

**WATERFORD TOWNSHIP BOARD OF EDUCATION
SPECIAL WORKSHOP VIRTUAL MEETING MINUTES – July 13, 2022**

I. MEETING CALLED TO ORDER 6:48

This meeting was advertised in compliance with the Sunshine Law through the notice issued to the Courier-Post and filed with the clerk of the Township of Waterford and posted on the district website, wtsd.org.

A. ROLL CALL

Members Present: Benjamin De Vuyst, Barbara Libak Fanz, Roe Hunter, Michael McClintock, Ehren O'Donnell, William Wilhelm

Members absent: Matthew DeNafo, Michael Vitarelli

Others present: Dr. Brenda Haring, Superintendent, Daniel J. Fox, Assistant Superintendent for Business /Board Secretary

B. MOTION TO APPROVE THE RESOLUTION AUTHORIZING CLOSED SESSION

A motion was made by Mr. De Vuyst, seconded by Mr. McClintock, and carried by unanimous voice consent to approve the Resolution Authorizing Closed Session.

C. MOTION TO APPROVE THE RETURN TO OPEN SESSION

A motion was made by Ms. Hunter, seconded by Mr. McClintock, and carried by unanimous voice consent to return to open session at 8:00 p.m.

D. FLAG SALUTE

Mr. Wilhelm led the Pledge of Allegiance.

II. COMMENTS FROM THE PUBLIC ON AGENDA ITEMS ONLY

A. A motion was made by Mr. De Vuyst, seconded by Mr. McClintock, and carried by unanimous voice consent to open the meeting to the public.

None attending.

B. A motion was made by Mr. O'Donnell, seconded by Ms. Hunter, and carried by unanimous voice consent to close the meeting to the public.

III. DISCUSSION ITEMS

A. BUSINESS COMMITTEE

1. Transportation Contract

B. EDUCATION COMMITTEE

1. School Calendar Revision
 - a. Christmas Eve recognized – December 23rd
 - b. Options- August 30th/ September 2nd
2. Department of Health Updates

IV. MEETING ADJOURNMENT at 8:02 p.m.

A motion was made by Mr. O'Donnell, seconded by Mr. McClintock, and carried by unanimous voice consent to adjourn the meeting.

Respectfully Submitted,



Daniel J. Fox
Assistant Superintendent for Business/Board Secretary

**WATERFORD TOWNSHIP BOARD OF EDUCATION
REGULAR BOARD MEETING MINUTES- July 20, 2022
WATERFORD ELEMENTARY SCHOOL**

- I. MEETING CALLED TO ORDER at 6:30 p.m.**
This meeting was advertised in compliance with the Sunshine Law through the notice issued to the Courier-Post and filed with the clerk of the Township of Waterford and posted in the Board Office and on the district website, wtsd.org.
- A. ROLL CALL**
Members Present: Matthew DeNafo, Benjamin De Vuyst, Barbara Libak Fanz, Ehren O'Donnell, Michael Vitarelli, William Wilhelm

Members absent: Roe Hunter, Michael McClintock

Others present: Dr. Brenda Haring, Superintendent, Daniel J. Fox, Assistant Superintendent for Business /Board Secretary, Howard Long, Solicitor.
- B. MOTION TO APPROVE BUSINESS NOT ANTICIPATED AT THE TIME OF THE AGENDA PURSUANT TO BOARD POLICY**
A motion was made by Mr. De Vuyst, seconded by Mr. DeNafo, and carried by unanimous voice consent to approve agenda addendum items.
- C. MOTION TO APPROVE THE RESOLUTION AUTHORIZING CLOSED SESSION**
A motion was made by Mr. Vitarelli, seconded by Mr. DeNafo, and carried by unanimous voice consent to approve the Resolution Authorizing Closed Session.
- D. MOTION TO APPROVE THE RETURN TO OPEN SESSION**
A motion was made by Mr. DeNafo, seconded by Ms. Libak Fanz, and carried by unanimous voice consent to return to open session at 7:06 p.m.
- E. FLAG SALUTE**
Mr. Wilhelm led the Pledge of Allegiance.
- F. MISSION STATEMENT**
Mr. Vitarelli read the mission statement.
- G. STATEMENT TO THE PUBLIC**
Mr. Wilhelm read the statement to the public.
- II. COMMITTEE REPORTS**
- A. EDUCATION** – none
 - B. PERSONNEL** - none
 - C. BUSINESS** - none
- III. PRESENTATIONS**
- None
- IV. COMMENTS FROM THE PUBLIC ON AGENDA ITEMS ONLY**
- A.** A motion was made by Mr. O'Donnell, seconded by Mr. DeNafo, and carried by unanimous voice consent to open the meeting to the public.
 - B.** A motion was made by Mr. O'Donnell, seconded by Mr. De Vuyst, and carried by unanimous voice consent to close the meeting to the public.

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V. MINUTES

A motion was made by Mr. DeNafo, seconded by Mr. De Vuyst, and carried by voice consent to approve the minutes for the following meeting as submitted by the Assistant Superintendent for Business/Board Secretary. (Mr. Vitarelli abstained)

- A. Board Meeting June 8, 2022
- B. Board Meeting June 15, 2022
- C. Closed Session June 15, 2022

VI. SUPERINTENDENT'S REPORT

A motion was made by Ms. Libak Fanz, seconded by Mr. DeNafo, and carried by unanimous roll call vote to approve items.

- A. **Monthly District Reports-**
 - 1. Monthly Wellness Report (See Attachment VI.A.1)
 - 2. Fire/Security Drill Log (See Attachment VI.A.2)
- B. Curriculum Department Monthly Highlights (See Attachment VI.B)
- C. Technology Report
- D. Waterford Township Home & School Association Monthly Highlights-N/A
- E. Enrollment:

Grade	2020/2021 Title I/ESY	Title I/ESY
PK	11	18
K	5	22
1 st	5	34
2 nd	5	25
3 rd	11	16
4 th	6	22
5 th	5	21
6 th	8	5
TOTAL	56	163

F. Suspension Report:

SID#	Date	Incident	School	Location	Reported by	Resolution

VII. SUPERINTENDENT'S RECOMMENDATIONS

A. EDUCATION

Upon the recommendation of the Superintendent a motion was made by Ms. Libak Fanz, seconded by Mr. DeNafo, and carried by unanimous roll call vote to approve items 1 through 7 and addendum items 8 and 9.

1. Harassment, Intimidation and Bullying (HIB) Report:

Acknowledge Receipt of HIB Investigations as follows:

Alleged Target(s)	Alleged Aggressor(s)	Location	Report Received Date	Investigation Completed Date	Investigation Outcome HIB-Yes/No	Action Taken

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2. **Harassment, Intimidation and Bullying (HIB) Report:**
Affirm the Harassment, Intimidation & Bullying Report as follows:

Alleged Target(s)	Alleged Aggressor(s)	Location	Report Received Date	Investigation Completed Date	Investigation Outcome HIB-Yes/No	Action Taken
7023657628	1731800189 7176124561 3734207805 6670393842 3353554286	WES	5/24/22	5/26/22	No	-Conflict resolution activity and think sheet followed by debrief by Principal
3701914359	1731800189 7176124561 3734207805	WES	5/24/22	5/26/22	No	-Conflict resolution activity and think sheet followed by debrief by Principal

3. **School Security Statement of Assurance for 2022:**
Approve the submission of the School Security Statement of Assurance for the 2021-2022 school year.

4. **College Clinical Practice Placement for Fall, 2022 and Spring, 2023 Semesters:**
Approve the following student placement:

Name	College	Location	Grade	Teacher	Dates	Hours
Reynolds, C.	Rowan	District	K-6	Herman	9/2022-6/2023	2 hrs/wk
Italiano, G.	Rowan	WES	5-6	Borman	9/6/22-12/14/22 1/17/23-5/5/23	
Green, R.	Rowan	WES	3-4	Kennevan	9/6/22-12/14/22 1/17/23-5/5/23	
Rinaldi, C.	Rowan	WES	K-6	Johnson	9/6/22-12/14/22	
Sharpe, M.	Rowan	Atco	K-2	Kelley	9/6/22-12/14/22	

5. **Standing Orders for the 2022-2023 School Year:**
Approve the Standing Orders for the 2022-2023 school year. (See Attachment A-5).

6. **Independent Educational Evaluation Rates for 2022-2023:**
Approve the Independent Education Evaluation Rates for the 2022-2023 school year. (See Attachment A-6).

7. **Residency:**
a. To exclude student #5774832882 due to residency issues.

8. **Waterford Township School District Safe Return Plan 2022-2023:**
Approve the Waterford Township School District Safe Return Plan for the 2022-2023 school year. (See Attachment A-8).

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9. **Revised School Calendar 2022-2023:**
 Approve the revised school calendar for the 2022-2023 school year.
 (See Attachment A-9).

B. PERSONNEL

A motion was made by Mr. De Vuyst, seconded by Mr. DeNafo, and carried by unanimous roll call vote to approve addendum items 1 and 2, items 3 through 9, and addendum items 10 through 17.

1. **Appointment of Certified Staff for the 2022-2023 School Year:**
 Approve the following staff member for the following position, pending receipt of required documents:

Name	Assignment	UPC	Certificate	Loc	From	To	Step	Salary	FTE
Brutus, A.	Music	30-50-M3 / ADB	Music Comprehensive	WES	9/01/22	6/30/23	1 MA	\$60,085	1.0
Name	Assignment	UPC	Certificate	Loc	From	To	Step	Salary	FTE
Leach, C.	Elem. K-8 Grade 1-ICR	30-40-S2 / ANJ	Tchr of Hndcp	Atco	9.01.22	6.30.23	6	\$66,867	1.0

2. **Appointment of Support Staff for the 2022-2023 School Year**
 Approve the following staff members for the positions below, pending receipt of required documentation:

Name	Assignment	UPC	Loc	Step	Rate / Hour	Hours / Day	Days / Year	FTE
Boorse, A.	Paraprofessional (PreK Disabilities)	20-45-EX / AQD	TR	1	17.00	6	185	1.0
Jackson, T.	Custodian	21-10-C3 / AHG	TBD	6	17.03	8	260	1.0
Mascola, J.	Custodian	21-50-C3 / AHO	TBD	1	15.24 (+ .38 pm)	8	260	1.0
Michaelis, F.	Paraprofessional (PreK Disabilities)	20-45-EX / AOD	TR	1	16.00	6	185	1.0
Middleman, M.	Paraprofessional	20-45-P2 / ALS	TR	1	16.00	6	185	1.0
Nielubowicz, E.	Paraprofessional	20-45- P2 / AES	TR	1	16.00	6	185	1.0
Oehler, N.	Paraprofessional	20-45-EX / ARC	TR	1	16.00	6	185	1.0
DeAntonellis, J.	Permanent Para Substitute	80-10-11 / AIJ	Dist.	1	\$17.00	6	185	1.0
Wressig-Tindall, P.	Custodian	21-10-C3 / AQC	Dist.	6	17.03	8	260	1.0

3. **Resignation of Certified Staff Member:**
 Approve the resignation of Data Integration Specialist / School Librarian/Media, Elizabeth Scola, effective July 1, 2022. (UPC #50-10-C4 / AEK and UPC #50-50-C4 / AEL).
4. **Resignation of Support Staff Member:**
 Approve the resignation of Permanent Paraprofessional Substitute, Carol Nicholson, effective July 1, 2022. (UPC # 80-10-L1 / AIJ).
5. **Permanent Substitute Salary Guide for the 2022-2023 School Year:**
 Approve the Permanent Substitute Salary Guide. (See Attachment B-5).

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6. **Revision of Support Staff Contract(s) for the 2022-2023 School Year:**
Approve the revision of the following staff member(s) 2022-2023 school year:

Name	Position	Loc	Step	Rate / Hour	Hours / Day	Days / Year	FTE
Baker, D.	Custodian	TR	22	28.44	8	260	1.0
Chavez, S.	Paraprofessional	WES	1	17.00	6	185	1.0

7. **Leave of-Absence Acknowledgement:**
Acknowledge the submission/notification of staff member's Leave-of-Absence:

Staff Member	Dates	Classification
5028	6.13.22 – 6.30.22	FMLA

8. **Amendment to Superintendent Contract:**
Approve the amendment to the employment contract of Dr. Brenda Haring, Superintendent. (Available upon request).
9. **CST Extra Time for Evaluations:**
Approve the following CST Members to complete evaluations for the month of August as follows:

Name	Position	Rate	Hours	Total	Account
Friedman, E.	LDT-C	\$50.00	Up to 10 Hours	500.00	11-000-219-104-01-03-000
Suriano, A.	Social Worker	\$50.00	Up to 10 Hours	500.00	11-000-211-104-01-13-000

10. **Dean of Students:**
Approve Candice Michelini for Dean of Students at a salary of \$71,292 plus a differential of \$4,277.52 (6%) included in her salary.
11. **WTEA Contracts:**
Approve the Sidebar Agreement to the Collective Bargaining Agreement between WTBOE and WTEA to include a 6% differential for the Dean of Students position. (See Attachment B-11)
12. **Job Description(s):**
Approve the following new/revised job descriptions (See Attachment B-12):
- Licensed Professional Counselor (LPC)/Licensed Clinical Social Worker (LCSW) – New
 - Custodial Supervisor - New
 - Superintendent Secretary – Revised
 - Licensed Professional Counselor – Revised

13. **Position Change of Certified Staff Members for the 2022-2023 School Year:**
Approve the change of position(s) for the following Certified Staff member:

Name	Current Position	Curr. Loc.	Current UPC	Current Salary	New Position	New Loc	New UPC	New Salary	Effective Date
Michelini, C.	Teacher-Gr 3 / Teacher Coach	WES	30-50-C4/ADT	71,292	Dean of Students / Teacher Coach	WES	30-50-88 / AQB 30-50-C4 / APR	75,570	9.01.2

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14. **Position Change of Support Staff Members for the 2022-2023 School Year:**
 Approve the change of position(s) for the following Support Staff members:

Name	Curr Pos.	Curr UPC	Curr Loc	Curr Step	Curr Rate/ Hr	Curr Hrs/ Day	Curr Days /Yr	New Pos.	New UPC	New Loc	New Step	New Rate/ Hr	New Hrs/ Day	New Days/ Yr	E Da
Cicchino, D.	Superint. Sec / Atco Sec A	60-40-A2 / AGK	Atco	n/a	28.67	7	240	Superint. Sec	22-10-AA / ARX	Distr	n/a	28.67	7	240	9.1.
Kowalski, A	Media Clerk	20-40-A2 / AHW	Atco	19	21.49	6	185	Sec B	22-40-AA / AQV	Atco	7	19.52	7	185	9.1.
Stetser, T	Parapro	20-45-EX / AQM	TR	2	16.00	6	185	Custodian	21-40-C3 / AHI	TBD	4	16.09	8	260	8.1.

15. **Create / Abolish Certified and Non-Certified Staff Positions:**
 Approve the created and abolished positions for the 2022-2023 school year (See Attachment B-15).
16. **Transfer of Certified Staff Members for the 2022-2023 School Year**
 Approve the transfer of Certified Staff Members for the 2022-2023 school year. (See Attachment B-16).
17. **Transfer of Non- Staff Members for the 2022-2023 School Year**
 Approve the transfer of Non-Certified Staff Members for the 2022-2023 school year. (See Attachment B-17).

C. POLICY

A motion was made by Mr. DeNafo, seconded by Mr. De Vuyst, and carried by unanimous roll call vote to approve the following items:

1. **Approve the following policy for the first reading:**
 - a. Policy #1511- Board of Education Website Accessibility
 - b. Policy #0163- Quorum
 - c. Policy #2415-Every Student Succeeds Act
 - d. Policy #2432- School Sponsored Publications-Abolish
 - e. Policy #3216- Dress and Grooming-Teaching Staff Members
 - f. Policy #4216- Dress and Grooming- Support Staff Members
 - g. Policy #3270- Professional Responsibilities
 - h. Policy #5513- Care of School Property
2. **Approve the following policy for the second reading:**
3. **Acknowledge receipt of the following regulations:**
 - a. Regulation #5513- Care of School Property
 - b. Regulation #3270- Lesson Plans and Plan Books

D. BUSINESS

A motion was made by Mr. Vitarelli, seconded by Mr. DeNafo, and carried by unanimous roll call vote to approve items 1 through 5a, addendum item 5b, and item 6. (Ms. Libak Fanz abstained from items 4b and 6.)

1. **Board of Education Monthly Financial Certification:**
 Pursuant to N.J.A.C. 6A:23A-16.10(c) 4, the Waterford Township Board of Education certifies that as of April 27, 2022, and after review of the Secretary's Monthly Financial Report and upon consultation with the appropriate district officials, to the best of the Board's knowledge, no major account or fund has been over-expended in violation of N.J.A.C.

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6A:23A-16.10(a)1 and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

2. Financial Reports for the month of May 2022 (as per attached):

- a. Investment report.
- b. Cash Receipts and Disbursements Report in accordance with 18A:17-36 and 18A:17-9. The Cash Receipts and Disbursements Report and the Board Secretary's Report are in agreement.
- c. Report of the Board Secretary in accordance with 18A:17-36 and 17A:17-9
- d. Student Activity Fund General Ledger.
- e. Nutri-Serve Food Management/Waterford Township School District Financial Statement.

3. Approval of Expenditures (as per attached):

Approve the payment of bills and claims:

- Bills List #1- \$ 350,875.49
- Bills List #2- \$ 242,449.39
- Bills List #3- \$ 30,117.84
- Nutri-Serve- \$ 27,686.17

4. Contracts:

- a. A 2022-2023 General Services Contract with Camden County Educational services Commission to provide varied services as requested by individual purchase orders (See Attachment D-4-a).
- b. Approve contract between Waterford Township Board of Education and Evesham Township School District Board of Education for Reading Recovery and Literacy Lessons Ongoing Professional Development in the total amount of \$5,000 (includes \$2500 cost listed in Out of District PD Section) for the following trained teachers: Caitlin Fanz, Tracey Bober, Casey Bromley, Jaclyn McGovern, and Donna Wallen. Costs budgeted for and provided by ESEA/ESSA FY2023 Title IIA Funds. (See Attachment D-4-b).

c. Out of District Placements 2022-2023:

Approve the out of district placements for 2022-2023 School Year:

Student ID #	School	Tuition Rate	Aide	# of Days	Tuition Cost
7749374914	Archbishop Damiano	271.94	0	210	\$57,107.40
4332378810	Larc School	283.14	185	210	98,309.40
5400925548	Archway	306.32	165	214	100,862.48
9814852611	Kingsway	324.98		210	68,245.80
2546985197	Kingsway	324.98	180	210	106,045.80
4796827764	Kingsway	324.98		210	68,245.80
8255330387	Kingsway	324.98	180	210	106,045.80
2297423588	Kingsway	324.98	180	210	106,045.80
9697520564	Kingsway	324.98	180	210	106,045.80

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5. Grants:

a. Approve the submission and acceptance of the following grants:

Grantor	School	Purpose	Amount
Department of Agriculture	District	Supply Chain Assistance	\$22,614.07
IDEA Basic	District	Tuition	241,058
IDEA Preschool	District	Paraprofessional	17,399

b. To submit a grant request to the NJ Schools Development Authority to reimburse the district for a Building Automation System for \$16,591.

6. Out of District Professional Development:

Approve the following professional developments for the 2022-2023 school year:

Name	Date Submitted	Date of Workshop	Location	Topic	Cost	Account #
Bober, T. Bromley, C. Fanz, C. McGovern, J. Wallen, D.	6/1/22	09/14/2022 10/20/2022 12/08/2022 01/26/2023 03/16/2023 05/25/2023	Evesham Township, NJ	Reading Recovery/Literacy Lessons Ongoing Professional Development	\$2500.00	20-275-200-580-58-04-040

VIII. REPORTS

- A. Legislation- No report.
- B. Camden County School Boards Association- No report.
- C. New Jersey School Boards Association- Mr. De Vuyst gave an oral report.
- D. Camden County Educational Services Commission- No report.
- E. Hammonton- No report.
- F. Board President's Report- Mr. Wilhelm thank Betty Scola for years of service with WTSD. Applications being accepted for open BOE seat vacated by Mr. Pangia.

IX. BOARD OF EDUCATION BUSINESS

- A. OLD BUSINESS
None

B. NEW BUSINESS

- 6th grade Summer Reading.
- Safe Return Plan

X. COMMENTS FROM MEMBERS OF THE PUBLIC ON GENERAL TOPICS

- A. A motion was made by Ms. Libak-Fanz, seconded by Mr. De Vuyst, and carried by unanimous voice consent to open the meeting to the public.
- B. A motion was made by Mr. DeNafo, seconded by Mr. De Vuyst, and carried by unanimous voice consent to close the meeting to the public.

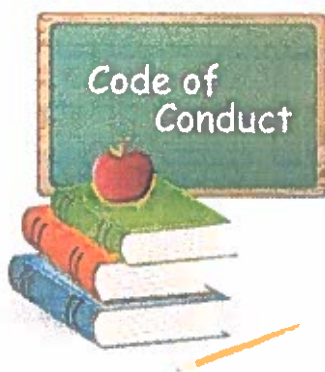
XI. MEETING ADJOURNMENT at 7:29 p.m.

A motion was made by Mr. Vitarelli, seconded by Mr. DeNafo, and carried by unanimous voice consent to adjourn the meeting.

Respectfully Submitted,


Daniel J. Fox
 Assistant Superintendent for Business/Board Secretary

Waterford Township School District



Student Code of Conduct September 2022

INTRODUCTION

The Waterford Township School District recognizes the importance of establishing clear and consistent disciplinary consequences for violations of district rules. Students are expected to demonstrate maturity, responsibility, consideration, as well as treating each other with dignity and respect.

Pursuant to School Board Policy #5600- PUPIL DISCIPLINE/CODE OF CONDUCT, the Board finds that student conduct is closely related to learning and an effective educational program requires a safe and orderly school environment. The Board adopted a Code of Student Conduct to govern student discipline, and students shall not be subject to disciplinary action because of race, gender, color, religion, sexual orientation, national origin, or handicap/disability.

The Code of Conduct **2022-2022** is based on five principles that articulate our expectations for student behavior while at school or school-related activities:

1. My words, actions, and attitudes demonstrate respect for myself and others at all times.
2. I demonstrate pride in myself, in my future, and in my school by arriving on time, dressed appropriately and prepared to focus on my studies.
3. I always seek the most peaceful means of resolving conflict and I obtain the assistance of teachers, administrators, or school staff when I am unable to resolve conflicts on my own.
4. I take pride in promoting a safe and clean learning environment at my school.
5. I seek positive relationships with all members of the school community and I help restore relationships with school community members that are affected by my conduct.

If students abide by these principles, the learning environment in all schools will be strengthened. The elementary student Code of Conduct is designed with enough flexibility so that teachers can exercise judgment which is within the scope of the Code, their classroom behavior management system, the student's personal behavior monitoring system, or any behaviors in relation to off-campus activities.

Student Wholeness:

In 2018, Waterford Township School District implemented two programs that focus on Social-Emotional Learning and Wellness: Sanford Harmony and Healthy U. With these programs and resources, our schools are able to provide engaging, safe, and supportive environments that foster well-being and meet students' academic, social, emotional, and physical needs. Motivation increases and achievement improves when students feel safe/supported and learning is interesting, engaging, and purposeful. Successful schools provide opportunities for students to explore their interests, with enriching activities both in and out of the classroom. They also create positive culture: where students have the confidence to explore those opportunities. Schools with positive cultures also have the following characteristics:

- Effective leadership that creates and communicates clear expectations, communicates openly and honestly, is accessible and supportive of school staff and professional learning, and supports students in developing self-awareness, responsible decision-making, relationship building, social awareness skills, and self-management skills
- Positive relationships with all stakeholders — students, parents, teachers/staff, school police, and community partners
- Training and resources that provide social, emotional, and academic support, and positive interventions designed to help students problem solve, develop appropriate school and

classroom behaviors, and reduce the need for classroom removal or school police intervention

- Professional supports for students who are experiencing emotional crisis, trauma, or serious challenges in their homes or communities
- Engaging academic and extracurricular activities for students that meet behavioral, developmental, and academic needs
- Effective and responsive communication among schools, parents, and communities. Clean, well-maintained, and welcoming environments that clearly demonstrate school pride and a love of learning
- A learning environment where students and staff feel physically and emotionally safe

One key focus in Waterford Township School District is the cultivation of social and emotional learning (SEL). Schools will support students in developing the core SEL competencies of self-awareness, responsible decision-making, relationship-building, social awareness, and self-management. The cultivation of student wholeness also includes the adoption of trauma-sensitive and restorative practices, which build positive communities based on the premise that open, respectful communication helps to reduce conflict. When conflict does occur, restorative practices encourage students to focus not on punishment, but on the harm caused and the need to repair relationships. An integration of social/emotional learning and restorative practice will help to cultivate a safe and positive educational environment that fosters student learning and well-being, while reducing the incidence of negative behaviors.

Application of the Code of Conduct:

The Code of Conduct applies to students at all times while they are on school property, at any school-sponsored activity, including field trips, and while traveling to and from school or any school-sponsored activity. Other incidents that occur off school grounds are generally not addressed by the district or its Code of Conduct. However, there are times when incidents occur outside of the Code of Conduct's jurisdiction that undermine relationships at school or otherwise threaten school safety and climate. In those instances, the district may utilize interventions and responses to improve school climate, including but not limited to restorative practice methods, mediation, and mindfulness.

Behavioral Foundations for Early Learners:

Waterford Township School District's early learning programs are the first step on the path towards school success, providing the necessary foundation for a solid start in school and life. The district is committed to ensuring that all children receive the unique supports needed to be successful learners by creating healthy and safe school environments, by providing supporting and guiding educators, by addressing social-emotional competencies, and by providing targeted help to students in need. In supporting the developmental needs of early learners, Waterford Township School District follows N.J.S.A. 18A:36A-9 which places limits on suspensions/expulsions for students enrolled in preschool through second grade in a school district or charter school. Under the law, students in kindergarten through second grade may not be expelled or suspended from school, except as provided pursuant to the "Zero Tolerance for Guns Act," P.L.1995, c.127 (C.18A:37-7 et seq.). The law also prohibits out-of-school suspensions for students in kindergarten through second grade, except when the suspension is based on conduct that is of a violent or sexual nature that endangers others.

RIGHTS & RESPONSIBILITIES

Students have the right and responsibility to:

- Be respected as an individual and treated courteously, fairly and respectfully by other students and school staff
- Treat teachers, staff, other students, themselves and property with respect
- Take part in all school activities on an equal basis regardless of race, religion, religious practices, sex, sexual orientation, gender, national origin, ethnic group, political affiliation, age, marital status, or disability
- Attend school daily, be prepared for class and complete assignments to the best of their ability

Parents have the right and responsibility to:

- Be informed of their child's attendance, performance and behavior concerns
- Receive information and prompt notification of inappropriate or disruptive behaviors by their child and any disciplinary actions taken by principals or school staff
- Assure their child brings to school only those things that are appropriate in a school setting
- Participate in decision-making processes affecting school policies and procedures

Teachers, principals and school staff have the right and responsibility to:

- Establish a sense of community in the classroom, including opportunities for members of the school community, to learn about and be respectful of each other's cultures
- Be knowledgeable about federal and state laws and regulations about the disciplinary process for students with disabilities
- Enforce the policies, rules, and regulations of the district, school, classroom and code of conduct, including preventive and positive disciplinary policies in cooperation with students, parents/guardians, and administrators
- Communicate policies, expectations, and concerns to students and parents/ guardians, and respond to complaints or concerns from students and parents/ guardians in a timely manner and in a language they understand
- Engage parents when their child is subject to disciplinary action
- Protect all discipline records under FERPA

District administrators have the responsibility to:

- Provide support and professional development training to principals and school staff to help them support students, including students with disabilities and other special needs
- Ensure discipline policies are in compliance with civil rights laws
- Monitor discipline data to identify, investigate and address any disparities between students on the basis of disability, race, gender, or other student characteristics
- Protect all discipline records under FERPA

Community-based/local organizations and agencies should:

- Share ideas and strategies for improving school climate and discipline practices

- Make reasonable efforts to confer, consult, and collaborate with school staff and/or parents guardians on student misconduct and potential responses

Collecting and Monitoring Discipline Data:

- As part of the Waterford Township Comprehensive Equity Plan, the Affirmative Action Committee reviews discipline data on an annual basis. The committee looks at the number of infractions for the district, looking for disparities based on race, religion, gender, socio-economic status, disability, and ethnicity. The committee identifies the disparities and makes suggestions for interventions
- Periodically throughout the school year, school principals run discipline reports using Realltime to identify areas of need and work closely with school counselors to put supports in place to mitigate problematic areas

Student Attendance:

- Please refer to Attendance Policy #5200 and view our attendance pamphlet on wtsd.org for additional information regarding attendance

INTERVENTION AND DISCIPLINARY RESPONSES

Description of Levels:

Level 1	Level 2	Level 3	Level 4	Level 5
<i>Classroom interventions & responses</i>	<i>Intensive support staff and administrative interventions and responses</i>	<i>Short-term suspensions and referral responses</i>	<i>Long-term suspension and referral responses</i>	<i>Extended suspension, expulsion, and referral responses</i>
May be appropriate when the behavior is a minor infraction, the student has had no prior incidents and/or interventions have not been put in place.	May be appropriate when supports have been put in place in the classroom and/or school community to address behavior, but the behavior has continued to negatively influence the learning of the student and others.	May be appropriate given the seriousness of the offense and impact on the school community and/or documented interventions and support have been put in place but the behavior is escalating.	May be appropriate given the seriousness of the offense and impact of the offense and impact on the school community and/or when documented interventions have been put in place but the behavior continues to escalate and disrupt the	May be appropriate when behavior presents an imminent threat of serious harm to the school community, or when the student has engaged in chronic and extreme disruption of the educational process that has created a substantial barrier to learning for the

			educational process.	other students across the day.
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Levels of Intervention and Disciplinary Response:

Waterford Township recognizes the effectiveness of restorative practice methods and other progressive disciplinary measures that build positive relationships. These interventions are a shift away from overly harsh and punitive disciplinary responses. Instead, they educate students about the harm caused by their actions while seeking to reunite them with the school community. The categories shown are designed to guide teachers and administrators in using progressive interventions and responses at all grade levels to teach and motivate students to exhibit positive behaviors.

LEVEL 1 Classroom interventions and responses:

Defined: Refer to minor misbehavior on the part of the student that impedes or disrupts the orderly classroom procedures or school operations. These infractions will be addressed by the appropriate school personnel as well as contacting parents/guardians. Administrative action will typically not occur with these misbehaviors.

Examples But Not Limited To:

- Disruptive Classroom/School Behavior
- Unauthorized presence in the building
- Failure to complete or carry out directions
- Possession of non-instructional items such as but not limited to: cell phones, iPod's, laser pointers, gaming devices, cameras, video cameras
- Failure to return required forms, books, and other school materials
- Verbal conflict between students
- Running or shouting in the halls
- Dishonesty
- Inappropriate language
- Field Trip/assembly misbehavior

Disciplinary Options:

These interventions aim to correct behavior so students can learn and demonstrate safe and respectful actions. **Teachers are encouraged to implement a variety of teaching and classroom management strategies.**

- Teacher contacts a parent via telephone, email, or (if permission to do so has been secured) text message
- Verbal correction
- Reminders and redirection (e.g., role-play)
- Written reflection or apology
- Seat change
- Parent or guardian conference
- Daily progress sheet on behavior
- Establish buddy teacher system
- Classroom system of positive reinforcement
- Teacher or student conference
- Detention assigned by teacher(after school) with parent or guardian consent given to the teacher
- De-escalation strategies (i.e., mindfulness, reflection break)
- Restorative practice methods and/or mindfulness by a trained adult

LEVEL 2 Intensive support staff, student support teams, and administrative interventions and responses:

Defined: Misbehavior that is frequent or serious enough that it disrupts the learning climate of the school and/or endangers the health or safety of others. These infractions, which usually result from the continuation of Level One incidents, require the intervention of administrative personnel because the prior consequences have failed to modify the behavior. Also included in this level are misbehaviors which do not represent a direct threat to the health and safety of others, but whose educational consequences once again require a corrective action on the part of administrative personnel.

Examples But NOT Limited to:

- Continuation of Level One misconduct
- Abusive, obscene, or disrespectful language, writings, drawings, or gestures
- Fighting
- Forgery of any kind
- Bullying/Cyber Bullying
- Harassment
- Theft
- Vandalism
- Verbal/Physical Threats
- Plagiarism/Cheating
- Hands-off violation
- Defiance of authority, disrespectful behavior to staff
- Inappropriate use of technology
- Throwing food/objects
- Bus misconduct

Disciplinary Options:

These interventions can involve the school administrators who aim to correct behavior by stressing the negative impact of the behavior, while keeping the student in school.

- Principal contacts parent or guardian
- Change in schedule or class
- Restorative practice methods and/or mindfulness by a trained adult
- Loss of privileges
- Restitution (monetary or service-based)
- Detention
- Conflict resolution by a trained adult
- Peer mediation
- Discussion with appropriate administrator
- Referral to IEP or 504 team
- In-school suspension
- Assignment of work projects
- Mentoring
- Referral to substance abuse counseling
- Referral to student support team (see below)

Student support team interventions and responses:

These interventions often involve staff, both school-based and within the broader community, and aim to engage the student's support system to ensure successful learning and consistency of interventions and to change the conditions that contribute to the student's inappropriate or disruptive behavior.

- Parent or guardian conference with principal and relevant staff
- Restorative practice methods including mediation led by or under the supervision of a trained adult
- Mindfulness exercises led by or under the supervision of a trained adult
- Mentoring
- Peer mediation
- Referral to IEP or 504 team for evaluation
- IEP or 504 team meeting
- Teacher submits Behavioral Consultation Request form to Principal
- Referral to school-based health or mental health clinic
- Referral to an appropriate after-school program
- Restitution (monetary or service-based)
- Conflict resolution led by or under the supervision of a trained adult
- Community mediation led by or under the supervision of a trained adult
- Short-term behavioral progress reports linked to positive reinforcement
- Referral to an appropriate community organization
- Develop student support team plan

LEVEL 3 Short-term suspension and referral responses:

Defined: Acts that are frequent or serious in nature that disrupts the learning environment of the school or acts that pose a threat or danger to the health, safety, or welfare of others in the school. These acts will require administrative actions which could result in the immediate removal of the student from the school and possible intervention of law enforcement authorities.

Examples But Not Limited To:

- Continuation of or extreme Level II misconduct
- Assault
- Ethnic or racial slurs
- Sexual harassment
- Leaving school without permission
- Vandalism
- Indecent exposure
- Destruction of property
- Possession of a weapon/replicas
- Possession of drugs or alcohol
- Other violation of federal, state, or local laws

Disciplinary Options:

These interventions may involve the removal of a student from the school environment for up to three days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as practicable while adequately addressing the behavior.

- Parent or guardian notification by principal
- Short-term suspension (1 to 3 days)
- Restorative practice methods including formal conferencing with parent, student, and relevant staff
- Development of or revision to student support team plan
- Follow up meeting with Behavior Consultant to revise behavior plan
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Referral to substance abuse counseling
- Referral to an appropriate community organization (e.g., mentoring programs)

LEVEL 4 Long-term suspension and referral responses:

These interventions involve the removal of a student from the school environment for a period ranging between 4 and 10 school days because of the severity of the behavior. The duration of the suspension, if issued, is to be limited as much as possible while adequately addressing the behavior.

- Parent or guardian notification
Long-term suspension (4 to 10 days)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Development of or revision to student support team plan
- Restorative practice methods including formal conferencing/ community conferencing by trained adult
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Referral to twilight and credit recovery program
- Referral to substance abuse counseling
- Referral to appropriate community organization (e.g., mentoring programs)

LEVEL 5 Extended suspension, expulsion, and referral responses:

These interventions involve the removal of a student from the school environment because of the severity of the behavior. They may involve the placement of the student

in an alternative environment that provides additional structure to address the behavior. These interventions focus on maintaining the safety of the school community and ending behavior that is harmful to the student or others. The duration of an extended suspension, expulsion, or alternative placement will be limited to the least amount of time necessary to adequately address the behavior.

- Parent or guardian notification
- Extended suspension (11 to 44 days)
- Expulsion (serious behavioral infractions; 44 days or longer)
- Development of Functional Behavioral Assessment (FBA) and Behavioral Intervention Plan (BIP)
- Follow up meeting with Behavior Consultant to revise behavior plan
- Restorative practice methods including formal conferencing with parent, student and relevant staff
- Referral to IEP team or 504 team for manifestation determination for students with disabilities
- Revision to IEP or 504 plan as needed for students with disabilities
- Alternative educational placement or alternative educational setting determined by CST evaluation
- Referral to substance abuse counseling
- Permanent expulsion for certain offenses, as specified in Board policy.

LEVELS of RESPONSE

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Absences							
Unexcused absence from school	*						
Persistent or excessive absence from school	*	*					
Habitual truancy (i.e., unlawfully absent from school for a number of days in excess of 8 days in any quarter, 15 days in any semester, or 20 days in a school year)	*	*					
Academic Dishonesty							
Cheating, plagiarizing, etc.	*	*					Students may receive a failing grade for that assignment.
Alcohol							
Under the influence		*					School staff is required to refer students to appropriate substance abuse counseling services.
Using or possessing		*	*				
Distributing or selling		*	*	*	*		

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Bullying, Including Cyberbullying and Gang-Related Incidents							
Gang-related incidents typically refer to a group of three or more individuals that associate periodically as an ongoing criminal group, with an overt or covert command structure, to regularly conspire and/or commit illegal and disruptive acts within the school community		*	*	*	*	*	Incidents should be reported by submitting the respective forms (included in this booklet to the school principal; schools are required to report and investigate all incidents and parents/ students can expect a response within two days of submitting a report; students should also be referred to appropriate counseling services.
Bullying (including cyberbullying) involves repeatedly using power in an intentional manner, including verbal, physical, or written conduct or electronic communication, to inflict psychological distress or physical harm towards one or more students that adversely affects their ability to participate in or benefit from a school's education or extracurricular programs		*	*	*	*	*	
Bus Violations							
Minor disruption on the bus (e.g., eating, drinking, being too loud, standing)	*	*					Applies to students traveling to and from school or any school-sponsored activity, including field trips.
Serious disruption on the bus (e.g., fighting another passenger, attacking driver)		*	*			*	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Class Cutting							
Failure to attend a scheduled class or leaving school premises without permission during the school day	*	*					
Classroom Disruption							
Talking out in class or talking out of turn, picking on or teasing other students, and other behavior that detracts from student learning	*	*					Restorative practice methods should be used as appropriate.
Serious classroom disruption that directly affects the safety of others(e.g., throwing harmful items, turning over tables, or disrupting a fire or safety drill)	*	*	*				
Defiance of Authority and /or Insubordination							
Failure to follow directions	*	*					Nonviolent/nonphysical; state guidelines prohibit students from school for insubordinate or disrespectful behavior. Restorative practice methods should be used appropriately.
Failure to respond to school staff questions or requests	*	*					

Making inappropriate gestures, symbols, or comments, or using profane or offensive language	*	*					State guidelines prohibit students being excluded from school for insubordinate or disrespectful behavior. Restorative practice methods should be used as appropriate.
Using verbal insults or put-downs or lying to, misleading, or giving false information to school staff	*	*					

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Dress Code Violation							
Violating dress code	*	*					Refer to dress code standards provided at the district website, www.wtsd.org ; students cannot be excluded from school for failure to adhere to a school uniform policy.
Drugs or Controlled Substances							
Under the influences		*					Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community; medical personnel should be notified when appropriate; school staff is required to refer students to appropriate substance abuse counseling services.
Using or possessing		*	*	*	*	*	
Distributing or selling				*	*	*	
Extortion							

Pre-k to grade 2	*	*					For example, taking or attempting to take from another (e.g., money or property) by threat of harm, express or implied; school staff should conduct a threat assessment.
Grade 3 to 6		*	*				

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
False Activation of a Fire Alarm							
Pre-k to grade 2	*	*					Students are referred to Waterford Township Fire Department to complete the Youth Fire & Life Safety Program; schools should contact the Office of the Fire Marshall.
Grades 3 to 6		*	*				
Fighting							
Physical aggression with another student (e.g., shoving or pushing)	*	*					
Fighting (may include incidents resulting in minor injuries)		*	*				

Fire Setting/Arson							
Attempting to set, aiding in setting, or setting a fire	*	*	*	*	*	*	Students are referred to Waterford Township Fire Department to complete the Youth Fire & Life Safety Program; schools should contact the Office of the Fire Marshall.
Gambling							
Requires the use of money or exchangeable goods	*	*	*				
Hallway Misbehavior							
Running, making excessive noise, loitering, or persistent hall-walking	*	*					

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Harassment Based on Race, Ethnicity, Gender, Sexual Orientation, Disability, or Religion, Including Cyber harassment, against Members of the School Community							
Minor harassment (e.g., verbal discriminatory actions) includes actual or perceived conduct to offend, ridicule, or demean others	*	*	*				Incidents should be reported by submitting the form (included in this booklet) to the school principal; schools are required to report and investigate all incidents and parents/students can expect a response within two days submitting a report; students should also be referred to appropriate counseling services. The
Serious harassment included intentional, persistent actions that threaten or seriously intimidate another student, or adversely affect another student's ability to participate		*	*	*	*	*	

in or benefit from a school's educational or extracurricular program. Often regards race, national origin, marital status, sex, sexual orientation, gender identity, religion, ancestry, physical attributes, socioeconomic status, familial status, physical or mental ability, or disability								Bullying, Harassment, or Intimidation Reporting for can also be completed.
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Inciting or Participating in Disturbance								
Causing a large disruption to the atmosphere of order and discipline in the school that is necessary for effective learning and directly affects the safety of others		*	*				*	Students maintain the right to peacefully invoke their right of free expression.
Using an electronic device to send incendiary texts or social media messages, or to bring others to initiate or engage in a disturbance		*	*				*	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Inhalants							
Under the influence	*	*					Applicable at school, school-sponsored activities, or when involved in incidents affecting the safety or welfare of the school community, medical personnel should be
Using or possessing		*	*				

Distributing or selling		*	*	*	*	*	notified when appropriate; school staff is required to refer students to appropriate substance abuse counselling services.
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Physical Contact with School Personnel or Other Adult

Unintentional physical contact with school personnel or other adult	*	*					
Unintentionally striking a staff member who is intervening in a fight or other disruptive activity		*	*			*	
Attack against school personnel or other adult: physically attacking an employee of Schools or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (pre-k to grade 2)	*	*	*			*	
Attack against school personnel or other adult: physically attacking an employee of Schools or other adult, including intentionally striking a staff member who is intervening in a fight or other disruptive activity (grades 3 to 6)		*	*	*	*	*	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Portable Electronic Communications Device Policy Violation							

Use of portable electronic communication devices, electronic game devices, and other similar items, at unauthorized times	*	*					On the first infraction, students must only be given a warning; only on the first infraction can a student be subject to Level 1 responses; on the second infraction, parent notification must occur
Inappropriate use of any electronic device carried, worn, or transported by a student to receive or communicate messages		*	*				
Using portable electronic communication devices to take, share, film, and/or publish inappropriate pictures, videos, or recordings, including fights or other disturbances	*	*	*				
Property Damage, Including Graffiti							
Minor (Under \$50) or accidental damage	*	*					Restitution is permitted in lieu of suspension; restitution may be in the form of monetary restitution or student's assignment to school service project. Schools should contact Legal Office for additional guidance.
Intentional damage to another person's or school property (\$50 to \$1000)		*	*				
Intentional damage to another person's or school property (over \$1000)		*	*			*	

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Robbery (406.2)							
Taking money or property from another by force or intimidation (pre-k to grade 2)		*	*				
Taking money or property from another by force or intimidation (grades 3 to 6)		*	*				
School Equipment Use without Permission (802.2)							
Use of computers, fax machines, phones, etc.	*	*					
Serious Bodily Injury (408.1)							
Causing substantial risk of death or causing permanent or serious disfigurement, loss of function of any part of the body, or impairment of the function of any part of the body					*	*	
Sexual Assault or Offense (601.1)							
Forced Sexual act					*	*	School staff is required to refer students to appropriate counseling and contact Child Protective Services as appropriate.

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Sexually-Based Infraction							
Sexual harassment (602.1) E.g., unwelcome sexual advances; inappropriate touching, request for sexual favors; other inappropriate verbal, electronic, written, or physical conduct of a sexual nature)		*	*	*			School staff is required to refer students to appropriate counseling and contact Child Protective Services or School Police as appropriate.
Sexual activity or sexual misconduct (603.1) (e.g., indecent exposure, engaging in sexual activity, etc.) pre-k to grade 6		*	*				
Tardiness (102.1)							
Persistent or excessive tardiness to class or school	*	*					
Theft (803.1)							
Less than \$1000		*	*				
Greater than \$1000 (it is recommended that police not be contacted for students in grades pre-k through 2)		*	*			*	
Tobacco Possession or Use (204.1)							
Possession, use, sale, or distribution of tobacco products or e-cigarettes	*	*					School staff is required to refer students to appropriate substance abuse counseling services.

Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Trespassing							
Being on school property without permission and without intent to participate in a fight or other serious disturbance, including while suspended or expelled	*	*					An initial exception to trespass restrictions can be made in instances where older family members are picking up your family members at school; the older family member should then seek written permission from the younger family member's parent/guardian and submit it to the school.
Being on school property without permission in order to participate in a fight or other serious disturbance		*	*			*	
Breaking and entering		*	*			*	
Verbal, Physical, or Written Threat to Adult							
Threatening or aggressive language or gestures directed toward staff or another adult	*	*	*				School staff should conduct a threat assessment.
Persistent threatening or aggressive language or gestures directed toward staff or another adult (Grade 6)			*	*	*	*	
Verbal, Physical, or Written Threat to Student							
Threatening or aggressive language or gestures directed toward staff or another adult	*	*	*				School staff should conduct a threat assessment.

Persistent threatening or aggressive language or gestures directed toward another student (Grade 6)			*	*		*	
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Inappropriate or Disruptive Behavior	Level 1	Level 2	Level 3	Level 4	Level 5	School Resource Officer	Notes
Weapons, Firearm & Explosives							
Explosives (possession, sale, distribution, detonation, or threat of detonation of an incendiary or explosive material or device including firecrackers, smoke bombs, flares or any combustible or explosive substances or combination of substances or articles, other than a firearm)		*	*	*	*	*	Applicable at school, school-sponsored activities or when involved in incidents affecting the safety or welfare of the school community; expulsion for no less than one calendar year is mandated.
Firearms (possession of a firearm as defined in 18 USC921 of the federal code - e.g., handguns, rifles, shotguns, and bombs)					*	*	
Other guns (possession of any gun, of any kind, loaded or unloaded operable or inoperable - e.g., BB guns, pellet guns, etc.)				*	*	*	
Other weapons (possession of any implement that could compromise wellness/ safety or cause bodily harm other than a firearm or other gun including, but not limited to, biochemical substances such as bodily fluids or poisons; chemical or electrical devices such as electroshock devices, chemical sprays, or laser pointers; metallic knuckles; knives)		*	*	*	*	*	

Use of any other weapon of any kind in the commission of an aggressive act toward another person			*	*	*	*
Possession of a toy gun, water gun, or look-alike gun that is not used in the commission of an aggressive act toward another person	*	*				
Use of toy gun, water gun, or look-alike gun in the commission of an aggressive act toward another person (302.3, 893.7)			*	*	*	*

Harassment, Intimidation and Bullying (HIB):

This means any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either 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 by any other distinguishing characteristic**, that 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, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students and that:

- A reasonable person should know, under the circumstances, 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 person or damage to his property;
- Has the effect of insulting or demeaning any student or group of students;
- 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.

Infractions	1 st Offense	Subsequent Offense
Harassment, Intimidation and Bullying (meets one of the protected classes listed above)	Consequences will vary dependent upon the severity of the action; hence a comprehensive list of consequences <ul style="list-style-type: none"> • COUNSELING REFERRAL • PARENT CONFERENCE • ADMINISTRATIVE DETENTION 	<ul style="list-style-type: none"> • PARENT CONFERENCE • SUSPENSION UP TO 2 DAYS

Cyber Bullying:

This includes but is not limited to the following issues of technology: harassing, teasing, intimidating, threatening, or terrorizing a student or staff member. Specific incidents will be handled as per the school's disciplinary code regarding Harassment, Intimidation, and Bullying.

Note: *Any infraction occurring outside of school, by law, may be subject to school discipline if it impacts on students or staff during school hours.*

PREVENTION

The Waterford Township School District believes that an effective learning environment includes creating an improved school climate that fosters positive choices, increased learning time, and positive social skills. PBIS is a team based, systematic approach to teaching behavioral expectations for all students throughout the school. It is based on a proactive model which teaches the behaviors, reinforces, and recognizes students who are able to model these behaviors. The Waterford Township School District is determined to provide this atmosphere by using a tiered framework that is focused on delivering effective interventions and supports for students driven by data to cultivate social, emotional, and academic excellence. These interventions include the use of The Sanford Harmony Program, which is a social emotional learning program which helps children acquire and effectively apply the knowledge, attitudes, and skills necessary for being a healthy adult. This includes problem-solving skills, as well as teaching kids to embrace diversity and build healthy relationships that will last well into adulthood.

Our intent for character education is to eliminate bullying, teach tolerance, embrace diversity, and provide the tools and resources to be upstanding students and citizens. School-wide Positive Behavior Support is a nationally recognized, evidence-based three-tiered approach to building a positive school climate that builds a continuum of supports for students to promote positive social behaviors.

Due Process:

All students will be afforded "Student Due Process." This means that students who violate school rules will be told what they did, what rule was violated, and be given a chance to respond to the allegations being made. The student shall be apprised of the nature and facts of the alleged misconduct.

1. The student shall be apprised of the nature and facts of the alleged misconduct.
2. The student shall be given an opportunity to explain the circumstances of the alleged misconduct and to present witnesses on his/her behalf.
3. The student shall be informed of the conditions of the disciplinary action.
4. The parents or guardian of a detained and suspended student or the student, if he/she is eighteen years or older, may appeal the decision as provided by School Board policy.

Discipline of Children with Disabilities. Recent legislation adds substantial provisions that address the discipline of children with disabilities. Provisions allow school personnel to order a change in the placement of a child with a disability to an appropriate interim alternative education setting (IAES), another setting, or suspension, for not more than 10 school days.

Weapons and Drugs. A disabled child that carries a weapon to school or to a school function, or who possesses or uses illegal drugs or sells or solicits the sale of a controlled substance while at school or a school function can be placed in an IAES for the same amount of time that a child without a disability would be subject to discipline, but for not more than 45 days.

Behavior Intervention Plan. The legislation requires that either before or not later than 10 days after taking the disciplinary action, the Local Education Agency (LEA) convene an Individualized Educational Program (IEP) meeting to develop an assessment plan to address the problem behavior (If the LEA did not conduct a functional behavior assessment and implement a behavior intervention plan for the child before the problem behavior), or if the child already has a behavior intervention plan, the IEP team will review the plan and modify it, as necessary, to address the behavior.

Manifestation Determination Review (Causal Hearing). If a disciplinary action is contemplated as a result of drugs, alcohol, or injury to self or others, or if a disciplinary action involving a change of placement for more than 10 days is contemplated for a child with a disability who had engaged in other behavior that violated any rule or code of conduct: (1) not later than the date on which the decision to take action is made, parents must be notified of the decision and of all procedural safeguards; and (2) immediately, if possible, but in no case later than 10 school days after the date on which the decision to take that action is made, a review must be conducted of the relationship between the child's disability and the behavior subject to disciplinary action. The review is to be conducted by the IEP team and other qualified personnel.

Requirements for Finding that Behavior is not a Manifestation of the Disability. In order to find that the behavior was not a manifestation of the disability, the team must determine: (1) that the child's IEP and placement were appropriate and that special education services, supplementary aids and services and behavior intervention strategies were provided consistently with the IEP and placement; (2) the child's disability did not impair the ability of the child to understand the impact and consequences of the behavior; and (3) the child's disability did not impair the ability of the child to control the behavior.

Implications of Manifestation Review. If it is determined that the behavior of the child with a disability was not a manifestation of the child's disability, the relevant disciplinary procedure applicable to children without disabilities may be applied to the child in the same manner in which that would be applied to children without disabilities, except that they will continue to receive a free appropriate public education.

Safe Return Plan 2022-2023

LEA Name: Waterford Township School District

Date: 6-22-21

Date Revised: 7/14/22

1. Maintaining Health and Safety

For each mitigation strategy listed below (A–H), please describe how the LEA will maintain the health and safety of students, educators, and other staff and the extent to which it has adopted policies, and a description of any such policies, on each of the following safety recommendations established by the CDC.

A. Universal and correct wearing of masks

Staff will continue to follow district directives and protocols for themselves and their students, which are driven by NJDOH, NJDOE, Camden County DOE, Camden County DOH, and CDC guidance.

NJDOH recommends that schools/ECE require masks in the following circumstances:

- **During periods of elevated community transmission** masks may be required.
- **During an active outbreak** – during an outbreak or a general increase in cases, schools/ECE should consult with their LHD as to whether short-term universal masking or masking in affected classrooms should be required to control the outbreak/increase in cases.
- **After returning from isolation** – students and staff who return to school during days 6-10 of isolation should be required to mask.
- **After a COVID-19 exposure** - exposed individuals, including those not needing to quarantine, should wear a well-fitting mask for 10 days from last exposure.
- **When illness occurs in school/ECE** – students or staff who become ill with symptoms consistent with COVID-19 while in school or care should wear a mask until they leave the premises.

B. Physical distancing (e.g., including use of cohorts/podding)

The district will make a reasonable effort to comply with Federal, State, and local guidance for physical distancing measures when applicable.

C. Handwashing and respiratory etiquette

Students will continue to wash hands before and after lunch, physical education classes, and recess. Hand sanitizer will be provided and available for students and staff in each classroom, cafeteria, front office, and in the hallways. Staff will continue to reinforce respiratory etiquette behaviors, including but not limited to: frequent hand-washing, for at least 20 seconds; use of hand sanitizer, when it is not possible to wash hands; staying home when sick; knowing how COVID-19 and other airborne illnesses spread; and covering the mouth and nose with a tissue or elbow when coughing/sneezing.

D. Cleaning and maintaining healthy facilities, including improving ventilation

The district contracted with TTI to provide cleaning protocols for custodians prior to opening in 2020-2021. The Supervisor of Facilities and Maintenance will update the Cleaning/Disinfectant Manual. All custodial staff will be trained on the procedures and expectations prior to the start of the school year. High-touch surface areas will be cleaned throughout the day through scheduled

cleaning. Bathrooms will be cleaned after each scheduled hygiene class has used them. A schedule of these times will be provided to each building custodian. The use of water fountains will be prohibited unless filling a water bottle.

Hand sanitizer will be provided to each classroom. The custodian will routinely check hand sanitizer stations for refill. All staff members will be provided hand sanitizer and wipes at the start of the school year. Refills will be available upon request.

E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments.

The district will contact the Department of Health when there is a positive case of COVID19. The **superintendent** and/or designee(s) will work closely with the Camden County Health Department to support any efforts towards identifying students/staff necessary to facilitate contact tracing for confirmed COVID-19 cases that impact the district/school community. Follow CDC/DOH guidelines as applicable for isolation and quarantine requirements.

Parents should not send students to school/ECE when sick. For school/ECE settings, NJDOH recommends that students with the following symptoms be promptly isolated from others and excluded from school/ECE:

- **At least two of the following symptoms:** fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose; OR
- **At least one of the following symptoms:** new or worsening cough, shortness of breath, difficulty breathing, new olfactory disorder, new taste disorder.
- For students with chronic illness, only new symptoms, or symptoms worse than baseline should be used to fulfill symptom-based exclusion criteria.

COVID-19 exclusion (isolation) criteria for persons who have COVID-19 compatible symptoms or who test positive for COVID-19:

Individuals regardless of vaccination status who test positive, individuals with confirmed COVID-19 within the past 90 days who have COVID-19 symptoms and who test positive, and individuals with COVID-19 symptoms who have not been tested and do not have an alternative diagnosis from their healthcare provider should:

- Stay home for at least 5 full days after the onset of symptoms or if asymptomatic after the positive test (day of symptoms is day 0; if asymptomatic, day the test was performed is day 0).
- If they have no symptoms or symptoms are resolving after 5 days and are fever-free (without the use of fever-reducing medication) for 24 hours, they can leave their home and should;
 - Wear a mask when around others at home and in public (indoors and outdoors) for an additional 5 days. For these additional 5 days, schools/ECE should have a plan to ensure adequate distance during those activities (i.e., eating) when mask wearing is not possible. Time without a mask being worn should be kept to a minimum possible.
 - On days 6-10, limit participation in extracurricular activities to only those activities where masks can be worn consistently and correctly.

Masks should be worn in school/ECE on days 6-10. Those students who are unable or unwilling to mask should stay home for the full 10 days and not return to school/ECE until day 11.

COVID-19 exclusion criteria for close contacts (quarantine) guidance:

Exposed close contacts in the same household who have no COVID-19 compatible symptoms and who are not up to date with vaccinations and who have not had confirmed COVID-19 within the last 90 days should be excluded from school/ECE and;

- Stay home and away from other people for at least 5 days (day 0 through day 5) after the last close contact with a person who has COVID-19. The date of the exposure is considered day 0.
- If COVID-19 symptoms develop, get tested and follow isolation recommendations.
- If asymptomatic, get tested at least 5 days after the last close contact
 - If the test is positive, follow isolation recommendations.
 - If the test is negative, you can end quarantine after day 5.
 - If testing is not available, you can end quarantine after day 5 (as long as there were no COVID-19 symptoms throughout the 5-day period).

Universal case investigation and contact tracing are no longer recommended for COVID-19. Instead of contact tracing, schools and ECE programs can use broad-based notification to provide timely information via phone, email, or letter to families, students, teachers, caregivers, or staff about potential exposure and the actions they should take to remain safe and reduce transmission.

F. Diagnostic and screening testing:

The District will continue to recommend the use of the Parent Screening Tool encouraging parents to keep his/her child home when they exhibit COVID-like symptoms.

G. Efforts to provide vaccinations to educators, other staff, and students, if eligible

School nurses maintain a list and copy of vaccine cards for vaccinated staff.

H. Appropriate accommodations for children with disabilities with respect to the health and safety policies

The district will continue to monitor the needs of children with disabilities adhering to the Special Education Code. Implementation of services will return to as they were prior to the pandemic. An array of services from special education self-contained to pull-out resource/support, and an inclusion setting will be provided in an effort to provide the least restrictive environment for the students.

2. Ensuring Continuity of Services

A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services. (1000 character limit)

Academic Needs:

A variety of academic support will be provided to **continue** close the learning gap for students during the 2022-2023 school year and beyond. Each grade level will have an additional teacher to reduce the number of students in the classroom in an effort to provide support to the classroom teacher. Students have been identified for Response to Intervention (RtI) intense intervention and small group

instruction in ELA and Mathematics. The district will offer a summer program and after school intervention programs for students exhibiting a loss of learning.

Social/Emotional & Mental Health:

A Social & Emotional Learning Enrichment has been added to the enrichment schedule to provide additional support to our students. Although wellness check-ins will be infused into the schedule to continue to engage students in discussion about healthy hygiene and habits, the additional enrichment class will provide further social/emotional support for the students.

3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comment into account in the development of its plan. Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan. (1000 character limit)

Waterford Township will continue to provide the school community with frequent communication via Zoom, Google surveys, and written communication in an effort to engage the stakeholders. The district prides itself on being responsive to the stakeholders and community at large. The district has gone to great lengths to accommodate families and staff during this challenging time, however it is the district's desire to remain focused on educating students as the pandemic has created incredible challenges for our students academically, socially, and emotionally.

B. Describe how the LEA ensured that the plan is in an understandable and uniform format; is to the extent practicable written in a language that parents can understand or, if not practicable to provide written translations to a parent with limited English proficiency, will be orally translated for such a parent; and upon request by a parent who is an individual with a disability as defined by the ADA, will be provided in an alternative format accessible to that parent. (1000 character limit)

The plan will be posted on the district website in written and presentation form. An explanation of the plan will be delivered to the community at a Zoom meeting in which all stakeholders will be invited to participate. Public comment and questions will be addressed at this time as well.

C. Briefly describe any guidance professional learning and technical assistance opportunities the LEA will make available to its schools. (0 of 1000 maximum characters used)

The district will utilize its in-service days in September and November to provide any additional/necessary PD and technical assistance opportunities, as well as time during grade level and building meetings.

**FY 2023 TITLE I RTI SALARIES -
ESEA-ESSA PERCENTAGE OF FUNDING BREAKDOWN**

Location	Name	STEP	Total Salary	Local %	Local Salary Amount	Title IA %	Title IA Salary Amount	Estimated TPAF & FICA%	Title IA TPAF & FICA Amount	Total Title IA Salary, TPAF, FICA
Atco	Bober, Tracey	13MA	\$91,957	89%	\$81,842	11%	\$10,115	54.00%	\$5,462	\$15,577
Atco	Bromley, Casey	13BA	\$88,130	89%	\$78,435	11%	\$9,695	54.00%	\$5,235	\$14,930
Atco	Fanz, Caitlin	6MA	\$64,592	89%	\$57,487	11%	\$7,105	54.00%	\$3,837	\$10,942
Atco	McGovern, Jaclyn	13MA	\$91,957	89%	\$81,842	11%	\$10,115	54.00%	\$5,462	\$15,577
	Atco Total		\$336,636		\$299,606		\$37,030		\$19,996	\$57,026
TR	Russomanno, Anna	13MA	\$91,957	70%	\$64,370	30%	\$27,587	54.00%	\$14,897	\$42,484
	TR Total		\$91,957		\$64,370		\$27,587		\$14,897	\$42,484
WES	DeNafo, Heather	11BA	\$71,165	60%	\$42,699	40%	\$28,466	54.00%	\$15,372	\$43,838
WES	Moore, James	13MA	\$91,957	60%	\$55,174	40%	\$36,783	54.00%	\$19,863	\$56,646
	WES Total		\$163,122		\$97,873		\$65,249		\$35,235	\$100,484
	FY 2023 TOTAL		\$591,715		\$461,849		\$129,866		\$70,128	\$199,994
District	DiRenzo-Koob, lisa	N/A	\$58,000	81%	\$46,980	19%	\$11,020	N/A	N/A	N/A
ESEA-ESSA Percentage of Funding FY2023 07.14.22										

POLICY

WATERFORD TOWNSHIP BOARD OF EDUCATION

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BOARD OF EDUCATION WEBSITE ACCESSIBILITY 1511 BOARD OF EDUCATION WEBSITE ACCESSIBILITY

It is the goal of the Board of Education that the information on the school district's ~~internet websites are~~ is accessible to individuals with disabilities in compliance with the requirements of Federal Law Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35 and New Jersey law (N.J.S.A. 18A:36-35.1).

A. Federal Law – American with Disabilities Act (ADA)

1. For the purposes of ~~this Policy~~ the Federal law - Section 504 of the Rehabilitation Act of 1973 and that statute's implementing regulations at 34 C.F.R. Part 104, and Title II of the Americans with Disabilities Act of 1990 and that statute's implementing regulations at 28 C.F.R. Part 35 and this Policy, "school district website" includes, but is not limited to, the internet home page, all subordinate pages, school or school district department pages, intranet pages and sites, and includes online content and functionality, developed by, maintained by, or offered through a third-party vendor or by using open sources.

2. The accessibility of online content and functionality will be measured according to the World Wide Web Consortium's (W3C) Web Content Accessibility Guidelines (WCAG) ~~2.0 Level AA~~ and the Web Accessibility Initiative Accessible Rich Internet Application Suite (WAI-ARIA) 1.0 for web content (benchmarks for measuring accessibility).

3. By conforming to the benchmarks for measuring accessibility set forth above the Board of Education will ensure that people with disabilities have an opportunity equal to that of their nondisabled peers to access the information on the district's website, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website. When fundamental alteration or undue burden defenses apply, the district will make reasonable modifications/accommodations for individuals with disabilities in order to provide equally effective alternate access. In providing such access, the district will ensure that to the maximum extent possible individuals with disabilities receive the same benefits or services as their nondisabled peers. To provide equally effective alternate access, alternates are not required to produce the identical result or level of achievement for persons with and without disabilities, but must afford persons with disabilities equal opportunity to obtain the same result, to gain the same benefit, or to reach the same level of achievement.~~



BOARD OF EDUCATION WEBSITE ACCESSIBILITY

4. To ensure that the district's website conforms with the above benchmarks for measuring accessibility, ~~except where doing so would impose an undue burden or create a fundamental alteration of the district's website~~, the Superintendent of Schools will designate a school staff member to act as the Website Accessibility Coordinator. The Coordinator will:

- a4. Ensure that in-house staff and contractors responsible for webpages and webpage content development are properly trained on the Board of Education's website accessibility policy and procedures;
- b2. Ensure that all new, newly added, and modified online content and functionality is accessible to people with disabilities as measured by conformance to the above benchmarks by, among other things:
 - (1)a. Checking the hypertext markup language (HTML) of all new webpages on the website to make sure that accessible elements are used, including "alt" tags, long descriptions, and captions, as needed;
 - (2)b. Ensuring that webpages are designed in a manner that allows them to be displayed using a visitor's own settings for color and fonts, and can be navigated with a keyboard;
 - (3)e. If images are used, including photos, graphics, scanned images, or image maps, making sure to include text equivalents for them, using "alt" tags and/or long descriptions for each and ensuring the text equivalents convey the meaningful information presented visually by the image;
 - (4)d. If online forms and tables are used, making those elements accessible;
 - (5)e. Ensuring that videos appearing on the website include appropriately synchronized audio description and captions;
 - (6)f. Ensuring when posting new documents on the website, the documents shall be provided in HTML or another text-based format (even if they are provided in another format, such as portable document format (PDF)). If documents are provided in both formats, provide both formats at the same time so people with disabilities have the same degree of access as others;

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BOARD OF EDUCATION WEBSITE ACCESSIBILITY

- (7)g. Periodically enlisting people with a variety of disabilities to test the Board of Education's webpages for accessibility and ease of use and use this information to increase the Board's website accessibility;
 - (8)h. Periodically coordinating the audit of existing content and functionality of the website to identify online content or functionality that is inaccessible to persons with disabilities; and
 - (9)i. Developing and carrying out a corrective action plan, when necessary, for making the district's existing web content accessible.
- c3. Ensure that alternative means are available for people with disabilities to access information, programs, and services that are normally provided on the Board's website.

This Policy establishes minimum standards for the accessibility of web-based information and services considered necessary to meet the district's goals and ensure compliance with applicable **Federal and State law**.

Section 504 of the Rehabilitation Act of 1973
Title II of the Americans with Disabilities Act of 1990
34 C.F.R. Part 104; 28 C.F.R. Part 35
N.J.S.A. 18A:36-35.1

Adopted: 20 September 2017
Revised: 17 August 2022



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0163 QUORUM

A quorum of the **Board of Education** shall consist of a **minimum of five Board members**, and no business shall be conducted in the absence of a quorum, except when the Doctrine of Necessity is invoked.

All Board meetings shall be called to commence not later than 8:00 p.m. of the designated day but, if ~~In the event~~ a quorum is not present at the time for which the meeting is called, the Board member or Board members present ~~hour of convening, the meeting may be recessed~~ recess the meeting to a time not later than 9:00 p.m. of the same day- and, ~~iff~~ a quorum **be not present at that time, is not then present, the member or members present may adjourn the meeting to **commence not later than 8:00 p.m. of another day, but not more than seven days following the date for which the original meeting was called, but no further recess or adjournment of the meeting shall be made a later date within seven days.****

The Board of Education recognizes that there may be matters that come before the Board or acts required of Board members in their official capacity where the Board member may have a conflict of interest or the act **by a Board member** would be in violation of N.J.S.A. 18A:12-24. In these matters, the Board member(s) **shall will** remove **themselves himself/herself** from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter. The Board will consider this matter without the Board member(s) who has the conflict.

In the event a matter comes before the Board or an act is required of a Board member in **their his/her** official capacity that is a conflict or would be in violation of N.J.S.A. 18A:12-24, the Board would still be required to have a quorum to consider the matter. However, the New Jersey Department of Education and the School Ethics Commission **has** envisioned this prohibition could create a situation in which **the number of conflicted Board members would prevent so many Board members have a conflict,** that the Board **would be unable** to take action on a matter. Therefore, when more than a quorum of the Board members must abstain from voting on a matter **due to a conflict or act would be in violation of N.J.S.A. 18A:12-24**, the Board will invoke the Doctrine of Necessity consistent with the New Jersey Department of Education and School Ethics Commission guidelines as follows:

- A. Board Member(s) in Conflict - Less Than a Majority of The Board
 1. In the event a Board member(s) has a conflict of interest where the Board member will act in **their his/her** official capacity, the Board member must

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remove himself/herself from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

2. In the event a Board member is unsure whether **their his/her** or any other Board member has a conflict of interest or whether the matter, if acted upon by a Board member(s) is in violation of N.J.S.A. 18A:12-24 - Prohibited Acts, the School Board Attorney will make a determination.
3. The School Board Attorney will provide the Board of Education an opinion on whether the matter is a conflict of interest or act prohibited by N.J.S.A. 18A:12-24 - Prohibited Acts.
4. If the Board member(s) believes **their his/her** has a conflict of interest where he/she will act in his/her official capacity or if the School Board Attorney renders an opinion that the Board member has a conflict of interest where the Board member will act in **their his/her** official capacity, the Board member will remove **themselves himself/herself** from any discussions, meetings (informal or formal), committee meetings, and/or a vote regarding the matter.

B. A Majority of Board Members in Conflict

1. In the event:

- a. A Board member(s) believes **they he/she** has a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where he/she will act in their his/her official capacity;~~ or
- b. If the School Board Attorney renders an opinion ~~that the~~ a Board member(s) has a conflict of interest **or if acted upon by a Board member is in violation of N.J.S.A. 18A:12-24** ~~where the Board member will act in their his/her official capacity;~~ and
- c. The number of Board members that have a conflict would make it so the Board would be unable to take action on the matter, then the Board may invoke the **"Rule [or Doctrine] of Necessity."** ~~(Citing U.S. v. Will, 449 U.S. 200 (1980)).~~

C. ~~Rule [Or Doctrine]~~ Of Necessity



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1. The Doctrine of Necessity may be invoked when more than a quorum of the Board must abstain from voting on a matter.
2. There are three prerequisites necessary for a Board to invoke the Doctrine of Necessity:
 - a. The Board must be unable to act without the members in conflict taking part;
 - b. There must be a pressing need for action, i.e. the matter cannot be laid aside until another date; and
 - c. There can be no alternative forum that can grant the same relief. (~~Allen v. Toms River Regional Board of Education, 233 N.J. Super-651 (Law Division 1989).~~)
3. When the School Board Attorney advises the Board the Doctrine of Necessity must be invoked in order to obtain a quorum on a vote, the Board must **publicly state:** ~~announce that it is invoking the Doctrine.~~
 - a. ~~That it is invoking the Doctrine of Necessity; The announcement must include the reason the Board must invoke the Doctrine of Necessity including stating the nature of each Board members conflict.~~
 - b. ~~The specific reason/purpose for the Doctrine of Necessity is being invoked; The announcement will be in writing and should be recorded in the minutes of the meeting by the Board Secretary at the point when the vote takes place.~~
 - c. ~~The specific nature of the conflict of interest for each Board member that has a conflict of interest: It is enough for the Board to announce it is invoking the Doctrine and a Board Resolution is not required.~~
 - (1) **The specific nature of the conflict of interest for each Board member should include the Board member's name; the name of the immediate family member or relative which is the basis for the conflict of interest, and the position that immediate family member or relative holds; or**

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- (2) If the specific nature of the conflict of interest for a Board member is a conflict other than an immediate family member or relative, the announcement should include the conflict which is the basis for the conflict of interest.
4. When the Board invokes the Doctrine of Necessity, it will adopt a Resolution setting forth the same information as outlined in C.3. above.
54. When the Board invokes the Doctrine of Necessity, the Resolution will be:
 - a. Read at a regularly scheduled public meeting;
 - b. Posted in such places the Board posts public notices for thirty days; and
 - c. ~~Provided to the School Ethics Commission When the Board announces the Doctrine of Necessity is being invoked, the details, parameters and/or other pertinent facts of the matter to be voted should be revealed on an agenda for the public meeting in which the matter is to be voted upon.~~
65. The Board members who have a conflict in the matter are prohibited from:
 - a. Participating in any discussions on the matter prior to the announcement of the invocation of the Doctrine of Necessity at the ~~and~~ public meeting; and
 - b. Being present in an executive session when the matter is being discussed ~~From entering an executive session in order to discuss the merits of the matter or contract; and~~
 - c. ~~From~~ Offering their opinions on the matter at any time prior to the announcement or the invocation of the Doctrine of Necessity ~~and public meeting.~~

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6. ~~The Board members who have a conflict in the matter may only participate to the extent they may vote after the motion to approve and/or ratify the matter has been made and seconded and the Doctrine of Necessity has been thoroughly explained to the public.~~
7. The Board members who have a ~~in~~ conflict may only ask questions regarding the matter to be voted on in public and after the Board has invoked the Doctrine of Necessity.
8. The Board members who have a ~~in~~ conflict may explain their reasons for not voting just before the vote.

N.J.S.A. 18A:10-6; 18A:12-24

New Jersey School Ethics Commission Advisory Opinion

A10-93(b) and A07-94 and C07-96 New Jersey School Ethics Commission –
Resolution on Invoking the Doctrine of Necessity – June 25, 2018

Adopted: 25 June 2014
Revised: 17 August 2022



2415 EVERY STUDENT SUCCEEDS ACT (M)

Every Student Succeeds Act (ESSA) is a reauthorization of the Elementary and Secondary Education Act (ESEA) of 1965 that provides Federal funds to help all New Jersey's school children achieve. The purpose of the ESSA is to ensure all students have equitable access to high-quality educational resources and opportunities and to close educational achievement gaps. The Board of Education elects to augment the instructional program of students by projects supported by Federal funds allocated under the ESSA and the district will comply with the requirements of all the programs authorized by the ESSA.

The district may be eligible for several grant programs funded through the ESSA, including, but not limited to, Title I through Title VII. Many of the Titles of the ESSA have several parts and subparts that provide a funding source for specific purposes.

Application Procedure

The district will submit an ESSA 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 the ESSA for the district to be considered for funding under the ESSA.

Covered Programs

Formula grants under the ESSA are non-competitive grants that school districts are eligible for based on the make-up of their student bodies. These formula grants for each Title are committed to different purposes and may be used to support different activities and programs.

Title I

The largest Federal program supporting elementary and secondary education is Title I. The ESSA strengthens Title I requirements for the State's assessments, accountability system, and support for school improvement. The law also requires 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.

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EVERY STUDENT SUCCEEDS ACT (M)

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 Program- Waterford Elementary

High-poverty schools (a school with at least 40% poverty or any school below 40% poverty with a waiver issued by the New Jersey Department of Education) 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 in the school. A school-wide program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

Target Assistance Program- Atco Elementary and Thomas Richards Early Childhood Center

Schools that are not eligible for (or do not choose to operate) school-wide Title I programs must use Title I funds to provide targeted services to low-achieving students. A Target Assistance program must be established in accordance with the Title I guidelines and regulations and the New Jersey Department of Education.

New Jersey Department of Education Accountability System

The district will comply with the accountability system established by the New Jersey Department of Education and outlined in the New Jersey State Plan and approved by the United States Department of Education.

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 the ESSA.

Staff

The district will comply with the staff certification requirements of the ESSA and the NJDOE. In addition, the district will ensure all paraprofessionals meet the requirements as established by the ESSA and as outlined in Policy 4125 – Employment of Support Staff Members.

Parent and Family Engagement ~~Parental Involvement~~

The district will comply with the requirements as outlined in Policy 2415.04 – Title I – **District-Wide Parent and Family Engagement** ~~Parental Involvement~~ and Policy 2415.50 – Title I – **School Parent and Family Engagement** as applicable in accordance with the NJDOE and the ESSA.

Student Surveys, Analysis, and or Evaluations

The Protection of Student 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 the ESSA, the district will comply with the requirements of Policy 2415.06 – Unsafe School Choice Option in accordance with the NJDOE and the ESSA.

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

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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, the ESSA of 1965 as amended by the ESSA, shall supplement, not supplant the funds that would, in the absence of such Federal funds, be made available from State and local sources for the education of students; participating in programs assisted under the ESSA of 1965 as amended by the ESSA.

Evaluation

The Superintendent will evaluate the ESSA programs as required by the United States and the New Jersey Departments of Education.

Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) as amended by the Every Student Succeeds Act.

[See POLICY ALERT Nos. 167, 168, 198 and 222]

Adopted: 25 June 2014
Revised: 15 March 2017
Revised: 15 September 2021
Revised: 17 August 2022

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School Sponsored Publications
Jun 22

{See ~~POLICY ALERT No. 228~~}

2432 SCHOOL SPONSORED PUBLICATIONS

~~The Board of Education permits and encourages the preparation and distribution of school sponsored publications under staff direction in order that students learn the rights and responsibilities of the press in a free society.~~

~~No school sponsored publication may contain materials that:~~

- ~~1. Are grossly prejudicial to an ethnic, national, religious, or racial group or to either gender;~~
- ~~2. Libel any person or persons;~~
- ~~3. Infringe rights of privacy protected by law or regulation;~~
- ~~4. Seek to establish the supremacy of a particular religious denomination, sect, or point of view over any other;~~
- ~~5. Advocate the use or advertise the availability of any substance or material that constitutes a direct and substantial danger to the health of students;~~
- ~~6. Contain obscenity or material otherwise deemed to be harmful to impressionable students;~~
- ~~7. Incite violence, advocate the use of force, or urge the violation of law or school regulations;~~
- ~~8. Advertise goods or services for the benefit of profit making organizations;~~
- ~~9. Solicit funds for non-school organizations when such solicitations have not been approved by the Board;~~
- ~~10. Promote, favor or oppose any candidate for election to the Board or the adoption of any bond issue, proposal, or question submitted at any school election; or~~
- ~~11. Except as may be required for literary purposes, do not conform to acceptable standards of grammar, clear expression, and responsible research.~~



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[See ~~POLICY ALERT No. 228~~]

R-2432 SCHOOL SPONSORED PUBLICATIONS

A. ~~Objectives~~

The program of school-sponsored publications is intended to:

1. ~~Disseminate news to those who are actively interested in the school: students, teachers, parent(s) or legal guardian(s); administrators, alumni/ae, and other members of the school community;~~
2. ~~Provide a means for the expression of thought;~~
3. ~~Foster a wholesome school spirit and support the best traditions of the school;~~
4. ~~Promote and encourage other school-sponsored activities;~~
5. ~~Provide training and experience in journalism, graphics, photography, and creative writing;~~
6. ~~Create an appreciation for the best forms of journalism both in and out of school;~~
7. ~~Record the history of the school;~~
8. ~~Assist the district's public information program; and~~
9. ~~Teach students the rights and responsibilities of the press in a free society.~~

B. ~~Guidelines~~

1. ~~Excellence in writing will be sought, and the ethics of responsible journalism will determine what will be printed. All facts printed will be based on careful research.~~



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WATERFORD TOWNSHIP BOARD OF EDUCATION

Teaching Staff Members
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DRESS AND GROOMING

3216 DRESS AND GROOMING

The Board of Education believes that the appearance and dress of teaching staff members is an important component of the educational program of this school district. The attitude of teaching staff members about their professional responsibilities and the importance of education in the lives of their pupils are reflected in their dress and appearance. Accordingly, in order to create an atmosphere of respect for **teaching staff members** ~~teachers~~ and an environment conducive to discipline and learning, the Board establishes the following rules for the dress of teaching staff members in the performance of their professional duties:

1. **Acceptable attire for teaching staff members shall include but not be limited to dresses, skirts, blouses, suits, sweaters, pants, and dress shirts with or without a tie; Female teaching staff members may wear dresses, skirts, or pants suits, or skirts or pants with blouses or sweaters;**
2. **Inappropriate attire within the regular school day includes, but is not limited to, the following:**
 - a. **Jeans (unless approved by the Principal or designee for a special activity or event);**
 - b. **T-shirts;**
 - c. **Strapless shirts and dresses;**
 - d. **Sweatshirts, shorts, sweatpants, workout attire unless approved by the Principal or designee;**
 - e. **Beachwear; and**
 - f. **Hats and/or head coverings unless approved by the Principal or designee for medical or religious reasons.**
3. **The clothing and appearance of all teaching staff members shall be clean and neat;**
4. **No clothing may be worn that constitutes a danger to health or safety to the wearer or to others, and no clothing may be worn that interferes with the instructional program;**

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DRESS AND GROOMING

5. A teaching staff member may request a waiver of this dress code for the performance of particular duties. ~~S~~such waivers may be granted by the **Principal or designee;**
6. The Building Principal or the teaching staff member's supervisor, as appropriate, shall determine whether a violation of this dress code has occurred and shall discuss the violation with the teaching staff member concerned. Where a single violation so warrants or violations recur, the Principal or supervisor may enter a reprimand in the teaching staff member's file and may recommend **other appropriate** ~~more stringent~~ disciplinary measures.

N.J.S.A. 18A:27-4

Adopted: 25 June 2014
Revised: 20 April 2016
Revised: 16 November 2016
Revised: 17 August 2022

4216 DRESS & GROOMING

The Board of Education believes the appearance and dress of support staff members is an important component of the educational program of this school district. The attitude of support staff members about their professional responsibilities and the importance of education in the lives of students are reflected in their dress and appearance. Accordingly, in order to create an atmosphere of respect for support staff members and an environment conducive to discipline and learning, the Board establishes the following rules for the dress of support staff members in the performance of their professional duties:

1. Acceptable attire for support staff members shall include, but not be limited to, dresses, skirts, blouses, suits, sweaters, pants, and dress shirts with or without a tie;
2. Inappropriate attire within the regular school day includes, but is not limited to, the following:
 - a. Jeans (unless approved by the Principal or designee for a special activity or event);
 - b. T-shirts;
 - c. Strapless shirts and dresses;
 - d. Sweatshirts, shorts, sweatpants, workout attire unless approved by the Principal or designee;
 - e. Beachwear; and
 - f. Hats, and or head coverings unless approved by the Principal or designee for medical or religious reasons.
3. The clothing and appearance of all support staff members shall be clean and neat;
4. No clothing may be worn that constitutes a danger to health or safety to the wearer or to others, and no clothing may be worn that interferes with the instructional program;

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Support Staff Members
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DRESS & GROOMING

5. A support staff member may request a waiver of this dress code for the performance of particular duties. Such waivers may be granted by the Principal or designee or the support staff member's immediate supervisor;
6. The Building Principal or the support staff members' supervisor, as appropriate, shall determine whether a violation of the dress code has occurred and shall discuss the violation with the support staff member concerned. Where a single violation so warrants or violations recur, the Principal or supervisor may enter a reprimand in the support staff member's file and may recommend other appropriate disciplinary measure.
7. Thomas Richards Early Childhood Learning Center support staff members are not required to request a waiver due to the difference in the learning environment. Staff may wear appropriate attire for early childhood.

N.J.S.A. 18A:27-4

Adopted: 17 August 2022

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[See POLICY ALERT No. 228]

3270 PROFESSIONAL RESPONSIBILITIES

The Board of Education will establish and enforce rules for the assignment of specific duties to teaching staff members and for the conduct of teaching staff members during the work day.

Teaching staff members assigned specific instructional responsibilities and as designated by the Superintendent shall prepare regular lesson plans ~~The Board directs the Superintendent to requires the preparation of lesson plans each teacher that implement the goals and objectives of the educational program.~~ Teachers shall also be responsible for providing adequate direction and guidance to substitutes. Lesson plans ~~will~~ shall be subject to ~~periodic~~ review by _____ the teaching staff member's Principal or designee and/or immediate supervisor as assigned by the Superintendent.

~~The Superintendent shall apply uniformly throughout the district, except as may otherwise be provided in this policy, the following additional rules for teaching staff member conduct:~~

- ~~1. During the work day, teaching staff members may be assigned extra or alternative duties by the _____ in accordance with Board Policy No. 3134;~~
- ~~2. Teaching staff members are expected to attend every faculty meeting unless expressly excused by the _____;~~

During the work day, teaching staff members may be assigned extra or alternative duties by the Principal or designee in accordance with Policy 3134. Teaching staff members are to attend every faculty meeting unless expressly excused by the Principal or designee.

Optional

~~{A teaching staff member who is excused from attending a faculty meeting must meet with the _____ the following day to review the topics covered at the meeting;}~~



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~~3. Teaching staff members may not leave the school grounds during mealtime without the express permission of the _____.~~

~~Teaching staff members who are assigned as department heads or who are assigned to work on curriculum revision during the regular school day will be given an appropriate reduction in teaching assignments.~~

N.J.S.A. 18A:27-4

N.J.A.C. 6A:9-3.3

Adopted:



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[See POLICY ALERT No. 228]

5513 CARE OF SCHOOL PROPERTY

The Board of Education believes ~~that~~ the schools ~~district~~ should help students learn to respect property and ~~instill to develop~~ feelings of pride in ~~their school community institutions~~. The Board ~~requires charges~~ each student ~~enrolled in the this district to responsibly with responsibility for the proper care for of school property and the school supplies and equipment entrusted to the student his/her use by the school district~~.

Students who cause damage to or lose school property ~~may will~~ be subject to disciplinary measures. The Board authorizes the imposition of a fine for the loss, damage, or ~~destruction defacement~~ of a textbook and reserves the right to withhold a report card or diploma from any student whose payment of a fine is in arrears.

A student who demonstrates chronic and/or serious disregard for property may be referred to the Child Study Team.

The Superintendent shall develop rules for the safekeeping and accounting of textbooks and prepare a schedule of fines for lost, ~~and~~ damaged, ~~and~~ destroyed textbooks.

N.J.S.A. 18A:34-2; 18A:37-3

N.J.A.C. 6A:~~23A-20.623-6.6~~

~~Cross-reference: Policy Guide Nos. 2520, 7610, 8461, 9260~~

Adopted:



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R 2423 BILINGUAL AND ESL EDUCATION (M)

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 the 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 program alternative in which students receive daily instruction from a certified bilingual teacher in identifying 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



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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 students experiences in their ESL instruction.

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 (<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



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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.
 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 a 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 ESL teacher will:
 - a. Maintain a census indicating all students identified whose native language is other than English; and



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- 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.
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.
3. **The home language survey should be included at the time of registration for all families to determine if another language is spoken in the home. Any child who speaks, or is exposed to, a language other than English at home is considered an English language learner, in need of language support in the home language(s), even if he or she understands and speaks some English. The home language survey should be completed by the primary caregiver (with translators available, if and when needed). It is designed to help school administrators and teachers know how to best support the child and families. Additionally, as specified in Bilingual Code, "The district board of education shall also use age-appropriate methodologies to identify limited English proficient preschool students in order to determine their individual language development needs." The IPT and other English proficiency tests should only be administered at the end of preschool or for kindergarten entrance when determining optimal kindergarten placements. Any child who speaks or is exposed to a language other than English at home is considered an English language learner, in need of linguistic support, even if the**



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child understands and speaks some English. Preschool English language learners should be placed in inclusive classrooms, with teachers that are cognizant of their social-emotional, physical, linguistic and academic needs. They should also have ongoing exposure to, and interactions with peers that speak their home language as with speakers of English, because all children benefit from interactions with multiple language peers. Teachers and paraprofessionals should be informed of the languages of all students in the class, and should be provided with ongoing support via professional development, coaching and resources to best meet the needs of their linguistically diverse students.

- 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 New Jersey Student Learning 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 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.



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- (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) An 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.
- c. The Board of Education shall establish bilingual education programs whenever there are twenty or more ELLs in anyone-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 New Jersey Student Learning Standards. All ELLs participating in the bilingual program shall also receive ESL instruction;
 - (2) Include a curriculum that addresses the New Jersey Students Learning 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



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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.
 - 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 individual 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.
 3. **For preschool, the home language survey should be followed up with an individual conversation between the teacher and the primary caregivers to develop a better understanding of the child's home language environment; and to help families understand the school district's linguistic, social-emotional and academic goals for the families. The home language survey and information gleaned from family conversations should also be used by preschool teachers to inform instruction that addresses the linguistic needs of each child. It is critical that teachers provide explicit vocabulary instruction to help English language learners learn English vocabulary and to also build comprehensible input (Krashen, 1983, 1985, 1994). Preschool teachers**



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should develop vocabulary and language goals and embed them in developmentally appropriate ways to ensure that English language learners are being taught appropriate vocabulary within the context of each lesson, activity or hands-on experience.

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 New Jersey Student Learning 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.

E. Department of Education Approval of Bilingual, ESL, or English Language Services Program.

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:



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- 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 ELLs and their parents.
3. **Most English language learners in the United States are enrolled in mainstream classes with general education teachers who lack the appropriate knowledge and strategies to teach linguistically diverse students (Estrada, Gomez, Ruiz-Escalante, 2009). Preschool classrooms should be child-centered, and teachers must incorporate practices and perspectives that celebrate the linguistic and cultural diversity of all the children to foster the positive socio-emotional development of young children (Hwa-Froelich & Vigil, 2004). It is critical that teachers provide support for children's home language in**



the preschool years because it impacts the child's basic language foundation and their ability to understand and grasp content knowledge. Classroom support for children's language occurs best in the context of natural interactions and environments. Preschool English language learners should be provided with daily activities and experiences that promote oral language development and phonemic awareness in both their home language (to the maximum extent possible) and English. This should include a literacy rich environment with meaningful content-based activities that builds on the linguistic background of ELLs and provides bridging to English. Daily classroom activities should also include a variety of bilingual and multilingual music and movement activities, including songs, chants, finger plays and rhyming activities. Providing preschool English language learners with experiences that focus on oral language development in their native language helps to develop a strong foundation as they transfer learning in English (Espinosa, 2010; Krashen 1985, 1994, 2003); and research has shown that early literacy skills transfer from one language to another (August, Calderón & Carlo, 2002; Espinosa, 2010). These foundational skills are the precursors for reading and mathematics. Additionally, the child's first language is intricately tied to their concept of self, family and home; and when young children lose their first language they experience a separation from the cultural and social nuances of their families and communities (Fillmore, 2000).

4. Any staff member who is going to provide support and/or services to a student with English Language needs should obtain official approval from the building principal before providing said services or support. If the staff member receives approval, the Master Teacher and CPIS/PIRT should provide information regarding appropriate ELL supports based on the district curriculum, research-based best practices, and NJ DOE guidelines and recommendations.

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 New Jersey Student Learning 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.
3. **Professional development should be ongoing, developmentally appropriate and designed to provide classroom teachers and teacher assistants with knowledge of the stages of language development. It should incorporate engaging, child-centered strategies and techniques that support both first and second language development. Professional development should instill the importance of supporting the home language, and incorporate ways parents can support their children's literacy development. The professional development should include a focus on the acquisition of early literacy skills, including oral language development, phonological awareness and alphabetic principle in the context of different languages. The professional development should also assist teachers with instructional approaches that provide explicit vocabulary instruction, facilitate rich conversations, and utilize varying questioning techniques based on the children's level of English proficiency.**

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.



4. **It is important that teachers of English language learners acquire strong knowledge about the varied aspects of language in teaching. Teachers need to recognize the cultural aspect of language; and have a clear understanding of, and respect for the varied linguistic patterns of diverse children and families (Adger, Snow & Christian, 2003). This is essential to help children from various cultural and linguistic backgrounds make a smooth transition from home to school. Teachers of English language learners also need to understand dialectical usages of language and typical errors made by young children learning their own language or a new language, so that they can provide targeted support, via age appropriate strategies to make language comprehensible.**

Teachers should understand the stages of language development, so that they can carefully and purposefully choose materials and activities that promote language development, and provide scaffolded support as needed (Adger, Snow & Christian, 2003; Krashen, 1983). It is also important that teachers realize that all assessments are actually language assessments and are not necessarily representative of what young children, particularly English language learners know and can do. Therefore, it is essential that multiple factors are considered when assessing all children, especially young second language learners.

Every attempt should be made to employ both a teacher and teacher assistant who speak both English and the second language of the bilingual children enrolled in their classrooms. There should be at least one adult in the classroom who speaks the primary language of the English language learners. In classes where there are significant numbers of second language learners, one adult should speak the home language of the majority of English language learners. Bilingual staff must be encouraged to use the children's home languages to provide a classroom environment with rich and explicit vocabulary instruction embedded in the context of developmentally appropriate activities to build comprehensible input, and promote expressive language (Lugo-Neris, Jackson & Goldstein, 2010). Teachers should also provide hands-on, small



group instruction focused on emergent literacy experiences in the home language, comprehension, and rich exposure to both languages (Coppola, 2005). Instructional strategies should include the use of props, pictures and realia – (objects from real life used in classroom instruction). Schools must ensure that all staff members serve as good language models for all children by using standard and age-appropriate language.

Non-bilingual teachers and teacher assistants should develop some basic communication skills in the home languages of the children in their classrooms. This should include both survival language and vocabulary and phrases that make the children feel welcomed and comfortable in the classroom. School districts should hire master teachers with bilingual expertise and/or bilingual certification and a strong background in early childhood education and developmentally appropriate practices.

The bilingual master teacher is a resource for classroom teachers and should provide training in strategies and techniques to support first and second language development. The bilingual master teacher should assist the classroom teacher with bilingual labels for the classroom environment in the most common home language (s) of the children, as well as a list of survival words and phrases, and general conversational phrases in the home languages of the children (along with the transliteration) for non-bilingual staff. Districts should adhere to the suggested master teacher/classroom ratio of one master teacher for every fifteen classrooms for school districts with large numbers of English language learners.

- 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.



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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.
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 pupil'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 pupil 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 students 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



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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 students.
 - 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.
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(s) of the placement determination. If the parent(s) or teaching staff member disagrees with the placement, he/she may appeal the placement decision in writing to the Superintendent or ESL teacher, 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.



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L. Notification to Parents/Legal Guardians

1. The school district will notify by mail the parent(s) 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;
 - c. The student's level of English proficiency, how the level of English proficiency was assessed, and the pupil'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 program in the same manner and frequency as progress reports are sent to parent(s) of other students enrolled in the school district.



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3. Progress reports shall be written in English and in the native language of the parent(s) of students enrolled in the bilingual and ESL program unless the school district can be demonstrated and documented 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(s) 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(s) 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.

N Parental Involvement

1. The Superintendent or designee will provide for the maximum practicable 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 program.
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: 25 June 2014
Revised: 17 May 2017
Revised: 17 August 2022



**WATERFORD TOWNSHIP BOARD OF EDUCATION
INVESTMENT REPORT
June 2022**

INVESTMENTS PRESENTLY IN EFFECT - N.J.S.A. 40A-5.2

General Account	\$4,149,122.47
NJ Cash Management Fund ~ Current ACC.....	\$831,987.88
NJ Cash Management Fund ~ Capital Reserve.....	\$866,886.72
NJ Cash Management Fund ~ Maintenance	\$756,019.91
Payroll.....	\$3,949.55
Agency	\$273,908.66
Flexible Spending Account.....	\$5,848.72
UCC Trust.....	\$57,791.94
TOTAL	<u>\$6,945,515.85</u>

INTEREST EARNED FROM INVESTMENTS **AVERAGE INTEREST RATE**

General Account	\$1,498.33	0.53%
NJ Cash Management Fund ~ Current ACC.....	\$598.87	0.88%
NJ Cash Management Fund ~ Capital Reserve.....	\$624.00	0.88%
NJ Cash Management Fund ~ Maintenance	\$526.79	0.85%
Payroll.....	\$7.47	0.36%
Agency.....	\$62.12	0.47%
Flexible Spending Account.....	\$1.05	0.52%
UCC Trust.....	<u>\$15.29</u>	0.53%
TOTAL INTEREST FOR June 2022	\$3,333.92	
Amount Previously Reported	<u>\$6,724.37</u>	
TOTAL JULY 1ST TO DATE	<u>\$10,058.29</u>	

DETAILED BREAKDOWN NJSA 40A:5-15.2

Certificates of Deposit:

<u>Date Invested</u>	<u>Bank</u>	<u>Term</u>	<u>Number</u>	<u>Amount</u>	<u>Rate</u>	<u>Matures</u>
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CERTIFICATION

I, Daniel J. Fox, Investment Officer of the Waterford Township Board of Education, hereby certify that the above is a true and correct report of the status of investments of the monies held by the Waterford Township Board of Education.



Signature Business Administrator

7/30/22

Date

**CASH RECEIPTS AND DISBURSEMENTS REPORT
WATERFORD TOWNSHIP BOARD OF EDUCATION
ALL FUNDS
June 2022**

FUNDS	BEGINNING CASH BALANCE	CASH RECEIPTS	CASH DISBURSEMENTS	ENDING CASH BALANCES
GOVERNMENT FUNDS				
1 General Fund [Fund 10]	\$ 3,351,797.93	\$ 1,320,665.36	\$ 3,192,460.71	\$ 1,480,002.58
1b Capital Reserve [10-116]	\$ 866,262.72	\$ 624.00	\$ -	\$ 866,886.72
1b Maintenance Reserve [10-117]	\$ 335,493.12	\$ 420,526.79	\$ -	\$ 756,019.91
1b Internal Services [Fund 71]	\$ 39,981.12	\$ 17,567.35	\$ 14,584.07	\$ 42,964.40
2 Special Revenue [Fund 20]	\$ 282,617.28	\$ 51,201.04	\$ 391,314.66	\$ (57,496.34)
3 Capital Projects [Fund 30]	\$ 2,594,685.60	\$ 569,404.51	\$ -	\$ 3,164,090.11
4 Debt Service [Fund 40]	\$ -		\$ -	\$ -
Total Government Funds [General Acct+CMF+Cap Res+Wells Fargo Accts]	\$ 7,470,837.77	\$ 2,379,989.05	\$ 3,598,359.44	\$ 6,252,467.38
5 Cafeteria Account [Fund 61]	\$ 170,200.52	\$ 66,838.73	\$ 73,829.00	\$ 163,210.25
Total Enterprise Funds [61-64]	\$ 170,200.52	\$ 66,838.73	\$ 73,829.00	\$ 163,210.25
TOTAL GOVERNMENT & ENTERPRISE	\$ 7,641,038.29	\$ 2,446,827.78	\$ 3,672,188.44	\$ 6,415,677.63
TRUST & AGENCY FUNDS				
6a Agency [Fund 90]	\$ 25,546.67	\$ 795,588.16	\$ 572,192.52	\$ 248,942.31
6b Flexible Spending Acct [Fund 93]	\$ 5,530.94	\$ 575.00	\$ 290.22	\$ 5,815.72
7 Payroll [Fund 91]	\$ 3,500.00	\$ -	\$ -	\$ 3,500.00
8 Unemployment Trust [Fund 92]	\$ 48,211.02	\$ 9,580.92	\$ -	\$ 57,791.94
9 Student Activity Fund [Fund 95]	\$ 3,182.42	\$ 77.50	\$ 582.15	\$ 2,677.77
Total Trust & Agency Funds	\$ 85,971.05	\$ 805,821.58	\$ 573,064.89	\$ 318,727.74
TOTAL ALL FUNDS	\$ 7,727,009.34	\$ 3,252,649.36	\$ 4,245,253.33	\$ 6,734,405.37

Denise Niedoba
Denise Niedoba, Accountant

7-28-22
Date

DA

STUDENT ACTIVITY REPORT
as of June 30, 2022

Account #	Account Description	Advisor Name	Opening Balance 7/1/2021	Deposits	Withdrawals	Ending Balance 6/30/2022
95-499-BA	Book Fines ~ Atco	Meredith Vitarelli	\$79.18	\$171.07	\$82.63	\$167.62
95-499-FA	School Fund Rasiers ~ Atco	Gabrielle Holwell	\$12.93	\$0.00	\$0.00	\$12.93
95-499-AT	Field Day ~ Atco	Shaun Laurito	\$78.00	\$0.00	\$0.00	\$78.00
95-499-BT	Book Fines ~ TR		\$21.55	\$64.50	\$0.00	\$86.05
95-499-FT	School Fund Rasiers ~ TR	Gabrielle Holwell	\$324.28	\$0.00	\$195.95	\$128.33
95-499-TR	Field Day ~ TR	Shaun Laurito	\$214.05	\$0.00	\$214.05	\$0.00
95-499-6	6th Grade Projects	Meaghan Knoll	\$0.00	\$0.00	\$0.00	\$0.00
95-499-SC	WES Student Council	Meaghan Knoll	\$143.30	\$0.00	\$0.00	\$143.30
95-499-WE	Field Day ~ WES	Meaghan Knoll	\$668.75	\$0.00	\$168.15	\$500.60
95-499-BW	Book Fines ~ WES		\$40.00	\$46.00	\$4.00	\$82.00
95-499-C	Community Relief Fund	Erica Ravenkamp	\$502.65	\$0.00	\$200.00	\$302.65
95-499-FW	School Fund Raisers ~ WES	Ryan Ciavaglia	\$80.82	\$0.00	\$0.00	\$80.82
95-499-WM	Wildcat Mentor Program	Ryan Ciavaglia	\$78.97	\$0.00	\$0.00	\$78.97
95-499-FD	Funds Raised to be Donated	Carley Marsh	\$0.00	\$0.00	\$0.00	\$0.00
95-499-HS	Home & School	Christina Leach	\$0.00	\$0.00	\$0.00	\$0.00
95-499-B	WES Beautification	Kate Ginzberg	-\$50.00	\$248.00	\$0.00	\$198.00
95-499-TH	Theater Arts	Sierra Keyes	\$818.50	\$0.00	\$0.00	\$818.50
95-499-ST	Staff Activity Account		\$0.00	\$0.00	\$0.00	\$0.00
95-101	Cash ~ Student Activity Account		\$3,012.98	\$529.57	\$864.78	\$2,677.77

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 10 General Fund

Assets and Resources

Assets:

101	Cash in bank		\$1,480,002.58
102 - 106	Cash Equivalents		\$3,500.00
111	Investments		\$0.00
116	Capital Reserve Account		\$866,886.72
117	Maintenance Reserve Account		\$756,019.91
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$944,511.60	
141	Intergovernmental - State	\$32,461.54	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$976,973.14

Loans Receivable:

131	Interfund	\$75,071.16	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$75,071.16

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$27,835,174.00	
302	Less revenues	(\$25,938,141.34)	\$1,897,032.66

Total assets and resources

\$6,055,486.17

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 10 General Fund

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$429,682.25
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$86,942.93
	Total liabilities		\$516,625.18

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$61,735.18
761	Capital reserve account - July	\$1,494,467.87	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	(\$629,715.00)	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$864,752.87
764	Maintenance reserve account - July	\$620,059.73	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$620,059.73
766	Reserve for Cur. Exp. Emergencies - July	\$300,000.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$300,000.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$30,159,591.01	
602	Less: Expenditures	(\$28,334,236.04)	
	Less: Encumbrances	(\$61,735.18)	(\$28,395,971.22)
	Total appropriated		\$3,610,167.57
	Unappropriated:		
770	Fund balance, July 1		\$3,623,395.43
771	Designated fund balance		\$0.00
303	Budgeted fund balance		(\$1,694,702.01)
	Total fund balance		\$5,538,860.99
	Total liabilities and fund equity		<u>\$6,055,486.17</u>

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 10 General Fund

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$30,159,591.01 ✓	\$28,395,971.22 ✓	\$1,763,619.79 ✓
Revenues	(\$27,835,174.00) ✓	(\$25,938,141.34) ✓	(\$1,897,032.66) ✓
Subtotal	<u>\$2,324,417.01</u>	<u>\$2,457,829.88</u>	<u>(\$133,412.87)</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	(\$627,581.15)	\$627,581.15
Less - Withdrawal from reserve	(\$629,715.00)	(\$629,715.00)	\$0.00
Subtotal	<u>\$1,694,702.01</u>	<u>\$1,200,533.73</u>	<u>\$494,168.28</u>
Change in maintenance reserve account:			
Plus - Increase in reserve	\$0.00	\$135,960.18	(\$135,960.18)
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,694,702.01</u>	<u>\$1,336,493.91</u>	<u>\$358,208.10</u>
Change in emergency reserve account:			
Plus - Increase in reserve	\$0.00	(\$300,000.00)	\$300,000.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,694,702.01</u>	<u>\$1,336,493.91</u>	<u>\$658,208.10</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$1,694,702.01</u>	<u>\$1,200,533.73</u>	<u>\$494,168.28</u>

Prepared and submitted by :


Board Secretary


Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 10 General Fund

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00370	SUBTOTAL – Revenues from Local Sources	14,831,590	0	14,831,590	14,966,213		(134,623)
00520	SUBTOTAL – Revenues from State Sources	12,331,327	0	12,331,327	10,918,193	Under	1,413,134
00570	SUBTOTAL – Revenues from Federal Sources	42,542	0	42,542	53,486		(10,944)
0071A	Other	629,715	0	629,715	250	Under	629,465
	Total	27,835,174	0	27,835,174	25,938,141		1,897,033
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	5,669,390	(1,398,003)	4,271,387	3,927,650	2,778	340,959
10300	Total Special Education - Instruction	1,056,819	634,516	1,691,335	1,517,595	32	173,708
11160	Total Basic Skills/Remedial – Instruct.	14,307	926,131	940,438	930,206	0	10,231
17100	Total School-Sponsored Co/Extra Curricul	18,000	0	18,000	2,700	0	15,300
20620	Total Summer School	53,125	45,160	98,285	60,692	31,588	6,005
29180	Total Undistributed Expenditures - Instr	10,570,986	(166,593)	10,404,393	10,292,355	5,116	106,922
29680	Total Undistributed Expenditures – Atten	115,420	1,820	117,240	113,308	0	3,932
30620	Total Undistributed Expenditures – Healt	198,492	(14,215)	184,277	177,852	0	6,424
40580	Total Undistributed Expend – Speech, OT,	321,987	14,049	336,036	314,841	0	21,195
41080	Total Undist. Expend. – Other Supp. Serv	313,688	38,456	352,144	297,462	0	54,682
41660	Total Undist. Expend. – Guidance	151,872	(700)	151,172	141,114	0	10,058
42200	Total Undist. Expend. – Child Study Team	419,393	(9,650)	409,743	377,557	0	32,186
43200	Total Undist. Expend. – Improvement of I	298,181	77,024	375,205	358,305	0	16,900
43620	Total Undist. Expend. – Edu. Media Serv.	462,276	34,532	496,808	460,253	17,983	18,572
44180	Total Undist. Expend. – Instructional St	158,539	(25,690)	132,849	49,257	0	83,592
45300	Support Serv. - General Admin	330,606	47,474	378,080	345,358	0	32,721
46160	Support Serv. - School Admin	470,001	42,183	512,184	448,111	0	64,073
47200	Total Undist. Expend. – Central Services	449,388	43,905	493,293	450,870	0	42,423
51120	Total Undist. Expend. – Oper. & Maint. O	2,045,384	(56,218)	1,989,166	1,582,310	4,239	402,618
52480	Total Undist. Expend. – Student Transpor	2,182,419	(122,536)	2,059,883	1,878,638	0	181,245
71260	TOTAL PERSONNEL SERVICES –EMPLOYEE	3,052,951	(28,631)	3,024,320	2,919,478	0	104,843
72020	Total Undistributed Expenditures – Food	15,314	0	15,314	312	0	15,002
75880	TOTAL EQUIPMENT	5,900	0	5,900	5,095	0	805
76260	Total Facilities Acquisition and Constru	1,683,046	0	1,683,046	1,668,823	0	14,223
76320	Capital Reserve – Transfer to Capital Pr	5,000	0	5,000	0	0	5,000
84000	Transfer of Funds to Charter Schools	14,094	0	14,094	14,094	0	0
	Total	30,076,578	83,013	30,159,591	28,334,236	61,735	1,763,620

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 10 General Fund

Revenues:			Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00100	10-1210	Local Tax Levy	14,447,965	0	14,447,965	14,447,965		0
00150	10-1320	Tuition from LEAs Within State	0	0	0	2,104		(2,104)
00220	10-13[2-4]0	Other Tuition	12,500	0	12,500	34,357		(21,857)
00250	10-14[2-4]0	Transportation Fees from Other LEAs	15,625	0	15,625	0	Under	15,625
00300	10-1__	Unrestricted Miscellaneous Revenues	350,000	0	350,000	478,693		(128,693)
00330	10-1__	Interest Earned on Maintenance Reserve	500	0	500	960		(460)
00340	10-1__	Interest Earned on Capital Reserve Funds	5,000	0	5,000	2,134	Under	2,866
00410	10-3116	School Choice Aid	347,139	0	347,139	312,425	Under	34,714
00420	10-3121	Categorical Transportation Aid	632,435	0	632,435	569,192	Under	63,244
00430	10-3131	Extraordinary Aid	200,000	0	200,000	0	Under	200,000
00440	10-3132	Categorical Special Education Aid	981,906	0	981,906	883,715	Under	98,191
00460	10-3176	Equalization Aid	9,969,582	0	9,969,582	8,972,622	Under	996,960
00470	10-3177	Categorical Security Aid	200,265	0	200,265	180,239	Under	20,027
00540	10-4200	Medicaid Reimbursement	42,542	0	42,542	53,486		(10,944)
00680	10-5200	Transfers from Other Funds	629,715	0	629,715	0	Under	629,715
00700	10-5__	Other Financing Sources	0	0	0	250		(250)
Total			27,835,174	0	27,835,174	25,938,141		1,897,033
Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
02060	11-105-100-936	Local Contribution – Transfer to Special	133,430	0	133,430	133,430	0	0
02080	11-110-__-101	Kindergarten – Salaries of Teachers	501,746	(63,691)	438,055	375,619	0	62,436
02100	11-120-__-101	Grades 1-5 – Salaries of Teachers	3,685,902	(1,176,469)	2,509,433	2,361,734	0	147,699
02120	11-130-__-101	Grades 6-8 – Salaries of Teachers	632,413	(111,889)	520,524	514,840	0	5,684
02500	11-150-100-101	Salaries of Teachers	1,750	(1,000)	750	0	0	750
02540	11-150-100-320	Purchased Professional – Educational Ser	2,000	4,000	6,000	6,000	0	0
03000	11-190-1__-106	Other Salaries for Instruction	352,013	(63,850)	288,163	259,026	0	29,137
03020	11-190-1__-320	Purchased Professional – Educational Ser	40,600	4,480	45,080	36,348	0	8,732
03040	11-190-1__-340	Purchased Technical Services	22,000	(6,000)	16,000	5,027	0	10,974
03060	11-190-1__-[4-5]	Other Purchased Services (400-500 series	19,500	1,396	20,896	20,275	0	621
03080	11-190-1__-610	General Supplies	261,486	22,243	283,729	215,351	2,778	65,600
03100	11-190-1__-640	Textbooks	1,000	0	1,000	0	0	1,000
03120	11-190-1__-8__	Other Objects	15,550	(7,224)	8,326	0	0	8,326
04500	11-204-100-101	Salaries of Teachers	258,061	34,109	292,170	266,811	0	25,359
04520	11-204-100-106	Other Salaries for Instruction	1,600	57,595	59,195	56,600	0	2,595
04600	11-204-100-610	General Supplies	1,271	150	1,421	896	0	525
06000	11-209-100-101	Salaries of Teachers	156,279	75,939	232,218	179,403	0	52,815
06020	11-209-100-106	Other Salaries for Instruction	600	0	600	0	0	600
06100	11-209-100-610	General Supplies	1,314	0	1,314	842	32	440
07000	11-213-100-101	Salaries of Teachers	461,971	447,385	909,356	871,450	0	37,906
07020	11-213-100-106	Other Salaries for Instruction	15,740	50,475	66,215	38,315	0	27,900
07100	11-213-100-610	General Supplies	35,899	(29,374)	6,525	4,944	0	1,581
08500	11-216-100-101	Salaries of Teachers	88,927	(17,108)	71,819	70,319	0	1,500

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Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
08520	11-216-100-106	Other Salaries for Instruction	15,300	3,940	19,240	19,163	0	77
08600	11-216-100-6__	General Supplies	2,857	406	3,263	1,652	0	1,611
09260	11-219-100-101	Salaries of Teachers	2,000	0	2,000	1,950	0	50
09300	11-219-100-320	Purchased Professional-Educational Servi	15,000	11,000	26,000	5,250	0	20,750
11000	11-230-100-101	Salaries of Teachers	6,000	927,238	933,238	925,780	0	7,458
11100	11-230-100-610	General Supplies	8,307	(1,107)	7,200	4,426	0	2,774
17000	11-401-100-1__	Salaries	18,000	0	18,000	2,700	0	15,300
20000	11-422-100-101	Salaries of Teachers	24,000	13,638	37,638	36,717	0	922
20020	11-422-100-106	Other Salaries of Instruction	10,000	3,200	13,200	12,146	0	1,054
20500	11-422-200-1__	Salaries	9,325	2,505	11,830	11,830	0	1
20520	11-422-200-3__	Purchased Professional and Technical Ser	9,200	(5,783)	3,417	0	0	3,417
20540	11-422-200-[4-5]	Purchased Services (400-500 series)	0	31,600	31,600	0	31,588	13
20560	11-422-200-6__	Supplies and Materials	600	0	600	0	0	600
29000	11-000-100-561	Tuition to Other LEAs within the State -	7,366,664	8,000	7,374,664	7,370,647	0	4,018
29020	11-000-100-562	Tuition to Other LEAs within the State -	1,060,324	(32,450)	1,027,874	1,016,126	0	11,748
29040	11-000-100-563	Tuition to County Voc. School District-R	77,870	0	77,870	77,870	0	0
29080	11-000-100-565	Tuition to CSSD & Regular Day Schools	162,800	(25,075)	137,725	89,825	5,116	42,784
29100	11-000-100-566	Tuition to Priv. School for the Disabled	1,903,328	(117,068)	1,786,260	1,737,887	0	48,372
29500	11-000-211-1__	Salaries	89,570	820	90,390	89,226	0	1,164
29600	11-000-211-3__	Purchased Professional and Technical Ser	23,000	1,200	24,200	24,076	0	124
29620	11-000-211-[4-5]	Other Purchased Services (400-500-series	1,250	(200)	1,050	6	0	1,044
29640	11-000-211-6__	Supplies and Materials	1,600	0	1,600	0	0	1,600
30500	11-000-213-1__	Salaries	175,542	(14,143)	161,399	161,272	0	127
30540	11-000-213-3__	Purchased Professional and Technical Ser	19,200	(2,597)	16,603	11,937	0	4,666
30560	11-000-213-[4-5]	Other Purchased Services (400-500 series	250	(219)	31	13	0	18
30580	11-000-213-6__	Supplies and Materials	3,500	2,744	6,244	4,631	0	1,613
40500	11-000-216-1__	Salaries	193,482	(8,114)	185,368	181,699	0	3,669
40520	11-000-216-320	Purchased Professional – Educational Ser	125,500	23,023	148,523	131,842	0	16,681
40540	11-000-216-6__	Supplies and Materials	2,005	140	2,145	1,300	0	845
40560	11-000-216-8__	Other Objects	1,000	(1,000)	0	0	0	0
41000	11-000-217-1__	Salaries	228,688	43,106	271,794	270,515	0	1,279
41020	11-000-217-320	Purchased Professional – Educational Ser	82,000	(2,500)	79,500	26,807	0	52,693
41040	11-000-217-6__	Supplies and Materials	3,000	(2,150)	850	140	0	710
41500	11-000-218-104	Salaries of Other Professional Staff	142,759	(400)	142,359	140,263	0	2,096
41520	11-000-218-105	Salaries of Secretarial and Clerical Ass	2,500	0	2,500	540	0	1,960
41580	11-000-218-390	Other Purchased Professional & Technical	3,000	0	3,000	0	0	3,000
41620	11-000-218-6__	Supplies and Materials	3,613	(300)	3,313	312	0	3,001
42000	11-000-219-104	Salaries of Other Professional Staff	333,133	(5,000)	328,133	310,876	0	17,257
42020	11-000-219-105	Salaries of Secretarial and Clerical Ass	45,480	0	45,480	45,480	0	0
42080	11-000-219-390	Other Purchased Professional & Technical	30,000	(8,100)	21,900	12,807	0	9,093
42100	11-000-219-[4-5]	Other Purchased Services (400-500 series	4,150	3,000	7,150	3,295	0	3,855

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42160	11-000-219-6__	Supplies and Materials	5,630	350	5,980	4,059	0	1,921
42180	11-000-219-8__	Other Objects	1,000	100	1,100	1,040	0	60
43000	11-000-221-102	Salaries of Supervisor of Instruction	102,170	1,752	103,922	103,922	0	0
43020	11-000-221-104	Salaries of Other Professional Staff	73,978	(9,800)	64,178	61,315	0	2,863
43040	11-000-221-105	Salaries of Secretarial & Clerical Assis	81,133	(5,805)	75,328	70,685	0	4,643
43080	11-000-221-176	Salaries of Facilitators, Math & Literac	1,000	79,222	80,222	79,222	0	1,000
43100	11-000-221-320	Purchased Prof. – Educational Services	20,800	3,000	23,800	23,789	0	12
43140	11-000-221-[4-5]	Other Purch. Services (400-500 series)	5,400	13,055	18,455	13,775	0	4,680
43160	11-000-221-6__	Supplies and Materials	10,100	(4,000)	6,100	2,697	0	3,403
43180	11-000-221-8__	Other Objects	3,600	(400)	3,200	2,901	0	299
43500	11-000-222-1__	Salaries	146,702	25,597	172,299	168,592	0	3,707
43520	11-000-222-177	Salaries of Technology Coordinators	105,233	0	105,233	105,200	0	33
43540	11-000-222-3__	Purchased Professional and Technical Ser	141,450	(7,351)	134,099	122,587	0	11,512
43560	11-000-222-[4-5]	Other Purchased Services (400-500 series	800	(148)	652	0	0	652
43580	11-000-222-6__	Supplies and Materials	68,091	16,434	84,525	63,874	17,983	2,668
44020	11-000-223-104	Salaries of Other Professional Staff	20,800	(8,200)	12,600	699	0	11,901
44040	11-000-223-105	Salaries of Secretarial & Clerical Assis	22,509	0	22,509	20,915	0	1,594
44060	11-000-223-110	Other Salaries	23,250	2,400	25,650	16,804	0	8,846
44080	11-000-223-320	Purchased Professional – Educational Ser	61,000	(6,570)	54,430	6,949	0	47,481
44120	11-000-223-[4-5]	Other Purch. Services (400-500 series)	29,480	(13,320)	16,160	3,890	0	12,270
44140	11-000-223-6__	Supplies and Materials	1,400	0	1,400	0	0	1,400
44160	11-000-223-8__	Other Objects	100	0	100	0	0	100
45000	11-000-230-1__	Salaries	109,556	(313)	109,243	108,693	0	550
45040	11-000-230-331	Legal Services	53,250	1,885	55,135	50,485	0	4,650
45060	11-000-230-332	Audit Fees	28,000	500	28,500	28,500	0	0
45080	11-000-230-334	Architectural/Engineering Services	6,500	43,403	49,903	38,262	0	11,641
45100	11-000-230-339	Other Purchased Professional Services	35,000	(6,315)	28,685	19,716	0	8,969
45120	11-000-230-340	Purchased Technical Services	1,950	0	1,950	1,600	0	350
45140	11-000-230-530	Communications/Telephone	38,700	9,836	48,533	45,055	0	3,481
45160	11-000-230-585	BOE Other Purchased Services	750	150	900	900	0	0
45180	11-000-230-590	Misc Purch Services (400-500 series, O/T	36,150	(3,872)	32,278	32,039	0	239
45200	11-000-230-610	General Supplies	5,000	3,200	8,200	6,985	0	1,215
45220	11-000-230-630	BOE In-House Training/Meeting Supplies	2,500	(1,000)	1,500	1,128	0	372
45260	11-000-230-890	Miscellaneous Expenditures	1,000	0	1,000	0	0	1,000
45280	11-000-230-895	BOE Membership Dues and Fees	12,250	0	12,250	11,997	0	253
46000	11-000-240-103	Salaries of Principals/Assistant Princip	246,255	57,438	303,693	249,346	0	54,347
46020	11-000-240-104	Salaries of Other Professional Staff	6,500	9,659	16,159	16,159	0	0
46040	11-000-240-105	Salaries of Secretarial and Clerical Ass	189,641	(22,908)	166,733	163,024	0	3,709
46080	11-000-240-3__	Purchased Professional and Technical Ser	200	(200)	0	0	0	0
46100	11-000-240-[4-5]	Other Purchased Services (400-500 series	17,185	(890)	16,295	11,511	0	4,784
46120	11-000-240-6__	Supplies and Materials	6,340	(575)	5,765	4,818	0	947

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Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
46140	11-000-240-8__	Other Objects	3,880	(341)	3,539	3,252	0	287
47000	11-000-251-1__	Salaries	333,263	37,032	370,295	363,796	0	6,499
47040	11-000-251-340	Purchased Technical Services	80,950	3,000	83,950	70,041	0	13,909
47060	11-000-251-592	Misc. Purch. Services (400-500 Series, O	26,225	0	26,225	4,884	0	21,341
47100	11-000-251-6__	Supplies and Materials	6,850	(1,172)	5,678	5,410	0	268
47140	11-000-251-832	Interest on Lease Purchase Agreements	0	5,015	5,015	4,856	0	159
47180	11-000-251-890	Other Objects	2,100	30	2,130	1,882	0	248
48500	11-000-261-1__	Salaries	84,093	(5,592)	78,501	73,132	0	5,369
48520	11-000-261-420	Cleaning, Repair, and Maintenance Servic	313,605	85,429	399,034	319,602	4,239	75,194
48530	11-000-261-421	Lead Testing of Drinking Water	0	4,000	4,000	3,801	0	199
48540	11-000-261-610	General Supplies	15,300	(13,000)	2,300	939	0	1,361
48560	11-000-261-8__	Other Objects	200,500	0	200,500	0	0	200,500
49000	11-000-262-1__	Salaries	419,703	(40,383)	379,320	344,480	0	34,840
49020	11-000-262-107	Salaries of Non-Instructional Aides	41,691	51,655	93,346	92,430	0	916
49040	11-000-262-3__	Purchased Professional and Technical Ser	27,540	(14,000)	13,540	8,505	0	5,035
49060	11-000-262-420	Cleaning, Repair, and Maintenance Svc.	70,474	(7,250)	63,224	39,419	0	23,805
49080	11-000-262-441	Rental of Land & Bldg. Oth. Than Lease P	94,380	(39,925)	54,455	39,948	0	14,507
49120	11-000-262-490	Other Purchased Property Services	21,010	(250)	20,760	18,607	0	2,153
49140	11-000-262-520	Insurance	56,700	4,852	61,552	61,482	0	70
49160	11-000-262-590	Miscellaneous Purchased Services	3,060	(4)	3,056	236	0	2,820
49180	11-000-262-610	General Supplies	77,422	(12,000)	65,422	64,027	0	1,395
49200	11-000-262-621	Energy (Natural Gas)	66,200	20,700	86,900	86,056	0	844
49220	11-000-262-622	Energy (Electricity)	279,986	23,550	303,536	298,196	0	5,340
49260	11-000-262-626	Energy (Gasoline)	2,850	0	2,850	1,683	0	1,167
49280	11-000-262-8__	Other Objects	1,530	0	1,530	385	0	1,145
50040	11-000-263-420	Cleaning, Repair, and Maintenance Svc.	42,840	(12,000)	30,840	21,625	0	9,215
50060	11-000-263-610	General Supplies	2,140	0	2,140	0	0	2,140
51020	11-000-266-3__	Purchased Professional and Technical Ser	206,000	(88,000)	118,000	103,756	0	14,244
51040	11-000-266-420	Cleaning, Repair, and Maintenance Svc.	15,300	(14,000)	1,300	1,170	0	130
51060	11-000-266-610	General Supplies	3,060	0	3,060	2,830	0	230
52020	11-000-270-160	Sal. For Pupil Trans (Bet Home & Sch) --	94,074	1,400	95,474	95,455	0	19
52100	11-000-270-350	Management Fee -- ESC & CTSA Trans. Prog	45,000	1,825	46,825	46,802	0	23
52120	11-000-270-390	Other Purchased Prof. and Technical Serv	6,000	(500)	5,500	5,500	0	0
52140	11-000-270-420	Cleaning, Repair, & Maint. Services	175	0	175	123	0	52
52200	11-000-270-503	Contract Serv.--Aid in Lieu Pymts--Non-Pub	79,000	(6,325)	72,675	49,110	0	23,565
52220	11-000-270-504	Contract Serv--Aid in Lieu Pymts--Charter	2,150	0	2,150	500	0	1,650
52240	11-000-270-505	Contract Serv--Aid in Lieu Pymts--Choice S	7,350	0	7,350	6,000	0	1,350
52260	11-000-270-511	Contract Services (Bet. Home & Sch) -Ven	850,000	(27,500)	822,500	744,371	0	78,129
52280	11-000-270-512	Contr Serv (Oth. Than Bet Home & Sch) -	33,400	(11,936)	21,464	16,286	0	5,178
52300	11-000-270-513	Contr Serv (Bet. Home & Sch) -- Joint Agr	9,500	(9,500)	0	0	0	0
52320	11-000-270-514	Contract Serv. (Sp Ed Stds) - Vendors	250,000	(34,000)	216,000	177,901	0	38,099

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52340	11-000-270-515	Contract Serv. (Sp Ed Stds) – Joint Agre	4,750	40,000	44,750	41,333	0	3,417
52360	11-000-270-517	Contract Serv. (Reg. Students) – ESCs &	105,000	26,350	131,350	131,343	0	7
52380	11-000-270-518	Contract Serv. (Spl. Ed. Students) – ESC	690,000	(102,350)	587,650	560,098	0	27,552
52400	11-000-270-593	Misc. Purchased Services - Transportatio	4,095	(500)	3,595	1,627	0	1,968
52420	11-000-270-610	General Supplies	1,750	500	2,250	2,189	0	61
52460	11-000-270-8__	Other objects	175	0	175	0	0	175
53020	11-1__-100-220	Social Security Contribution	37,000	(23,380)	13,620	13,600	0	20
53060	11-1__-100-241	Other Retirement Contributions - PERS	22,500	4,678	27,178	27,178	0	0
53120	11-1__-100-249	Other Retirement Contribution - Regular	7,500	2,150	9,650	9,641	0	9
53180	11-1__-100-270	Health Benefits	1,363,800	(253,258)	1,110,542	1,105,965	0	4,577
53200	11-1__-100-280	Tuition Reimbursement	20,000	4,297	24,297	17,259	0	7,038
54020	11-2__-100-220	Social Security Contributions	8,000	4,072	12,072	12,049	0	23
54120	11-2__-100-249	Other Retirement Contribution - Regular	100	2,375	2,475	2,470	0	5
54180	11-2__-100-270	Health Benefits	330,020	187,055	517,075	517,058	0	17
56020	11-4__-100-220	Social Security Contributions	5,250	0	5,250	3,229	0	2,021
59020	11-000-211-220	Social Security Contributions	1,850	0	1,850	1,640	0	210
59060	11-000-211-241	Other Retirement Contributions - PERS	5,400	0	5,400	0	0	5,400
59180	11-000-211-270	Health Benefits	28,545	(11,955)	16,590	15,534	0	1,056
59520	11-000-213-220	Social Security Contributions	600	510	1,110	1,107	0	3
59620	11-000-213-249	Other Retirement Contributions - Regular	400	275	675	675	0	0
59680	11-000-213-270	Health Benefits	70,718	11,350	82,068	81,531	0	537
60020	11-000-216-220	Social Security Contributions	500	2,350	2,850	2,005	0	845
60120	11-000-216-249	Other Retirement Contributions - Regular	2,500	(800)	1,700	1,695	0	5
60180	11-000-216-270	Health Benefits	31,174	0	31,174	29,918	0	1,256
60520	11-000-217-220	Social Security Contributions	19,000	2,895	21,895	21,894	0	1
60560	11-000-217-241	Other Retirement Contributions - PERS	6,900	0	6,900	3,454	0	3,446
60620	11-000-217-249	Other Retirement Contributions - Regular	7,000	800	7,800	7,784	0	16
60668	11-000-217-270	Health Benefits	46,545	9,415	55,960	50,418	0	5,542
61020	11-000-218-220	Social Security Contributions	1,100	60	1,160	1,159	0	1
61180	11-000-218-270	Health Benefits	40,677	(250)	40,427	38,290	0	2,137
61500	11-000-219-210	Group Insurance	2,000	0	2,000	1,716	0	284
61520	11-000-219-220	Social Security Contributions	6,625	0	6,625	4,386	0	2,239
61560	11-000-219-241	Other Retirement Contributions - PERS	7,500	0	7,500	6,381	0	1,119
61680	11-000-219-270	Health Benefits	66,075	(335)	65,740	61,453	0	4,287
61700	11-000-219-280	Tuition Reimbursement	0	1,000	1,000	1,000	0	0
62500	11-000-221-210	Group Insurance	1,925	0	1,925	1,647	0	278
62520	11-000-221-220	Social Security Contributions	10,500	0	10,500	8,022	0	2,478
62560	11-000-221-241	Other Retirement Contributions - PERS	18,400	0	18,400	15,789	0	2,611
62680	11-000-221-270	Health Benefits	32,990	2,100	35,090	31,418	0	3,672
62700	11-000-221-280	Tuition Reimbursement	4,000	0	4,000	0	0	4,000
63020	11-000-222-220	Social Security Contributions	17,000	2,285	19,285	19,284	0	1

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Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
63060	11-000-222-241	Other Retirement Contributions - PERS	19,500	13,549	33,049	33,049	0	0
63120	11-000-222-249	Other Retirement Contributions - Regular	1,200	(1,200)	0	0	0	0
63180	11-000-222-270	Health Benefits	31,255	1,500	32,755	31,800	0	955
63520	11-000-223-220	Social Security Contributions	7,100	0	7,100	3,198	0	3,902
63680	11-000-223-270	Health Benefits	6,474	0	6,474	6,275	0	199
64500	11-000-230-210	Group Insurance	1,500	0	1,500	1,064	0	436
64520	11-000-230-220	Social Security Contributions	2,000	60	2,060	2,059	0	1
64680	11-000-230-270	Health Benefits	21,921	200	22,121	21,528	0	593
65500	11-000-240-210	Group Insurance	4,500	0	4,500	3,638	0	862
65520	11-000-240-220	Social Security Contributions	16,000	0	16,000	14,487	0	1,513
65560	11-000-240-241	Other Retirement Contributions - PERS	26,000	3,161	29,161	29,161	0	0
65620	11-000-240-249	Other Retirement Contributions - Regular	860	25	885	883	0	2
65680	11-000-240-270	Health Benefits	122,370	(4,266)	118,104	110,755	0	7,349
66500	11-000-251-210	Group Insurance	1,750	0	1,750	858	0	892
66520	11-000-251-220	Social Security Contributions	14,800	1,670	16,470	16,470	0	0
66560	11-000-251-241	Other Retirement Contributions - PERS	24,000	1,577	25,577	25,577	0	0
66620	11-000-251-249	Other Retirement Contributions - Regular	3,656	(1,155)	2,501	834	0	1,667
66680	11-000-251-270	Health Benefits	92,284	33,391	125,675	125,638	0	37
68305	11-000-261-220	Social Security Contributions	6,500	0	6,500	5,795	0	705
68345	11-000-261-270	Health Benefits	7,475	0	7,475	7,257	0	218
68405	11-000-262-220	Social Security Contributions	42,000	(5,438)	36,562	33,343	0	3,219
68415	11-000-262-241	Other Retirement Contributions - PERS	75,600	0	75,600	62,044	0	13,556
68430	11-000-262-249	Other Retirement Contributions - Regular	1,000	1,505	2,505	2,503	0	2
68445	11-000-262-270	Health Benefits	94,850	(11,025)	83,825	83,160	0	665
69020	11-000-270-220	Social Security Contributions	7,700	(129)	7,571	7,570	0	1
69060	11-000-270-241	Other Retirement Contributions - PERS	14,600	(500)	14,100	12,633	0	1,467
69180	11-000-270-270	Health Benefits	39,862	(1,127)	38,735	37,742	0	993
71020	11-000-291-220	Social Security Contributions	300	775	1,075	1,075	0	0
71140	11-000-291-250	Unemployment Compensation	3,300	0	3,300	0	0	3,300
71160	11-000-291-260	Workmen's Compensation	132,500	(30,473)	102,027	94,858	0	7,169
71220	11-000-291-290	Other Employee Benefits	6,000	17,300	23,300	23,295	0	5
71227	11-000-291-299	Unused Sick Pay to Term/Retired Staff	0	4,280	4,280	4,280	0	0
72000	11-000-310-930	Transfers to Cover Deficit (Enterprise F	15,314	0	15,314	312	0	15,002
75560	12-000-21_-73_	Undist. Expend. - Supp Serv. - Related &	5,900	0	5,900	5,095	0	805
76040	12-000-400-334	Architectural/Engineering Services	113,825	(113,825)	0	0	0	0
76080	12-000-400-450	Construction Services	1,565,890	(1,378,665)	187,225	186,110	0	1,115
76140	12-000-400-721	Lease Purchase Agreements - Principal	0	12,775	12,775	0	0	12,775
76210	12-000-400-896	Assessment for Debt Service on SDA Fundi	3,331	0	3,331	2,998	0	333
76240	12-000-400-932	Capital Outlay - Transfer to Capital Pro	0	1,479,715	1,479,715	1,479,715	0	0
76320	12-000-400-931	Capital Reserve - Transfer to Capital Pr	5,000	0	5,000	0	0	5,000

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 10 General Fund

Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
84000 10-000-100-56_ Transfer of Funds to Charter Schools	14,094	0	14,094	14,094	0	0
Total	30,076,578	83,013	30,159,591	28,334,236	61,735	1,763,620

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 20 Special Revenue Fund

Assets and Resources

Assets:			
101	Cash in bank		(\$57,496.34)
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00
Accounts Receivable:			
132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	(\$0.54)	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	(\$0.54)
Loans Receivable:			
131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00
Other Current Assets			\$0.00
Resources:			
301	Estimated revenues	\$5,926,087.95	
302	Less revenues	(\$3,052,648.80)	\$2,873,439.15
Total assets and resources			<u>\$2,815,942.27</u>

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 20 Special Revenue Fund

Liabilities and Fund Equity

Liabilities:

101	Cash in bank				(\$57,496.34)
411	Intergovernmental accounts payable - state				\$0.00
421	Accounts payable				\$68,813.53
431	Contracts payable				\$0.00
451	Loans payable				\$0.00
481	Deferred revenues				\$235,817.46
	Other current liabilities				\$0.00
	Total liabilities				\$304,630.99

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances				\$696,555.24
761	Capital reserve account - July		\$0.00		
604	Add: Increase in capital reserve		\$0.00		
307	Less: Bud. w/d cap. reserve eligible costs		\$0.00		
309	Less: Bud. w/d cap. reserve excess costs		\$0.00		\$0.00
764	Maintenance reserve account - July		\$0.00		
606	Add: Increase in maintenance reserve		\$0.00		
310	Less: Bud. w/d from maintenance reserve		\$0.00		\$0.00
766	Reserve for Cur. Exp. Emergencies - July		\$0.00		
607	Add: Increase in cur. exp. emer. reserve		\$0.00		
312	Less: Bud. w/d from cur. exp. emer. reserve		\$0.00		\$0.00
762	Reserve for Adult Education				\$0.00
750-752,76x	Other reserves				\$0.00
601	Appropriations		\$5,926,087.95		
602	Less: Expenditures	(\$3,414,776.67)			
	Less: Encumbrances	(\$696,555.24)	(\$4,111,331.91)		\$1,814,756.04
	Total appropriated				\$2,511,311.28
	Unappropriated:				
770	Fund balance, July 1				\$0.00
771	Designated fund balance				\$0.00
303	Budgeted fund balance				\$0.00
	Total fund balance				\$2,511,311.28
	Total liabilities and fund equity				<u>\$2,815,942.27</u>

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 20 Special Revenue Fund

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$5,926,087.95	\$4,111,331.91	\$1,814,756.04
Revenues	(\$5,926,087.95)	(\$3,052,648.80)	(\$2,873,439.15)
Subtotal	<u>\$0.00</u>	<u>\$1,058,683.11</u>	<u>(\$1,058,683.11)</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$1,058,683.11</u>	<u>(\$1,058,683.11)</u>
Change in maintenance reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$1,058,683.11</u>	<u>(\$1,058,683.11)</u>
Change in emergency reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$1,058,683.11</u>	<u>(\$1,058,683.11)</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$1,058,683.11</u>	<u>(\$1,058,683.11)</u>

Prepared and submitted by :


Board Secretary


Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 20 Special Revenue Fund

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00745	Total Revenues from Local Sources	29,000	15,669	44,669	28,355	Under	16,314
00770	Total Revenues from State Sources	2,350,822	0	2,350,822	1,900,623	Under	450,199
00830	Total Revenues from Federal Sources	3,368,726	28,441	3,397,167	990,241	Under	2,406,926
0083A	Other	133,430	0	133,430	133,430		0
	Total	5,881,978	44,110	5,926,088	3,052,649		2,873,439

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
84100	Local Projects	19,000	15,669	34,669	31,368	1,342	1,960
84200	Student Activity Fund	10,000	0	10,000	0	0	10,000
85120	Total Instruction	1,048,678	124,140	1,172,818	1,036,711	0	136,107
86380	Total Support Services	1,273,935	(1,251)	1,272,684	1,125,512	0	147,172
87040	Total Facilities Acquisition and Constr	122,889	(122,889)	0	0	0	0
88140	Other	38,750	0	38,750	38,750	0	0
88740	Total Federal Projects	3,264,209	132,958	3,397,167	1,182,435	695,214	1,519,518
	Total	5,777,461	148,627	5,926,088	3,414,777	696,555	1,814,756

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 20 Special Revenue Fund

Revenues:			Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00737	20-1760	Student Activity Fund Revenue	10,000	0	10,000	0	Under	10,000
00740	20-1	Other Revenue from Local Sources	19,000	15,669	34,669	28,355	Under	6,314
00755	20-3218	Preschool Education Aid – Prior Year Car	2,312,072	0	2,312,072	1,900,623	Under	411,449
00765	20-32	Other Restricted Entitlements	38,750	0	38,750	0	Under	38,750
00775	20-441[1-6]	Title I	287,012	8,113	295,125	246,403	Under	48,722
00780	20-445[1-5]	Title II	34,240	5,600	39,840	32,824	Under	7,016
00790	20-447[1-4]	Title IV	16,014	0	16,014	0	Under	16,014
00803	20-4409	ARP - IDEA Preschool	3,461	0	3,461	0	Under	3,461
00804	20-4419	ARP - IDEA Basic	40,654	0	40,654	0	Under	40,654
00805	20-442[0-9]	I.D.E.A. Part B (Handicapped)	243,080	0	243,080	188,305	Under	54,775
00806	20-4541	ARP ESSER Accel. Learning Coaching Supt	127,654	0	127,654	0	Under	127,654
00807	20-4542	ARP ESSER Evidence Based Summer Enrich	40,000	0	40,000	0	Under	40,000
00808	20-4543	ARP ESSER Evidence Based Bynd Sch Day	40,000	0	40,000	0	Under	40,000
00809	20-4544	ARP ESSER NJTSS Mental Health Support	45,000	0	45,000	1,973	Under	43,027
00814	20-4540	ARP - ESSER	1,616,191	0	1,616,191	50,835	Under	1,565,356
00816	20-4530	CARES Act Education Stabilization Fund	4,099	0	4,099	4,099		0
00823	20-4534	CRRSA Act - ESSER II	754,513	(36,698)	717,814	431,552	Under	286,262
00824	20-4535	CRRSA Act - Learning Acceleration Grant	39,724	6,426	46,150	0	Under	46,150
00825	20-4	Other	77,085	0	77,085	34,250	Under	42,835
00826	20-4536	CRRSA Act - Mental Health Grant	0	45,000	45,000	0	Under	45,000
00835	20-5200	Transfers from Operating Budget – Presch	133,430	0	133,430	133,430		0
Total			5,881,978	44,110	5,926,088	3,052,649		2,873,439
Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
84100	20-___-___	Local Projects	19,000	15,669	34,669	31,368	1,342	1,960
84200	20-475-___	Student Activity Fund	10,000	0	10,000	0	0	10,000
85000	20-218-100-101	Salaries of Teachers	788,796	42,339	831,135	755,492	0	75,643
85020	20-218-100-106	Other Salaries for Instruction	210,632	77,500	288,132	233,486	0	54,646
85030	20-218-100-321	Purch Prof-Ed Services	13,000	2,121	15,121	15,121	0	0
85080	20-218-100-6	General Supplies	21,250	15,000	36,250	32,612	0	3,638
85100	20-218-100-8	Other Objects	15,000	(12,820)	2,180	0	0	2,180
86000	20-218-200-102	Salaries of Supervisors of Instruction	18,030	310	18,340	18,339	0	1
86020	20-218-200-103	Salaries of Program Directors	58,651	1,031	59,682	59,681	0	1
86040	20-218-200-104	Salaries of Other Professional Staff	117,217	(10,680)	106,537	103,117	0	3,420
86060	20-218-200-105	Salaries of Sec. And Clerical Assistant	39,297	5,000	44,297	39,692	0	4,605
86080	20-218-200-110	Other Salaries	8,400	600	9,000	8,735	0	265
86100	20-218-200-173	Salaries of Community Parent Involvement	30,098	0	30,098	30,097	0	1
86120	20-218-200-176	Salaries of Master Teachers	88,139	4,080	92,219	87,981	0	4,238
86140	20-218-200-200	Personnel Services – Employee Benefits	374,773	(11,465)	363,308	361,475	0	1,833
86200	20-218-200-329	Purchased Professional – Educational Ser	15,000	(2,911)	12,089	10,788	0	1,301
86280	20-218-200-511	Contr. Trans. Serv. (Bet. Home & Sch)	200,000	25,000	225,000	177,507	0	47,493
86300	20-218-200-516	Contr. Trans. Serv. (Field Trips)	2,517	0	2,517	0	0	2,517

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 20 Special Revenue Fund

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
86320	20-218-200-580	Travel	500	0	500	0	0	500
86340	20-218-200-6__	Supplies and Materials	31,313	(12,216)	19,097	10,397	0	8,700
86360	20-218-200-8__	Other Objects	290,000	0	290,000	217,703	0	72,297
87000	20-218-400-731	Instructional Equipment	122,889	(122,889)	0	0	0	0
88140	20-____-____	Other	38,750	0	38,750	38,750	0	0
88500	20-____-____	Title I	186,594	108,531	295,125	218,750	59,125	17,250
88520	20-____-____	Title II	34,240	5,600	39,840	34,727	0	5,113
88560	20-____-____	Title IV	16,014	0	16,014	16,014	0	0
88620	20-____-____	I.D.E.A. Part B (Handicapped)	243,080	0	243,080	243,080	0	0
88641	20-223-____	ARP-IDEA Basic Grant Program	40,654	0	40,654	32,095	0	8,559
88642	20-224-____	ARP-IDEA Preschool Grant Program	3,461	0	3,461	3,078	0	383
88678	20-477-____	CARES Act Education Stabilization Fund	0	4,099	4,099	4,099	0	0
88700	20-____-____	Other	77,085	0	77,085	33,273	0	43,812
88709	20-483-____	CRRSA Act - ESSER II Grant Program	709,513	8,302	717,814	490,017	194,001	33,797
88710	20-484-____	CRRSA Act - Learning Acceleration Grant	39,724	6,426	46,150	11,702	0	34,448
88711	20-485-____	CRRSA Act - Mental Health Grant	45,000	0	45,000	45,000	0	0
88713	20-487-____	ARP-ESSER Grant Program	1,616,191	(0)	1,616,191	47,591	442,088	1,126,513
88714	20-488-____	ARP ESSER Accel. Learning Coaching Supt	127,654	0	127,654	0	0	127,654
88715	20-489-____	ARP ESSER Evidence Based Summer Enric	40,000	0	40,000	1,037	0	38,963
88716	20-490-____	ARP ESSER Evidence Based Bynd Sch Day	40,000	0	40,000	0	0	40,000
88717	20-491-____	ARP ESSER NJTSS Mental Health Support	45,000	0	45,000	1,973	0	43,027
Total			5,777,461	148,627	5,926,088	3,414,777	696,555	1,814,756

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 30 CAPITAL PROJECTS FUNDS

Assets and Resources

Assets:

101	Cash in bank		\$3,164,090.11
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$0.00	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	(\$2,292,846.13)	(\$2,292,846.13)

Total assets and resources

\$871,243.98

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 30 CAPITAL PROJECTS FUNDS

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$235.80
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$932,954.80
	Total liabilities		\$933,190.60

Fund Balance:

Appropriated:


753,754	Reserve for encumbrances		\$28,053.38
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$1,479,715.00	
602	Less: Expenditures	(\$61,946.62)	
	Less: Encumbrances	(\$28,053.38)	(\$90,000.00)
	Total appropriated		\$1,417,768.38
	Unappropriated:		
770	Fund balance, July 1		\$0.00
771	Designated fund balance		\$0.00
303	Budgeted fund balance		(\$1,479,715.00)
	Total fund balance		(\$61,946.62)
	Total liabilities and fund equity		<u>\$871,243.98</u>

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 30 CAPITAL PROJECTS FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$1,479,715.00	\$90,000.00	\$1,389,715.00
Revenues	\$0.00	(\$2,292,846.13)	\$2,292,846.13
Subtotal	<u>\$1,479,715.00</u>	<u>(\$2,202,846.13)</u>	<u>\$3,682,561.13</u>
Change in capital reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,479,715.00</u>	<u>(\$2,202,846.13)</u>	<u>\$3,682,561.13</u>
Change in maintenance reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,479,715.00</u>	<u>(\$2,202,846.13)</u>	<u>\$3,682,561.13</u>
Change in emergency reserve account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,479,715.00</u>	<u>(\$2,202,846.13)</u>	<u>\$3,682,561.13</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$1,479,715.00</u>	<u>(\$2,202,846.13)</u>	<u>\$3,682,561.13</u>

Prepared and submitted by :


Board Secretary


Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 30 CAPITAL PROJECTS FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
0098A	Other	1,479,715	0	1,479,715	2,292,846		(813,131)
Total		1,479,715	0	1,479,715	2,292,846		(813,131)
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89200	TOTAL CAPITAL PROJECT FUNDS	1,479,715	0	1,479,715	61,947	28,053	1,389,715
Total		1,479,715	0	1,479,715	61,947	28,053	1,389,715

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 30 CAPITAL PROJECTS FUNDS

Revenues:			Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00945	30-3255	Addl. State School Bldg Aid - EDA Grant	0	0	0	813,131		(813,131)
00970	30-5200	Transfers from Other Funds	1,479,715	0	1,479,715	1,479,715		0
Total			1,479,715	0	1,479,715	2,292,846		(813,131)

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89060	30-000-4__-39_	Other Purchased Prof. and Tech Services	113,825	0	113,825	61,947	28,053	23,825
89080	30-000-4__-45_	Construction Services	1,365,890	0	1,365,890	0	0	1,365,890
Total			1,479,715	0	1,479,715	61,947	28,053	1,389,715

INCOME - LUNCH

INCOME CATEGORY	MONTH Serving Days: 13		YEAR Serving Days: 179	
	TOTAL DOLLAR SALES	NUMBER OF MEALS	TOTAL DOLLAR SALES	NUMBER OF MEALS
Free Lunch	0.00	5254	0.00	93339
Special Function Invoices	95.00		1081.85	
SUBTOT REIMB	0.00		0.00	
SUBTOT NON-REIMB	95.00		1081.85	
SUBTOTALS	95.00	5254	1081.85	93339

INCOME - BREAKFAST

INCOME CATEGORY	MONTH		YEAR	
	TOTAL DOLLAR SALES	NUMBER OF MEALS	TOTAL DOLLAR SALES	NUMBER OF MEALS
Free Breakfast	0.00	5758	0.00	75429
SUBTOT REIMB	0.00		0.00	
SUBTOT NON-REIMB	0.00		0.00	
SUBTOTALS	0.00	5758	0.00	75429

INCOME - OTHER

INCOME CATEGORY	TOTAL DOLLAR SALES	NUMBER OF MEALS	TOTAL DOLLAR SALES	NUMBER OF MEALS
Rebate	300.00		300.00	
Open Bank Petty Cash Ret	60.00		60.00	
SUBTOT REIMB	0.00		0.00	
SUBTOT NON-REIMB	360.00		360.00	
SUBTOTALS	360.00	0	360.00	0
SUBTOT REIMB SALES \$\$:	0.000		SUBTOT REIMB SALES \$\$:	0.000
SUBTOT NON-REIMB SALES \$\$:	445.000		SUBTOT NON-REIMB SALES \$\$:	1441.850
SUBTOT SALES \$\$ (B,L&M):	445.000		SUBTOT SALES \$\$ (B,L&M):	1441.850
SUBTOT REIMB. (B,L&M):	0.000		SUBTOT REIMB. (B,L&M):	0.000
COVID-19 REIMB.:	39522.640		COVID-19 REIMB.:	620399.500
TOT REIMBURSEMENT:	39522.640		SUBTOT REIMB. (B,L&M):	620399.500
SUBTOT COMMODITIES:	457.450		SUBTOT COMMODITIES:	30929.370
SUB-TOTAL INCOME	40425.090		SUB-TOTAL INCOME	652770.720
TOTAL INCOME	40425.090		TOTAL INCOME	652770.720

SUBTOT SPEC FUNC. RECEIVABLE:	85.00	SUBTOT SPEC FUNC. RECEIV:	1081.85
SUBTOT SPEC FUNC. PAID:	322.85	SUBTOT SPEC FUNC. PAID:	1081.85
SPEC FUNC. BALANCE OWED:	-237.85	SPEC FUNC. BALANCE OWED:	0.00

DEPOSIT MEMOS

MEMO: TOTAL CASH	445.00
MEMO: TOTAL PRE-PAY	0.00
MEMO: TOTAL WEB PAYMENTS	0.00
MEMO: TOT WEB PAYMENT CHARGES COLLECTED	0.00
MEMO: TOT WEB PAYMENT RETURNS	0.00
MEMO: NET WEB PAYMENT	0.00
MEMO: TOTAL DEPOSIT	445.00

EXPENSE	MONTH			YEAR		
	TOTAL DOLLARS	% OF INCOME	COST /MEAL	TOTAL DOLLARS	% OF INCOME	COST /MEAL
EXPENSE CATEGORY						
FOOD						
OPENING INVENTORY	10786.00			3825.56		
PURCHASES	6760.20			194560.12		
NOI DISCOUNT	-20.03			-3857.20		
CLOSING INVENTORY	5375.89			5375.89		
NET COST	12150.26	30.056	1.101	189152.59	28.977	1.119
SUPPLIES & CLEANING						
OPENING INVENTORY	10823.65			6755.38		
PURCHASES	0.00			33858.29		
CLOSING INVENTORY	8849.87			8849.87		
NET COST	1973.78	4.863	0.173	31763.80	4.866	0.188
USDA COMMODITIES						
OPENING INVENTORY	13225.95			11079.22		
WAREHOUSE	0.00			28781.48		
NOI VALUE	20.03			3857.20		
CLOSING INVENTORY	12788.53			12788.53		
TOT VALUE USED	457.45	1.132	0.041	30929.37	4.738	0.183
Misc Expense	0.00	0.000	0.000	2496.62	0.382	0.015
Nutrislice	24.76	0.061	0.002	391.20	0.152	0.006
Commodity Delivery Fee	0.00	0.000	0.000	2441.24	0.374	0.014
SUBTOTAL	24.76	0.061	0.002	5929.06	0.908	0.035
Salaries	10174.90	25.170	0.922	147800.42	22.642	0.874
Taxes	1444.84	3.574	0.131	20987.66	3.215	0.124
Workman's Compensation	407.00	1.007	0.037	5912.05	0.906	0.035
SUBTOTAL	12026.74	29.751	1.090	174700.13	26.763	1.033
Management Fee	932.00	2.305	0.084	37280.00	5.711	0.221
SUBTOTAL	932.00	2.305	0.084	37280.00	5.711	0.221
Liability Insurance	371.79	0.920	0.034	5400.62	0.827	0.032
Uniforms	0.00	0.000	0.000	526.82	0.081	0.003
Office Supplies	68.00	0.168	0.006	1018.32	0.156	0.006
Open Bank/ Petty Cash	0.00	0.000	0.000	360.00	0.055	0.002
Software Maintenance	35.06	0.087	0.003	1402.40	0.215	0.008
Wart AD	0.00	0.000	0.000	25.00	0.004	0.000
SUBTOTAL	474.85	1.175	0.043	8733.16	1.338	0.035
TOTAL EXPENSES	28039.88	69.363	2.541	478488.11	73.301	2.830
NET INCOME OR (LOSS)	12385.210		1.122	174282.610		1.031

Nutri -Serve Food Management Certification

I declare that all meal costs, approve costs and commodity credits on this invoice are accurate
 I further state that the appropriate support documentation and statement of the cost and
 credits are maintained on file with the SFA. Please note: All costs included are allowable costs.

Name:

Title:

Signature:

FOR PERIOD: 06/01/22 THRU 06/30/22
MONTHFOR PERIOD: 07/01/21 THRU 06/30/22
YEAR

Number of Serving Days	13	Number of Serving Days	179
ADA	863.00	ADA	841.00
Total Student Breakfast	5758	Total Student Breakfast	75429
Total Student Lunch	5254	Total Student Lunch	93339
ALA Carte (Meal) Equivalents	23	ALA Carte (Meal) Equivalents	291
Total Snacks	0	Total Snacks	0
Total Meals for Participation	11035	Total Meals for Participation	169059
Total Meals for Cost Statistics	11035	Total Meals for Cost Statistics	169055
Average per Day Student Breakfast Served	442.92	Average per Day Student Breakfast Served	421.39
Average per Day Student Lunch Served	404.15	Average per Day Student Lunch Served	521.45
Average per Day Total Meals	846.85	Average per Day Total Meals	944.46
Student Breakfast Participation(%)	0.51	Student Breakfast Participation(%)	0.50
Student Lunch Participation(%)	0.47	Student Lunch Participation(%)	0.62
Total Participation(%)	0.98	Total Participation(%)	1.12
Total Labor Hours	404.00	Total Labor Hours	7115.00
Average Labor Hours per Day	31.08	Average Labor Hours per Day	39.75
Student Lunches Served per Labor Hour	13.00	Student Lunches Served per Labor Hour	13.12
Total Meals Served per Labor Hour	27.31	Total Meals Served per Labor Hour	23.76
Cash Income per Meal	0.04	Cash Income per Meal	0.01
Reimbursement per Meal	3.58	Reimbursement per Meal	3.67
Other / Receivables	0.00	Other / Receivables	0.00
Commodity Income per Meal	0.04	Commodity Income per Meal	0.18
Total Income per Meal	3.66	Total Income per Meal	3.86
Ala Carte \$ per Student per Day	0.00	Ala Carte \$ per Student per Day	0.00
Commodities Used per Student Lunch	0.09	Commodities Used per Student Lunch	0.33

1153	ARCHWAY PROGRAMS, INC			\$1.34 Vend Total
P.O. #	300107	PRIOR YEAR AUDIT		\$1.34
11-000-100-566-00-15-000		S.E. TUITIONS - PRIVATE	\$1.34	
Inv#	INV-000075395		\$1.34	07/22/22

3895	BANCROFT NEUROHEALTH (CHERRY HILL)			\$21,694.20 Vend Total
P.O. #	200088	2021/2022 TUITION		\$10,847.10 P
11-000-100-566-00-15-000		S.E. TUITIONS - PRIVATE	\$10,847.10 P	
Inv#	SEP HL	\$3,458.00 P		06/30/22
Inv#	SEP HL	\$7,389.10 P		06/30/22
P.O. #	200089	Tuition 2021/2022		\$10,847.10 P
11-000-100-566-00-15-000		S.E. TUITIONS - PRIVATE	\$10,847.10 P	
Inv#	SEP ST	\$10,847.10 P		06/30/22

V628	BANCROFT NEUROHEALTH SCHOOL, MT LAURE			\$25,972.10 Vend Total
P.O. #	200086	TUITION 2021/2022		\$15,125.00 P
11-000-100-566-30-15-000		Private School Secondary	\$15,125.00 P	
Inv#	JUNE CC	\$4,277.90 P		06/30/22
Inv#	SEP CC	\$10,847.10 P		06/30/22
P.O. #	200087	2021/2022 TUITION		\$10,847.10 P
11-000-100-566-30-15-000		Private School Secondary	\$10,847.10 P	
Inv#	SEP MC	\$10,847.10 P		06/30/22

4665	BIGGS; MICHELLE			\$499.00 Vend Total
P.O. #	300006	TUITION REIMBURSEMENT		\$499.00
11-190-100-280-00-10-000		TUITION REIMBURSEMENT	\$499.00	
Inv#	Summer22 Tuition Rei	\$499.00		08/01/22

4059	BLACKBOARD, INC.			\$1,320.00 Vend Total
P.O. #	300008	Yearly renewal Blackboard		\$1,320.00
11-000-222-340-01-19-000		TECHNICAL SERVICES -DIST	\$1,320.00	
Inv#	1381554	\$1,320.00		07/14/22

4165	CAMDEN'S PROMISE CHARTER SCHOOL			\$14,221.00 Vend Total
P.O. #	300108	CHARTER SCHOOL PAYMENT		\$14,221.00
10-000-100-560-00-15-000		TRANSFER TO CHARTER SCHO	\$14,221.00	
Inv#	5560 22-23 Payment	\$14,221.00		07/22/22

4269	CAMPBELL LOCK & SAFE, INC.			\$405.00 Vend Total
P.O. #	200943	Atco School - Room 7 repair		\$405.00
11-000-261-420-00-20-040		REQUIRED MAINTENANCE	\$405.00	
Inv#	32700	\$405.00		06/30/22

2136	CC EDUCATIONAL SERVICES COMMISSION			\$44,286.59 Vend Total
P.O. #	200028			\$5,292.00 P
11-000-216-320-00-93-000		PHYSICAL THERAPY SERVICE	\$5,292.00 P	
Inv#	2V1691	\$5,292.00 P		06/30/22
P.O. #	200059			\$3,828.00 P
11-000-216-320-00-83-000		OT SERVICES	\$3,828.00 P	
Inv#	2V1691	\$3,828.00 P		06/30/22

2136 CC EDUCATIONAL SERVICES COMMISSION**\$44,286.59 Vend Total**

P.O. #	200198	2021-2022 Transportation;DM			\$32,874.09	P
11-000-270-350-00-14-000		ADMIN FEE			\$1,860.80	P
Inv#	2V1602		\$1,860.80	P	06/30/22	
11-000-270-517-00-14-000		CONTRACTED SERVI - ESC			\$4,704.87	P
Inv#	2V1602		\$4,704.87	P	06/30/22	
11-000-270-518-00-14-000		CONTRCTD SERV - SP-ESC			\$5,860.73	P
Inv#	2V1602		\$5,860.73	P	06/30/22	
11-000-270-518-30-14-000		Contracted Serve SPED ESC			\$20,447.69	P
Inv#	2V1602		\$20,447.69	P	06/30/22	
P.O. #	200552	Speech; Ashley Power			\$980.00	P
11-000-216-320-00-53-000		SPEECH SERVICES			\$980.00	P
Inv#	2V1691		\$980.00	P	06/30/22	
P.O. #	300024	PT; Ashley Power			\$227.50	P
11-000-216-320-00-93-000		PHYSICAL THERAPY SERVICE			\$227.50	P
Inv#	2V1691		\$227.50	P	08/01/22	
P.O. #	300053	OT; Ashley Power			\$1,085.00	P
11-000-216-320-00-83-000		OT SERVICES			\$1,085.00	P
Inv#	2V1691		\$1,085.00	P	08/01/22	

3155 CDW-G**\$49,116.47 Vend Total**

P.O. #	300049	Chromebooks			\$48,173.75	
11-190-100-610-00-19-100		INSTR SUPPLIES WES			\$48,173.75	
Inv#	BK75367		\$48,173.75		08/01/22	
P.O. #	300058				\$942.72	
11-000-240-610-00-01-040		SCHOOL ADMIN SUPPLIES			\$942.72	
Inv#	BG25343		\$738.66	P	07/22/22	
Inv#	BG93058		\$204.06	P	07/22/22	

2996 CENTER FOR NEUROLOGICAL & NRODEV HEALT**\$1,044.00 Vend Total**

P.O. #	200033				\$660.00	P
11-000-219-390-00-03-000		CST OUTSIDE EVAL			\$660.00	P
Inv#	12421176		\$660.00	P	06/30/22	
P.O. #	300047	Neuro; Ashley Power			\$384.00	P
11-000-217-320-00-03-000		EXTRAORDNRY			\$384.00	P
Inv#	4994591		\$384.00	P	08/01/22	

2450 CM3 BUILDING SOLUTIONS, INC**\$10,007.15 Vend Total**

P.O. #	200804	Security Camera Upgrade			\$10,007.15	P
11-000-266-610-00-20-000		SECURITY SUPPLIES			\$2,829.60	
Inv#	V2221102		\$2,829.60		06/30/22	
20-431-400-720-00-19-000		Security Upgrage server			\$7,177.55	P
Inv#	V2221102		\$7,177.55	P	06/30/22	

2959 COLLINS EDUCATIONAL ASSOC. LLC**\$81.00 Vend Total**

P.O. #	300059				\$81.00	
11-190-100-610-00-01-040		REG PRGM - INST SUPPLIES			\$81.00	
Inv#	15919		\$81.00		07/22/22	

F419	COURIER POST (Acct 256498)			\$625.00 Vend Total
P.O. #	300244 ADVERTISING			\$625.00 P
11-000-230-530-00-23-000	COMMUNICATIONS/TELEPHONE	\$625.00 P	08/06/22	
Inv#	0004825885			
1052	CURRICULUM ASSOCIATES INC.			\$218.40 Vend Total
P.O. #	300075 Brigance Screening			\$218.40
20-218-200-600-00-05-000	PREK SUPPORT SUPPLIES	\$218.40	07/14/22	
Inv#	90180012			
2524	DATA MANAGEMENT INC.			\$119.81 Vend Total
P.O. #	300067			\$119.81
11-000-240-610-00-01-040	SCHOOL ADMIN SUPPLIES	\$119.81	07/22/22	
Inv#	1440329			
4523	DLC TECHNOLOGY SOLUTIONS, INC.			\$45,221.84 Vend Total
P.O. #	300030 Yearly Network Supprt/DATTO			\$40,013.00
11-000-222-340-01-19-000	TECHNICAL SERVICES -DIST	\$40,013.00	08/04/22	\$40,013.00
Inv#	8675			
P.O. #	300060 Sonicwall firewall renewal			\$5,208.84
11-000-222-340-01-19-000	TECHNICAL SERVICES -DIST	\$5,208.84	08/04/22	\$5,208.84
Inv#	8714			
3118	EDUCATIONAL DATA SERVICES, INC.			\$657.50 Vend Total
P.O. #	300109 LICENSE & MAINTENANCE PAYMENT			\$657.50 P
11-000-251-340-00-25-000	BUSINESS SERVICES	\$657.50 P	07/22/22	
Inv#	136870			
4468	EMPIRE EVENTS, LLC			\$410.00 Vend Total
P.O. #	200902 Atco Field Day			\$410.00
20-026-100-400-00-01-040	HSA OBSTACLE COURSE GRANT	\$410.00	06/30/22	\$410.00
Inv#	010618			
3886	EVESHAM TROPHY AWARDS & PLAQUES, LLC			\$117.90 Vend Total
P.O. #	200924 District			\$117.90
11-000-230-610-00-23-000	SUPERINTENDENT SUPPLIES	\$117.90	06/30/22	\$117.90
Inv#	9842			
R761	FARM FRIENDS, LLC			\$350.00 Vend Total
P.O. #	300098 Title I Summer Pgm			\$350.00
11-422-100-300-00-04-000	SUMMER SCHOOL PRESENTERS	\$350.00	07/22/22	\$350.00
Inv#	2022-47			
3075	FIRST STUDENT, INC			\$11,400.00 Vend Total
P.O. #	200934 Summer Transportation			\$11,400.00 P
11-422-270-511-00-14-000	SUMMER SCHOOL TRANSPORTATION	\$5,700.00 P	07/20/22	\$5,700.00 P
Inv#	11817867			
20-487-200-500-88-04-000	ARP - ESSER SUMMER TRANSPORTAT	\$5,700.00 P	07/20/22	\$5,700.00 P
Inv#	11817867			

3922 FOLLETT SCHOOL SOLUTIONS, INC. \$3,341.52 Vend Total

P.O. #	300004	Follett renewal		\$3,341.52
	11-000-222-340-01-19-000	TECHNICAL SERVICES -DIST		\$3,341.52
	Inv# 1477883		\$3,341.52	07/01/22

4589 GATOR NETWORKING SERVICES, INC. \$622.03 Vend Total

P.O. #	300103	Network drops		\$622.03
	11-000-222-610-00-19-000	TECH SUPPLIES DIST		\$622.03
	Inv# 22178		\$622.03	08/01/22

4137 GILLESPIE GROUP \$27,022.90 Vend Total

P.O. #	200463	Replace the gym floor at TRECC		\$27,022.90
	12-000-400-450-00-20-060	CONSTRUCTION SERVICES TR		\$27,022.90
	Inv# 00000092		\$27,022.90	06/30/22

2621 GLOUCESTER COUNTY SPECIAL SERVICES SCH \$4,339.00 Vend Total

P.O. #	200313	Deaf Services/CST/GC		\$335.00 P
	11-000-217-320-00-03-000	EXTRAORDNRY		\$335.00 P
	Inv# 2V5330		\$335.00 P	06/30/22

P.O. #	200538	OT Services; Ashley Power		\$1,232.00 P
	11-000-216-320-00-83-000	OT SERVICES		\$1,232.00 P
	Inv# 2V4772		\$1,232.00 P	06/30/22

P.O. #	200773	Additional OT; Ashley Power		\$2,772.00
	20-483-200-300-00-03-000	ESSER2 - OT		\$2,772.00
	Inv# 2V4772		\$1,232.00 P	06/30/22
	Inv# 2V5248		\$1,540.00 P	06/30/22

4590 HAMPTON ACADEMY \$6,718.92 Vend Total

P.O. #	200090	Tuition 2021/2022		\$4,138.92 P
	11-000-100-566-30-15-000	Private School Secondary		\$4,138.92 P
	Inv# June 2022		\$4,138.92 P	06/30/22

P.O. #	200631	One to One Aide		\$2,580.00 P
	11-000-100-566-00-15-000	S.E. TUITIONS - PRIVATE		\$2,580.00 P
	Inv# June 2022-1		\$2,580.00 P	06/30/22

3852 HARDENBERGH INSURANCE GROUP \$5,680.00 Vend Total

P.O. #	300063	Student Accident Insurance		\$5,680.00
	11-000-230-520-00-23-000	INSURANCE		\$5,680.00
	Inv# 11728		\$5,680.00	07/22/22

H267 HD SUPPLY FACILITIES MAINTENANCE LT \$2,656.52 Vend Total

P.O. #	200895	Supplies for TR		\$628.80
	11-000-262-610-00-20-000	MAINTENANCE SUPPLIES		\$628.80
	Inv# 688198340		\$628.80	06/30/22

P.O. #	200907	Supplies for WES		\$810.45
	11-000-262-610-00-20-000	MAINTENANCE SUPPLIES		\$810.45
	Inv# 689740124		\$810.45	06/30/22

P.O. #	200913	Supplies for Atco School		\$1,217.27
	11-000-262-610-00-20-000	MAINTENANCE SUPPLIES		\$1,217.27
	Inv# 689476190		\$1,217.27	06/30/22

4472 HEINEMAN PROFESSIONAL DEVELOPMENT**\$4,152.00 Vend Total**

P.O. # 300117 LLI; Ashley Power	\$4,152.00			\$4,152.00
11-000-223-320-00-03-000 PD SERV				
Inv# 7457053	\$4,152.00		08/03/22	

R035 J & J STAFFING RESOURCES**\$3,240.00 Vend Total**

P.O. # 200918 Administrative Assistant temp	\$864.00			\$864.00 P
11-000-251-340-00-00-000 BUSINESS SERVICES				\$864.00 P
Inv# 10171	\$864.00	P	06/30/22	
P.O. # 300085 Administrative Assistant	\$2,376.00			\$2,376.00 P
11-000-251-340-00-25-000 BUSINESS SERVICES				\$2,376.00 P
Inv# 10408	\$648.00	P	07/22/22	
Inv# 10653	\$864.00	P	08/01/22	
Inv# 10901	\$864.00	P	08/03/22	

3318 KINGSWAY LEARNING CENTER / KINGSWAY SVC**\$146,748.14 Vend Total**

P.O. # 300170 2022/2023 TUITION	\$24,744.02			\$24,744.02 P
11-000-100-566-30-15-000 Private School Secondary				\$24,744.02 P
Inv# 1002348MB	\$9,749.40	P	08/02/22	
Inv# 1002393MB	\$5,400.00	P	08/02/22	
Inv# 10024446	\$6,174.62	P	08/02/22	
Inv# 1002488MB	\$3,420.00	P	08/02/22	

P.O. # 300171 2022-2023 TUITION JB	\$24,744.02			\$24,744.02 P
11-000-100-566-30-15-000 Private School Secondary				\$24,744.02 P
Inv# 1002348JB	\$9,749.40	P	08/02/22	
Inv# 1002393JB	\$5,400.00	P	08/02/22	
Inv# 1002446JB	\$6,174.62	P	08/02/22	
Inv# 1002488JB	\$3,420.00	P	08/02/22	

P.O. # 300172 2022-2023 TUITION	\$15,924.02			\$15,924.02 P
11-000-100-566-00-15-000 S.E. TUITIONS - PRIVATE				\$15,924.02 P
Inv# 1002348RH	\$9,749.40	P	08/02/22	
Inv# 1002446RH	\$6,174.62	P	08/02/22	

P.O. # 300173 2022-2023 TUITION JI	\$24,744.02			\$24,744.02 P
11-000-100-566-00-15-000 S.E. TUITIONS - PRIVATE				\$24,744.02 P
Inv# 1002348JI	\$9,749.40	P	08/02/22	
Inv# 1002393JI	\$5,400.00	P	08/02/22	
Inv# 1002446JI	\$6,174.62	P	08/02/22	
Inv# 1002488JI	\$3,420.00	P	08/02/22	

P.O. # 300174 2022-2023 TUITION BL	\$24,744.02			\$24,744.02 P
11-000-100-566-00-15-000 S.E. TUITIONS - PRIVATE				\$24,744.02 P
Inv# 1002348BL	\$9,749.40	P	08/02/22	
Inv# 1002393BL	\$5,400.00	P	08/02/22	
Inv# 1002446BL	\$6,174.62	P	08/02/22	
Inv# 1002488BL	\$3,420.00	P	08/02/22	

P.O. # 300175 2022-2023 TUITION	\$15,924.02			\$15,924.02 P
11-000-100-566-00-15-000 S.E. TUITIONS - PRIVATE				\$15,924.02 P
Inv# 1002348GR	\$9,749.40	P	08/02/22	
Inv# 1002446GR	\$6,174.62	P	08/02/22	

P.O. # 300176 2022-2023 TUITION QW	\$15,924.02			\$15,924.02 P
11-000-100-566-00-15-000 S.E. TUITIONS - PRIVATE				\$15,924.02 P
Inv# 1002348QW	\$9,749.40	P	08/02/22	
Inv# 1002446QW	\$6,174.62	P	08/02/22	

3830 KISTLER O'BRIEN FIRE PROTECTION \$2,152.54 Vend Total

P.O. #	200888	Kitchen repair - inspection TR		\$1,551.94
	11-000-261-420-00-20-060	REQUIRED MAINTENANCE		\$1,551.94
Inv#	198538		\$1,551.94	06/30/22
P.O. #	200952	Inspect kitchen suppression		\$217.80
	11-000-261-420-00-20-040	REQUIRED MAINTENANCE		\$217.80
Inv#	195597		\$217.80	06/30/22
P.O. #	200953	Inspect kitchen suppression TR		\$178.20
	11-000-261-420-00-20-060	REQUIRED MAINTENANCE		\$178.20
Inv#	195600		\$178.20	06/30/22
P.O. #	200954	Inspect kitchen suppression		\$204.60
	11-000-261-420-00-20-100	REQUIRED MAINTENANCE		\$204.60
Inv#	195603		\$204.60	06/30/22

4308 KS STATEBANK \$13,104.97 Vend Total

P.O. #	300019	Go Math Lease - K-6		\$7,034.01
	11-190-100-610-11-05-040	MATH SUPPLIES ATCO		\$7,034.01
Inv#	57580-7-2022		\$7,034.01	07/22/22
P.O. #	300035	LEASE ON ATCO TCU		\$6,070.96 P
	11-000-251-832-00-23-000	INTEREST ON LEASE PURCHASE		\$736.90 P
Inv#	Payment No. 9		\$736.90 P	08/06/22
	12-000-400-721-00-23-040	LEASE PURCHASE PRIN ATCO		\$5,334.06 P
Inv#	Payment No. 9		\$5,334.06 P	08/06/22

3172 LEARNING A-Z \$798.00 Vend Total

P.O. #	300161	Renewal; Ashley Power		\$798.00
	11-213-100-610-00-03-000	GENERAL SUPPLIES - RP		\$798.00
Inv#	5635061		\$798.00	08/01/22

3997 LIGHTSPEED TECHNOLOGIES, INC. \$11.00 Vend Total

P.O. #	300055	FM: Ashley Power		\$11.00
	11-000-217-610-00-03-000	EXTRAORDINARY SUPPL		\$11.00
Inv#	143891		\$11.00	07/14/22

1008 NJ PRINCIPALS & SUPERVISOR \$1,765.00 Vend Total

P.O. #	300033	Membership		\$920.00
	11-000-240-890-00-02-060	MISCELLANEOUS		\$920.00
Inv#	NJPSA ID 52225		\$920.00	08/06/22
P.O. #	300148	Administrative Dues;Kondasmd		\$845.00
	11-000-240-580-58-06-100	TRAVEL - PRINCIPAL/STAFF		\$845.00
Inv#	NJPSA ID 72014		\$845.00	07/22/22

3805 NJSBGA \$410.00 Vend Total

P.O. #	300101	Membership dues - J. Weaver		\$410.00
	11-000-262-800-00-20-000	MISCELLANEOUS		\$410.00
Inv#	4002		\$410.00	07/14/22

4092 NJSCHOOLJOBS.COM \$350.00 Vend Total

P.O. #	200189	21-22 Postings		\$350.00 P
	11-000-230-530-00-00-000	COMMUNICATIONS		\$350.00 P
Inv#	14534		\$250.00 P	06/30/22
Inv#	15280		\$100.00 P	06/30/22

3678 NORTHEAST ELECTRICAL SERVICES

\$1,728.41 Vend Total

P.O. # 200063			\$449.02 P
11-000-261-420-00-20-100	REQUIRED MAINTENANCE		\$449.02 P
Inv# 7412		\$449.02 P	06/30/22
P.O. # 300168	Repairs to all buildings		\$1,279.39 P
11-000-261-420-00-20-040	REQUIRED MAINTENANCE		\$503.39 P
Inv# 7445		\$503.39 P	08/03/22
11-000-261-420-00-20-060	REQUIRED MAINTENANCE		\$776.00 P
Inv# 7430		\$776.00 P	08/03/22

3841 NORTHEAST PLUMBING

\$8,072.41 Vend Total

P.O. # 200064			\$1,145.76 P
11-000-261-420-00-20-040	REQUIRED MAINTENANCE		\$1,145.76 P
Inv# 10886		\$728.76 P	06/30/22
Inv# 10950		\$417.00 P	06/30/22
P.O. # 200066			\$6,926.65 P
11-000-261-420-00-20-100	REQUIRED MAINTENANCE		\$6,926.65 P
Inv# 10659		\$834.00 P	06/30/22
Inv# 10800		\$5,080.07 P	06/30/22
Inv# 10865		\$442.00 P	06/30/22
Inv# 10949		\$570.58 P	06/30/22

3733 PEARSON CLINICAL ASSESSMENT

\$1,639.12 Vend Total

P.O. # 200720	testing kit; Ashley Power		\$892.50
11-000-219-610-00-03-000	CST SUPPLIES		\$892.50
Inv# 18236903		\$892.50	06/30/22
P.O. # 300010	GFTA; Ashley Power		\$160.00
11-000-216-610-00-53-000	SPEECH SUPPLIES		\$160.00
Inv# 18389747		\$160.00	07/22/22
P.O. # 300013	Protocols; Ashley Power		\$289.38
11-000-219-610-00-43-000	PSYCHOL SUPPLIES		\$289.38
Inv# 18389724		\$289.38	07/22/22
P.O. # 300074	PK ESI Screening		\$297.24
20-218-200-600-00-05-000	PREK SUPPORT SUPPLIES		\$297.24
Inv# 18385825		\$297.24	07/22/22

3781 PINE HILL PUBLIC SCHOOLS

\$476.48 Vend Total

P.O. # 200486	Tuition for RM - McKinney-Vent		\$476.48 P
11-000-100-562-03-15-000	S.E. TUITIONS - WITHIN S		\$476.48 P
Inv# R-149-22		\$476.48 P	06/30/22

A673 PREFERRED HOME HEALTH CARE & NURSING S

\$725.00 Vend Total

P.O. # 200799	NURSING SERVICES		\$725.00 P
11-000-217-320-00-03-000	EXTRAORDNRY		\$725.00 P
Inv# 56608CF1194		\$725.00 P	06/30/22

4576 QUADIENT FINANCE USA, INC.

\$350.85 Vend Total

P.O. # 300223	Postage		\$350.85 P
11-000-230-530-00-23-000	COMMUNICATIONS/TELEPHONE		\$350.85 P
Inv# Inv 7/24/22		\$350.85 P	08/06/22

C316 RAPID VIRUS RESULTS \$6,235.00 Vend Total

P.O. # 200886 COVID TESTS \$6,235.00
 20-483-213-610-00-23-000 ESSER TT Health Supplies \$6,235.00
 Inv# 10001512 \$6,235.00 06/30/22

2379 REALLY GOOD STUFF, LLC \$1,546.60 Vend Total

P.O. # 302203 Teaching Aids \$1,546.60
 11-190-100-610-00-01-040 REG PRGM - INST SUPPLIES \$1,546.60
 Inv# 7964765 \$1,546.60 07/22/22

3826 ROCHESTER 100, INC. \$1,920.00 Vend Total

P.O. # 300064 \$1,660.00
 11-000-230-610-00-23-000 SUPERINTENDENT SUPPLIES \$1,660.00
 Inv# INV020662 \$1,660.00 07/22/22

P.O. # 300065 \$260.00
 11-190-100-610-00-01-040 REG PRGM - INST SUPPLIES \$260.00
 Inv# INV020475 \$260.00 07/22/22

4482 RON BRIGHT, LLC \$268.75 Vend Total

P.O. # 200905 Safety Fun Day;Ryan C.md \$268.75
 11-190-100-610-00-06-100 REG PRGM - INST SUPPLIES \$268.75
 Inv# 2022-102 \$268.75 06/30/22

3998 S & S WORLDWIDE, INC. \$899.85 Vend Total

P.O. # 300057 \$899.85
 11-190-100-610-00-01-040 REG PRGM - INST SUPPLIES \$899.85
 Inv# IN101035706 \$899.85 08/06/22

3133 SCHOOL SPECIALTY, INC. \$74.48 Vend Total

P.O. # 302222 Teaching Aids \$74.48
 11-000-240-610-00-01-040 SCHOOL ADMIN SUPPLIES \$74.48
 Inv# 208130263894 \$74.48 07/22/22

4387 SEESAW LEARNING, INC. \$1,842.00 Vend Total

P.O. # 300050 Seesaw for 2022/2023 \$1,842.00
 11-000-221-320-00-05-000 PURCHASED PROF- EDUCATIO \$1,842.00
 Inv# 2021-73474 \$1,842.00 08/03/22

2523 SMART APPLE MEDIA \$250.38 Vend Total

P.O. # 300086 \$250.38
 11-000-222-610-00-01-040 MEDIA SUPPLIES ATCO \$250.38
 Inv# ARU0339627 \$250.38 07/22/22

4191 SONITROL SECURITY OF DELAWARE VALLEY \$4,319.50 Vend Total

P.O. # 200068 \$1,204.45 P
 11-000-261-420-00-20-100 REQUIRED MAINTENANCE \$1,204.45 P
 Inv# 323990 \$1,204.45 P 06/30/22

P.O. # 300054 Keyfobs \$164.10
 11-000-266-610-00-19-000 SECURITY SUPPLIES \$164.10
 Inv# 324066 \$164.10 07/14/22

4191 SONITROL SECURITY OF DELAWARE VALLEY**\$4,319.50 Vend Total**

P.O. #	300066	Security Svs for 3 Schools			\$2,950.95	P
11-000-261-420-00-20-040		REQUIRED MAINTENANCE			\$865.20	P
Inv#	323677		\$865.20	P		07/14/22
11-000-261-420-00-20-060		REQUIRED MAINTENANCE			\$973.35	P
Inv#	323676		\$973.35	P		07/14/22
11-000-261-420-00-20-100		REQUIRED MAINTENANCE			\$1,112.40	P
Inv#	323675		\$1,112.40	P		07/14/22

4474 THE NEWGRANGE SCHOOL OF PRINCETON, INC**\$450.00 Vend Total**

P.O. #	200883	Wilson Practicum; Ashley Power			\$450.00	
11-000-223-320-00-03-000		PD SERV			\$450.00	
Inv#	2223-037		\$450.00			06/30/22

J197 THE YOGA SHIFT, LLC**\$675.00 Vend Total**

P.O. #	300143	Title I Summer Pgm			\$675.00	
20-235-100-300-00-04-100		Title I Ed Consultants			\$675.00	
Inv#	000123075473		\$675.00			07/22/22

2362 THERAPY SHOPPE**\$501.37 Vend Total**

P.O. #	300069	I&RS			\$501.37	
11-190-100-610-00-01-040		REG PRGM - INST SUPPLIES			\$501.37	
Inv#	384861		\$501.37			08/01/22

2412 TREASURER, STATE OF NEW JERSEY**\$333.10 Vend Total**

P.O. #	299999	Debt Service 2021-2022			\$333.10	
12-000-400-800-00-00-000		ASSESSMENT FOR DEBT SERV			\$333.10	
Inv#	07.09.22		\$166.55	P		06/30/22
Inv#	07.12.22		\$166.55	P		06/30/22

3643 TTI ENVIRONMENTAL, INC.**\$2,160.00 Vend Total**

P.O. #	200838	RTK Compliance Services			\$2,160.00	
11-000-262-300-00-20-000		MAINTENANCE SERVICES			\$2,160.00	
Inv#	22-533JUN22		\$2,160.00			06/30/22

3705 V.J.D. LANDSCAPING AND PROPERTY MAINT**\$1,825.00 Vend Total**

P.O. #	200812	Spring cleanup/lawn cutting			\$1,825.00	P
11-000-263-420-00-20-000		GROUNDS - MAINTENANCE			\$1,825.00	P
Inv#	7215		\$800.00	P		06/30/22
Inv#	7216		\$1,025.00	P		06/30/22

O162 VAN ATTER, DAWN**\$1,000.00 Vend Total**

P.O. #	200950	21/22 Aid in Lieu			\$1,000.00	
11-000-270-503-00-14-000		AID IN LIEU - NON-PUBLIC			\$1,000.00	
Inv#	Invoice Aid In Lieu		\$1,000.00			06/30/22

F303 VIKING PEST CONTROL**\$390.00 Vend Total**

P.O. #	200951	Pest Control - June, 2022			\$195.00	
11-000-262-420-00-20-000		CLEANING, REPAIR MAINTEN			\$195.00	
Inv#	88392 Acct 8265		\$65.00	P		06/30/22
Inv#	88393 Acct 8265		\$65.00	P		06/30/22
Inv#	88396 Acct 8265		\$65.00	P		06/30/22

F303 VIKING PEST CONTROL \$390.00 Vend Total

P.O. # 300180	Pest Control Services (IPM)			\$195.00 P
11-000-262-420-00-20-000	CLEANING, REPAIR MAINTEN			\$195.00 P
Inv# 89173		\$65.00 P	08/01/22	
Inv# wo89176		\$65.00 P	08/01/22	
Inv# wo89179		\$65.00 P	08/01/22	

2015 WADE, LONG & WOOD, LLC \$7,492.32 Vend Total

P.O. # 200021	SOLICITOR SERVICES			\$7,492.32 P
11-000-230-331-00-00-000	LEGAL SERVICES			\$7,492.32 P
Inv# 31184		\$3,210.66 P	06/30/22	
Inv# 31185		\$4,281.66 P	06/30/22	

3675 WILLIAMS SCOTSMAN, INC \$814.75 Vend Total

P.O. # 300222	Trailer rental at Atco School			\$814.75 P
11-000-262-441-00-20-040	Rental of Land & Buildings			\$814.75 P
Inv# 9014603867		\$814.75 P	08/06/22	

1158 Y.A.L.E. SCHOOL INC. (CHERRY HILL) \$22,543.20 Vend Total

P.O. # 200724	TUITION 5780562110			\$22,543.20 P
11-000-100-566-00-15-000	S.E. TUITIONS - PRIVATE			\$22,543.20 P
Inv# CH/JAN22 99		\$10,708.02 P	06/30/22	
Inv# CH/MAY22 93		\$11,835.18 P	06/30/22	

4568 Y.A.L.E. SCHOOL, NORTH MEDFORD MEMORIAL \$7,685.70 Vend Total

P.O. # 200099	2021/2022 Tuition			\$7,685.70 P
11-000-100-566-30-15-000	Private School Secondary			\$7,685.70 P
Inv# NORTH/SEPT2		\$7,685.70 P	06/30/22	

Total for batch = \$527,100.11

X848	ACTIVE INTERNET TECHNOLOGIES, LLC.			\$2,900.00 Vend Total
P.O. #	300061 Website Renewal			\$2,900.00
	11-000-222-340-01-19-000	TECHNICAL SERVICES -DIST		\$2,900.00
	Inv# INV041125	\$2,900.00	08/03/22	
4411	ATLANTIC CITY ELECTRIC 5500 2154 379			\$279.89 Vend Total
P.O. #	300151 Street lights at TRECC			\$279.89 P
	11-000-262-622-01-20-060	ELECTRIC STREET LIGHTS		\$279.89 P
	Inv# 200211859077	\$279.89 P	08/01/22	
4409	ATLANTIC CITY ELECTRIC 5500 3210 584			\$16,428.64 Vend Total
P.O. #	300152 Electric Bill - WES			\$16,428.64 P
	11-000-262-622-00-20-100	ELECTRICITY WES		\$16,428.64 P
	Inv# 200861658856	\$16,428.64 P	08/03/22	
4410	ATLANTIC CITY ELECTRIC 5500 4710 475			\$9,848.92 Vend Total
P.O. #	300202 Electric bill for TRECC			\$9,848.92 P
	11-000-262-622-00-20-060	ELECTRICITY TR		\$9,848.92 P
	Inv# 200321838468	\$9,848.92 P	08/06/22	
4412	ATLANTIC CITY ELECTRIC 5500 9692 629			\$137.94 Vend Total
P.O. #	300153 Electric Bill - Atco			\$137.94 P
	11-000-262-622-03-20-040	ELECTRICITY ATCO		\$137.94 P
	Inv# 200401818791	\$137.94 P	08/01/22	
4407	ATLANTIC CITY ELECTRIC 5500 9762 406			\$42.51 Vend Total
P.O. #	200048			\$22.60 P
	11-000-262-622-02-20-040	ELECTRIC - STREET LIGHTS		\$22.60 P
	Inv# 200581756924	\$22.60 P	06/30/22	
P.O. #	300154 Electric - Atco street lights			\$19.91 P
	11-000-262-622-02-20-040	ELECTRIC - STREET LIGHTS		\$19.91 P
	Inv# 200041899347	\$19.91 P	08/03/22	
4413	ATLANTIC CITY ELECTRIC 5500 9762 737			\$4,905.66 Vend Total
P.O. #	300155 Electric - street lights Atco			\$4,905.66 P
	11-000-262-622-00-20-040	ELECTRICITY ATCO		\$4,905.66 P
	Inv# 200561782041	\$4,905.66 P	08/03/22	
4408	ATLANTIC CITY ELECTRIC 5501 2617 118			\$14.23 Vend Total
P.O. #	300156 Electric - TR garage			\$14.23 P
	11-000-262-622-02-20-060	ELECTRIC - GARAGE		\$14.23 P
	Inv# 200361828775	\$14.23 P	08/01/22	
4296	COMCAST			\$4,124.22 Vend Total
P.O. #	300119 Internet and WAN monthly fees			\$4,124.22 P
	11-000-222-340-01-19-000	TECHNICAL SERVICES -DIST		\$4,124.22 P
	Inv# 150146801	\$4,124.22 P	08/01/22	
2712	INTERACTIVE KIDS L.L.C.			\$495.00 Vend Total
P.O. #	200039			\$495.00 P
	11-000-217-320-00-03-000	EXTRAORDNRY		\$495.00 P
	Inv# 1273	\$495.00 P	06/30/22	

4308 KS STATEBANK \$17,585.03 Vend Total

P.O. #	300019	Go Math Lease - K-6		\$17,585.03
	11-190-100-610-11-05-060	MATH SUPPLIES		\$3,517.00
	Inv# 57580-7-2022		\$3,517.00	07/22/22
	11-190-100-610-11-05-100	MATH SUPPLIES		\$14,068.03
	Inv# 57580-7-2022		\$14,068.03	07/22/22

4576 QUADIENT FINANCE USA, INC. \$600.00 Vend Total

P.O. #	200237	POSTAGE		\$600.00 P
	11-000-230-530-00-00-000	COMMUNICATIONS		\$600.00 P
	Inv# INV06/23/22		\$600.00 P	06/30/22

4575 QUADIENT, INC. \$197.68 Vend Total

P.O. #	300246	Meter Rental & Maintenance		\$197.68 P
	11-000-230-530-00-23-000	COMMUNICATIONS/TELEPHONE		\$197.68 P
	Inv# 59307940		\$197.68 P	08/06/22

4084 READYREFRESH BY NESTLE \$288.49 Vend Total

P.O. #	300169	Deliveries/Rental water/cooler		\$288.49 P
	11-000-262-610-00-20-000	MAINTENANCE SUPPLIES		\$288.49 P
	Inv# 02G6703424199		\$140.06 P	08/03/22
	Inv# 12G0439300559		\$148.43 P	08/03/22

4662 SCHOOL SPECIALITY, LLC \$517.45 Vend Total

P.O. #	200686	K Wish List Items		\$517.45 P
	11-190-100-610-00-02-060	REG PRGM - INST SUPPLIES		\$517.45 P
	Inv# 208130195916		\$517.45 P	06/30/22

1121 SOUTH JERSEY GAS CO. \$93.93 Vend Total

P.O. #	300179	Natural Gas - 3 Bldgs		\$93.93 P
	11-000-262-621-00-20-060	NATURAL GAS TR		\$93.93 P
	Inv# Acct9444089106July		\$93.93 P	08/03/22

2303 SPRINT/NEXTEL ACCT 999832216 \$171.73 Vend Total

P.O. #	300185	Phone services for 2022/2023		\$171.73 P
	11-000-261-420-00-20-100	REQUIRED MAINTENANCE		\$171.73 P
	Inv# 999832216-251		\$171.73 P	08/01/22

4470 THE HOME DEPOT PRO \$5.69 Vend Total

P.O. #	200769	Supplies for Atco School		\$5.69 P
	11-000-262-610-00-20-000	MAINTENANCE SUPPLIES		\$5.69 P
	Inv# 674127527		\$5.69 P	06/30/22

V982 UGI ENERGY SERVICES, LLC \$1,015.78 Vend Total

P.O. #	200946	Energy Services - TRECC		\$66.51
	11-000-262-621-00-20-060	NATURAL GAS TR		\$66.51
	Inv# G5360191		\$66.51	06/30/22
P.O. #	200948	Energy Services for WES		\$14.36
	11-000-262-621-00-20-100	NATURAL GAS WES		\$14.36
	Inv# G5362259		\$14.36	06/30/22
P.O. #	200949	Energy Services - Atco		\$934.91
	11-000-262-621-00-20-040	NATURAL GAS ATCO		\$934.91
	Inv# G5331833		\$752.99 P	06/30/22

V982 UGI ENERGY SERVICES, LLC**\$1,015.78 Vend Total**

P.O. # 200949 Energy Services - Atco

\$934.91

11-000-262-621-00-20-040 NATURAL GAS ATCO

\$934.91

Inv# G5361312 \$181.92 P 06/30/22

1928 WASTE MANAGEMENT CAMDEN**\$5,976.66 Vend Total**

P.O. # 300221 Trash/recycling removal 22/23

\$5,976.66 P

11-000-262-420-00-20-000 CLEANING, REPAIR MAINTEN

\$5,976.66 P

Inv# 3197649-2498-5 \$3,010.94 P 08/06/22

Inv# 3203763-2498-6 \$2,965.72 P 08/06/22

3524 XTEL COMMUNICATIONS**\$5,776.41 Vend Total**

P.O. # 300111 Monthly fee for VOIP phones

\$5,776.41 P

11-000-222-340-01-19-000 TECHNICAL SERVICES -DIST

\$5,776.41 P

Inv# 221812349 \$2,868.19 P 08/01/22

Inv# 222122353 \$2,908.22 P 08/04/22

Total for batch =**\$71,405.86**

4347 XEROX CORPORATION**\$478.97 Vend Total**

P.O. # 200427 BG2-484006				\$478.97 P
11-190-100-420-44-00-040	COPIER MAINT ATCO INSTR	\$122.09 P	06/30/22	\$122.09 P
Inv# 016636451		\$122.09 P	06/30/22	
11-190-100-440-44-00-040	COPIER RENTAL	\$356.88 P	06/30/22	\$356.88 P
Inv# 016636451		\$356.88 P	06/30/22	

4445 XEROX FINANCIAL SERVICES, LLC**\$2,646.84 Vend Total**

P.O. # 200009 Copier Lease BG2958077				\$310.17 P
11-190-100-420-44-00-100	COPIER MAINT WES INSTR	\$62.07 P	06/30/22	\$62.07 P
Inv# 016636448		\$62.07 P	06/30/22	
11-190-100-440-44-00-100	COPIER RENTAL	\$248.10 P	06/30/22	\$248.10 P
Inv# 016636448		\$248.10 P	06/30/22	
P.O. # 200010 Copier Lease 6TB442034				\$595.71 P
11-000-240-420-44-00-100	COPIER MAINT WES OFFICE	\$472.50 P	06/30/22	\$472.50 P
Inv# 016511295		\$472.50 P	06/30/22	
11-000-240-440-44-00-100	COPIER RENTAL	\$123.21 P	06/30/22	\$123.21 P
Inv# 016511295		\$123.21 P	06/30/22	
P.O. # 200011 Copier Lease Y4X83002				\$178.18 P
11-000-219-420-44-00-000	COPIER MAINT SPS	\$30.31 P	06/30/22	\$30.31 P
Inv# 016511294		\$30.31 P	06/30/22	
11-000-219-440-44-00-000	COPIER RENTAL	\$147.87 P	06/30/22	\$147.87 P
Inv# 016511294		\$147.87 P	06/30/22	
P.O. # 200012 Copier Lease Y4X837970				\$154.63 P
11-000-270-420-44-00-000	COPIER MAINT TRANSPORTAT	\$6.76 P	06/30/22	\$6.76 P
Inv# 016511293		\$6.76 P	06/30/22	
11-000-270-593-44-00-000	COPIER RENTAL	\$147.87 P	06/30/22	\$147.87 P
Inv# 016511293		\$147.87 P	06/30/22	
P.O. # 200013 Copier Lease Y4X836427				\$165.84 P
11-000-251-420-44-00-000	COPIER MAINT CENTRAL SER	\$17.97 P	06/30/22	\$17.97 P
Inv# 016511292		\$17.97 P	06/30/22	
11-000-251-440-44-00-000	COPIER RENTAL	\$147.87 P	06/30/22	\$147.87 P
Inv# 016511292		\$147.87 P	06/30/22	
P.O. # 200014 Copier Lease BG2958078				\$370.13 P
11-190-100-420-44-00-100	COPIER MAINT WES INSTR	\$122.03 P	06/30/22	\$122.03 P
Inv# 016636449		\$122.03 P	06/30/22	
11-190-100-440-44-00-100	COPIER RENTAL	\$248.10 P	06/30/22	\$248.10 P
Inv# 016636449		\$248.10 P	06/30/22	
P.O. # 200015 Copier Lease 6TB442082				\$226.31 P
11-000-240-420-44-00-040	COPIER MAINTENANCE ATC	\$103.10 P	06/30/22	\$103.10 P
Inv# 016511297		\$103.10 P	06/30/22	
11-000-240-440-44-00-040	COPIER RENTAL	\$123.21 P	06/30/22	\$123.21 P
Inv# 016511297		\$123.21 P	06/30/22	
P.O. # 200017 COPIER LEASE 8TB574358				\$315.28 P
11-000-240-420-44-00-060	COPIER MAINTENANCE TR OF	\$208.63 P	06/30/22	\$208.63 P
Inv# 016511296		\$208.63 P	06/30/22	
11-000-240-440-44-00-060	COPIER RENTAL OFFICE TR	\$106.65 P	06/30/22	\$106.65 P
Inv# 016511296		\$106.65 P	06/30/22	
P.O. # 200018 COPIER LEASE BG2958052				\$330.59 P
11-190-100-420-44-00-060	COPIER MAINT TR OFFICE	\$82.49 P	06/30/22	\$82.49 P
Inv# 016636450		\$82.49 P	06/30/22	

4445 XEROX FINANCIAL SERVICES, LLC

\$2,646.84 Vend Total

P.O. # 200018 COPIER LEASE BG2958052

\$330.59 P

11-190-100-440-44-00-060

COPIER RENTAL

\$248.10 P

Inv# 016636450

\$248.10 P 06/30/22

Total for batch =

\$3,125.81

3506 NUTRI-SERVE FOOD MANAGEMENT, INC**\$851.70 Vend Total**

P.O. # 200426 Food Service

\$851.70 P

61-910-310-100-00-61-000 CAFETERIA SALARIES \$685.00 P

Inv# Week No. 52 \$685.00 P 06/30/22

61-910-310-200-00-61-999 TAXES & WORKERS COMPENSA \$124.67 P

Inv# Week No. 52 \$124.67 P 06/30/22

61-910-310-520-00-61-999 LIABILITY INSURANCE \$25.03 P

Inv# Week No. 52 \$25.03 P 06/30/22

61-910-310-610-02-61-999 OFFICE SUPPLIES \$17.00 P

Inv# Week No. 52 \$17.00 P 06/30/22

Total for batch =**\$851.70**

Agreement for Professional Services
Between
Gloucester County Special Services School District
and
WATERFORD School District

CRESS 22-23 sy

This agreement is made and entered into by the WATERFORD School District ("School District") and the Gloucester County Special Services School District ("GCSSSD") for Professional Services in the 2022-2023 school year. This Agreement shall commence on July 1, 2022.

I. Responsibilities of GCSSSD:

- A. GCSSSD will provide the following Professional Services, as requested by the School District. Related Services including evaluation, treatment, consultation, staff recruitment and supervision, and training for:
- a. Assessments
 1. Augmentative/Assistive Technology
 2. Functional Behavior
 3. Related Services (OT, PT, Speech)
 4. Specialized Speech-Language
 - b. Educational Consultation Services
 1. Autism Consultation/Support
 2. Behavior Consultation/Support
 3. Educational Associate/Program Assistant
 - c. Professional Development
 1. In-Service Training/Workshops
 2. Sign Language Instruction
 - d. Professional Services
 1. Augmentative/Assistive Technology Consultation
 2. Behavior Consultation
 3. Educational Consultant
 4. Educational Interpreter with Sign Language
 5. Homebound Instructor
 6. Inclusion Services
 7. Itinerant Specialized Teaching
 8. Occupational and Physical Therapy
 9. Occupational and Physical Therapy Assistant
 10. Parent Workshops
 11. Sign Language Instruction
 12. Social Worker
 13. Speech-Language Therapy
 14. Teacher of the Deaf
 15. Deaf/Hard of Hearing/Cochlear Implant
- B. GCSSSD will provide services, records, and reports in accordance with all regulations affecting the School District in force during the period of this agreement.
- C. The Professional Services provided by GCSSSD will be in response to specific written requests (Service Proposal) from the School District. All services provided will comply with applicable New Jersey state and federal regulations.
- D. GCSSSD will ensure that all staff is appropriately certified as required by New Jersey State regulations to perform these Professional Services. Staff will be assigned and evaluated by the GCSSSD.
- E. GCSSSD staff will collaborate with School District staff in the provision of the Professional Services.

- F. GCSSSD shall bill the School District and provide the School District with a monthly record for Professional Services rendered upon request.
- G. GCSSSD will maintain general liability, auto liability and school board liability insurance throughout the term of this agreement. Such limit for each line of insurance shall not be less than \$1,000,000 per occurrence/claim/incident. Upon request from the School District, evidence of such insurance will be made available to the School District by GCSSSD.
- H. GCSSSD will maintain workers' compensation coverage in accordance with the applicable New Jersey Statutes for their employees throughout the term of this agreement. Upon request from the School District, evidence of such insurance will be made available to the School District by GCSSSD.

II. Responsibilities of the School District:

- A. The School District shall make available to the GCSSSD all records and information relevant to the School District and relevant to students for whom the Professional Services are being rendered on a timely basis.
- B. To assist GCSSSD in fulfilling its responsibilities under this agreement, the School District shall provide, at the School District's expense, all necessary supplies and equipment including wi-fi access to meet the needs of GCSSSD in connection herewith as determined in consultation with the School District.
- C. The School District will provide adequate facilities for the services to be performed on the School District premises.
- D. The School District shall pay the fees as provided on the attached appendix and make payment in accordance with the applicable New Jersey Statutes and the rules and regulations of the State Board of Education.
- E. The School District Child Study Team Director will send a Request for Services form to CRESS. Once CRESS determines the service request can be fulfilled a Service Proposal defining the start date and cost of the services to be rendered will be generated and the Service Proposal will be sent to the School District. The Service Proposal is used as a basis for the contract and serves as an agreement to initiate billable services.
- F. The School District understands and agrees that request for services is in great demand and that GCSSSD faces competition from a variety of persons and entities, and further that GCSSSD's workforce requires substantial and continuous expenditures of time and money to develop and maintain the quality of services expected by client districts. The School District also recognizes and acknowledges that by reason of its engagement of GCSSSD, the School District will be introduced to GCSSSD's employees and contracted therapists. During the Term of this Agreement and for a period of twelve (12) months following the Term, the School District agrees not to solicit, contact, divert, encourage or induce any person who is (or was within the previous twelve (12) months) an employee, associate, consultant, agent or representative of GCSSSD to leave the employ of GCSSSD or hire such person or in any way interfere with GCSSSD's relationship with such person, without GCSSSD's prior written consent.
- G. The School District agrees that it would be extremely difficult to measure the damages that might result from any breach of this Section. Therefore, the School District agrees that, upon a breach of Section F, the School District shall pay to GCSSSD liquidated damages equal to the cost of services for one full school year based on the level of services previously provided by the employee, associate, consultant, agent or representative of GCSSSD. The parties hereto agree that the non-compete clause contained herein is reasonable and shall abide by same.
- H. The School District will pay all additional costs generated by unique requests. The School District will be billed for student(s) who do not report for their scheduled assessment. When student(s) fail to report for any other scheduled service or services, the School District will be billed at the fee listed on the attached fee chart.
- I. When services requested are not utilized, the School District will be billed for sixty (60) school days as if the services were being utilized. If the service provider is assigned to another school district within the sixty (60) days billing will cease at the inception of the new assignment.

- J. It is understood that GCSSSD shall not be held responsible for the failure of a specialist/therapist/professional or other contracted/hourly individual to provide services, but will make reasonable effort to provide alternative services should such failure occur.
- K. The amount of all legal fees and costs incurred by GCSSSD in relation to contracted services with the School District, whether for disciplinary action, termination, or any other matter in which GCSSSD deems in its sole discretion it has the need for such legal services, shall be borne by GCSSSD.

Additional Understandings:

This Agreement shall be effective as of the later date of party execution.

Both parties will promote a coordinated effort by mutual periodic evaluation of the program.

The services contracted include time for direct service, preparation, and travel. Additional Professional Services beyond the contractual hours/days as requested by the School District in writing (i.e. interpreting for extracurricular activities, attendance on a field/class trip, etc.) will be billed at the specified rate as designated on the attached fees appendix.

The total amount for a school year is based on up to and including 37 weeks of service.

A "day" of service is 7 hours (.5 hour for lunch is not billed to the School District).

Schedule of services will be determined in conjunction with the GCSSSD Professional Staff member assigned to the School District and designated School District officials.


This Agreement shall be governed by, construed, and interpreted under the common and statutory law of the State of New Jersey, unless superseded by any applicable Federal law or regulation, without regard to New Jersey's choice of law rules.

If any paragraph or portion of any paragraph or any part of this Agreement is determined to be invalid, null or void for any reason whatsoever, then remaining parts or portions of this Agreement shall continue in full force and effect and shall not be affected in any way by the parts or portions determined to be invalid.

This Agreement constitutes the entire understanding between and among the parties hereto and all prior agreements, understandings, and covenants are hereby terminated.

This Agreement may be amended only by the written consent of both parties. The School District must provide notice by April 15 of the intent not to renew the contract for the upcoming school year. Failing such notice, this Agreement shall renew for an additional successive one (1) year period upon the same terms and conditions contained herein. Prior to termination, any and all past due balances owed to GCSSSD will be paid in full.

Board President
WATERFORD Board of Education


Board President
Board of Education of the Special Services
School District and the Vocational School District
of the County of Gloucester

Business Administrator/Board Secretary


Business Administrator/Board Secretary

GLOUCESTER COUNTY SPECIAL SERVICES SCHOOL DISTRICT CRESS
1340 Tanyard Road • Sewell, NJ 08080 Ph.: 856-415-7530 • Fax: 856-488-5367
Kathleen Monti, Director of Educational Support Services • Dana Lamonica, Supervisor, CRESS

FEES - 2022-2023

PROGRAM/SERVICE	IN-COUNTY		OUT-OF-COUNTY	
Professional Services				
• Occupational and Physical Therapy	\$555.00	per diem	\$636.00	per diem
	\$98.00	per hour	\$112.00	per hour
• Occupational Therapy Assistant and Physical Therapy Assistant	\$91.00	per hour	\$106.00	per hour
• Speech-Language Therapy (in-district/school services)	\$555.00	per diem	\$636.00	per diem
	\$98.00	per hour	\$112.00	per hour
• Educational Interpreter with Sign Language	\$435.00	per diem	\$478.00	per diem
(Hourly-2 hour minimum)	\$80.00	per hour	\$90.00	per hour
• Educational Interpreter with Sign Language - GCSSSD ESY Program	\$360.00	per diem	\$397.00	per diem
• Teacher (Special Education or Teacher of the Deaf/Hard of Hearing)	\$555.00	per diem	\$593.00	per diem
	\$98.00	per hour	\$112.00	per hour
• Substitute Teacher - Teacher of the Deaf/Hard of Hearing	N/A		\$370.00	per diem
• ABA ESY Teacher	\$65.00	per hour	\$77.00	per hour
• Homebound Instructor	\$80.00	per hour	\$91.00	per hour
• Educational Associate	\$50.00	per hour	\$62.00	per hour
• Social Worker	\$555.00	per diem	\$636.00	per diem
	\$98.00	per hour	\$112.00	per hour
• Social Worker Consultation	\$125.00	per hour	\$142.00	per hour
Educational Consultation Services				
• Behavior, Inclusion, Assistive Technology, Reading and Writing Supports, Speech, Deaf/Hard of Hearing/Cochlear Implant, Teacher of the Handicapped/Students with Disabilities	\$700.00	per diem	\$720.00	per diem
	\$125.00	per hour	\$142.00	per hour
Assessments				
• Assistive Technology (Communication)	\$1,800.00	per	\$2,000.00	per
• Assistive Technology (Reading and Writing Supports)	\$1,400.00	per	\$1,700.00	per
• Functional Behavior Assessment (FBA)	\$998.00	per	\$1,158.00	per
• Related Services Evaluations (OT, PT, Speech-Language)	\$445.00	per	\$505.00	per
• Specialized Speech-Language Evaluation (Deaf/Hard of Hearing, Student using AAC)	\$540.00	per	\$610.00	per
Professional Development				
• In-Service Training/Workshop*				
Full Day - 6 hours	\$1,205.00	per	\$1,500.00	per
Half Day - 3 hours	\$655.00	per	\$800.00	per
Less Than Half Day	\$355.00	per	\$450.00	per
• Sign Language Instruction*	\$125.00	per hour	\$137.00	per hour
Rowan Medicine Center				
• Physical Therapy	\$150.00	per hour		
• Physical Therapy Assistant	\$125.00	per hour		
• Occupational Therapy	\$130.00	per hour		

Resolution approving the submission of a
New Jersey Department of Education Office of School Facilities Project
Application
and to
Amend the Long-Range Facilities Plan

Whereas the Waterford Township School District desires to add additional space at the Thomas Richards Early Childhood Center, and

Whereas the district would like to add a modular classroom building; and,

Therefore, be it resolved, that the Board of Education authorizes the business administrator and Garrison Architects to submit a School Facilities Project Application to the New Jersey Department of Education Office of School Facilities for an Other Capital Project with no State Aid; and,

Be it further resolved that the Board of Education authorizes the business administrator and Garrison Architects to submit the Long- Range Facilities Plan, and,

This is to certify that the following is a true copy of a resolution approved at the August 17, 2022 Waterford Township Board of Education meeting.

Daniel J. Fox
Board Secretary

PETTY CASH FUNDS
Annual Report for 2021/22

<u>Responsibility</u>	<u>Authorized Amount</u>	<u>Expended</u>	<u>Maximum Expenditure</u>
Brenda Harring (Superintendent)	125.00	-	50.00
Ashley Power	125.00	1,694.38	50.00
Brenda Harring (Principal)	125.00	121.42	50.00
Heather Kondas	250.00	5,270.87	50.00
Patrick Davidson	125.00	608.73	50.00
Julia Lyons	150.00	748.87	50.00
	<hr/> 900.00	8,444.27 <hr/>	
Checking Accounts:			
James Weaver	1,500.00	4,656.33	500.00
Daniel J. Fox	1,500.00	4,463.29	500.00
Mick Bodine	1,000.00	-	500.00
	<hr/> 4,000.00	9,119.62 <hr/>	
	<hr/> <u>4,900.00</u>	<u>17,563.89</u> <hr/>	