the student is a victim of an act of sexual contact when the victim is less than thirteen years old and the actor is at least four years older than the victim, or the student is a victim of an act of sexual penetration under any of the following circumstances:



- (1) The victim is less than thirteen years old.
  - (2) The victim is at least thirteen, but less than sixteen years old; and the actor is at least four years older than the victim.
  - (3) The victim is at least sixteen years old, but less than eighteen years old; and the actor has supervisory or disciplinary power over the victim.
  - (4) The actor uses physical force or coercion.
  - (5) The victim is one whom the actor knew or should have known was physically helpless, mentally defective, or mentally incapacitated.
- d. Bias Intimidation [N.J.S.A. 2C:16-1(A)] - A person is a victim of the crime of bias intimidation when an actor commits, attempts to commit, conspires with another to commit or threatens the immediate commission of an offense specified in Chapters 11 through 18 of Title 2C of the New Jersey Statutes; N.J.S.A. 2C:33-4; N.J.S.A. 2C:39-3; N.J.S.A. 2C:39-4 or N.J.S.A. 2C:39-5 in the following circumstances:
- (1) With a purpose to intimidate a victim or a group of specified victims because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or
  - (2) Knowing that the conduct constituting the offense would cause a victim or a group of specified victims to be intimidated because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or
  - (3) Under circumstances that caused any victim of the underlying offense to be intimidated and the victim, considering the manner in which the offense was committed, reasonably believed either that:
    - (a) The offense was committed with a purpose to intimidate the victim or any person or entity in whose welfare the victim is interested because of race, color, religion, gender, handicap, sexual orientation, or ethnicity; or



- (b) The victim or the victim's property was selected to be the target of the offense because of race, color, religion, gender, handicap, sexual orientation, or ethnicity.
- e. Terroristic Threat [N.J.S.A. 2C:12-3(A) and 2C:12-3(B)] - A person is a victim of a terroristic threat when the actor threatens to commit one of the violent criminal offenses enumerated under this Policy against the victim with the purpose to put the student in imminent fear of one of the violent crimes enumerated in this Policy under circumstances reasonably causing the victim to believe the immediacy of the threat and the likelihood that it will be carried out. The definition of terroristic threat applies to N.J.S.A. 2C:12-3(a) insofar as the threat was directed at a person (victim) or a group of specified individuals (victims).
- f. Robbery [N.J.S.A. 2C:15-1] - A person is a victim of a robbery when the actor, in the course of committing a theft, inflicts bodily injury; or uses force upon the victim; threatens the victim with or purposely puts the victim in fear of immediate bodily injury.
- g. Kidnapping [N.J.S.A. 2C:13-1] - A person is a victim of a kidnapping when the actor unlawfully removes the victim from the school or school grounds; or the actor unlawfully confines the victim with the purpose of holding the victim for ransom or reward as a shield or hostage; or the actor unlawfully removes the victim from the school or school grounds or a substantial distance from where he or she is found in school or on school grounds; or if the actor unlawfully confines a student for a substantial period of time with any of the following purposes: to facilitate commission of a crime or flight thereafter, or to inflict bodily injury on or terrorize the victim.
- h. Arson [N.J.S.A. 2C:17-1] - A person is a victim of arson when the actor purposely or knowingly starts a fire or causes an explosion in or on the grounds of a school whereby the victim or group of specified victims are in danger of death or bodily injury; or with the purpose of destroying or damaging the victim's or group of specified victim's property that is in the school or on school grounds.

## Miscellaneous Provisions of USCO

1. Transfer Time Period – PDS



The transfer will be temporary and will be in effect as long as the student's original school is identified as persistently dangerous.

## 2. Charter School Transfer Option

While ESSA permits affected students to be afforded the opportunity to attend a public charter school, in addition to a safe public elementary school or secondary school within the school district, the application of this provision in New Jersey is limited. Transfers to a charter school can only occur as a part of the charter school's "equal opportunity" selection process and among charter schools administered under the same managing authority (i.e., charter schools within the charter school district).

Since charter schools in New Jersey are considered public LEA's, pursuant to N.J.S.A. 18A:36A-3, operated independently of a local board of education, transfers may only take place among charter schools within the LEA. Therefore, students may be permitted to transfer to another charter school that is administered under the same managing authority of the charter school, but are not permitted to transfer to a school in the local public school district administered by a local board of education.

However, pursuant to N.J.S.A. 18A:36A-7, a charter school must be open to all students on a space available basis and may not discriminate in its admission policies or practices (although it may establish reasonable criteria to evaluate prospective students), and in accordance with N.J.S.A. 18A:36A-8, if there are more applications to enroll in the charter school than there are spaces available, the charter school must select students to attend using a random selection process for enrollment.

## 3. Funding Sources for USCO

The USCO statute does not authorize resources specifically to help cover USCO costs associated with transferring a student from a PDS. However, under certain circumstances Federal funds may be used. For example, ESEA Title IV, Part A [Section 4115(b)(2)(E)(v)] may be used to establish safe zones of passage to and from school to ensure that students travel safely on their way to school and on their way home. In addition, ESEA Title IV, Part A [Sections 5121(8) and 5131(12) and (25)] funds may be used to help cover costs such as tuition or transportation related to the USCO or expansion of public school choice.



4. Special Education Students

The district will provide transferred special education students with the program required by the student's Individualized Education Program (IEP).

5. Transfer Schools

In the event there is not another school within the school district for a transferring student, the district is not required to transfer the student to a school outside the school district.

The district will use the school choice option as one response to incidents of victimization. Additionally, the district will develop and implement appropriate strategies for addressing the circumstances that contribute to or support victimization, as well as consistently and proactively manage individuals who have victimized students. The district will promote the importance of school safety and respond to the needs of students and staff. Pursuant to the law, the district will provide an opportunity for students, parents and school district and law enforcement personnel to discuss methods for keeping schools safe from violence; to create school safety plans; and to recognize students in need of help. The district will organize activities to prevent school violence, including, but not limited to, age-appropriate opportunities for student discussion on conflict resolution, issues of student diversity and tolerance. Law enforcement personnel will be invited to join members of the teaching staff in the discussions. Programs shall also be provided for school district employees that are designated to help school district employees recognize warning signs of school violence and to instruct school district employees on recommended conduct during an incident of school violence.

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

Title VIII, Part F, Subpart 2, SEC. 8532  
Every Student Succeeds Act (ESSA) of 2015

Adopted: 15 September 2010  
Revised:





### 2415.30 TITLE I – EDUCATIONAL STABILITY FOR CHILDREN IN FOSTER CARE

The Federal Every Student Succeeds Act (ESSA), which reauthorized the Elementary and Secondary Education Act (ESEA), initiated protections for children in foster care that further enhanced the requirements of the Fostering Connections to Success and Increasing Adoptions Act of 2008 (Fostering Connections Act). These provisions require school districts to work with child welfare agencies to ensure the educational stability of children in foster care. New Jersey statutes support and implement Federal legislation and require New Jersey's child welfare agencies and school districts to collaborate and to keep children placed in foster care in the same school when their living placements change if remaining in that school is in the child's best interest. The educational stability of children in foster care is the joint responsibility of both the educational and child welfare systems.

The \_\_\_\_\_ shall be designated as the Board of Education's point of contact person for all matters related to the educational stability for children in foster care. The point of contact person for the school district shall not be the same person designated as the school district liaison for the education of homeless children.

For the purpose of this Policy, "child welfare agency" shall be the New Jersey Department of Children and Families.

For the purpose of this Policy, "foster care" means twenty-four hour substitute care for children placed away from their parents and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

For the purpose of this Policy, "school of origin" is the school district in which the child is enrolled at the time of placement in foster care or the school district of residence as per N.J.S.A. 30:4C-26 and N.J.S.A. 18A:7B-12.

A child in foster care shall remain in his/her school of origin if it is determined to be in the best interest of the child for the duration of time in foster care.

If a student attending the school district in accordance with the provisions of N.J.S.A. 18A:38-1 et seq. is placed in foster care, the school district contact person will collaborate with child welfare agencies to determine whether it is in the child's best interest to remain in the school district taking into consideration all factors relating to the child's best interest. These factors shall include the appropriateness of the current educational setting and proximity of placement (ESEA Section 1111(g)(1)(E)(i)). These factors may include, but are not limited to:



1. Preferences of the child;
2. Preferences of the child's parent(s) or educational decision maker(s);
3. The child's attachment to the school, including meaningful relationships with staff and peers;
4. The proximity of the resource family home to the child's present school;
5. The age and grade level of the child as it relates to the other best-interest factors;
6. The needs of the child, including social adjustment and well-being;
7. The child's performance, continuity of education, and engagement in the school the child presently attends;
8. The child's special education programming if the child is classified;
9. The point of time in the school year;
10. The child's permanency goal and likelihood of reunification;
11. The anticipated duration of the placement;
12. Placement of the child's sibling(s);
13. Influence of the school climate on the child, including safety;
14. The availability and quality of the services in the school to meet the child's educational and socioemotional needs;
15. History of school transfers and how they have impacted the child;
16. How the length of the commute would impact the child, based on the child's developmental stage;
17. Whether the child is a student with a disability under the Individuals with Disabilities Act (IDEA) who is receiving special education and related services or a student with a disability under Section 504 who is receiving special education or related aids and services and, if so, the availability of those required services in a school other than the school of origin; and



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2415.30/page 3 of 4

Title I – Educational Stability for Children in Foster Care

18. Whether the child is an English language learner (ELL) and is receiving language services, and, if so, the availability of those required services in a school other than the school of origin, consistent with Title VI and the Equal Educational Opportunities Act of 1974 (EEOA).

The school district's point of contact person will discuss these factors and will make every effort to gather meaningful input and participation from the relevant parties, including appropriate school personnel, in the best-interest determination.

Eligible students with disabilities retain their right to receive a free appropriate public education in the least restrictive environment. When making a best-interest determination regarding the educational placement of a student with a disability under IDEA and Section 504, the Board must ensure that all required special education and related services are provided in the least restrictive placement where the child's unique needs, as described in the student's Individualized Education Program (IEP) or Section 504 Plan, can be met. The school district will identify and assess all potential ELL students and provide all ELL students, including ELL students in foster care, with a language assistance program that is educationally sound and proven successful. When a best-interest determination is made for an ELL student in foster care, the Board of Education will comply with its obligations under Title VI and the EEOA.

To the extent feasible, a child shall remain in his/her school of origin until a final best-interest determination is made. The child welfare agency will notify the school district of origin of the child's school placement after collaboration with the Board of Education's point of contact person and after the child's best-interest determination has been made. If a change of school is recommended by the child welfare agency, the new school shall immediately contact the school of origin to obtain relevant academic and other records of the foster care child. The financial responsibility for the payment of tuition for a foster care child placed outside the school district of origin and attending school outside the school district of origin shall be determined by the Commissioner of Education in accordance with N.J.S.A. 18A:7B-12 – Determination of District of Residence.

A foster care child who has been placed in this district and exits foster care during the school year [ \_\_\_ will \_\_\_ will not] be permitted to continue in this school district for the remainder of the school year.

In the event there is a disagreement regarding school placement for a child in foster care, the school district will comply with the legal requirements for resolving the dispute. A parent can appeal a best-interest determination whenever the child changes schools.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2415.30/page 4 of 4

Title I – Educational Stability for Children in Foster Care

Children placed in foster care outside the school district of origin, attending a school in that district, will be provided transportation to and from school in accordance with N.J.A.C. 6A:27-6.1 et seq. and the Transportation Policy of that district. The district of origin is financially responsible for transportation costs to and from school.

Children placed in foster care outside the school district of origin, but remaining in a school within the school district of origin, shall receive transportation to and from school on a “cost-efficient” manner and in accordance with Section 475(4)(A) of the Social Security Act for the duration of the time the child is in foster care. The district of origin is financially responsible for transportation costs to and from school.

The cost of transportation shall not be considered when determining the best interest of the child.

Section 475(4)(A) of the Social Security Act provides guidance on “cost-effective” transportation as it relates to the cost of reasonable travel for foster care children placed outside the school district of origin to their school of origin indicating: the child may be dropped off at a bus stop just within the school district of origin to be transported to a school in the district of origin; the school district may offer a public transportation option; the foster care parents or other families may be willing to drive the child to school in the school district of origin; the school district may utilize pre-existing bus routes or stops close to the out-of-district foster care placement that cross school district boundaries; or the foster care child may be eligible for transportation under other Federal or State requirements.

In the event there is a disagreement regarding transportation for a child in foster care, the school district will comply with the New Jersey Department of Education requirements for resolving the dispute. The Board of Education shall provide or arrange for adequate and appropriate transportation for foster care children while any disputes are being resolved.

In all cases regarding student data and records, the Board of Education will comply with all statutory requirements to protect student privacy, including Family Education Rights and Privacy Act (FERPA), and all other privacy requirements under Federal laws, State statutes, and administrative codes.

N.J.S.A. 18A:7B-12

N.J.S.A. 30:4C-26

New Jersey Department of Education Memorandum dated October 4, 2016 –

Ensuring Educational Stability for Children in Foster Care

United States Departments of Education and Health and Human Services – Non-Regulatory Guidance - Ensuring Educational Stability for Children in Foster

Care – June 23, 2016

Adopted:



### 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

The Board of Education directs the establishment and implementation in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2. The Board adopts this appropriate multidisciplinary team approach for planning and delivering the services required under N.J.A.C. 6A:16-8.

Students who are experiencing learning, behavior, or health difficulties shall be referred to the school's Intervention and Referral Services (I&RS) Team. The intervention and referral services shall be provided to aid students in the general education program and may be provided for students who have been determined to need special education programs and services pursuant to N.J.A.C. 6A:16-8.1(a). The intervention and referral services provided for students who have been determined to need special education programs and services shall be coordinated with the student's Individualized Education Program Team, as appropriate.

The functions of the system of intervention and referral services in each school building which general education students are served shall be pursuant to N.J.A.C. 6A:16-8.2(a) and as outlined in Regulation 2417.

Records of all requests for assistance, all intervention and referral services action plans, and all related student information shall be maintained in accordance with Federal and State laws and regulations and New Jersey administrative code pursuant to N.J.A.C. 6A:16-8.2(a)9.

The I&RS Team shall review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate.

At a minimum, the I&RS Team shall annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2417/page 2 of 2  
Student Intervention and Referral Services

At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. This report shall be provided to the Superintendent of Schools.

N.J.A.C. 6A:14; 6A:16-8.1; 6A:16-8.2

Adopted: 15 September 2010  
Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2417/page 1 of 4  
Student Intervention and Referral Services  
M

### R 2417 STUDENT INTERVENTION AND REFERRAL SERVICES

- A. Establishment of Intervention and Referral Services
1. The Superintendent will establish and implement in each school building in which general education students are served, a coordinated system for planning and delivering intervention and referral services designed to assist students who are experiencing learning, behavior, or health difficulties, and to assist staff who have difficulties in addressing students' learning, behavior, or health needs in accordance with the requirements of N.J.A.C. 6A:16-8.1 and 6A:16-8.2.
- B. Functions of Intervention and Referral Services
1. The Principal in each school building in which general education students are served will establish an Intervention and Referral Services (I&RS) Team. The I&RS Team will be comprised of the following:
    - a. The Principal or a member of the teaching staff other than a special education teaching staff member, who is appointed by the Principal to act on his/her behalf and with his/her authority, shall act as chairperson;
    - b. A member of the Child Study Team (CST) or an educational services staff member;
    - c. The staff member who referred the student in need of assistance or identified a school issue for discussion; and
    - d. Such other school staff members as may effectively aid in the development and implementation of the assistance plan for a particular student.
  2. The district will provide support, guidance, and professional development to school staff members who participate in each school's system for planning and providing intervention and referral services.
- C. Student Referral
1. A student not known to have a disability who is experiencing learning, behavior, or health difficulties shall be referred to the I&RS Team. This referral may be made by any school staff member or by the student's parent. The student's parent shall be informed of any such referral.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2417/page 2 of 4  
Student Intervention and Referral Services

- a. The district will provide support, guidance, and professional development to school staff members on identifying student learning, behavior, and health difficulties.
  2. When it appears that a referred student may have a disability, the I&RS Team shall refer the student to the CST for evaluation pursuant to Policy 2460 for a determination of the student's eligibility for special education and/or related services.
  3. The I&RS Team shall consult with the student's teacher(s), parent, and any school staff member as appropriate to identify and collect information on the learning, behavior, and health difficulties of the student.
  4. The school nurse may be requested to review the student's health records and inform the Principal of any health condition relevant to the student's difficulties. Any information regarding any infection with HIV virus or AIDS may be released only with the written permission of the adult student or the student's parent.
  5. As appropriate, the I&RS Team may consult with community-based social and health agencies that provide services to the student or the student's family.
  6. The I&RS Team shall determine if the student's learning, behavior, and/or health difficulties may be helped with a written action plan.
- D. Intervention and Referral Services Action Plans
1. The I&RS Team shall develop and implement a written action plan for referred students that provide for appropriate school or community interventions or referrals to school and community resources, based on collected data and desired outcomes for the identified learning, behavior, or health difficulties.
  2. The intervention and referral services action plan shall:
    - a. Detail any modifications in the student's educational program which will include, but not be limited to, support and guidance to the student's teacher(s);
    - b. List the persons who will implement the action plan;
    - c. Include any recommendations for assessment and referral to specified school or community-based social and/or health provider agencies;





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2417/page 3 of 4

Student Intervention and Referral Services

- d. Document parental notification of the student's referral and any change in educational placement or the withholding of parental notification because child abuse was suspected or Federal rules mandated confidentiality in an alcohol or drug related matter;
  - e. Involve the student's parent in the development and implementation of any intervention and referral services action plan by being offered an opportunity to provide input in the development and implementation of the action plan;
  - f. Identify the I&RS Team member(s) who will coordinate the access to and delivery of school resources and services for achieving outcomes identified in the intervention and referral services action plan; and
  - g. Identify the I&RS Team member(s) who will coordinate the services of community-based social and health provider agencies and other community resources for achieving outcomes identified in the intervention and referral services action plan.
3. The implementation and effectiveness of each intervention and referral services action plan shall be reviewed by the I&RS Team within eight calendar weeks from the beginning of its implementation. The I&RS Team shall consult the referring school staff member and any other school staff members to assess the effectiveness of the plan.
    - a. If the action plan is not achieving the identified outcomes, the plan shall be modified to achieve the outcomes, as appropriate. If the review indicates the student may have a disability, the student shall be referred to the CST.
  4. The I&RS Team may review any intervention and referral services action plan throughout the school year. However, at a minimum, the I&RS Team shall annually review all intervention and referral services action plans and the actions taken as a result of the school building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2417/page 4 of 4  
Student Intervention and Referral Services

### E. Annual Report

1. At the end of the school year, the Principal shall, in consultation with the I&RS Team, develop a report on the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral services action plans. The report shall also include:
  - a. A description of the needs and issues identified through referrals to the I&RS Team;
  - b. An identification and analysis of significant needs and issues that could facilitate school planning for the subsequent year;
  - c. A description of activities planned in response to the needs and issues significant in school planning; and
  - d. Any other information the Principal or the I&RS Team determine would be beneficial to improving the school's system for planning and delivering intervention and referral services designed to assist students.
2. The Principal's report shall be provided to the Superintendent.

Issued: 15 September 2010  
Revised:



### 2418 SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

The Board will comply with Section 504 of the Rehabilitation Act of 1973, the purpose of which is to eliminate discrimination on the basis of disability in any program or activity receiving Federal financial assistance.

#### Guarantee of Rights

The Board will provide a free appropriate public education to each student with a disability regardless of the nature or severity of the disability.

The Board will make reasonable accommodations to ensure that no student with a disability, solely on the basis of the disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board, including participation in non-academic and extracurricular services and activities.

The administration will undertake to identify and locate all students with disabilities between the ages of three and twenty-two, who are residing within the district, but not receiving a public school education. The administration will take steps to notify such students and their parents of the district's duty to provide accommodations for students with disabilities as well as procedures to determine eligibility for such accommodations.

#### Educational Setting

The Board will ensure that a student with a disability participates with nondisabled students in activities and services to the maximum extent appropriate to the needs of the student with a disability.

The school administration will place a student with a disability in the regular educational environment within the district unless the district demonstrates that the education of the student with a disability in the regular environment with the use of supplementary aids and services cannot be achieved satisfactorily.

#### Evaluation and Placement

The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need accommodations, special education, and/or related services because of a disability. Evaluations may include, but are not limited to, a review of work samples, direct observation, interviews, and/or administration of assessment measures.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2418/page 2 of 2

Section 504 of the Rehabilitation Act of 1973 - Students

### Enforcement

The \_\_\_\_\_ is designated by the Board as the District 504 Coordinator for matters dealing with Section 504 of the Rehabilitation Act of 1973 and can be contacted at the following address or telephone number:

Office Address:

\_\_\_\_\_

\_\_\_\_\_

Telephone:

\_\_\_\_\_

### Procedural Safeguards

The district will establish and implement a system of procedural safeguards with respect to the identification, evaluation, or provision of services under Section 504. This system includes notice, an opportunity for the parent to examine relevant records, an impartial hearing with the opportunity for participation by the parent and representation by counsel, and a review procedure. These procedural safeguards shall be in accordance with N.J.A.C. 6A:14 et seq., Policy 2460, Regulation 2460.8, and/or the grievance procedures outlined in Regulation 2418.

### Notice

The Board will notify members of the community that the Board does not discriminate on the basis of a disability in violation of Section 504 of the Rehabilitation Act of 1973. Policy and Regulation 2418 may be reprinted in part or in full and distributed to serve as adequate notice.

### State or Local Law

The obligation to comply with the Rehabilitation Act of 1973 is not obviated or alleviated by the existence of any State or local law or other requirement that, on the basis of disability, imposes prohibitions or limits upon the eligibility of a student with a disability to receive services.

29 U.S.C. 794 (Section 504 Rehabilitation Act of 1973)

20 U.S.C. 1401 et seq. (Individuals with Disabilities Education Act)

42 U.S.C. 12101 (Americans with Disabilities Act of 1990, as amended)

Adopted:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 1 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

M

### R 2418 SECTION 504 OF THE REHABILITATION ACT OF 1973 - STUDENTS

It is the policy of the Board of Education that no qualified student with a disability will, solely on the basis of disability, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any program or activity sponsored by this Board. The Board will also comply with the Individuals with Disabilities Education Act through the implementation of Policy 2460 and Regulations 2460 through 2460.16.

#### A. Definitions

1. "Accommodation" means a change in the educational setting, instructional strategies, materials, and/or supplementary/related aids and services that does not significantly alter the content of the curriculum or level of expectation for a student's performance, but which allows the student to access the regular general education curriculum.
2. "Act" means the Rehabilitation Act of 1973.
3. "Aids and Services" means aids and services designed to meet the individual student's educational needs to the same extent as the needs of students without disabilities are met. 34 CFR §104.33
4. "Board" means the Board of Education of this school district.
5. "Complainant" means a parent of a student with a disability who files a grievance in accordance with the grievance procedure.
6. "Day" means either calendar or working day, as specified in the Act.
7. "Disability" means, with respect to an individual, that the individual meets one or more of the following three prongs:
  - a. A physical or mental impairment that substantially limits one or more of the major life activities of such individual;
  - b. A record of such an impairment; or
  - c. Being regarded as having such an impairment.
8. "District" means this school district.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 2 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

9. "District 504 Coordinator" means the district official responsible for the coordination of activities relating to compliance with the Act.
10. "FAPE" means free appropriate public education. FAPE consists of the provision of regular or special education and related aids and services designed to meet the educational needs of a student with a disability to the same extent as the needs of non-disabled students are met.
11. "Grievance" means an unresolved problem concerning the interpretation or application of law and regulations regarding discrimination by reason of a disability by an officer or employee of this district.
12. "Individuals with Disabilities in Education Act" (IDEA) identifies eligible children and young adults who have specific types of disabilities and, thus, require special education and related services. If they qualify, students receiving services through IDEA may also be eligible for services under Section 504 and ADA.
13. "Major life activities" means those of central importance to daily life and include, but are not limited to, functions such as: caring for one's self, performing manual tasks, walking, seeing, hearing, eating, sitting, writing, standing, reaching, lifting, sleeping, bending, speaking, breathing, reading, concentrating, thinking, communicating, interacting with others, learning, and working. "Major life activities" also include physical or mental impairments that substantially limit the operation of a major bodily function, including, but not limited to: functions of the immune system, special sense organs and skin, normal cell growth, and digestive, genitourinary, bowel, bladder, neurological, brain, respiratory, circulatory, cardiovascular, endocrine, hemic, lymphatic, musculoskeletal, reproductive systems, and the operation of an individual organ within a body system. 28 CFR §35.108; 28 CFR §36.105
14. "Mitigating measures" means steps taken to eliminate or reduce the symptoms or impact of an impairment. "Mitigating measures" include, but are not limited to: medication; medical equipment/appliances; mobility devices; low vision devices (not including ordinary eyeglasses or contact lenses); prosthetics (including limbs and devices); hearing aids, cochlear implants, or other implantable hearing devices; oxygen therapy equipment and supplies; the use of assistive technology; reasonable modifications or auxiliary aids or services; learned behavioral or adaptive neurological modifications; and psychotherapy, behavioral, or physical therapies. 42 U.S.C. 126 §12102



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 3 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

- a. Mitigating measures, must not be used when determining whether an impairment is a disability except for the use of corrective eyeglasses or contact lenses. Mitigating measures may be considered in assessing whether someone is entitled to reasonable accommodation or poses a direct threat.
15. "Physical or mental impairment" means any physiological disorder or condition such as, cosmetic disfigurement or anatomical loss affecting one or more body systems, such as neurological, musculoskeletal, special sense organs, respiratory (including speech organs), cardiovascular, reproductive, digestive, genitourinary, immune, circulatory, hemic and lymphatic, skin, and endocrine; or any mental or psychological disorder such as intellectual disability, organic brain syndrome, emotional or mental illness, and specific learning disabilities. 28 CFR §35.108(b)(2) and 28 CFR§36.105(b)4
- a. Physical or mental impairments may include, but are not limited to: contagious and noncontagious diseases and conditions; orthopedic, visual, speech, and hearing impairments; cerebral palsy; epilepsy; muscular dystrophy; multiple sclerosis; cancer; heart disease; diabetes; intellectual disability; emotional illness; dyslexia and other specific learning disabilities; Attention Deficit Hyperactivity Disorder (ADHD); Human Immunodeficiency Virus (HIV) (whether symptomatic or asymptomatic); tuberculosis; drug addiction; and alcoholism.
  - b. Physical or mental impairments do not include: transvestism; transsexualism; homosexuality or bisexuality; gender identity disorders; sexual behavior disorders; pedophilia; exhibitionism; environmental, cultural, and economic disadvantages; pregnancy; physical characteristics; personality traits or behaviors; normal deviations in height, weight, or strength; compulsive gambling; kleptomania; pyromania; and psychoactive substance use disorders resulting from current illegal use of drugs.
  - c. An impairment that is episodic or in remission may be considered a "disability" if it would substantially limit a major life activity when active.
  - d. Not all impairments are disabilities.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 4 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

16. "Qualified student with a disability" means a student with a disability at the preschool, elementary, or secondary level, who is: (1) of an age at which students without disabilities are provided educational services; (2) of an age at which it is mandatory under State law to provide educational services to students with disabilities; or (3) a student to whom a State is required to provide a free appropriate public education under the Individuals with Disabilities Education Act (IDEA).
17. "Record of such an impairment" means has a history of, or has been misclassified as having a mental or physical impairment that substantially limits one or more major life activities.
18. "Regarded as having an impairment" means the individual establishes that he or she has been subjected to a prohibited action because of an actual or perceived physical or mental impairment, whether or not that impairment substantially limits or is perceived to substantially limit a major life activity.
  - a. For this prong only, the public entity must demonstrate the impairment is or would be both transitory (lasting or expected to last six months or less) and minor to show an individual is not regarded as having such an impairment. 42 U.S.C. 126 §12102(3)(B)
  - b. A public entity is not required to provide a reasonable modification to an individual meeting the definition of "disability" solely under the "regarded as" prong.
19. "Section 504" means Section 504 of the Act.
20. "Student" means an individual enrolled in any formal educational program provided by the school district.
21. "Substantially limits" means the extent to which the impairment limits a student's ability to perform a major life activity as compared to most people in the general population, whether or not an individual chooses to forgo mitigating measures. 42 U.S.C. 126 §12102 (4); 28 CFR §35.108(d); 28 CFR §35.105(d) The rules of construction when determining whether an impairment substantially limits a student in a major life activity include:
  - a. That it is broadly construed in favor of expansive coverage, to the maximum extent permitted under the Act.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 5 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

- b. That it does not demand extensive analysis.
  - c. That it substantially limits one major life activity, but not necessarily other major life activities.
  - d. That it may be episodic or in remission, as long as the disability would substantially limit a major life activity when active.
  - e. That it need not prevent, or significantly or severely restrict, an individual from performing a major life activity.
  - f. That it requires an individualized assessment which does not create an "inappropriately high level of limitation" and is based upon the conditions, manner, or duration under which the individual can perform the major life activity 42 U.S.C. 12102(4)(B).
  - g. That it generally will not require scientific, medical, or statistical evidence (although such evidence can be required where appropriate - evidence that can be considered may include statements or affidavits of affected individuals and school records).
  - h. That the determination is made without regard to ameliorative effects of mitigating measures, except for the use of ordinary eyeglasses or contact lenses intended to fully correct visual acuity or eliminate refractive error. Non-ameliorative effects, such as the negative side effects of medication or a medical procedure, may also be considered.
  - i. That the effects of an impairment lasting or expected to last less than six months can be substantially limiting for establishing a disability under the first two prongs: "actual disability" or "record of".
- B. District 504 Coordinator - 34 C.F.R. §104.7(a)
- 1. The District 504 Coordinator will be responsible for the initial evaluation of all allegations, reasonable accommodations (if required), and re-evaluations.
  - 2. The District 504 Coordinator will comply with the mediation and due process requirements pursuant to N.J.A.C. 6A:14-2.6 and 6A:14-2.7 where applicable in cases arising from Section 504.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 6 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

### C. Educational Program

#### 1. General:

- a. The Board will not, on the basis of a disability, exclude a student with a disability from a program or activity and will take into account the needs of such student in determining the aid, benefits, or services to be provided under a program or activity.
- b. Identification for special education services under IDEA and accommodations under Section 504 are not mutually exclusive.
- c. Students not otherwise eligible for special education programs and/or related services pursuant to N.J.A.C. 6A:14-1 et seq. may be referred to the District 504 Coordinator by the parent or staff member.
- d. The Board will provide reasonable accommodation(s) to students with disabilities notwithstanding any program and/or related services required pursuant to N.J.A.C. 6A:14-1 et seq.

### D. Free Appropriate Public Education (FAPE) - 34 CFR §104.33

1. FAPE must be provided without cost to the student's parent, except for those fees imposed on a parent of a non-disabled student.
2. The district may place a student with a disability in or refer such student to a program other than one it operates as its means of carrying out the provisions of this Regulation.
  - a. The district will continue to maintain responsibility for ensuring the requirements of the Act are met in respect to any student with a disability so placed or referred.
  - b. The district will ensure adequate transportation to and from the program, provided at no greater cost than would be incurred by the parent if the student were placed in a program operated by the district.
    - (1) The administration will consider the proximity of any alternative setting to the student's home.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 7 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

- (2) If a public or private residential placement is necessary to provide FAPE to a student with a disability, the placement, including non-medical care, room, and board, shall be provided at no cost to his/her parent.

### E. Evaluation and Placement - 34 CFR §104.35

1. The Board will establish standards and procedures for initial evaluations and periodic re-evaluations of students who need or are believed to need special education and/or related services on the basis of disability.
  - a. Section 504 evaluations may encompass record and work sample review; direct observation in the natural setting; interviews with the student, parent, and school personnel; and/or administration of assessment measures. They do not include independent evaluations.
  - b. It may be determined that additional data is required, including the administration of formal standardized instruments and data on conditions in remission or episodic in nature. Tests and other evaluation materials must meet the following criteria:
    - (1) Validated for the specific purpose for which they are used and administered by trained personnel;
    - (2) Tailored to assess specific areas of educational need and not merely those designed to provide a single intelligence quotient; and
    - (3) Accurately reflect aptitude or achievement or whatever else the tests purport to measure, rather than the student's impaired sensory, manual, or speaking skills (unless the test is designed to measure these particular factors).
2. In interpreting evaluation data and in making placement decisions, the district will:
  - a. Draw information from a variety of sources, including, but not limited to: aptitude and achievement tests, medical evaluations, teacher recommendations, physical condition, social and cultural background, and adaptive behavior;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 8 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

- b. Establish procedures to ensure that information obtained from all such sources is documented and carefully considered;
    - c. Ensure that placement decisions are made by a group of persons, including persons knowledgeable about the student, the meaning of the evaluation data, and placement options; and
    - d. Ensure that placement decisions are made in conformity with this Regulation and 34 CFR §104.34.
  3. The District 504 Coordinator will establish timelines for re-evaluations of students receiving reasonable accommodation(s). A parent may request a re-evaluation at any time upon written request to the District 504 Coordinator.
  4. Copies of requests for evaluation and related documents will be maintained in a designated Section 504 file folder placed in the student's cumulative record.
- F. Section 504 and Special Education
  1. A student who qualifies for Section 504 services may not qualify for special education under IDEA; likewise, a student who qualifies under IDEA may not qualify under Section 504.
  2. A referral for a Section 504 evaluation may be made concurrently with a pending special education evaluation. In such instances, the Section 504 evaluation should be conducted during the same timeline utilized for the special education assessment. Generally, the Section 504 evaluation should be conducted in less than sixty days.
  3. If a student is found eligible under Section 504 prior to the special education team's findings, a Section 504 Accommodation Plan will be developed pending the special education team's findings. If the student is then found eligible for special education, an Individualized Education Program (IEP) will be developed and the IEP team can incorporate into the IEP any accommodations/services provided in the Section 504 Accommodation Plan.
  4. A separate Section 504 team meeting will be convened when a student is identified as eligible for special education and no longer requires accommodations/services under Section 504.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 9 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

5. When an IEP team determines a student is not eligible or no longer eligible for special education, there may be circumstances when a Section 504 referral for evaluation may be appropriate and should be considered. The IEP team may document the student is being referred for a Section 504 evaluation, and the eligibility evaluation shall be addressed in a separate Section 504 team meeting.

### G. Section 504 Accommodation Plan

1. The District 504 Coordinator will assist in organizing a team of individuals responsible for receiving referral documents; securing evaluation information; and determining eligibility and appropriate accommodations, related aids or services for eligible students with disabilities. The team must be comprised of people who:
  - a. Are knowledgeable about the student;
  - b. Understand the meaning of evaluation data; and
  - c. Are familiar with placement options.
2. The District 504 Coordinator, based on the evaluation of the student eligible for services under Section 504, will prepare a Section 504 Accommodation Plan which may include as relates to the student:
  - a. Name;
  - b. Date of birth;
  - c. Current educational placement;
  - d. Name of the District 504 Coordinator preparing the Section 504 Accommodation Plan;
  - e. Disabling condition:
    - (1) Major life activity impaired;
    - (2) Educational impact; and
    - (3) Impact on related educational progress.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 10 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

- f. Accommodation (as appropriate):
    - (1) Physical and learning environment;
    - (2) Instructional;
    - (3) Behavioral;
    - (4) Evaluation;
    - (5) Medical; and/or
    - (6) Transportation.
  - g. Other:
    - (1) List of individuals participating in the development of the plan, along with their titles and the date(s) of their participation.
    - (2) Certification by the student's parent that he or she has participated in the development of the plan and provided consent to its implementation.
    - (3) A waiver of the fifteen days' notice prior to the implementation of the plan by the parent if the plan is to be implemented sooner than the fifteen days.
3. A Section 504 Accommodation Plan should not:
- a. Modify the curriculum;
  - b. Exempt a student from a course or subject required for graduation;
  - c. Alter the level of expectation for a student's performance;
  - d. Provide an extended time accommodation only for standardized testing when it is not required as part of the regular program of evaluation;
  - e. Include any testing accommodations unless authorized by the testing agency; and
  - f. Assign responsibility for implementing Section 504 accommodations to another student.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 11 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

4. A Section 504 Accommodation Plan should:
  - a. Directly relate to a student's identified needs;
  - b. Be specific, measurable, and tailored to meet students' identified needs to allow for consistent implementation;
  - c. Be written to incorporate specific symptoms, behavior, or triggers that elicit implementation of the accommodation or service if required only occasionally; and
  - d. Clearly state how much extended time is required based upon a student's identified needs, if the Section 504 team determines such an accommodation is appropriate.
  
5. Students needing medication:
  - a. Not all students needing medication administered by school staff will require a Section 504 Accommodation Plan. It is not necessary to qualify a student as having a disability that substantially limits a major life activity under Section 504 in order to provide a service that schools perform for all general education students.
  - b. A Section 504 referral with the potential for a subsequent Section 504 Accommodation Plan is appropriate when a student is found to have a disability that substantially limits a major life activity and needs medication administered on a systematic basis to receive equal access to the educational program.
  
- H. Nonacademic/Extracurricular Services - 34 CFR §104.37
  1. Nonacademic and Extracurricular Services may include counseling, physical recreational athletics, transportation, health services, recreational activities, special interest groups or school clubs, and/or referrals to agencies which provide assistance to students with disabilities and student employment.
  2. The Board and administration will ensure that students with disabilities are not counseled toward more restrictive career objectives than are nondisabled students with similar interests and abilities.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 12 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

3. The Board will provide to students with disabilities equal opportunity as afforded nondisabled students for participation in physical education courses, athletics, and similar programs and activities.
  - a. The district may offer students with disabilities physical education and athletic activities that are separate or different from those offered to nondisabled students only if the separation or differentiation is consistent with the requirements of 34 CFR §104.34 and only if no student with a disability is denied the opportunity to compete or to participate.

### I. Grievance Procedure - 34 CFR §104.7(b)

1. This grievance procedure shall apply to a student with a disability alleging discrimination under the provisions of Section 504 of the Rehabilitation Act of 1973.
2. The parent who believes his or her child has a valid basis for a grievance under Section 504 shall file an informal complaint in writing with the District 504 Coordinator stating the specific facts of the grievance and the alleged discriminatory act.
3. The District 504 Coordinator will make reasonable efforts to resolve the matter informally by reviewing the grievance with appropriate staff including, but not limited to: the Principal, Child Study Team staff, and/or classroom teacher(s).
4. The District 504 Coordinator will investigate and document the complaint including dates of meetings, dispositions, and date(s) of dispositions. The District 504 Coordinator will provide a written decision to the complainant within seven working days of the written complaint.
5. If the complainant is not satisfied with the District 504 Coordinator's written decision, the complainant may appeal the decision in writing, setting out the circumstances that give rise to the alleged grievance. This written appeal must be filed with the District 504 Coordinator within three working days of the complainant's receipt of the written decision. The written appeal must state the basis for the appeal and the remedy sought by the complainant.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2418/page 13 of 13

Section 504 of the Rehabilitation Act of 1973 - Students

6. The District 504 Coordinator will appoint a qualified hearing officer within seven working days of the receipt of the written appeal. The hearing officer will conduct a hearing within seven working days of receipt of the written appeal. The hearing officer will give the parent a full and fair opportunity to present evidence relevant to the issues raised under the initial grievance. The parent may, at his or her own expense, be assisted or represented by individuals of their choice, including legal counsel. The hearing officer will present a written decision to the District 504 Coordinator and aggrieved individual within seven working days of the hearing.
7. The complainant may file a written appeal to the Board if not satisfied with the hearing officer's decision provided the written appeal is submitted to the Superintendent within three working days of the complainant's receipt of the hearing officer's written decision. The Board may, but is not required to, conduct a Board hearing on the appeal.
8. The complainant may request mediation and due process in accordance with N.J.A.C. 6A:14-2.6 and 2.7 if unsatisfied with the written decision of the Board. If specifically requested by the parent, the aforementioned N.J.A.C. 6A:14-2.6 and 2.7 grievance procedures must be followed.

Adopted:



## 2422 HEALTH AND PHYSICAL EDUCATION

The Board of Education requires all students to participate in a comprehensive, sequential, health and physical education program aligned with the New Jersey Student Learning Standards (NJSLS) that emphasizes the natural interdisciplinary connection between wellness and health and physical education. The primary focus of the NJSLS is the development of knowledge and skills that influence healthy behaviors within the context of self, family, school, and the local and global community.

The NJSLS incorporate New Jersey statutes related to health and well-being of students in New Jersey schools. The following statutes incorporated into the NJSLS include, but are not limited to, the following requirements:

1. Accident and Fire Prevention (N.J.S.A. 18A:6-2) requires regular courses of instruction in accident and fire prevention.
2. Breast Self-Examination (N.J.S.A. 18A:35-5.4) requires offering instruction on breast self-examination for students in grades seven through twelve.
3. Bullying Prevention Programs (N.J.S.A. 18A:37-17) requires the establishment of bullying prevention programs.
4. Cancer Awareness (N.J.S.A. 18A:40-33) requires the development of a school program on cancer awareness by the Commissioner of Education.
5. Dating Violence Education (N.J.S.A. 18A:35-4.23a) requires instruction regarding dating violence in grades seven through twelve.
6. Domestic Violence Education (N.J.S.A. 18A:35-4.23) allows instruction on problems related to domestic violence and child abuse.
7. Gang Violence Prevention (N.J.S.A. 18A:35-4.26) requires instruction in gang violence prevention for elementary school students.
8. Health, Safety, and Physical Education (N.J.S.A. 18A:35) requires that all students in grades one through twelve participate in at least two and one-half hours of health, safety, and physical education each school week.



9. Drugs, Alcohol, Tobacco, Controlled Dangerous Substances, and Anabolic Steroids (N.J.S.A. 18A:40A-1) requires instructional programs on drugs, alcohol, anabolic steroids, tobacco, and controlled dangerous substances and the development of curriculum guidelines for each grade Kindergarten through twelve.
10. Lyme Disease Prevention (N.J.S.A. 18A:35-5.1 through 5.3) requires the development of Lyme Disease curriculum guidelines and training to all teaching staff members who instruct students with Lyme Disease.
11. Organ Donation (N.J.S.A. 18A:7F-4.3) requires information relative to organ donation to be given to students in grades nine through twelve.
12. Sexual Assault Prevention (N.J.S.A. 18A:35-4.3) requires the development of a sexual assault prevention education program by the Commissioner of Education for utilization by school districts.
13. Stress Abstinence (N.J.S.A. 18A:35-4.19 through N.J.S.A. 18A:35-4.22), also known as the "AIDS Prevention Act of 1999," requires sex education programs to stress abstinence.
14. Suicide Prevention (N.J.S.A. 18A:6-111 through 113) requires instruction in suicide prevention in public schools.
15. Cardiopulmonary Resuscitation (CPR)/Automated External Defibrillator (AED) (N.J.S.A. 18A:35-4.28 and 18A:35-4.29) requires public high schools and charter schools to provide instruction in cardiopulmonary resuscitation and the use of an automated external defibrillator to each student prior to graduation.
16. Sexually Explicit Images through Electronic Means (N.J.S.A. 18A:35-4.32 and 4.33) requires instruction, once during middle school, on the social, emotional, and legal consequences of distributing and soliciting sexually explicit images through electronic means.
17. Other Statutory or Administrative Codes. The Board will incorporate into its health and physical education curriculum any other requirements of the NJSLs in Comprehensive Health and Physical Education.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2422/page 3 of 3  
Health and Physical Education

In accordance with the provisions of N.J.S.A. 18A:35-4.7, any student whose parent presents to the Principal a signed statement that any part of the instruction in health, family life education, or sex education is in conflict with his/her conscience or sincerely held moral or religious beliefs shall be excused from that portion of the course where such instruction is being given and no penalties as to credit or graduation shall result.

The Board of Education must provide two and one-half hours of health, safety, and physical education courses in each school week, or proportionately less when holidays fall within the week. Recess period(s) shall not be used to meet the requirements of N.J.S.A. 18A:35-5, 7, and 8.

In accordance with N.J.S.A. 18A:35-4.31, the Board of Education shall provide a daily recess period of at least twenty minutes for students in grades Kindergarten through five. A recess period is not required on a school day in which the day is substantially shortened due to a delayed opening or early dismissal. The recess period shall be outdoors, if feasible. A student shall not be denied recess for any reason, except as a consequence of a violation of the school district's Code of Student Conduct, including a harassment, intimidation, or bullying (HIB) investigation pursuant to N.J.S.A. 18A:37-13 et seq. Students may not be denied recess more than twice per week for a violation of the Code of Student Conduct or HIB investigation and these students shall be provided restorative justice activities during the recess period. Restorative justice activities mean activities designed to improve the socioemotional and behavioral responses of students through the use of more appropriate and less punitive interventions thereby establishing a more supportive and inclusive school culture. The student's recess period should be scheduled in a manner that does not interfere with the implementation of a student's Individualized Education Program (IEP). School staff may deny recess for a student on the advice of a medical professional, school nurse, or the provisions of a student's IEP and/or 504 Plan.

A copy of the NJSLs for Comprehensive Health and Physical Education and all related curriculum/course guides and instructional material shall be available for public inspection in each school.

N.J.S.A. 18A:35-4.31; 18A:35-5; 18A:35-7; 18A:35-8

Adopted: 15 September 2010  
Revised:



## 2423 BILINGUAL AND ESL EDUCATION

The Board of Education will provide programs of bilingual education, English as a second language (ESL), and English language services for English language learners (ELLs) as required by law and rules of the State Board of Education. ELLs are those students whose native language is other than English and who have varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability pursuant to N.J.S.A. 18:35-15 to 26.

### Identification of ELLs

The Board will conduct a screening process to determine the native language of each ELL at the time of enrollment in the school district. A census shall be maintained of all identified students whose native language is other than English. The English language proficiency of each student whose native language is not English shall be determined by a screening process that includes the administration of a New Jersey Department of Education-approved English language proficiency test, an assessment of the student's level of reading in English, a review of the student's previous academic performance including their performance on standardized tests in English, and a review of the input of teaching staff members responsible for the educational program for ELLs.

### Program Implementation

The district shall provide the following programs:

1. An English language services program to improve the English language proficiency of ELLs whenever there are at least one, but fewer than ten ELLs enrolled in the school district. English language services shall be provided in addition to the regular school program;
2. An ESL program that provides at least one period of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled in the school district; and
3. A bilingual education program whenever there are twenty or more ELLs in any one-language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. Where the age range, grade span, and/or geographical location of eligible students makes a full-time bilingual program impractical, the Board may annually offer an instructional program alternative, provided a waiver for the alternative program has been requested and approval has been granted by the Department of Education. The Board may establish a program in bilingual education for any language classification with fewer than twenty students.



All teachers in these programs shall be appropriately certified in accordance with the requirements as outlined in N.J.A.C. 6A:15-1.9. Every student participating in a bilingual, ESL, or English language services program shall be entitled to continue such participation for a period of three years pursuant to N.J.S.A. 18A:35-19.

**Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry**

Students enrolled in a bilingual, ESL, or English language services program shall be assessed annually using a New Jersey Department of Education-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program. ELLs enrolled in a bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in the English-only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a New Jersey Department of Education-established standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum: classroom performance; the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.

In accordance with provisions of N.J.S.A. 18A:35-22.1, a parent may remove a student who is enrolled in a bilingual education program at any time; except that during the first three years of a student's participation in a bilingual education program, the parent may only remove the student at the end of each school year. If during the first three years of a student's participation in a bilingual education program, a parent wishes to remove the student prior to the end of each school year, the removal must be approved by the Executive County Superintendent of Schools. The parent may appeal the Executive County Superintendent's decision to the Commissioner of Education.

Newly exited students who are not progressing in the mainstream English program may be considered for re-entry to bilingual and ESL programs in accordance with the provisions of N.J.A.C. 6A:15-1.10(e)1 through (e)5.

When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the student's parent shall be informed by mail of the placement determination. A parent or teaching staff member who disagrees with the proposed placement may appeal the decision in writing to the Superintendent of Schools or designee, who



will provide a written explanation for the decision within seven working days. The complainant may appeal this decision in writing to the Board within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parent's written appeal to the Board. A complainant not satisfied with the Board's determination of the appeal may appeal to the Commissioner of Education.

### Parental Involvement

The parents of ELLs will be notified in accordance with the provisions of N.J.A.C. 6A:15-1.13 that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. Notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English. The notice must also include a statement that the parents have the option of declining their child's enrollment in a bilingual program, and shall be given an opportunity to do so if they choose.

The district will notify the parents of ELLs by mail within thirty days of the child's identification.

Parents shall receive progress reports of students enrolled in bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parents of other students enrolled in the district.

The Superintendent or designee will provide for the maximum practical involvement of parent(s) of ELLs in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs. A school district that implements a bilingual education program shall establish a parent advisory committee on bilingual education of which the majority membership will be parents of ELLs.

### Graduation

ELLs will qualify for graduation from high school in accordance with N.J.A.C. 6A:8-5.1(a) and Policy 5460.

### Program Plan

The Superintendent shall prepare and submit a plan for a bilingual, ESL, or English language services program every three years to the Board and the New Jersey Department of Education for approval in accordance with the provisions of N.J.A.C. 6A:15-1.6.

N.J.S.A. 18A:35-15 through 18A:35-25  
N.J.A.C. 6A:15-1.1 et seq.

Adopted: 15 September 2010  
Revised:



## R 2423 BILINGUAL AND ESL EDUCATION

### A. Definitions

1. "Bilingual education program" means a full-time program of instruction in all courses or subjects that a child is required by law or rule to receive, given in the native language of English language learners (ELLs) enrolled in the program and also in English; in the aural comprehension, speaking, reading, and writing of the native language of ELLs enrolled in the programs, and in the aural comprehension, speaking, reading, and writing of English; and in the history and culture of the country, territory, or geographic area that is the native land of the parents of ELLs enrolled in the program, and in the history and culture of the United States.
2. "Bilingual part-time component" means a program alternative in which students are assigned to mainstream English program classes, but are scheduled daily for their developmental reading and mathematics instruction with a certified bilingual teacher.
3. "Bilingual resource program" means a program alternative in which students receive daily instruction from a certified bilingual teacher in identified subjects and with specific assignments on an individual student basis.
4. "Bilingual tutorial program" means a program alternative in which students are provided one period of instruction from a certified bilingual teacher in a content area required for graduation and a second period of tutoring in other required content areas.
5. "Dual-language bilingual education program" means a full-time program of instruction in elementary and secondary schools that provides structured English language instruction and instruction in a second language in all content areas for ELL students and for native English speaking students enrolled in the program.
6. "Educational needs" means the particular educational requirements of ELLs; the fulfillment of which will provide them with equal educational opportunities.
7. "English as a second language (ESL) program" means a daily developmental second-language program of at least one period of instruction based on student language proficiency which teaches aural comprehension, speaking, reading, and writing in English using second language teaching techniques, and incorporates the cultural aspects of the student's experiences in their ESL instruction. A period is the time allocated in the school schedule for instruction in core subjects.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 2 of 12  
Bilingual and ESL Education

8. "English language development standards" means the 2012 Amplification of the English Language Development Standards, Kindergarten - Grade 12, incorporated herein by reference, as amended and supplemented, developed by the World-Class Instructional Design and Assessment (WIDA) Consortium. They are the standards and language competencies ELLs in preschool programs and elementary and secondary schools need to become fully proficient in English and to have unrestricted access to grade-appropriate instruction in challenging academic subjects. The standards are published by the Board of Regents of the University of Wisconsin System, on behalf of the WIDA Consortium ([www.wida.us](http://www.wida.us)) and are available for review at <http://www.wida.us/standards/eld.aspx>.
9. "English language learner" or "ELL" means a student whose native language is other than English. The term refers to students with varying degrees of English language proficiency in any one of the domains of speaking, reading, writing, or listening and is synonymous with limited English speaking ability as used in N.J.S.A. 18A:35-15 to 26.
10. "English language proficiency test" means a test that measures English language skills in the areas of aural comprehension, speaking, reading, and writing.
11. "English language services" means services designed to improve the English language skills of ELLs. The services, provided in school districts with less than ten ELLs, are in addition to the regular school program and are designed to develop aural comprehension, speaking, reading, and writing skills in English.
12. "Exit criteria" means the criteria that must be applied before a student may be exited from a bilingual, ESL, or English language services education program.
13. "High-intensity ESL program" means a program alternative in which students receive two or more class periods a day of ESL instruction. One period is the standard ESL class and the other period is a tutorial or ESL reading class.
14. "Instructional program alternative" means a part-time program of instruction that may be established by a Board of Education in consultation with and approval of the New Jersey Department of Education. All students in an instructional program alternative receive English as a second language.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 3 of 12  
Bilingual and ESL Education

15. "Native language" means the language first acquired by the student, the language most often spoken by the student, or the language most often spoken in the student's home regardless of the language spoken by the student.
16. "Parent(s)" for the purposes of Policy and Regulation 2423 means the natural parent(s) or the legal guardian(s), foster parent(s), surrogate parent(s), or person acting in the place of a parent with whom the student legally resides. When parents are separated or divorced, parent means the person(s) who has legal custody of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
17. "Review process" means the process established by the Board of Education to assess ELLs for exit from bilingual, ESL, or English language services programs.
18. "Sheltered English instruction" means an instructional approach used to make academic instruction in English understandable to ELLs. Sheltered English classes are taught by regular classroom teachers who have received training on strategies to make subject-area content comprehensible for ELLs.

### B. Identification of Eligible English Language Learners (ELLs)

1. The Superintendent of Schools will designate a teaching staff member(s) who will determine the native language of each ELL at the time of enrollment of the student in the school district. The district will:
  - a. Maintain a census indicating all students identified whose native language is other than English; and
  - b. Develop a screening process, initiated by a home-language survey, to determine which students in Kindergarten to grade twelve, of those whose native language is other than English, must be tested to determine English language proficiency. The screening shall be conducted by a bilingual/ESL or other certified teacher, and shall be designed to distinguish students who are proficient English speakers and need no further testing.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 4 of 12  
Bilingual and ESL Education

2. The district shall determine the English language proficiency of all Kindergarten to grade twelve students who are not screened out and whose native language is other than English, by administering a Department of Education-approved English language proficiency test, assessing the level of reading in English, reviewing the previous academic performance of students, including their performance on standardized tests in English, and reviewing the input of teaching staff members responsible for the educational program for ELLs. Students who do not meet the New Jersey Department of Education standard on a Department-approved language proficiency test and who have at least one other indicator shall be considered ELLs. The district shall also use age-appropriate methodologies to identify preschool ELLs to determine their individual language development needs.
- C. Bilingual Programs for English Language Learners (ELLs)
1. All Kindergarten through grade twelve ELLs enrolled in the district pursuant to N.J.S.A. 18A:7F-46 will be provided with all required courses and support services outlined in a. through g. below to prepare ELLs to meet the Core Curriculum Content Standards for high school graduation. This may include tutoring, after-school programs, summer programs, and remedial services as needed by ELLs. The district shall also provide appropriate instructional programs to eligible pre-school ELLs based on need according to the New Jersey Preschool Program Implementation Guidelines, 2015. The guidelines provide developmentally appropriate recommendations for good practice and are intended for school districts that provide preschool programs.
    - a. The Board of Education shall establish English language services designed to improve the English language proficiency of ELLs whenever there are at least one, but fewer than ten ELLs enrolled in the school district. English language services shall be provided in addition to the regular school program.
    - b. The Board of Education shall establish an ESL program that provides at least one period of ESL instruction based on student language proficiency whenever there are ten or more ELLs enrolled in the school district.
      - (1) An ESL curriculum that addresses the WIDA English language development standards shall be developed and adopted by the Board to address the instructional needs of ELLs.
      - (2) The ESL curriculum will be cross-referenced to the district's bilingual education and content area curricula to ensure that ESL instruction is correlated to all the content areas taught.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 5 of 12  
Bilingual and ESL Education

- c. The Board of Education shall establish bilingual education programs whenever there are twenty or more ELLs in any one-language classification enrolled in the school district pursuant to N.J.S.A. 18A:35-18. The bilingual education programs shall:
  - (1) Be designed to prepare ELLs to acquire sufficient English skills and content knowledge to meet the Core Curriculum Content Standards. All ELLs participating in the bilingual programs shall also receive ESL instruction;
  - (2) Include a curriculum that addresses the Core Curriculum Content Standards, the WIDA English language development standards, and the use of two languages. The bilingual education curriculum shall be adopted by the Board; and
  - (3) Include a full range of required courses and activities offered on the same basis and under the same rules that apply to all students within the school district.
- d. ELLs shall be provided with equitable instructional opportunities to participate in all non-academic courses necessary to meet the Core Curriculum Content Standards, including comprehensive health and physical education, the visual and performing arts, and career awareness programs. The instructional opportunities shall be designed to assist ELLs to fully comprehend all subject matter and demonstrate their mastery of the content matter.
- e. The Board of Education shall offer sufficient courses and other relevant supplemental instructional opportunities in grades nine through twelve to enable ELLs to meet the Core Curriculum Content Standards for graduation. When sufficient numbers of students are not available to form a bilingual class in a subject area, the Board shall develop plans in consultation with and approved by the New Jersey Department of Education to meet the needs of the students.
- f. The Board of Education shall design additional programs and services to meet the special needs of eligible ELLs and include, but not be limited to: remedial instruction through Title I programs; special education; school-to-work programs; computer training; and gifted and talented education services.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 6 of 12  
Bilingual and ESL Education

- g. The Board of Education may establish dual-language bilingual education programs in its schools and may make provisions for the coordination of instruction and services with the school district's world languages program. Dual-language bilingual education programs shall also enroll students whose primary language is English, and shall be designed to help students achieve proficiency in English and in a second language while mastering subject-matter skills. To the extent necessary, instruction shall be in all courses or subjects of study that allow students to meet all grade promotion and graduation standards. Where possible, classes in dual-language bilingual programs shall be comprised of approximately equal numbers of ELLs and of students whose native language is English.
2. The Board of Education may establish a program in bilingual education for any language classification with fewer than twenty students.

### D. Waiver Process Provided by Statute

The school district may request a waiver from N.J.A.C. 6A:15-1.4(d) to establish annually an instructional program alternative with the approval of the Department of Education when there are twenty or more students eligible for the bilingual education program in Kindergarten through grade twelve, and the school district is able to demonstrate that it would be impractical to provide a full-time bilingual program due to age range, grade span, and/or geographic location of eligible students.

1. Instructional program alternatives shall be developed in consultation with and approved annually by the Department of Education after review of student enrollment and achievement data. All bilingual instructional program alternatives shall be designed to assist ELLs to develop sufficient English skills and subject-matter skills to meet the Core Curriculum Content Standards.
2. The instructional program alternatives that shall be established include, but are not limited to: the bilingual part-time component; the bilingual resource program; the bilingual tutorial program; the sheltered English instruction program; and the high-intensity ESL program.
3. In the event the district implements program alternatives, the district shall annually submit student enrollment and achievement data that demonstrate the continued need for these programs.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 7 of 12  
Bilingual and ESL Education

- E. Department of Education Approval of Bilingual, ESL, or English Language Services Programs
1. Each school district providing a bilingual program, ESL program, or English language services shall submit a plan every three years to the New Jersey Department of Education for approval. At its discretion, the Department of Education may request modifications, as appropriate. Plans submitted by the school district for approval shall include information on the following:
    - a. Identification of students;
    - b. Program description;
    - c. Number of certified staff hired for the program;
    - d. Bilingual and ESL curriculum development;
    - e. Evaluation design;
    - f. Review process for exit; and
    - g. A budget for bilingual and ESL programs or English language services.
  2. The Department of Education will establish procedures for monitoring and evaluation of school district bilingual/ESL programs by means of its district and school accountability process.
- F. Supportive Services
1. Students enrolled in bilingual, ESL, or English language services programs shall have full access to educational services available to other students in the school district.
  2. To the extent that it is administratively feasible, supportive services to ELLs, such as counseling, tutoring, and career guidance, should be provided by bilingual personnel who are familiar with and knowledgeable of the unique needs and background of the ELLs and their parents.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 8 of 12  
Bilingual and ESL Education

### G. In-service Training

1. A plan shall be developed for in-service training for bilingual, ESL, and mainstream teachers; administrators who supervise bilingual/ESL programs; and administrators and any personnel who observe and evaluate teachers of ELLs. The plan shall include instructional strategies and appropriate assessments to help ELLs meet the Core Curriculum Content Standards and the WIDA English language development standards. All ESL and bilingual teachers shall receive training in the use of the ESL curriculum.
2. The Professional Development Plan of the school district shall include the needs of bilingual and ESL teachers, which shall be addressed through in-service training.

### H. Certification of Staff

All teachers in these programs will hold the following certifications:

1. Bilingual Classes - a valid New Jersey instructional certificate with an endorsement for the appropriate grade level and/or content area, as well as an endorsement in bilingual education pursuant to N.J.S.A. 18A:6-38 et seq. and 18A:35-15 to 26.
2. ESL Classes - a valid New Jersey instructional certificate in ESL pursuant to N.J.S.A. 18A:6-38 et seq. and N.J.A.C. 6A:9B-10.5.
3. English Language Services - a valid New Jersey instructional certificate.

### I. Bilingual, English as a Second Language, and English Language Services Program Enrollment, Assessment, Exit, and Re-entry

1. All ELLs from Kindergarten through grade twelve shall be enrolled in the bilingual, ESL, or English language services program established by the Board of Education as prescribed in N.J.A.C. 6A:15-1.4(b) through (e) and 1.5(a), and P.L. 1995, c. 59 and c. 327.
2. Students enrolled in the bilingual, ESL, or English language services program shall be assessed annually using a Department of Education-approved English language proficiency test to determine their progress in achieving English language proficiency goals and readiness for exiting the program.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2423/page 9 of 12

Bilingual and ESL Education

3. ELLs enrolled in the bilingual, ESL, or English language services program shall be placed in a monolingual English program when they have demonstrated readiness to function successfully in an English-only program. The process to determine the readiness or inability of the individual student to function successfully in the English-only program shall be initiated by the student's level of English proficiency as measured by a Department of Education-established standard on an English language proficiency test. The readiness of the student shall be further assessed on the basis of multiple indicators that shall include, at a minimum: classroom performance; the student's reading level in English; the judgment of the teaching staff member or members responsible for the educational program of the student; and performance on achievement tests in English.
4. A parent may remove a student who is enrolled in a bilingual education program pursuant to provisions in N.J.S.A. 18A:35-22.1.
5. Newly exited students who are not progressing in the mainstream English program may be considered for reentry to bilingual and ESL programs as follows:
  - a. After a minimum of one-half of an academic year and within two years of exit, the mainstream English classroom teacher may recommend retesting with the approval of the Principal.
  - b. A waiver of the minimum time limitation may be approved by the Executive County Superintendent upon request of the Superintendent if the student is experiencing extreme difficulty in adjusting to the mainstream program.
  - c. The recommendation for retesting shall be based on the teacher's judgment that the student is experiencing difficulties due to problems in using English as evidenced by the student's inability to: communicate effectively with peers and adults; understand directions given by the teacher; and/or comprehend basic verbal and written materials.
  - d. The student shall be tested using a different form of the test or a different language proficiency test than the one used to exit the student.
  - e. If the student scores below the State-established standard on the language proficiency test, the student shall be re-enrolled into the bilingual or ESL program.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 10 of 12  
Bilingual and ESL Education

6. When the review process for exiting a student from a bilingual, ESL, or English language services program has been completed, the district shall notify by mail the student's parent of the placement determination. If the parent or teaching staff member disagrees with the placement, he/she may appeal the placement decision in writing to the Superintendent or designee, who will provide a written explanation for the decision within seven working days of receiving the written appeal. The complainant may appeal this decision in writing to the Board of Education within seven calendar days of receiving the Superintendent's or designee's written explanation of the decision. The Board will review the appeal and respond in writing to the parent within forty-five calendar days of the Board's receipt of the parent's written appeal to the Board. Upon exhausting an appeal to the Board, the complainant may appeal to the Commissioner of Education pursuant to N.J.S.A. 18A:6-9 and N.J.A.C. 6A:3.

### J. Graduation Requirements for English Language Learners

All ELLs must satisfy requirements for high school graduation according to N.J.A.C. 6A:8-5.1(a).

### K. Location of Programs

All bilingual, ESL, and English language services programs shall be conducted within classrooms within the regular school buildings of the school district pursuant to N.J.S.A. 18A:35-20.

### L. Notification

1. The school district will notify by mail the parents of ELLs of the fact that their child has been identified as eligible for enrollment in a bilingual, ESL, or English language services program. The district shall issue the notification within thirty days of the child's identification. Notice shall include a statement that the parents may decline their child's enrollment in a bilingual program, and they shall be given an opportunity to do so if they choose. The notice shall be in writing and in the language in which the parent(s) possesses a primary speaking ability, and in English, and shall include the following information:

- a. Why the student was identified as an ELL;
- b. Why the student needs to be placed in a language instructional educational program that will help him or her develop and attain English proficiency and meet State academic standards;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 11 of 12  
Bilingual and ESL Education

- c. The student's level of English proficiency, how the level of English proficiency was assessed, and the student's academic level;
  - d. The method of instruction the school district will use to serve the student, including a description of other instruction methods available and how those methods differ in content, instructional goals, and the use of English and a native language, if applicable;
  - e. How the program will meet the student's specific needs in attaining English and meeting State standards;
  - f. The program's exit requirements, the expected rate of transition into a classroom not tailored for ELLs and, in the case of high school students, the expected rate of graduation; and
  - g. How the instructional program will meet the objectives of the individualized education program of a student with a disability.
2. The school district shall send progress reports to parent(s) of students enrolled in a bilingual, ESL, or English language services programs in the same manner and frequency as progress reports are sent to parents of other students enrolled in the school district.
  3. Progress reports shall be written in English and in the native language of the parent of students enrolled in the bilingual and ESL program unless the school district can demonstrate and document in the three-year plan required in N.J.A.C. 6A:15-1.6(a) that the requirement would place an unreasonable burden on the district.
  4. The school district shall notify the parent when a student meets the exit criteria and is placed in a monolingual English program. The notice shall be in English and in the language in which the parent possesses a primary speaking ability.
- M. Joint Programs

With the approval of the Executive County Superintendent of Schools on a case-by-case basis, a school district may join with another Board of Education to provide bilingual, ESL, or English language services programs.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2423/page 12 of 12  
Bilingual and ESL Education

### N. Parental Involvement

1. The Superintendent or designee will provide for the maximum practicable involvement of parents of ELLs in the development and review of program objectives and dissemination of information to and from the district Boards of Education and communities served by the bilingual, ESL, or English language services education programs.
2. A school district that implements a bilingual education program shall establish a parent advisory committee on bilingual education of which the majority will be parents of ELLs.

Issued: 15 September 2010  
Revised:



## 2431 ATHLETIC COMPETITION

The Board of Education recognizes the value of athletic competition as an integral part of the total school experience. Game activities and practice sessions provide opportunities to learn the values of competition and good sportsmanship.

For the purpose of this Policy, programs of athletic competition include all activities relating to competitive sports contests, games, events, or sports exhibitions involving individual students or teams of students when such events occur within or between schools within this district or with any schools outside this district. The programs of athletic competition shall include, but are not limited to, high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.

### Eligibility Standards

A student who wishes to participate in a program of athletic competition must submit, on a form provided by the district, the signed consent of his/her parent. The consent of the parent of a student who wishes to participate in a program of athletic competition will include an acknowledgment of the physical hazards that may be encountered in the activity.

Student participation in a program of athletic competition shall be governed by the following eligibility standards:

1. \_\_\_\_\_ A student in grades \_\_\_\_\_ through \_\_\_\_\_ is eligible for participation in school district sponsored programs of athletic competition if he/she passed all courses required for promotion or graduation in the preceding \_\_\_\_\_ (semester, marking period, or other).

\_\_\_\_\_ A student in grades \_\_\_\_\_ through \_\_\_\_\_ is eligible for participation in school district sponsored programs of athletic competition if he/she \_\_\_\_\_

\_\_\_\_\_ Home schooled children in grades \_\_\_\_\_ through \_\_\_\_\_ are (\_\_\_\_ eligible \_\_\_\_\_ not eligible) to participate in school district sponsored programs of athletic competition of this district.]



### [Options for All Students]

2. \_\_\_ A student in any grade must maintain a satisfactory record of attendance to be eligible for participation in school district sponsored programs of athletic competition. An attendance record is unsatisfactory if the number of unexcused absences exceed \_\_\_\_\_ school days in the ( \_\_\_ school year \_\_\_ marking period \_\_\_ semester \_\_\_ other \_\_\_\_\_ ) prior to the student commencing participation in school district sponsored programs of athletic competition.

\_\_\_ A student who is absent ( \_\_\_ with an excused absence \_\_\_ with an unexcused absence) for a school day may not participate in school district sponsored programs of athletic competition the afternoon or evening of that school day.

\_\_\_ A student who is serving an ( \_\_\_ in-school \_\_\_ out-of-school \_\_\_ in-school or out-of-school) suspension may not participate in school district sponsored programs of athletic competition while serving the suspension.]

### [Optional]

3. A student in any grade who fails to observe school rules for student conduct may forfeit his/her eligibility for participation in school district sponsored programs of athletic competition.]

Notice of the school district's eligibility requirements shall be available to students.

### Required Examinations – Interscholastic or Intramural Team or Squad

Students enrolled in grades six to twelve must receive a medical examination, in accordance with the provisions of N.J.S.A. 18A:40-41.7, prior to participation on a school-sponsored interscholastic or intramural team or squad and any cheerleading program or activity.

The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season with examinations being conducted at the medical home of the student. The "medical home" is defined as a health care provider and that provider's practice site chosen by the student's parent for the provision of health care pursuant to N.J.A.C. 6A:16-1.3. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility. The parent may choose either the school physician or their own private physician to provide this medical examination. The medical examination required prior to participation shall be in accordance with the requirements as outlined in N.J.A.C. 6A:16-2.2(h)1 and Regulation 2431.2 and shall be documented using the Preparticipation Physical Evaluation form required by the Department of Education.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2431/page 3 of 3  
Athletic Competition

The school district shall distribute the Commissioner of Education developed sudden cardiac arrest pamphlet to a student participating in or desiring to participate in an athletic activity, as defined in N.J.S.A. 18A:40-41.e., and the student's parent(s) shall each year and prior to participation by the student in an athletic activity comply with the requirements of N.J.S.A. 18A:40-41.d.

The school district shall annually distribute the Commissioner of Education developed educational fact sheet relative to use and misuse of opioid drugs for sports related injuries to parents of students who participate in athletic activities and comply with the requirements of N.J.S.A. 18A:40-41.10.

Information concerning a student's HIV/AIDS status shall not be required as part of the medical examination or health history pursuant to N.J.S.A. 26:5C-1 et seq. The health findings of this medical examination shall be maintained as part of the student's health record.

### Emergency Procedures

Athletic coaches shall be trained in first aid to include sports-related concussion and head injuries, the use of a defibrillator, the identification of student-athletes who are injured or disabled in the course of any athletic program or activity, and any other first aid procedures or other health related trainings required by law or the Superintendent.

The Superintendent shall prepare and present to the Board for its approval procedures for the emergency treatment of injuries and disabilities that occur in the course of any athletic program or activity. Emergency procedures shall be reviewed not less than once in each school year and shall be disseminated to appropriate staff members.

### Interscholastic Standards

The Board shall approve annually a program of interscholastic athletics and shall require that all facilities utilized in that program, whether or not the property of this Board, properly safeguard both players and spectators and are kept free from hazardous conditions.

The Board adopts the Constitution, Bylaws, Rules, and Regulations of the New Jersey State Interscholastic Athletic Association as Board policy and shall review such rules on a regular basis to ascertain they continue to be in conformity with the objectives of this Board.

N.J.S.A. 2C:21-11

N.J.S.A. 18A:11-3 et seq.; 18A:40-41; 18A:40-41.10

N.J.A.C. 6A:7-1.7(d); 6A:16-1.3; 6A:16-2.1 et seq.

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.1/page 1 of 4

Emergency Procedures for Athletic Practices and Competitions

M

### R 2431.1 EMERGENCY PROCEDURES FOR ATHLETIC PRACTICES AND COMPETITIONS

#### A. Definitions

1. "Programs of athletic competition" means all activities relating to competitive sports contests, games, events, or sports exhibitions involving individual students or teams of students when such events occur within or between schools within this district or with any schools outside this district. The programs of athletic competition shall include, but are not limited to, high school interscholastic athletic programs, middle school interscholastic athletic programs where school teams or squads play teams or squads from other school districts, intramural athletic programs within a school or among schools in the district, and any cheerleading program or activity in the school district.
2. "Health personnel" means the school nurse, the school medical inspector, the designated team doctor, a licensed physician, and members of the first aid squad or ambulance team.
3. "Parent" means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s) or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency who has legal custody of the student, as well as the natural or adoptive parent(s) of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.
4. "Student" means a student enrolled in this district and a student enrolled in any district who is present in this district for the purpose of participating in a program of athletic competition sponsored by the Board of Education.

#### B. Precautions

1. All coaches, including assistant coaches, will be trained in first aid to include sports-related concussions and head injuries, the identification of injured and disabled student athletes, and any other first aid procedures required by statute, administrative code, or by the Superintendent.
2. Athletic coaches are responsible at all times for the supervision of students to whom they have been assigned. Students shall not be left unattended at any time.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.1/page 2 of 4

### Emergency Procedures for Athletic Practices and Competitions

3. Students who participate in athletic competition shall be trained in proper athletic procedures, in the proper use of athletic equipment, and in the proper use of protective equipment and clothing.
4. Student athletes shall be required to report promptly to the athletic coach any injury or disability occurring to the student himself/herself or to another student.
5. First aid supplies and equipment shall be readily available at all athletic activities and shall be maintained in proper condition.
6. First aid and emergency medical procedures will utilize universal precautions in handling blood and body fluids as indicated in Policy and Regulation No. 7420 and Regulation No. 7420.1.
7. Health personnel, including but not limited to, the athletic trainer, school/team physician, and ambulance/first aid squad may be present at athletic activities and events as determined by the Superintendent.

#### C. Emergency Procedures

The following procedures shall be implemented whenever a student athlete is injured or disabled in the course of an athletic practice or competition sponsored by this district.

1. The athletic coach shall immediately notify the health personnel present at the activity and the health personnel shall assume responsibility for the emergency treatment of the student.
2. If no health personnel are present, or if none can be immediately summoned to the student's aid, the athletic coach shall administer such first aid as may be necessary.
3. If the student's injury or disability requires more than routine first aid, the athletic coach shall:
  - a. Summon emergency personnel by calling 911; or
  - b. Arrange for the student's transportation to the nearest hospital or the office of the school medical inspector.
4. The athletic coach or his/her designee shall promptly notify the Building Principal, the Superintendent, and the student's parent(s) or legal guardian(s) of the student's injury or disability and the condition and location of the student.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.1/page 3 of 4

### Emergency Procedures for Athletic Practices and Competitions

5. An injured or disabled student who has been transported away from school premises must be accompanied by the athletic coach, a member of the athletic department, a health professional, or other responsible adult known to the athletic coach.
6. These emergency procedures shall be followed when the injured or disabled student is a member of a visiting team or district. In the event the visiting team has health personnel or staff members present, every effort shall be made to cooperate with the health personnel and/or staff of the district in which the student is enrolled.

#### D. Reports

1. The athletic coach shall complete and file a report of every injury or disability that occurs to a student in the course of his/her participation in the athletic program of this district, regardless of the severity of the injury or disability. The report shall include:
  - a. The date of the incident;
  - b. The name, age, grade level, and gender of each injured or disabled student;
  - c. The district in which the student is enrolled;
  - d. The name and district of each student involved in the incident;
  - e. A narrative account of the incident;
  - f. A detailed description of the injury or disability;
  - g. The treatment given on school premises and the names of the health personnel, if any, who treated the student;
  - h. The place, if any, to which the student was taken and the persons who accompanied the student; and
  - i. A memorandum of the notice given to the student's parent(s) or legal guardian(s).
2. Copies of the report shall be filed with the school nurse and the Building Principal within twenty-four hours or by the end of the next school day after the incident.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.1/page 4 of 4

Emergency Procedures for Athletic Practices and Competitions

3. The Building Principal shall report the incident to the Superintendent, who may report the incident to the Board.
4. A copy of each report of an incident of student injury or disability that occurs in the course of athletic activities shall be maintained by the athletic director, who shall analyze reports for patterns that indicate a need for revision of the district's safety and/or athletics program. The athletic director shall report the findings of his/her analysis to the Superintendent at the close of each sport season.
5. The parent(s) or legal guardian(s) of each injured or disabled student will be given assistance in the completion and filing of insurance claim forms.

### E. Readmission to Athletic Activities

A student injured or disabled in the course of an athletic activity will be permitted to participate in athletic competition only on the written permission of the school medical inspector or designated team doctor, who must first examine the student to determine his/her fitness to participate in athletics. Written notice of that determination, signed by the school medical inspector or designated team doctor as appropriate, shall be given to the student's parent(s) or legal guardian(s). The prevention and treatment of suspected sports-related concussions and head injuries shall be in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. and Policy and Regulation 2431.4.

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.2/page 1 of 4

Medical Examination Prior to Participation on a School-Sponsored Interscholastic or Intramural Team or Squad  
M

### R 2431.2 MEDICAL EXAMINATION PRIOR TO PARTICIPATION ON A SCHOOL-SPONSORED INTERSCHOLASTIC OR INTRAMURAL TEAM OR SQUAD

Students are required to receive medical examinations in accordance with the provisions of N.J.S.A. 18A:40-41.7 and N.J.A.C. 6A:16-2.2(f) and (h). Each student medical examination shall be conducted at the medical home of the student. If a student does not have a medical home, the school district shall provide the examination at the school physician's office or other comparably equipped facility.

The school district shall ensure students receive medical examinations in accordance with N.J.A.C. 6A:16-2.2(h) and prior to participation on a school-sponsored interscholastic or intramural team or squad for students in grades six through twelve.

#### A. Required Medical Examination

1. The examination shall be conducted within 365 days prior to the first day of official practice in an athletic season and shall be conducted by a licensed physician, advanced practice nurse (APN), or physician assistant (PA).
2. The physical examination shall be documented using the Preparticipation Physical Evaluation (PPE) form developed jointly by the American Academy of Family Physicians, American Academy of Pediatrics, American College of Sports Medicine, American Medical Society for Sports Medicine, American Orthopaedic Society for Sports Medicine, and American Osteopathic Academy of Sports Medicine and is available online at, <http://www.state.nj.us/education/students/safety/health/records/athleticphysicalsform.pdf>, in accordance with N.J.S.A. 18A:40-41.7.
  - a. Prior to performing a preparticipation physical examination, the licensed physician, APN, or PA who performs the student-athlete's physical examination shall complete the Student-Athlete Cardiac Screening professional development module and shall sign the certification statement on the PPE form attesting to the completion, pursuant to N.J.S.A. 18A:40-41.d.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.2/page 2 of 4

Medical Examination Prior to Participation on a School-Sponsored Interscholastic or Intramural Team or Squad

- (1) If the PPE form is submitted without the signed certification statement and the school district has confirmed that the licensed physician, APN, or PA from the medical home did not complete the module, the student-athlete's parent may obtain a physical examination from a physician who can certify completion of the module or request that the school physician provides the examination.
  - b. The medical report shall indicate if a student is allowed or not allowed to participate in the required sports categories and shall be completed and signed by the original examining physician, APN, or PA.
  - c. An incomplete form shall be returned to the student's medical home for completion unless the school nurse can provide documentation to the school physician that the missing information is available from screenings completed by the school nurse or physician within the prior 365 days.
3. Each student whose medical examination was completed more than ninety days prior to the first day of official practice in an athletic season shall provide a health history update questionnaire completed and signed by the student's parent. The completed health history update questionnaire shall include information listed below as required by N.J.S.A. 18A:40-41.7.b. The completed health history update questionnaire shall be reviewed by the school nurse and, if applicable, the school athletic trainer and shall include information as to whether, in the time period since the date of the student's last preparticipation physical examination, the student has:
  - a. Been advised by a licensed physician, APN, or PA not to participate in a sport;
  - b. Sustained a concussion, been unconscious, or lost memory from a blow to the head;
  - c. Broken a bone or sprained, strained, or dislocated any muscles or joints;
  - d. Fainted or blacked out;
  - e. Experienced chest pains, shortness of breath, or heart racing;
  - f. Had a recent history of fatigue and unusual tiredness;





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.2/page 4 of 4

Medical Examination Prior to Participation on a School-  
Sponsored Interscholastic or  
Intramural Team or Squad

### C. Use and Misuse of Opioid Fact Sheet

The school district shall annually distribute to the parents of student-athletes participating in an interscholastic sports program or cheerleading program the educational fact sheet developed by the Commissioner of Education concerning the use and misuse of opioid drugs in the event that a student-athlete or cheerleader is prescribed an opioid for a sports-related injury in accordance with the provisions of N.J.S.A. 18A:40-41.10.

1. The district shall distribute the educational fact sheet annually to the parents of student-athletes and cheerleaders and shall obtain a signed acknowledgment of the receipt of the fact sheet by the student-athlete or cheerleader and his or her parent pursuant to N.J.S.A. 18A:40-41.10(b).
2. The fact sheet and sign-off sheet shall be distributed and the sign-off sheet shall be completed and returned to the school annually prior to the student-athlete's or cheerleader's first official practice of the school year.

Adopted: 15 September 2010

Revised:



### 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. In order to ensure the safety of students that participate in interscholastic athletics and cheerleading programs, it is imperative that student-athletes, cheerleaders, coaches, and parents are educated about the nature and treatment of sports-related concussions and other head injuries. Allowing a student-athlete or cheerleader to return to play before recovering from a concussion increases the chance of a more serious brain injury.

Every school district that participates in interscholastic athletics or cheerleading programs is required to adopt a policy concerning the prevention and treatment of sports-related concussions and other head injuries among student-athletes and cheerleaders in accordance with the provisions of N.J.S.A. 18A:40-41.1 et seq. For the purpose of this Policy, "interscholastic athletics" shall be Kindergarten through twelfth grade school-sponsored athletic programs where teams or individuals compete against teams or individuals from other schools or school districts. For the purpose of this Policy, "cheerleading program" shall be Kindergarten through twelfth grade school-sponsored cheerleading programs.

The school district will adopt an Interscholastic Athletic and Cheerleading Head Injury Training Program to be completed by the team or school physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport or cheerleading program, designated school nurses, and other appropriate school district personnel as designated by the Superintendent. This Training Program shall be in accordance with guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.2.

The Principal or designee shall distribute the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form to every student-athlete who participates in interscholastic sports and every cheerleader who participates in a cheerleading program. The Principal or designee shall obtain a signed acknowledgement of the receipt of the Fact Sheet by the student-athlete or cheerleader's parent and keep on file for future reference.

Prevention of a sports-related concussion and head injuries is an important component of the school district's program. The school district may require pre-season baseline testing of all student-athletes and cheerleaders before the student begins participation in an interscholastic athletic or cheerleading program.





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2431.4/page 2 of 3

Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

Any student-athlete or cheerleader who exhibits the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall be immediately removed from play and may not return to play that day. Emergency medical assistance shall be contacted when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed. If available when the student-athlete or cheerleader is exhibiting signs or symptoms, the student will be evaluated by the school or team physician. The Principal or designee shall contact the student's parent and inform the parent of the suspected sports-related concussion or other head injury.

Possible signs of a concussion can be observed by any school staff member or the school or team physician. Any possible symptoms of a concussion can be reported by the student-athlete or cheerleader to: coaches; licensed athletic trainer; school or team physician; school nurse; and/or parent. The Principal or designee shall provide the student-athlete or cheerleader with Board of Education approved suggestions for management/medical checklist to provide to their parent and physician or other licensed healthcare professional trained in the evaluation and management of sports-related concussions and other head injuries.

A student-athlete or cheerleader who participates in interscholastic athletics or a cheerleading program and who sustains or is suspected of sustaining a concussion or other head injury shall be required to have a medical examination conducted by their physician or licensed health care provider. The student's physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.

The student's physician or licensed health care provider must provide to the school district a written medical release/clearance for the student indicating when the student is able to return to the activity. The medical release/clearance must indicate the student-athlete or cheerleader is asymptomatic at rest and either may return to the interscholastic athletic activity or cheerleading program because the injury was not a concussion or other head injury or may begin the district's graduated return to competition and practice protocol outlined in Regulation 2431.4. A medical release/clearance not in compliance with this Policy will not be accepted. The medical release/clearance must be reviewed and approved by the school or team physician.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2431.4/page 3 of 3  
Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

The school district shall provide a copy of this Policy and Regulation 2431.4 to all youth sports team organizations that operate on school grounds. In accordance with the provisions of N.J.S.A. 18A:40-41.5, the school district shall not be liable for the injury or death of a person due to the action or inaction of persons employed by, or under contract with, a youth sports team organization that operates on school grounds, if the youth sports team organization provides the school district proof of an insurance policy in the amount of not less than \$50,000 per person, per occurrence insuring the youth sports team organization against liability for any bodily injury suffered by a person and a statement of compliance with the school district's Policy and Regulation 2431.4 - Prevention and Treatment of Sports-Related Concussions and Head Injuries.

For the purposes of this Policy a "youth sports team organization" means one or more sports teams organized pursuant to a nonprofit or similar charter or which are member teams in a league organized by or affiliated with a county or municipal recreation department.

This Policy and Regulation shall be reviewed and approved by the school physician and shall be reviewed annually, and updated as necessary, to ensure it reflects the most current information available on the prevention, risk, and treatment of sports-related concussion and other head injuries.

N.J.S.A. 18A:40-41.1; 18A:40-41.2; 18A:40-41.3; 18A:40-41.4; 18A:40-41.5

Adopted:



### R 2431.4 PREVENTION AND TREATMENT OF SPORTS-RELATED CONCUSSIONS AND HEAD INJURIES

A concussion is a traumatic brain injury caused by a direct or indirect blow to the head or body. Allowing a student-athlete or cheerleader to return to play before recovering from a concussion increases the chance of a more serious brain injury that can result in severe disability and/or death. The following procedures shall be followed to implement N.J.S.A. 18A:40-41.1 et seq. and Policy 2431.4.

#### A. Interscholastic Athletic/Cheerleading Program Head Injury Training Program

1. The school district will adopt an Interscholastic Athletic/Cheerleading Program Head Injury Training Program to be completed by the school or team physician, licensed athletic trainer(s) involved in the interscholastic athletic program, all staff members that coach an interscholastic sport or cheerleading program, designated school nurses, and other appropriate school district personnel as designated by the Superintendent.
2. This Training Program shall be in accordance with the guidance provided by the New Jersey Department of Education and the requirements of N.J.S.A. 18A:40-41.1 et seq.

#### B. Prevention

1. The school district may require pre-season baseline testing of all student-athletes and cheerleaders before the student begins participation in an interscholastic athletic program or activity or cheerleading program. The baseline testing program shall be reviewed and approved by the school or team physician trained in the evaluation and management of sports-related concussions and other head injuries.
2. The Principal or designee will review educational information for student-athletes and cheerleaders on prevention of concussions.
3. All school staff members, student-athletes, cheerleaders, and parents of student-athletes and cheerleaders shall be informed through the distribution of the New Jersey Department of Education Concussion and Head Injury Fact Sheet and Parent/Guardian Acknowledgement Form and other communications from the Principal and coaches on the importance of early identification and treatment of concussions to improve recovery.



C. Signs or Symptoms of Concussion or Other Head Injury

1. Possible signs of concussions can be observed by coaches, licensed athletic trainer, school or team physician, school nurse, or other school staff members. Possible signs of a concussion may be, but are not limited to, the student-athlete or cheerleader:
  - a. Appears dazed, stunned, or disoriented;
  - b. Forgets plays, or demonstrates short-term memory difficulty;
  - c. Exhibits difficulties with balance or coordination;
  - d. Answers questions slowly or inaccurately; and/or
  - e. Loses consciousness.
  
2. Possible symptoms of concussion shall be reported by the student-athlete or cheerleader to coaches, licensed athletic trainer, school or team physician, school nurse, and/or parent. Possible symptoms of a concussion are, but not limited to:
  - a. Headache;
  - b. Nausea/vomiting;
  - c. Balance problems or dizziness;
  - d. Double vision or changes in vision;
  - e. Sensitivity to light or sound/noise;
  - f. Feeling sluggish or foggy;
  - g. Difficulty with concentration and short-term memory;
  - h. Sleep disturbance; or
  - i. Irritability.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.4/page 3 of 6

Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

### D. Emergency Medical Attention for Concussion or Other Head Injury

1. Any student-athlete or cheerleader who is exhibiting the signs or symptoms of a sports-related concussion or other head injury during practice or competition shall immediately be removed from play and activities and may not return to the practice or competition that day.
2. The school staff member supervising the student-athlete or cheerleader when the student is exhibiting signs or symptoms of a sports-related concussion or other head injury shall immediately contact emergency medical assistance when symptoms get worse, loss of consciousness, direct neck pain associated with the injury, or any other sign the supervising school staff member determines emergency medical attention is needed.
  - a. In the event the school or team physician is available when the student-athlete or cheerleader is exhibiting signs or symptoms of a sports-related concussion or other head injury, the physician may make the determination to call emergency medical assistance.
3. The school staff member supervising the student-athlete or cheerleader when the student is exhibiting signs or symptoms of a sports-related concussion or other head injury during practice or competition shall report the occurrence to the Principal or designee. The Principal or designee shall contact the student's parent and inform the parent of the suspected sports-related concussion or other head injury.

### E. Sustained Concussion or Other Head Injury

1. A student-athlete or cheerleader who participates in interscholastic athletics or cheerleading program and who sustains or is suspected of sustaining a concussion or other head injury shall immediately be removed from practice or competition and shall be required to have a medical examination conducted by their physician or licensed health care provider. The student's physician or licensed health care provider shall be trained in the evaluation and management of concussion to determine the presence or absence of a sports-related concussion or head injury.
2. The student-athlete or cheerleader suspected of sustaining a concussion or other head injury shall be provided a copy of Board of Education Policy and Regulation 2431.4 and a copy of Board of Education approved suggestions for management/medical checklist to provide to their parent and their physician or licensed health care professional.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.4/page 4 of 6

Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

3. The student-athlete or cheerleader's physician must provide to the school district, upon the completion of a medical examination, a written medical release/clearance when the student is able to return to the activity. The release/clearance must indicate:
  - a. The medical examination determined the injury was not a concussion or other head injury, the student is asymptomatic at rest, and the student may return to the interscholastic athletic or cheerleading activity; or
  - b. The medical examination determined the injury was a concussion or other head injury, the student is asymptomatic at rest, and can begin the graduated return to competition and practice protocol outlined in F. below.

A medical release/clearance not in compliance with this requirement will not be accepted. The student-athlete or cheerleader may not return to the activity or begin the graduated return to competition and practice protocol until he/she receives a medical evaluation and provides a medical clearance/release that has been reviewed and approved by the school or team physician.

4. Complete physical, cognitive, emotional, and social rest is advised while the student is experiencing symptoms and signs of a sports-related concussion or other head injury. (Minimize mental exertion, limit over-stimulation and multi-tasking, etc.)

### F. Graduated Return to Competition and Practice Protocol

1. Upon the school physician's acceptance of the written medical release/clearance, the student-athlete or cheerleader may begin a graduated return to competition and practice protocol supervised by a licensed athletic trainer, school or team physician, or designated school nurse trained in the evaluation and management of concussions and other head injuries. The following steps shall be followed:

Step 1 - Completion of a full day of normal cognitive activities (attendance at school, studying for tests, watching practice, interacting with peers, etc.) without re-emergence of any signs or symptoms. If there is no return of signs or symptoms of a concussion, the student-athlete or cheerleader may advance to Step 2 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student shall be required to have a re-evaluation by their physician or licensed healthcare provider. The student shall not be permitted to begin the graduated return to competition and practice protocol until a medical clearance, as required in E.3. above, is provided and approved by the school or team physician.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2431.4/page 5 of 6

Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

Step 2 - Light aerobic exercise, which includes walking, swimming, or stationary cycling, keeping the intensity less than 70% maximum percentage heart rate. There shall be no resistance training. The objective of this Step is increased heart rate. If there is no return of any signs or symptoms of a concussion, the student-athlete or cheerleader may advance to Step 3 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student shall return to Step 1.

Step 3 - Sport-specific exercise including skating and/or running. There shall be no head impact activities. The objective of this Step is to add movement and continue to increase the student-athlete or cheerleader's heart rate. If there is no return of any signs or symptoms of a concussion, the student may advance to Step 4 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student shall return to Step 2.

Step 4 - Non-contact training drills such as passing drills, agility drills, throwing, catching, etc. The student-athlete or cheerleader may initiate progressive resistance training. If there is no return of any signs or symptoms of a concussion, the student may advance to Step 5 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur, the student shall return to Step 3.

Step 5 - The student's medical condition, upon completing Step 4 with no return of any signs or symptoms of a concussion, shall be evaluated for medical clearance based upon consultation between the school district's licensed athletic trainer, school or team physician, designated school nurse, and the student's physician. After this consultation and upon obtaining written medical release/clearance approved by the school or team physician, the student may participate in normal training activities. The objective of this Step is to restore the student's confidence and for the coaching staff to assess the student's functional skills. If there is no return of any signs or symptoms of a concussion, the student may advance to Step 6 below on the next day. If a re-emergence of any signs or symptoms of a concussion occur or if the student does not obtain medical release/clearance to proceed to Step 6, the school or team physician, in consultation with the student's physician, shall determine the student's return to competition and practice protocol.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2431.4/page 6 of 6  
Prevention and Treatment of Sports-Related  
Concussions and Head Injuries

Step 6 - Return to play involving normal exertion or game activity. If the student exhibits a re-emergence of any concussion signs or symptoms once he/she returns to physical activity, he/she will be removed from further activities and returned to Step 5.

### G. Temporary Accommodations for Student-Athletes and Cheerleaders with Sports-Related Head Injuries

1. Rest is the best "medicine" for healing concussions or other head injuries. The concussed brain is affected in many functional aspects as a result of the injury. Memory, attention span, concentration, and speed of processing significantly impact learning. Further, exposing the concussed student to the stimulating school environment may delay the resolution of symptoms needed for recovery. Accordingly, consideration of the cognitive effects in returning to the classroom is also an important part of the treatment of sports-related concussions and head injuries.
2. Mental exertion increases the symptoms from concussions and affects recovery. To recover, cognitive rest is just as important as physical rest. Reading, studying, computer usage, testing, texting, and watching movies if a student is sensitive to light/sound, can slow a student's recovery. In accordance with the Centers for Disease Control's toolkit on managing concussions, the Board of Education may look to address the student's cognitive needs in the following ways. Students who return to school after a concussion may need to:
  - a. Take rest breaks as needed;
  - b. Spend fewer hours at school;
  - c. Be given more time to take tests or complete assignments (all courses should be considered);
  - d. Receive help with schoolwork;
  - e. Reduce time spent on the computer, reading, and writing; and/or
  - f. Be granted early dismissal from class to avoid crowded hallways.

Adopted:





### 2460 SPECIAL EDUCATION

The Beverly City School Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1.1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless students are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Students with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in State-wide assessments or the applicable alternative assessment in grades three, four, five, six, seven, eight, and high school in the applicable courses.
7. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent as set forth in N.J.A.C. 6A:14-2.2 and Policy 2467, when appropriate.
8. The rules set forth in N.J.A.C. 6A:14 ensure a free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school:



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2460/page 2 of 4  
Special Education

- a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;
  - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
  - c. A free appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
  - d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
  - e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
  10. Full educational opportunity to all students with disabilities is provided.
  11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.
  12. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
  13. Students with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1 and N.J.A.C. 6A:14-7.5(b)3.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2460/page 3 of 4  
Special Education

14. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to N.J.A.C. 6A:14-1.2(b)13.
15. Pursuant to N.J.A.C. 6A:14-1.2(b)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:
  - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
  - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
  - c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
  - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
  - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.
16. Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district.
17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2460/page 4 of 4  
Special Education

18. The school district will not accept the use of electronic mail from the parent(s) to submit requests to a school official regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education.
19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).
20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.
21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. and Policy 5339.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14 et seq.  
20 USC §1400 et seq.  
34 C.F.R. §300 et seq.

Adopted: 15 September 2010  
Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2460/page 1 of 1  
Special Education  
M

### R 2460 SPECIAL EDUCATION

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2460.1 Special Education - Location, Identification, and Referral (M)
- R 2460.8 Special Education - Free and Appropriate Public Education (M)
- R 2460.9 Special Education - Transition From Early Intervention Programs to Preschool Programs (M)
- R 2460.15 Special Education – In-Service Training Needs for Professional and Paraprofessional Staff (M)
- R 2460.16 Special Education - Instructional Material to Blind or Print-Disabled Students (M)

#### Definitions:

Refer to N.J.A.C. 6A:14-1.3 for definitions of terms used in Regulations 2460.1 through 2460.16.

Adopted: 15 September 2010  
Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.1/page 1 of 8

Special Education - Location, Identification, and Referral

M

### R 2460.1 SPECIAL EDUCATION - LOCATION, IDENTIFICATION, AND REFERRAL

All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile students such as migrant and homeless students regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

#### A. Procedures for Locating Students With Disabilities

1. The Director of Pupil Personnel Services will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may have a disability.
2. By April of each school year, the Director of Pupil Personnel Services or his/her designee will conduct child find activities, in the native language of the population, as appropriate, including but not limited to:
  - a. Development of child find materials for distribution.
  - b. Broadcasting of child find information on the school district cable television station. (if applicable)
  - c. Distribution of flyers to the parents of all students enrolled in the school district.
  - d. Mailing of child find material to nonpublic schools in the area.
  - e. Mailing of child find material to local pediatricians, hospitals and clergy.
  - f. Public service announcements on the local foreign language radio stations and cable television stations.
  - g. Public service announcements in local newspapers.
  - h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.1/page 2 of 8

Special Education - Location, Identification, and Referral

- i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
  - j. A guide to preschool services for potentially disabled children ages three to five is made available to parent(s) or legal guardian(s).
  - k. Posting of State developed child find materials in the Superintendent's office for potentially disabled students and/or early intervention program.
  - l. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled students.
  - m. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.
  - n. Information is distributed through the Parent Advisory Committee.
  - o. School handbooks distributed to parents contain information describing special education services.
  - p. Distribution of information to the school district's ESL/Bilingual teachers describing child find activities.
  - q. Students entering Kindergarten are screened to identify students who may have a disability.
  - r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.
  - s. Nonpublic schools or parents of children who attend nonpublic schools may make referrals regarding potentially disabled pupils directly to the Burlington County Educational Services Commission.
3. No later than April of each school year the Child Study Team will contact by mail the nonpublic school official to request input from nonpublic school parents and officials for suggestions on ways to conduct child find activities for students attending nonpublic schools.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.1/page 3 of 8

Special Education - Location, Identification, and Referral

The child find activities for nonpublic students shall be comparable to the child find activities for public school students.

The following individual(s) shall serve as representatives from nonpublic schools:

<u>School</u>	<u>Title of the Individual Representing the Nonpublic School</u>
_____	_____
_____	_____
_____	_____
_____	_____

Based on the suggestions from the representatives of the nonpublic schools and parent(s), the Child Study Team will modify the child find activities for the next school year, as appropriate.

### B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for students ages three to fourteen, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be in-serviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Superintendent or designee will oversee the district's implementation/evaluation of the interventions identified.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1 et seq. and Policy and Regulation 2417.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.1/page 4 of 8

Special Education - Location, Identification, and Referral

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and
3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.
4. The I&RS Committee shall:
  - a. Plan and provide appropriate intervention services;
  - b. Actively involve the parent(s) in the development and implementation of intervention plans;
  - c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;
  - d. Coordinate the services of community based social and health provider agencies;
  - e. Process and complete the documentation forms;
  - f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; and
  - g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.
5. The Building Principal will insure that:
  - a. I&RS Committee receive in-service training by the Building Principal or designee by September 1 each school year;
  - b. Staff handbooks are updated by the Principal and include information regarding intervention procedures;
  - c. New instructional staff attend the district's orientation program commencing in the month of August which includes information on I&RS Committee;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.1/page 5 of 8

Special Education - Location, Identification, and Referral

- d. School calendars are distributed in the month of \_\_\_\_\_ and provide information on intervention services; and
- e. Parent/student handbooks distributed in the month of September and include information on intervention services.

### C. Procedures for Referral

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Child Study Team (CST) office, and the Office of Director of Pupil Personnel Services.

#### 1. Parental Notification of Referral Procedures

Referral procedures shall be included in the Parent Handbook. These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

#### 2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be received and dated by the district recipient;
- b. The written request shall be immediately forwarded to the office of special services/special education;
- c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and any forms used to open a case;
- d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
- e. The case manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.1/page 6 of 8

Special Education - Location, Identification, and Referral

- f. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
- g. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet; and
- h. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.

### 3. School Initiated Referral

Referral of a student to the CST may be made by administrative, instructional, or other professional staff to determine eligibility for special services when:

- a. It is determined (optional: through the I&RS Committee) that interventions in the general education program have not been effective in alleviating the student's educational difficulties.
- b. It can be documented that the nature of the student's educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.
- c. The Principal, through in-service training, shall ensure that students are referred who may have a disability, but are advancing from grade to grade.
  - (1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
    - (a) As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and
    - (b) The use of functional assessment information supports the IEP team's determination.

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.1/page 7 of 8

Special Education - Location, Identification, and Referral

- b. I&RS documentation including, but not limited to: teacher reports, grades and other relevant data (optional: the intervention record) shall be forwarded with the referral to the CST along with any other relevant data;
  - c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
  - d. The referral should be dated upon receipt by the CST;
  - e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
  - f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
  - g. The case manager will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
  - h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);
  - i. The notice shall contain "Parental Rights in Special Education" (PRISE); and
  - j. The referral/identification meeting will be attended by the parent(s), CST, and regular education teacher.
4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(i).
  5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.1/page 8 of 8

Special Education - Location, Identification, and Referral

6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member's conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.
7. The parent(s) must receive a copy of their child's evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.
8. A student may be referred directly to the CST when warranted.

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.8/page 1 of 5

Special Education - Free and Appropriate Public Education

**M**

### R 2460.8 SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC EDUCATION

A free and appropriate public education is available to all students with disabilities between the ages of three and twenty-one including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to students with disabilities who are suspended or expelled are as follows:

1. School officials responsible for implementing suspensions/expulsions in the district are the following: (List school officials/designees by district organizational level.)
  - a. 6-8 Chief School Administrator;
  - b. PreK – 5 Chief School Administrator.
2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)
  - a. Removal for at least half of the school day shall be reported via the Student Safety Data System (SSDS).
3. Each Principal or designee will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons. Documentation will include:
  - a. Student's name;
  - b. The infraction;
  - c. Time suspended; and
  - d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.
4. When a student is suspended from transportation:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.8/page 2 of 5

Special Education - Free and Appropriate Public Education

- a. Suspension from transportation is not counted as a day of removal if the student attended school.
  - b. Suspension from transportation is counted as a day of removal if the student does not attend school.
  - c. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
  - d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.
5. When a student with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:
- a. Opportunity for the student to participate and progress in the general curriculum,
  - b. Services and modifications specified in the student's IEP,
  - c. Interaction with peers who are not disabled to the extent they would have in the current placement, and
  - d. The student is counted as present for the time spent in the in-school suspension program.
6. When a series of short-term removals will accumulate to more than ten school days in the year:
- a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.8/page 3 of 5

Special Education - Free and Appropriate Public Education

- b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher will consult to determine the extent to which services are necessary to:
    - (1) Enable the student to participate and progress appropriately in the general education curriculum; and
    - (2) Advance appropriately toward achieving the goals set out in the student's IEP.
  - c. Written documentation of the consultation and services provided shall be maintained in the student's file.
7. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, Individuals with Disabilities Education Act Amendments of 2004, 20 U.S.C. §1415(k). The IEP Team shall:
- a. Review the behavioral intervention plan and its implementation;
  - b. Determine if modifications are necessary; and
  - c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the student's file.

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP's in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.8/page 4 of 5

Special Education - Free and Appropriate Public Education

The following procedures will be followed:

1. A parent of a preschool-age student suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or Chief School Administrator.
2. Upon receipt of the written request, the request shall be dated and signed by the recipient.
3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).
4. A file will be initiated for the potentially disabled preschooler:
  - a. The Child Study Team will convene a referral/identification meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
  - b. A "Notice of Referral/Identification Meeting" will be sent to the parent(s);
  - c. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet;
  - d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district's program; and
  - e. A program shall be in place no later than ninety calendar days from the date of consent.

Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing From Grade to Grade

The Principal, through in-service training, shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum and the use of functional assessment information supports the IEP Team's determination.



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.8/page 5 of 5

Special Education - Free and Appropriate Public Education

### Procedures Involving Procedural Safeguards to Students Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to students not yet eligible for special education. The parent and/or adult student may assert any of the protections of the law if the district had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.9/page 1 of 1

Special Education - Transition From Early Intervention  
Programs to Preschool Programs

M

### R 2460.9 SPECIAL EDUCATION - TRANSITION FROM EARLY INTERVENTION PROGRAMS TO PRESCHOOL PROGRAMS

Children with disabilities participating in early intervention programs (EIP) assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14-1.1 et seq. will experience a smooth transition and will have an Individualized Education Program (IEP) developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Procedure for Child Study Team (CST) Member Attendance at the Preschool Transition Planning Conference

1. The district will make available a CST member to participate in the preschool transition planning conference arranged by the designated Part C service coordinator from the early intervention system and will:
  - a. Review the Part C Individualized Family Service Plan for the child;
  - b. Provide the parent(s) written district registration requirements;
  - c. Provide the parent(s) written information with respect to available district programs for preschool students, including general education placement options; and
  - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's initial IEP meeting.
2. The district will work collaboratively with the EIP designated Part C service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.
3. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to preschool programs.
4. The Part C service coordinator shall be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

Adopted: 15 September 2010

Revised:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2460.15/page 1 of 1

Special Education – In-Service Training Needs for  
Professional and Paraprofessional Staff

M

### R 2460.15 SPECIAL EDUCATION – IN-SERVICE TRAINING NEEDS FOR PROFESSIONAL AND PARAPROFESSIONAL STAFF

The in-service training needs for professional and paraprofessional staff who provide special education, general education, or related services will be identified and appropriate in-service special education training will be provided by the district.

The district will maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials, and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services, and general education personnel.

Adopted:



# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
R 2460.16/page 1 of 1  
Special Education - Instructional Material to  
Blind or Print-Disabled Students  
M

### R 2460.16 SPECIAL EDUCATION - INSTRUCTIONAL MATERIAL TO BLIND OR PRINT-DISABLED STUDENTS

All students that are blind or print-disabled will be provided instructional materials in a timely manner in accordance with a plan developed by the district.

The plan to provide the instructional material to blind or print-disabled students in a timely manner will:

1. Be included in the Individualized Education Program of each student with a disability;
2. Set forth the instructional materials needed by the student;
3. Indicate how the instructional material will be provided to the blind or print-disabled student; and
4. Address any assistive technology needed to permit the student to utilize the instructional material to be provided.

Adopted: 15 September 2010  
Revised:



## 2464 GIFTED AND TALENTED STUDENTS

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this Policy, "gifted and talented students" means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Superintendent will develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments.

The Superintendent will develop procedures for an ongoing Kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures. Multiple measures may include, but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district. The identification procedures will be reviewed annually.

The Superintendent will take into consideration the Pre-Kindergarten through Grade Twelve Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students. The educational program offered to gifted and talented students will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to gifted and talented students may include, but are not limited to: pull-out programs; classroom differentiated instruction; acceleration; flexible pacing; compacted curricula; distance learning; advanced classes; or individual programs infused into the student's regular instructional program, provided that a written description of the infusion has been prepared and filed in the student's record.

Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2464/page 2 of 2  
Gifted and Talented Students

The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

N.J.S.A. 18A:61A-2; 18A:35-4.16  
N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5  
P.L. 108-382, Sec. 10201 et seq.

Adopted: 15 September 2010  
Revised:



## 2467 SURROGATE PARENTS AND FOSTER PARENTS

Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent, as defined according to N.J.A.C. 6A:14-1.3, cannot be identified;
2. The parent cannot be located after reasonable efforts;
3. An agency of the State of New Jersey has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;
4. The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;
5. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent, and no State agency has taken steps to appoint a surrogate parent for the student; and
6. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.

### Qualifications and Selection

The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such student.

The person serving as a surrogate parent shall:

1. Have no interest that conflicts with those of the student he/she represents;
2. Possess knowledge and skills that ensure adequate representation of the student;
3. Not be replaced without cause;





# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2467/page 2 of 3

Surrogate Parents and Foster Parents

4. Be at least eighteen years of age;
5. Have a criminal history review in accordance with N.J.S.A. 18A:6-7.1 completed prior to his or her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and
6. Not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

[Optional - A surrogate parent may be paid solely to act in this capacity.]

The Director of Pupil Personnel Services shall serve as Surrogate Parent Coordinator and will: determine whether there is a need for a surrogate parent for a student; contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student; and make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student (who is or may be a student with a disability) is in the care of a foster parent, and the foster parent is not the parent of the student as defined in N.J.A.C. 6A:14-1.3, the district where the foster parent resides shall contact the student's case manager at the Division of Child Protection and Permanency (DCP&P) in the Department of Children and Families to determine whether the parent retains the right to make educational decisions and determine the whereabouts of the parent.

If the parent retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Surrogate Parent Coordinator shall obtain all required consent from and provide written notices to the parent.

If the district cannot ascertain the whereabouts of the parent, the foster parent, unless that person is unwilling to do so, shall serve as the parent pursuant to N.J.A.C. 6A:14-1.3. If there is no foster parent, or if the foster parent is unwilling to serve as the student's parent, the Surrogate Parent Coordinator shall consult with the student's case manager at DCP&P to assist in identifying an individual to serve as a surrogate parent and appoint a surrogate parent and obtain all required consent from, and provide written notices to, the surrogate parent.

### Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The Surrogate Parent Coordinator shall coordinate the training for surrogate parents. The training will include, but not be limited to:



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2467/page 3 of 3  
Surrogate Parents and Foster Parents

1. Providing the surrogate parent a copy of:
  - a. Parental Rights in Special Education booklet;
  - b. N.J.A.C. 6A:14;
  - c. The Special Education Process;
  - d. Code Training Materials from the Department of Education website; and
  - e. Other relevant materials.
2. Providing the surrogate parent an opportunity to meet with the Surrogate Parent Coordinator to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Surrogate Parent Coordinator shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;
4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and
5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

### Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

Adopted: 15 September 2010

Revised:



### 2468 INDEPENDENT EDUCATIONAL EVALUATIONS

Special education law permits a parent to request an independent educational evaluation (IEE) for their child if there is disagreement with any evaluation provided by the Board of Education. An "independent educational evaluation" is an evaluation conducted by a qualified examiner who is not an employee of the public school district responsible for the education of the child in question. Such IEEs shall be provided at no cost to the parent unless the school district initiates a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate and a final determination to that effect is made following the hearing. If it is determined the school district's evaluation is appropriate, the parent still has the right to an IEE, but not at the school district's expense.

Upon receipt of a parental request for an IEE, the school district shall provide the parent with information about where an IEE may be obtained and the criteria for IEEs according to N.J.A.C. 6A:14-2.5(c)3 and (c)4 and the additional criteria outlined below in this Policy:

1. Any IEE paid for with public funds shall:
  - a. Be conducted according to the provisions of N.J.A.C. 6A:14-3.4; and
  - b. Be obtained from another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required.
2. An independent medical evaluation may be obtained according to N.J.A.C. 6A:14-5.1(e).

Additional criteria for an IEE shall be as follows:

1. The Board will not pay for an IEE unless it complies with the following criteria unless the parent can show that unique circumstances warrant deviation from same:
  - a. The independent evaluator must be appropriately certified and/or licensed in the State of New Jersey. In instances where no applicable certification/license exists, the evaluator must provide the Board with documentation of extensive and recent training and experience related to the assessment of the known or suspected disability;



- b. The independent evaluator may only charge fees for educational evaluation services that, in the judgment of the Board, are reasonable in accordance with 2. below;
  - c. The independent evaluator must be free from any conflict of interest;
  - d. The independent evaluator and members of the Child Study Team must be permitted to directly communicate and share information with each other. The independent evaluator must also agree to release the assessment information, results, and report(s) to the school district prior to receipt of payment for services;
  - e. For any independent evaluation, whether paid for with public or private funds, the school district shall permit the evaluator to observe the student in the classroom or other educational setting, as applicable; and
  - f. The independent evaluator shall make at least one contact with the student's case manager for the purpose of determining how the student is progressing in his/her current programming.
2. The maximum allowable cost for an independent evaluation will be limited to the reasonable and customary rate, as determined and approved by the Board annually. This rate shall be in the range of what it would cost the Board to provide the same type of assessment through either another public school district, educational services commission, jointure commission, a clinic or agency approved under N.J.A.C. 6A:14-5, or private practitioner, who is appropriately certified and/or licensed, where a license is required. This Board-approved rate shall be provided to the parent upon their request for an IEE. The Board shall not be responsible for any costs beyond the IEE, such as transportation, lodging, food, etc.
- a. The parent may provide documentation to the Board demonstrating unique circumstances to justify an IEE that exceeds the maximum allowable cost established by the Board. If, in the Board's judgment, there is no justification for the excess cost, the Board may agree to fund the IEE up to the school district's maximum allowable cost with the parent responsible for any remaining costs. In the alternative, the Board may request a due process hearing to enforce its established maximum allowable cost.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2468/page 3 of 3  
Independent Educational Evaluations

Upon receipt of a parental request for an IEE, the school district shall take steps to ensure the IEE is provided without undue delay or not later than twenty calendar days after receipt of the parental request, the school district shall request a due process hearing in accordance with the provisions of N.J.A.C. 6A:14-2.7 et seq. to show that its evaluation is appropriate.

If a parent requests an IEE, the school district may ask the parent to explain why he or she objects to the school district's evaluation. However, the school district shall not require such an explanation and shall not delay either providing the IEE or initiating a due process hearing to defend the school district's evaluation.

Any IEE submitted to the district, including an IEE obtained by the parent at private expense, shall be considered in making decisions regarding special education and related services.

If an Administrative Law Judge orders that an IEE be conducted, the IEE shall be obtained by the district in accordance with the decision or Order of the Administrative Law Judge, and the Board of Education shall pay the cost of the IEE in accordance with the provisions of this Policy.

A parent is entitled to only one IEE paid for by the Board each time the school district conducts an evaluation with which the parent disagrees.

N.J.A.C. 6A:14-2.5; 6A:14-2.7  
CFR Section 300.502

Adopted:



PROGRAM

2481/page 1 of 2

Home or Out-of-School Instruction for a General Education  
Student for Reasons Other Than a Temporary or Chronic  
Health Condition  
M

2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR A GENERAL EDUCATION  
STUDENT FOR REASONS OTHER THAN A TEMPORARY OR CHRONIC  
HEALTH CONDITION

The Board of Education shall provide instructional services to an enrolled general education student at the student's home or other suitable out-of-school setting under the following conditions:

- A. The student is mandated by State law and rule for placement in an alternative education program, but placement is not immediately available;
- B. The student is placed on short-term or long-term suspension from participation in the general education program; or
- C. A court order requires the student receive instructional services in the home or other out-of-school setting.

The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly, or through online services, including any needed equipment, or through contract with another Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency. The district shall provide services no later than five school days after the student has left the general education program.

The services to be provided shall meet the minimum standards as required in N.J.A.C. 6A:16-10.2(d).

The teacher(s) providing instruction shall be a certified teacher. The teacher shall provide one-on-one instruction for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom.

The instruction shall meet the Core Curriculum Content Standards and the Board of Education's requirements for promotion and graduation.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

2481/page 2 of 2

Home or Out-of-School Instruction for a General Education  
Student for Reasons Other Than a Temporary or Chronic  
Health Condition

If instruction is delivered in the student's home, a parent or other adult twenty-one years of age or older who has been designated by the parent shall be present during all periods of home instruction.

N.J.S.A. 18A:38-1 through 18A:38-25  
N.J.A.C. 6A:16-10.2

Adopted: 15 September 2010  
Revised:



PROGRAM

R 2481/page 1 of 2

Home or Out-of-School Instruction for a General Education  
Student for Reasons Other Than a Temporary or Chronic  
Health Condition  
M

R 2481 HOME OR OUT-OF-SCHOOL INSTRUCTION FOR A GENERAL EDUCATION  
STUDENT FOR REASONS OTHER THAN A TEMPORARY OR CHRONIC  
HEALTH CONDITION

The Board of Education shall provide instructional services to an enrolled general education student at the student's home or other suitable out-of-school setting pursuant to N.J.A.C. 6A:16-10.2.

- A. Conditions For Providing Instructional Services – N.J.A.C. 6A:16-10.2(a)
1. The student is mandated by State law and rule for placement in an alternative education program, but placement is not immediately available;
  2. The student is placed on short-term or long-term suspension from participation in the general education program; or
  3. A court order requires the student to receive instructional services in the home or other out-of-school setting.
- B. Providing Services
1. The school district shall provide services no later than five school days after the student has left the general education program.
  2. The school district in which a student resides shall be responsible for the costs of providing instruction in the home or out-of-school setting either directly or through online services, including any needed equipment, or through contract with another Board of Education, Educational Services Commission, Jointure Commission, or approved clinic or agency.
- C. Standards For Home or Out-of-School Instruction
1. The district shall establish a written plan for the delivery of instruction and maintain a record of delivery of instructional services and student progress.
  2. The teacher providing instruction shall be a certified teacher.





# REGULATION

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM

R 2481/page 2 of 2

Home or Out-of-School Instruction for a General Education  
Student for Reasons Other Than a Temporary or Chronic  
Health Condition

3. The teacher shall provide one-on-one instruction for no fewer than ten hours per week on three separate days of the week and no fewer than ten hours per week of additional guided-learning experiences that may include the use of technology to provide audio and visual connections to the student's classroom.
4. The instruction shall meet the Core Curriculum Content Standards and the Board of Education's requirements for promotion and graduation.

Issued: 15 September 2010

Revised:



## 2610 EDUCATIONAL PROGRAM EVALUATION

The Board of Education directs the Superintendent to develop and implement a systematic plan for the continuous evaluation of the educational program against the educational goals established by this Board. The Superintendent shall employ such tests and methods that will ensure decision making is data driven and a variety of sources of data are used to analyze and monitor student achievement and progress, as well as evaluate school programs. Wherever possible, the assessment program shall follow evaluation procedures set forth in the course guides.

The Superintendent shall maintain a calendar of assessment activities and shall make periodic evaluation reports to the Board that evaluate the progress of students and the effectiveness of staff members. The Superintendent shall use multiple (more than two) sources of data to monitor student achievement and the progress of students. The Superintendent shall also use multiple (more than two) sources of data to evaluate the effectiveness of programs, initiatives, and strategies.

The Board will annually make available to the public the collective progress of students toward the goals of the district. The Board will annually, prior to the end of the school year and in conjunction with appropriate members of the administrative staff, conduct a review of the educational progress of the district, assess district and student needs, and establish long range and short range objectives for the educational program. The Board's annual report will be submitted to the Commissioner of Education as required.

The Superintendent shall annually recommend improvements in the educational program based on the Board's evaluation of the district's program. The Board reserves the right to employ experts from outside the school district to serve in the evaluation process.

N.J.S.A. 18A:7A-11  
N.J.A.C. 6A:8-4.1 et seq.

Adopted: 15 September 2010  
Revised:



### 2622 STUDENT ASSESSMENT

The Commissioner of Education, in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may implement assessments of student achievement in any grade(s) and by such assessments as he or she deems appropriate. The Commissioner shall report to the State Board of Education the results of such assessments.

The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLS). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLS at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLS.

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

Pursuant to N.J.A.C. 6A:8-4.1(b) and (c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

#### Statewide Assessment System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.



The Board of Education shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school end-of-course PARCC assessments; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.

The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLs consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade four.

The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLs consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.

The Department of Education shall implement a high school assessment program component of the NJSLs that assesses, at a minimum, English language arts, mathematics, and science with the exception that students may receive a waiver from the Board of Education from taking the high school end-of-course PARCC assessment in ELA 11 due to the student's participation in another English language/literature college placement assessment during the same school year.

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English. The Board of Education shall have the option for a first-year ELL of substituting a Department of Education-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

The Board of Education shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.

At specific times prescribed by the Commissioner of Education, the Board of Education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement the alternative assessment for students with



disabilities according to the schedules in N.J.A.C. 6A:8-4.1(c)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

The Boards of Education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(f).

#### Test Administration Procedures and Security Measures

The Board of Education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district. All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

#### Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student performance after each test administration in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). The Board shall maintain an accurate record of each student's performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2. Information regarding individual student test scores shall only be released in accordance with Federal and State law.

The Board of Education shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.

The Board of Education shall maintain an accurate record of each student's performance on Statewide assessments.

The Board of Education shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:

1. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth in N.J.A.C. 6A:8-5.1(a)6;
2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);
3. Evidence of instructional experience and performance in the NJSLs;
4. Evidence of technological literacy;



5. Evidence of career education instructional experiences and career development activities;
6. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in Department of Education-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and
7. Any other information deemed appropriate by the Board of Education.

### Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board of Education will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.2. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the NJSLs as measured by the Statewide assessment system.

### Annual Review and Evaluation of School Districts

The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.

### Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the State Board of Education and the public on the progress of all students and student subgroups in meeting the NJSLs as measured by the Statewide assessment system by publishing and distributing the Department of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5. After each test administration, the Department of Education shall report to the Board on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2622/page 5 of 5  
Student Assessment

### Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.

N.J.S.A. 18A:7C-1

N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.; 6A:14-3.7;  
6A:14-4.10

Adopted: 15 September 2010

Revised:







### 2700 SERVICES TO NONPUBLIC SCHOOL STUDENTS

The Board of Education shall provide, in accordance with law and to the limit of State aid available for such purposes, services to students enrolled in nonpublic schools located within this school district in which a child may legally fulfill compulsory school attendance requirements and which complies with Title VI of the Civil Rights Act of 1964.

For the purpose of this Policy, "district of attendance" shall mean the school district in which the nonpublic school is located.

- A. Special Education and Related Services - N.J.S.A. 18A:46-19; N.J.S.A. 18A:46A-1; N.J.A.C. 6A:14-6

The Board of Education of the district of attendance, as required by Federal law and regulation under Part B of the Individuals with Disabilities Education Act (IDEA), shall provide a genuine opportunity for the equitable participation of students with disabilities who are enrolled in nonpublic schools or early childhood programs by their parents. The district of attendance shall make the final decisions with respect to the services to be provided to eligible students with disabilities enrolled in nonpublic schools or early childhood programs. Services shall be provided only upon the written consent of the parent and shall be provided in a location determined by the Board pursuant to N.J.S.A. 18A:46-19.5. The district of attendance shall spend an amount of money equal to a proportionate amount of Federal funds available under Part B of the IDEA for the provision of services to students with disabilities who are attending nonpublic schools.

The district of attendance, after timely and meaningful consultation with representatives of the nonpublic school, shall undertake a child find process in accordance with IDEA and its implementing regulations to determine the number of parentally placed children with disabilities attending nonpublic schools located within the district. As part of the child find process the district shall consult with private school representatives and representatives of parents of parentally placed nonpublic school children with disabilities in the design and development of special education and related services for such children in accordance with N.J.A.C. 6A:14-6.1(c)1. Furthermore, services may be provided by district personnel or through contracts with individuals, approved clinics, or agencies. In addition, services provided shall be secular, neutral, and non-ideological. Those procedural safeguards available to nonpublic school students with disabilities and their parents as specified by Federal law and rules under Part B of the IDEA shall apply in accordance with N.J.A.C. 6A:14-6.1(e).



If a nonpublic school student with a disability will receive special education or related services from the district, the district shall initiate and conduct meetings according to N.J.A.C. 6A:14-2.3(k) to develop, review, and revise a service plan for the student and ensure a representative of the nonpublic school or early childhood program attends each meeting pursuant to N.J.A.C. 6A:14-6.1(f)2.

The Board shall provide for the services of a certified speech-language specialist for each child attending a nonpublic school located in the school district and classified pursuant to N.J.S.A. 18A:46-8 as requiring the services of a certified speech-language specialist. Services for children enrolled in nonpublic schools shall be provided only upon the consent of the parent or guardian and shall be provided in a location determined by the Board pursuant to rules and regulations of the State Board of Education. The Board shall provide for such transportation and maintenance and the cost shall be paid from State aid received by the district in accordance with N.J.S.A. 18A:46-19.6. Contracts for speech correction services shall be in accordance with N.J.S.A. 18A:46-19.7. Costs and provisions for speech correction services shall be managed in accordance with N.J.S.A. 18A:46-19.7 and N.J.S.A. 18A:46-19.8.

The Board shall provide for the receipt of auxiliary services by children between the ages of five and twenty residing in the State and enrolled full-time in a nonpublic school located in the district in accordance with N.J.S.A. 18A:46A-3. Auxiliary services shall mean compensatory education services for the improvement of students' communication skills; supportive services acquiring communication proficiency in the English language for children of limited English-speaking ability; and home instruction services. Services for children enrolled in nonpublic schools shall be provided only upon the consent of the parent and in a location determined by the Board pursuant to rules and regulations of the State Board of Education. The cost of transportation for auxiliary services shall be managed in accordance with N.J.S.A. 18A:46A-6. Contracts for auxiliary services shall be managed in accordance with N.J.S.A. 18A:46A-7. Cost limitations for auxiliary services shall be managed in accordance with N.J.S.A. 18A:46A-8. Calculation of the costs by the Commissioner shall be managed in accordance with N.J.S.A. 18A:46A-9.

B. Health Services - N.J.S.A. 18A:40-23 through 31; N.J.A.C. 6A:16-2.5

The Board shall provide nursing services for students who are enrolled full-time in a nonpublic school located in their district pursuant to N.J.S.A. 18A:40-23. The services shall include assistance with medical examinations; including dental screening, conducting screening of hearing examinations, the maintenance of student health records, and notification of local or county health officials of any student who has not been properly immunized; and conducting examinations of students between the ages of ten



and eighteen for the condition known as scoliosis. The Board shall adopt written policies and procedures extending the emergency care provided to public school students to those students who are enrolled full-time in the nonpublic school or are injured or become ill at school or during participation on a school team or squad in accordance with N.J.A.C. 6A:16-2.5(b).

Nursing services funded by the Board pursuant to N.J.S.A. 18A:40-23 et seq. shall be provided by a registered nurse licensed by the New Jersey State Board of Nursing who is an employee of the school district or a third-party contractor or is an independent contractor. The Board shall either employ a qualified independent contractor to provide nursing services or shall contract, pursuant to N.J.S.A. 18A:40-28, with other district Boards of Education or with a public or private agency approved by the Commissioner to provide nursing services, pursuant to N.J.A.C. 6A:14-5.2. Prior to any change in the provision of nursing services, the Board shall provide timely and meaningful consultation with appropriate nonpublic school representatives, including parents, pursuant to N.J.S.A. 18A:40-28.

The nursing services provided to nonpublic school students shall not include instructional services in accordance with N.J.A.C. 6A:16-2.5(f). A nonpublic school may decline nursing services required or permitted by submitting to the district of attendance notification in accordance with N.J.A.C. 6A:16-2.5(g). A student who is enrolled in a nonpublic school and whose parent objects to the student receiving any service provided under N.J.A.C. 6A:16-2.5 shall not be compelled to receive the service except for a physical or medical examination to determine whether the student is ill or infected with a communicable disease pursuant to N.J.S.A. 18A:40-30.

The Board of Education shall provide health services based upon the following: the funding for services shall be based upon the nonpublic school enrollment on the last school day prior to October 16 of the preceding school year; a report provided to the New Jersey Department of Education (NJDOE) by the district of attendance or nonpublic school that includes the nonpublic school enrollment on the last school day prior to October 16 of the preceding school year; and the funds expended by the district of attendance for administrative costs shall be limited to the actual costs or six percent of the funds allocated annually for each participating nonpublic school, whichever is less. Administrative costs shall include, but not be limited to, the costs related to the district of attendance annual consultation, bidding, program and contract management, and oversight and quality control.



The Superintendent or designee of the district of attendance in which a nonpublic school is located shall confer annually with the administrator of the nonpublic school for the following purposes: to advise the nonpublic school of the amount of funds allocated to it by the NJDOE for the provision of health services for full-time students enrolled in the nonpublic school; to agree on the basic health services that shall be provided; the additional medical services, equipment, or supplies that may be provided as set forth in N.J.S.A. 18A:40-23 et seq.; to discuss the criteria to be used in the selection of a nursing service provider by the district of attendance for the nonpublic school; and to ascertain the level of satisfaction of the nonpublic school with the current nursing service provider. If the Superintendent or designee and the nonpublic school administrator cannot reach agreement regarding the health services and additional medical services to be provided, the County Office of Education shall provide assistance; to assure that a description of the provision of nursing services is reflected in the nursing services plan of the district of attendance; and to ensure nonpublic school students in the district of attendance who are knowingly without medical coverage have access to the New Jersey FamilyCare program and to make information accessible regarding the program to the nonpublic school students, pursuant to N.J.S.A. 18A:40-34. The Superintendent or designee must submit a report to the Executive County Superintendent on or before October 1 annually in accordance with N.J.A.C. 6A:16-2.5(k).

- C. Textbook Aid to Public and Nonpublic Schools - N.J.S.A. 18A:58-37 et seq.; N.J.A.C. 6A:23A-20 et seq.

N.J.S.A. 18A:58-37.3 requires the Board in which a nonpublic school is located to purchase and to loan, without charge, upon individual requests, textbooks to students in the nonpublic school or schools located within the district of attendance when such students are residents of the State. The Board shall not be required to expend funds for the purchase and loan of textbooks in excess of the amounts provided in State aid. Students who are enrolled in a nonpublic school whose parents do not maintain a residence in this State are not eligible to receive such textbooks. Students who are enrolled in a nonpublic school whose tuition is paid by the district of attendance are not eligible to receive such textbooks. The Board shall distribute to all students on an equitable basis existing book stocks and newly purchased textbooks purchased pursuant to N.J.S.A. 18A:58-37.1 et seq. The Board shall not discriminate against students in either public or nonpublic schools.

An individual written request for the loan of textbooks shall be signed by the parent(s) of nonpublic school students and shall be submitted directly to the Board of the district of attendance or may be forwarded collectively by the nonpublic school. Requests must be received by the Board by March 1 preceding the school year. All individual requests must be made in accordance with N.J.A.C. 6A:23A-20.3.



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

PROGRAM  
2700/page 5 of 5  
Services to Nonpublic School Students

In accordance with N.J.A.C. 6A:23A-20.4, all textbooks purchased under the provisions of N.J.S.A. 18A:58-37.1 et seq. shall remain the property of the district which shall indicate such ownership in each book by a label. The Board shall be responsible for the receipt of the textbooks from the vendor and inventory of such textbooks. The Board may require that the textbooks be returned to the district at the end of the school year or may enter into agreements with the nonpublic schools to store such books. In the event of such an agreement, the Board shall not pay storage charges of any kind to a nonpublic school for this service.

The Board's accounting entries in relation to expenditures for the purchase of textbooks shall be managed in accordance with N.J.A.C. 23A-20.5.

N.J.S.A. 18A:40-23 through 31; 18A:46-19; 18A:46A-1; 18A:58-37 et seq.  
N.J.A.C. 6A:14-6; 6A:16-2.5; 6A:23A-20 et seq.

Adopted: 15 September 2010  
Revised:



### 5512 HARASSMENT, INTIMIDATION, AND BULLYING

#### Table of Contents

<u>Section</u>	<u>Section Title</u>
A.	Policy Statement
B.	Harassment, Intimidation, and Bullying Definition
C.	Student Expectations
D.	Consequences and Appropriate Remedial Actions
E.	Harassment, Intimidation, and Bullying Reporting Procedure
F.	Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)
G.	Harassment, Intimidation, and Bullying Investigation
H.	Range of Responses to an Incident of Harassment, Intimidation, or Bullying
I.	Reprisal or Retaliation Prohibited
J.	Consequences and Appropriate Remedial Action for False Accusation
K.	Harassment, Intimidation, and Bullying Policy Publication and Dissemination
L.	Harassment, Intimidation, and Bullying Training and Prevention Programs
M.	Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review
N.	Reports to Board of Education and New Jersey Department of Education
O.	School and District Grading Requirements
P.	Reports to Law Enforcement
Q.	Collective Bargaining Agreements and Individual Contracts
R.	Students with Disabilities
S.	Approved Private Schools for Students with Disabilities (APSSD)



A. Policy Statement

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

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

B. Harassment, Intimidation, and Bullying Definition

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

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



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

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

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

### C. Student Expectations

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

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

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





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

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

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

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

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

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



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

### D. Consequences and Appropriate Remedial Actions

#### Consequences and Appropriate Remedial Actions – Students

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

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

#### Factors for Determining Consequences – Student Considerations

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



### Factors for Determining Consequences – School Considerations

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

### Factors for Determining Remedial Measures

#### Personal

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

#### Environmental

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

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



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

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

#### Examples of Consequences

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

#### Examples of Remedial Measures

##### Personal -- Student Exhibiting Bullying Behavior

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



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

#### Personal – Target/Victim

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

#### Parents, Family, and Community

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

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

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



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



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

### Consequences and Appropriate Remedial Actions – Adults

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

### Target/Victim Support

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

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

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

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



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

E. Harassment, Intimidation, and Bullying Reporting Procedure

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

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

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

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

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





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

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

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

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/School Climate Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

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



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

STUDENTS

5512/page 13 of 23

Harassment, Intimidation, and Bullying

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

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/School Climate Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
- c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety/School Climate Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/School Climate Team shall meet, at a minimum, two times per school year. The School Safety/School Climate Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/School Climate Team.

The School Safety/School Climate Team shall:

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



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

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

### G. Harassment, Intimidation, and Bullying Investigation

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

#### [Option – Principal’s Preliminary Determination

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



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

STUDENTS  
5512/page 15 of 23  
Harassment, Intimidation, and Bullying

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

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

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

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

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



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

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

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

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

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



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

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

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

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



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

### I. Reprisal or Retaliation Prohibited

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

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

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

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



### J. Consequences and Appropriate Remedial Action for False Accusation

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

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

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

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





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

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

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

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

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

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

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



# POLICY

## BEVERLY CITY BOARD OF EDUCATION

STUDENTS

5512/page 21 of 23

Harassment, Intimidation, and Bullying

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

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

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

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

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

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

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



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

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

O. School and District Grading Requirements

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

P. Reports to Law Enforcement

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

Q. Collective Bargaining Agreements and Individual Contracts

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

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



R. Students with Disabilities

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

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

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

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

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

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

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

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

Adopted: 15 September 2010

Revised:



<u>GRADE/TEACHER</u>	<u>STUDENT COUNT</u>	
<b><u>PRE-K</u></b>		16A
Ms. Scarperia	15	
Ms. Foglio	15	
Ms. Spratt	15	
<b><u>KINDERGARTEN</u></b>		
Mrs. Shockley	11	
Mrs. Dennis	10	
Mrs. Swal	2	
<b><u>FIRST GRADE</u></b>		
Mrs. Maldonado	14	
Mrs. Vermes	14	
Mrs. Swal	3	
<b><u>SECOND GRADE</u></b>		
Mrs. Arruda	18	
Ms. Balkovic	16	
Mrs. Swal	2	
<b><u>THIRD GRADE</u></b>		
Mrs. McCloskey	15	
Ms. Genovesi	15	
<b><u>FOURTH GRADE</u></b>		
Mrs. Singer	20	
Ms. Kranz	4	
<b><u>FIFTH GRADE HOMEROOM</u></b>		
Ms. Gottlieb	28	
Ms. Kranz	2	
<b><u>SIXTH GRADE HOMEROOM</u></b>		
Mr. Knazek	23	
Mr. Morrissey	4	
<b><u>SEVENTH GRADE HOMEROOM</u></b>		
Mrs. Druding	25	
Mr. Morrissey	2	
<b><u>EIGHTH GRADE HOMEROOM</u></b>		
Mr. Dempster	18	
Mrs. Torrillo	15	
Mr. Morrissey	4	
<b>TOTAL COUNT</b>	<b>310</b>	



Attendance Totals for Beverly Elementary School from 09/05/2019 - 09/17/2019

16B

Report 1005 run on 09/17/2019

Grade	PTC	HR	Total	Days Possible	Days Present	Days Absent	Days Tardy	A-D-E	A-D-A	% ATT	ADA/ADE
01	All	All	31	273	269	4	3	30.333	29.889	98.535	98.535
02	All	All	36	323	316	7	4	35.889	35.111	97.833	97.833
03	All	All	30	258	258	0	2	28.667	28.667	100	100
04	All	All	24	210	201	9	4	23.333	22.333	95.714	95.714
05	All	All	32	274	270	4	3	30.444	30	98.54	98.54
06	All	All	27	233	230	3	1	25.889	25.556	98.712	98.712
07	All	All	27	243	241	2	2	27	26.778	99.177	99.177
08	All	All	37	329	324	5	3	36.556	36	98.48	98.48
3F	All	All	16	140	134	6	5	15.556	14.889	95.714	95.714
4F	All	All	28	252	223	29	4	28	24.778	88.492	88.492
KF	All	All	25	219	216	3	2	24.333	24	98.63	98.63
<b>TOTAL</b>			<b>313</b>	<b>2,754</b>	<b>2,682</b>	<b>72</b>	<b>33</b>	<b>306</b>	<b>298</b>	<b>97.386</b>	<b>97.386</b>

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

Grade	PTC	HR	Total	Days Possible	Days Present	Days Absent	Days Tardy	A-D-E	A-D-A	% ATT	ADA/ADE
01	All		31	273	269	4	3	30.333	29.889	98.535	98.535
02	All		36	323	316	7	4	35.889	35.111	97.833	97.833
03	All		30	258	258	0	2	28.667	28.667	100	100
04	All		24	210	201	9	4	23.333	22.333	95.714	95.714
05	All		32	274	270	4	3	30.444	30	98.54	98.54
06	All		27	233	230	3	1	25.889	25.556	98.712	98.712
07	All		27	243	241	2	2	27	26.778	99.177	99.177
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Total Sum of All Schools ADE: 306

Total Sum of All Schools ADA: 298





## Nurse's Monthly Report

Date Range: 9/1/19-9/17/19

Student Visits: 83

Physicals Processed: 35

Health Screenings Performed: 0

Students Requiring Emergency Services (911): 0

Employee Visits: 0

Documented Contagious Illnesses: 0

Child Study Team Referrals Completed: Screenings completed per request

Other:

- Reviewed immunization and physical exam for new/transfer students for school compliance
- Facilitated school health clinic visits
- Entered pertinent medical needs into Genesis records system
- Medical planning for returning, new, and transfer students
- Secured medications for 19-20 school year
- EpiPen for schools program
- Trained staff on emergency care plans
- Reviewed health forms for 19-20 school year
- Planned orientation program for new school nurse
- Prepared Nursing Services Plan, which will be presented at October BOE meeting
- Communicated with medical providers for students' care plans
- Organized annual staff training in SafeSchools program

Best wishes to all of you. It has been a pleasure to serve the Beverly City Community.

Prepared by Jamie Weller, MSN, RN, CSN-NJ  
Beverly City School Nurse

