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The regular session meeting of the East Greenwich Township Board of Education was held on the above date, duly advertised in accordance with the Open Public Meetings Act, N.J.S.A. 10:4-8(d). Notice of this meeting was posted in the East Greenwich Township Municipal Building, each school in the district and advertised in the South Jersey Times and Courier Post. The meeting was called to order at 7:00 p.m. by Vice President O'Brien. Following the flag salute, a moment of silent reflection was observed.

ROLL CALL:

Roll call was taken with the following members present: Acharya, Becker, Bialick, Christian, Flynn, O'Brien, and Starks. Absent: Black and Schonewise. Also present were the Superintendent, the Business Administrator, the Director of Curriculum and Instruction, and seven members of the public.

APPROVAL OF MINUTES:

On motion by Acharya, second by Becker, and carried by unanimous voice vote, the following minutes were approved:

- Regular Session and Executive Session of June 11, 2025

PRESENTATIONS:

- The Superintendent provided a presentation to the Board highlighting recent school business and activities.
- A representative from Home & School updated the public and the Board on Home & School activities.
- Lisa Giorgianni, the Director of Curriculum and Instruction, presented the English Language Arts Resource: Fishtank Learning, to the Board. **(Attachment – 1)**

PUBLIC COMMENT:

- A member of the public commented on board meeting dates, a previous ethics complaint, a canceled EGEA event, and the district attorney.

CORRESPONDENCE:

- Letter of request for an intermittent leave of absence from T.V., Payroll/Benefits Coordinator, referred to personnel.
- Letter of resignation from C.B., Supervisory Aide, referred to personnel.
- Letter of resignation from J.C., LDTC, referred to personnel.
- Letter of resignation from L.C., Permanent Substitute, referred to personnel.
- Letter of resignation from J.H., Part-time Receptionist, referred to personnel.
- Letter of resignation from N.M., Classroom Teacher, referred to personnel.
- Letter of resignation from D.M., Classroom Teacher, referred to personnel.
- Letter of resignation from R.R., Supervisory Aide, referred to personnel
- Letter of resignation from R.S., Preschool Aide, referred to personnel.

REPORTS: (Attachment – 2)

- Principal's report for review.
- Director of Student Services' report for review.
- Director of Curriculum's report for review.
- Transportation Coordinator & Registrar's report for review.

COMMITTEE REPORTS:

OPERATIONS/COMMUNITY AWARENESS:

- The Jeffrey Clark School held an evacuation drill on June 2, 2025 at 1:50 p.m., a fire drill on June 11, 2025 at 1:45 p.m., a shelter-in-place drill on July 3, 2025 at 9:45 a.m., and a fire drill on July 17, 2025 at 9:45 a.m. The drills were supervised by the Principal and Assistant Principal.

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COMMITTEE REPORTS: (continued)

OPERATIONS/COMMUNITY AWARENESS: (continued)

- The Samuel Mickle School held a fire drill on June 2, 2025 at 1:55 p.m., an evacuation drill on June 5, 2025 at 10:18 a.m., a shelter-in-place drill on July 17, 2025 at 1:32 p.m., and a fire drill on July 24, 2025 at 11:00 a.m. The drills were supervised by the Principal and Assistant Principal.

On motion by Christian, second by Acharya, and carried by unanimous voice vote, the Board approved the outside organizations requesting facility use during the 2025-26 SY. **(Attachment – 3)**

CURRICULUM/POLICY:

On motion by Acharya, second by Christian, and carried by unanimous voice vote, the Board approved the following:

- The completed East Greenwich Township School District Professional Development Plan for the 2024-2025 school year. **(Attachment – 4)**
- The following field trips for the 2025-26 SY:
  - 4<sup>th</sup> Grade to visit the Colonial Pennsylvania Farmstead in Newtown Square, PA
  - RISE to visit the following local businesses: Inclusion Coffee Shop, Chic Fil-A, and Dollar Tree
- Professional development workshops:

Name	Workshop	Location	Date(s)	Cost
Andrea Evans Lisa Giorgianni	Using i-Ready to Supercharge Your NJ Tiered System of Supports (NJTSS)	Monroe Twp.	9/23/25	\$0
Bethanne Barousse Kristen Lombardo	Hot Issues in HIB: 2025-26	Virtual	10/30/25	\$125ea
Bethanne Barousse Christina Battiato Andrea Evans Jessica Loggia	Section 504 Explained	Monroe Twp.	10/29/25	\$195ea
Christina Battiato	NJ Special Education Advisory Council	Virtual & Trenton	2025-26 SY	\$0
Erica Furfari	Orton Gillingham Dyslexia Intervention Program	Virtual	9/12/25, 9/19/25, 9/26/25, 10/3/25	\$1,750

On motion by Acharya, second by Christian, and carried by unanimous voice vote, the Board approved the following for the 2025-26 school year:

**(Attachment – 5)**

- East Greenwich Township School District Professional Development Plan
- Jeffrey Clark School Professional Development Plan
- Samuel Mickle School Professional Development Plan
- The District Grading Policy
- Existing curriculum guides for grade levels PK-6:

Language Arts	Social Studies(K-5)	EG Harmony	Art	Music
Math	Social Studies (6)	English Language Learners	Health & PE	STEAM
Science	Preschool	Take Flight & SOAR	Library	Spanish (B-2) World Cultures (3-6)

FINANCE/PERSONNEL:

On motion by Starks, second by Acharya, and carried by unanimous roll call vote, the Board approved the following:

*Member Flynn abstains on all payments to Amazon Capital Services. (Bill List Attachment – 6)*

- Payment of bills for June 2025: \$490,799.42
- Electronic Checks for June 2025:  
Custodial Account \$1,536,703.74

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COMMITTEE REPORTS: (continued)

FINANCE/PERSONNEL: (continued)

- Payment of bills for July 2025:

Custodian Account	\$846,101.75
Cafeteria Account	\$36,369.78
Enterprise Account	\$37,920.02

- Electronic Checks for July 2025: \$304,757.13

- Cafeteria Refund Checks for July 2025: \$891.67

- Payment of bills for August 20, 2025:

Custodian Account	\$315,399.72
Cafeteria Account	\$6,023.62
Enterprise Account	\$41,010.02

- Cafeteria and Beyond the Bell Profit & Loss Statement for June & July 2025. **(Attachment – 7)**

- Line item transfers approved by the Superintendent for June & July 2025.

**(Transfer List Attachment along with Transfer Status Report Attachment – 8)**

- Financial Reports A-148, Report of the Board Secretary, and A-149 Bank Reconciliation Report from the Superintendent for May & June 2025. **(Attachment – 9)**

- Board Secretary's Certification as follows:

Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of June 30, 2025, no line item account has encumbrances or expenditures which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

  
Board Secretary/Business Administrator

8/20/2025  
Date

- Financial Obligations Certification:

Pursuant to N.J.A.C. 6A:23A-16.10(c)4, we certify that as of June 30, 2025, after review of the Board Secretary's Report and Bank Reconciliation Report from the Superintendent, and upon consultation with the appropriate district officials, that, to the best of our knowledge, no major account or fund has been over-expended in violation of N.J.A.C. 6A:23A-16.10(c)4 and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

ROLL CALL VOTE:	Yea – 7(6)	Nay – 0	Absent – 2	Abstain – 0(1)
<u>Y</u> Anand Acharya	<u>A</u> Amanda Black		<u>Y</u> Jodie O'Brien	
<u>Y</u> Lori Becker	<u>Y</u> Krissy Christian		<u>A</u> Mark Schonewise	
<u>Y</u> Cristin Bialick	<u>Y/Abstain</u> Jeffrey Flynn		<u>Y</u> Lynn Starks	

On motion by Starks, second by Becker, and carried by unanimous roll call vote, the Board approved the following:

- Agreement with **Brookfield Schools** to provide Homebound services, on as needed basis, at a cost of \$39 per hour, for the 2025-26 SY.
- Tuition contracts with **Gloucester County Special Services School District** for the 2025-26 ESY program for student SID#9037881830, student SID#8527836759, student SID#7660751467, student SID#1245702189, student SID#8135562889, and student SID#2883504547 at a cost of \$4,770 per student.
- One-on-one teacher assistant agreements with **Gloucester County Special Services School District** for the 2025-26 ESY program for student SID#8527836759, student SID#7660751467, and student SID#1245702189 at a cost of \$3,900 per student.
- Tuition contracts with **Gloucester County Special Services School District** for the 2025-26 SY for student SID#9037881830 and student SID#8135562889 at a cost of \$45,600 per student; and student SID#8527836759, student SID#7660751467, student SID#1245702189, student SID#9603881575, and student SID#2883504547 at a cost of \$43,540 per student.
- One-on-one teacher assistant agreements with **Gloucester County Special Services School District** for the 2025-26 SY for student SID#8527836759, student SID#7660751467, student SID#1245702189, and student SID#2883504547 at a cost of \$42,410 per student.

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COMMITTEE REPORTS: (continued)

FINANCE/PERSONNEL: (continued)

- Tuition contract with **Kingsway Learning Center** for student SID#8395042809 with a tuition cost of \$76,143.90 and an extraordinary services cost of \$37,800 for ESY and the 2025-26 SY.
- Agreement with **Leonard Educational Evaluations, LLC** to provide two independent educational evaluations for student SID#3587982818 in the amount of \$2,500 each.
- Agreement with **Therapy Source** to provide professional services, on as needed basis, per fee schedule, for the 2025-26 SY. (**Attachment – 10**)
- The 2025-2026 SY Summer Joint Transportation Agreement for the time period of July 1, 2025 through August 30, 2025 with Gateway Regional High School District to provide to/from transportation for field trips for an annual estimated contract cost of \$7,500.
- The 2025-2026 Jointure Transportation Agreement with Kingsway Regional School District to provide to/from school transportation for an annual estimated contract cost of \$935,883.00.
- Awarding of Transportation Bid 26-001 Student Transportation Services – to/from school for the 2025-2026 school year as follows:

Route	Vendor	Yearly Cost
EG01	Holcomb Bus Company	\$ 36,000
EGPS1	BR Williams	\$ 58,500
EGPS2	BR Williams	\$ 55,980
EGPS3	BR Williams	\$ 42,300
EGPS4	BR Williams	\$ 42,300
EGPS5	BR Williams	\$ 42,300

- The purchase of 35 smartboards from **CDW** through ESCNJ Cooperative Pricing System in the amount \$73,430.
- The approval of iReady as the reading and math program resource and the purchase of the iReady and Math Program from **Curriculum Associates, Inc.** in the amount \$88,260.03.
- The approval of Teaching Strategies as the preschool program resource and the purchase of program materials from Teaching Strategies in the amount of \$45,758.91
- Lunch prices for the 2025-2026 school year effective September 1, 2025:  
 Student Lunch \$3.50      Adult Lunch \$4.25      Milk \$0.60

**ROLL CALL VOTE:**

**Yea – 7**

**Nay – 0**

**Absent – 2**

Y Anand Acharya

A Amanda Black

Y Jodie O'Brien

Y Lori Becker

Y Krissy Christian

A Mark Schonewise

Y Cristin Bialick

Y Jeffrey Flynn

Y Lynn Starks

On motion by Starks, second by Becker, and carried by unanimous voice vote, the Board approved the acknowledgement of the following:

- The authorization of the submission of the IDEA application for the FY 2026 and the acceptance of the grant award of these funds upon the subsequent approval of the FY 2026 IDEA application as listed:  
 IDEA Basic \$220,679      IDEA Preschool \$13,286

On motion by Starks, second by Becker, and carried by unanimous roll call vote, on recommendation of the Superintendent, the Board approved the following:

- The hiring of the following for the 2025-26 school year with salary determined in accordance with the collective bargaining agreement or non-represented salary guides, pending teaching certifications, physical exam, drug screening, tuberculosis test, and background checks:

Jessica Alvarez

Part-time Instructional Aide

Step 1

Cristina Baker

Full-time Preschool Aide

Step 1

Zachary Barton

Custodian II

Step 1

*Continues on next page*





COMMITTEE REPORTS: (continued)

FINANCE/PERSONNEL: (continued)

Brittany Bates	Part-time Instructional Aide	Step 1
Rebecca Furber	Permanent Substitute Teacher	
Renee Gavio	Special Education Teacher	MA, Step 14
Hayley Kellar	Behavior Interventionist	MA, Step 1
Melania Kenner	Part-time Instructional Aide	Step 1
Alexa Kopczynski	Classroom Teacher	MA, Step 2
Nicole Montanez	Beginner Classroom Assistant	Step 1
Macey Moore	Permanent Substitute Teacher	
Geraldine Munz	Supervisory Aide	Step 1
Stephanie Owens	LDTC	MA+30, Step 16
Danielle Reigel	Cashier	Step 1
Patricia Weis	Part-time Receptionist	
Gabriel Archer	Beyond the Bell Provider 1	
Jessica Laborde	Beyond the Bell Provider 1	
Antoinette Lopez	Beyond the Bell Aide	
John Mastrogiacono	Beyond the Bell Provider 1	
Sophia Mazzarella	Beyond the Bell Aide	
Sirlena Smith	Beyond the Bell Provider 1	
Kristin Turoff	Beyond the Bell Provider 1	

- The hiring of interim teacher positions, until the return of the regular employee from absence or June 30, 2026, whichever is sooner, at the substitute rate for 20 days followed by a rate of \$175 per day for days 21-40, followed by the Step 1 per diem rate, determined by the Collective Bargaining Agreement, pending teaching certifications, tuberculosis test, and background checks:
 

Macey Moore	Long-term Substitute Teacher	BA, Step 1
-------------	------------------------------	------------
- The appointment of Carly Reese as a Special Education Teacher at the Samuel Mickel School, effective September 1, 2025.
- The adjustment on the salary guide for Emily Humphreys, from BA+15 to MA, effective September 1, 2025.
- The adjustment on the salary guide for Jessica Bohanon, from BA to BA+15, effective September 1, 2025.
- The hiring of Nanci Paparo as Interim LTDC for the 2025-26 SY at MA+15, Step 16 per diem.
- A Kingsway High School student to shadow the Speech Language Pathologists for up to 10 hours during the 2025-26 SY.

ROLL CALL VOTE:		Yea – 7	Nay – 0	Absent – 2	
<u>Y</u>	Anand Acharya	<u>A</u>	Amanda Black	<u>Y</u>	Jodie O’Brien
<u>Y</u>	Lori Becker	<u>Y</u>	Krissy Christian	<u>A</u>	Mark Schonewise
<u>Y</u>	Cristin Bialick	<u>Y</u>	Jeffrey Flynn	<u>Y</u>	Lynn Starks

On motion by Starks, second by Christian, and carried by unanimous roll call vote, the Board approved the following:

- The request for an intermittent leave of absence from Tammy Vogt, Payroll/Benefits Coordinator, effective August 12, 2025 through June 30, 2026, covered under FMLA.
- The resignation of Cori Brasco, Supervisory Aide, effective August 31, 2025, will remain on the per diem substitute list.
- The resignation of Jennifer Clune, LDTC, effective July 15, 2025.
- The resignation of Lisa Crowe, Permanent Substitute Teacher, effective June 30, 2025, will remain on the per diem substitute list.
- The resignation of Jennifer Hausman, Part-time Receptionist, effective August 31, 2025.
- The resignation of Nicole Macaluso, Classroom Teacher, effective August 26, 2025.

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COMMITTEE REPORTS: (continued)

FINANCE/PERSONNEL: (continued)

- The resignation of Diana Muse, Classroom Teacher, effective August 23, 2025.
- The resignation of Ray Roeder, Supervisory Aide, effective August 31, 2025, will remain on the per diem substitute list.
- The resignation of Rebecca Smith, Preschool Aide, effective July 26, 2025, will remain on the per diem substitute list.

**ROLL CALL VOTE:**

**Yea – 7**

**Nay – 0**

**Absent – 2**

Y Anand Acharya

A Amanda Black

Y Jodie O'Brien

Y Lori Becker

Y Krissy Christian

A Mark Schonewise

Y Cristin Bialick

Y Jeffrey Flynn

Y Lynn Starks

NEW BUSINESS:

On motion by O'Brien, second by Becker, and carried by unanimous voice vote, the Board approved the following:  
**(Attachment – 11)**

- Robert Lyv, community member volunteer to lead a Junior MBA program after school for Samuel Mickle School students under the supervision of Samuel Mickle School administrators.
- Revised Organizational Chart, effective July 1, 2025.
- Strategic Plan 2022-2027, Year 4 Action Plans.
- District Goals
- The District Mentoring Program
- The Staff Handbook
- The Parent/Student Handbook
- The Preschool Handbook
- The Supervisory Aide Handbook
- The Beyond the Bell Handbook
- The Substitute Teacher Handbook
- The district's Code of Conduct
- Jeffrey Clark School Security Plan
- Samuel Mickle School Security Plan
- The Emergency Response Template
- Memorandum of Agreement (MOA) between the East Greenwich Township Police Department and the East Greenwich Township Board of Education.

OLD BUSINESS:

On motion by O'Brien, second by Becker, and carried by unanimous voice vote, the Board approved the following:  
**(Attachment – 12)**

- Safe Supportive Schools Clayton Model Pilot Program MOA for the 2025-26 SY.
- The Comprehensive Equity Plan Statement of Assurance for the 2025-26 SY.
- A meeting date was discussed for the Professional Service Contractor Review Ad Hoc Committee.



**EXECUTIVE SESSION:**

On motion by Becker, second by Acharya, and carried by unanimous voice vote, the Board approved the following resolution:

**WHEREAS**, the Open Public Meetings Act, N.J.S.A.10:4-11, permits the Board of Education to meet in closed session to discuss certain matters.

**BE IT THEREFORE RESOLVED**, that the East Greenwich Township Board of Education adjourns to closed session to discuss the following known items:

- 1) Personnel
- 2) Legal Matters

**BE IT FURTHER RESOLVED**, that the East Greenwich Township Board of Education reserves the right to discuss such other matters rendered confidential by law should the need arise; and

**BE IT FURTHER RESOLVED**, the minutes of this closed session be made public when the need for confidentiality no longer exists.

The Board convened in Executive Session at 8:00 p.m. The following members were present: Acharya, Becker, Bialick, Christian, Flynn, O'Brien, and Starks. Absent: Black and Schonewise. Also present were the Superintendent and the Business Administrator.

*The Superintendent leaves the meeting at 8:30 p.m.*

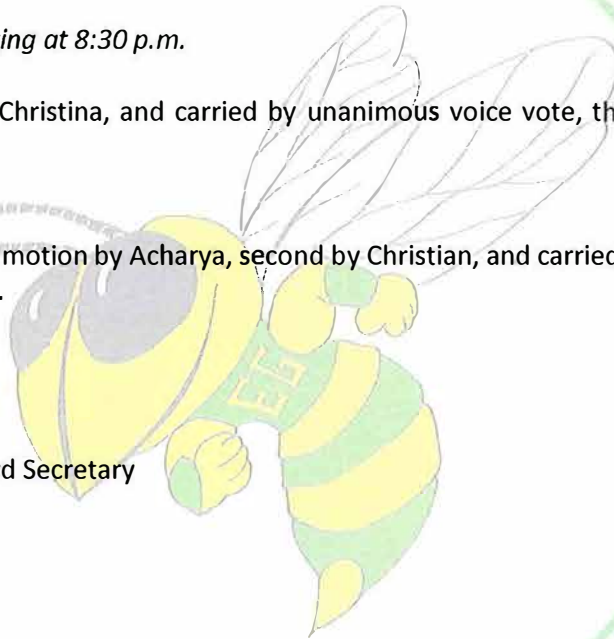
On motion by Acharya, second by Christina, and carried by unanimous voice vote, the Board reconvened in public session at 8:58 p.m.

**ADJOURNMENT:**

There being no further business, on motion by Acharya, second by Christian, and carried by unanimous voice vote, the meeting was adjourned at 8:59 p.m.



Gregory Wilson  
School Business Administrator/Board Secretary







# Fishtank ELA Adoption Board Presentation

Mrs. Lisa Giorgianni  
Director of Curriculum and Instruction  
August 20, 2025

## Outline



### Fishtank ELA: Board Presentation:

- Fishtank ELA Curriculum Approach
- Key Shifts to Instruction and Evaluation
- Planning and Preparation for the 2025-2026 school year

# Fishtank ELA's Curriculum Approach



## Fishtank ELA

4

### Guiding Principles

1

Building  
knowledge to  
nurture critical  
thinking

2

Centering  
diverse,  
relevant,  
and rigorous  
texts

3

Prioritizing  
student  
voices and  
ideas to build  
agency

4

Learning  
to write,  
writing to  
learn

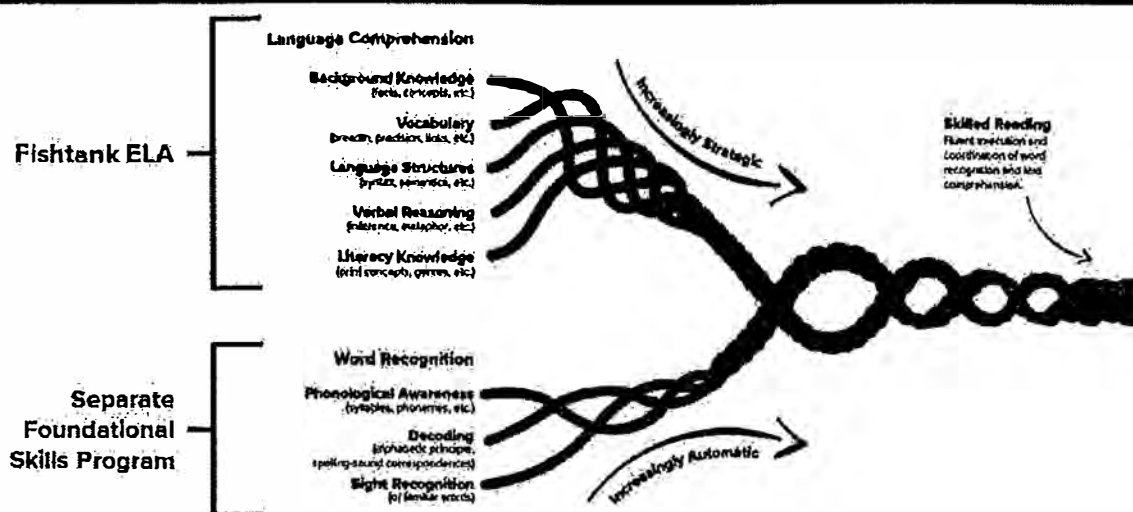
5

Preparing  
teachers  
to support  
students





# Tier 1 Language Comprehension



East Greenwich Township Schools

## LANGUAGE COMPREHENSION

6

### Vocabulary Instruction :

*Vocabulary knowledge is an essential component of being a skilled reader, the Fishtank ELA curriculum is designed to give students the breadth and depth of vocabulary knowledge they need to skillfully engage with increasingly complex texts.*

*Teachers will introduce and explicitly teach vocabulary (text-based approach)*

- *Intentional Instruction*
- *Repeated Exposure to Words*
- *Independent Word Learning Strategies*
- *Word Consciousness*

East Greenwich Township Schools

## Comprehension with Text-Based Approach

7

### Kindergarten



### 1st Grade



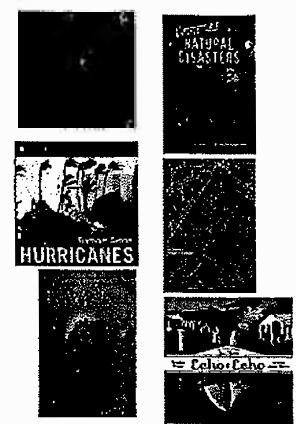
### 2nd Grade



### 3rd Grade



### 4th Grade



At the start of a unit, parents will be provided a Family Letter that explains the focus of the unit along with critical reading, writing, and language skills of the unit. The family letter will include ways to support students at home.

East Greenwich Township Schools



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Fishtank ELA asks teachers to make key instructional decisions. These decisions need to be supported by **intellectual preparation**.

**Knowledge of Content**  
Building deep expertise in the curriculum by reading unit texts and internalizing unit and lesson goals



**Knowledge of Students**  
Developing a deep understanding of students' identities, academic strengths and areas for growth

Ensuring **ALL** students can access the content by...

- Anticipating student misconceptions and incorporating just-in-time supports
- Customizing units and lessons to make them engaging and culturally relevant for students

East Greenwich Township Schools



# Key Shifts to Instruction and Evaluation

## *Key Shifts to Instruction and Evaluation:*

- Integration of reading and writing
- Unit preparation for instruction
- Instruction with authentic texts
  - Vocabulary Comprehension is integrated daily
- Target Tasks and Key Questions
- Assessments: Content and Cold Read
  - Frequency
  - Type
  - Focus
  - Application: Response to reading with writing

3rd Grade  
Defining Identity: Dymond's David and My Name is Marjorie  
Lesson 3: Target Task

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

Today's reading was *Made Way for Dymond's David* Chapter 2.  
Use today's reading(s) to help you answer the question(s) below:

Write Prompt

lonely

How has Dymond's life changed? How does the change impact the way she feels?

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

- Opportunities to think, write, and engage in discussion about thought-provoking questions
- Formal and informal discourse embedded in daily lessons

# Planning and Preparation for 2025/26 School Year



## *Planning and Preparing for 25/26 School Year:*

- The summer ELA committee memorialized instructional focus and priorities within the grade level curriculum document. The goal was to shape the practice for our district using this new resource and create alignment across Beginners through Fourth grade.
- Professional Development Planned for 2025-2026 School Year
  - Leadership Team Lead using Train-the-Trainer Resources
  - Modules
  - Intellectual Preparation for Staff
- Instructional Coaching
- Team Meetings > PLC
- Leadership Development Series

# Jeffrey Clark School

**Principal's Update**

**Mrs. Jessica Loggia**

**August 2025**

**Total Enrollment: 516**

Preschool	121	Beginners	119
First Grade	145	Second Grade	131

## August 2025 Jeffrey Clark Updates

- The Jeffrey Clark building is almost complete with its full summer cleaning and ready for the 2025-2026 school year because of our dedicated custodial staff.
- Our ELA and math committees worked hard under the direction of Mrs. Giorgianni. We are eager to enter our second year with iReady and our first year with our new ELA curriculum, Fishtank. Two teacher per grade level will be piloting two new curricular resources for phonics. Thankfully, due to the dedication and diligence of our staff and Mrs. Giorgianni, we are well-prepared to start the year strong!
- The Jeffrey Clark School hosted a successful few weeks of ESY/WIN programming.
- Members of our Clark staff participated in professional committees, such as Climate and Safety and Code of Conduct Committee, to help us prepare for the school year.
- Our building master schedule and individual teaching schedules are complete for the 2025-2026 school year.
- Student class lists are complete for the upcoming school year.
- Our professional development goals for the upcoming year include processing new information, lessons within units, and one teacher-selected goal.
- We will continue to focus our attention on the mental health and social emotional support of students this year by continuing our work with the Rutgers Mental Health Grant.
- A Hold/Shelter in Place Drill was conducted on July 17th.
- A fire drill was conducted on July 24th.
- Our Open House and Medication Drop Off dates will occur on August 21st from 4:00-5:30 PM and August 26th from 10:30-12:00 PM.
- We are hosting a two virtual parent information sessions for both Preschool and Beginners on August 27th.
- On September 3rd, we will welcome our Preschool and Beginner students into the building for a class visit and meet and greet with their teachers.
- The Jeffrey Clark School students and staff are ready to come back for a wonderful 2025-2026 school year!

**RESPECT \* KINDNESS \* RESPONSIBILITY \* ACCEPTANCE \* INTEGRITY \* PERSEVERANCE**



## Samuel Mickle School

Principal's Update

Mrs. Bethanne Barousse

August 2025

### Total Enrollment: 713

<b>Grade 3</b>	177	<b>Grade 5</b>	198
<b>Grade 4</b>	169	<b>Grade 6</b>	169

### Mickle Updates

- Summer work is continuing and the final phases of scheduling, class rostering, building preparation, new student registration, and various summer work efforts are being completed in preparation of the 2025-2026 school year.
- Summer programming (including WIN and ESY) concluded on July 24. It was wonderful to see our Clark and Mickle students engaging in various academic and social learning sessions with staff over the summer.
- Summer Open House and Medication Drop-Off building tours are scheduled to occur on Thursday, August 21 and Tuesday, August 26. Students and parents are able to visit Samuel Mickle, meet the principal, assistant principal, and school counselor, and complete a self-guided tour. Student medications and required medication administration documents may also be dropped off on these dates.
- In accordance with the NJ Office of School Preparedness and Emergency Planning, school drills are required to be held over the summer months. At Samuel Mickle, a fire evacuation drill was held on July 24, 2025, a Hold safety drill was held on July 17, 2025, and a Secure safety drill was held on August 11, 2025.
- Summer curriculum writing and committee work has been completed. Our ELA Committee worked diligently over the summer creating curricular documents and diving deep into our new curricular resource, Fishtank Learning. This new literacy program for Grades 3 and 4 aims to develop students into critical readers, writers, and thinkers. Thank you to the staff who dedicated their time to reviewing and updating documents that continue to improve our lessons and units.
- Master schedules and teacher schedules have been developed for the 2025-2026 school year. Schedules continue to reflect a focus on whole-group and small-group instruction, as well as collaborative time between staff for planning purposes.
- The Samuel Mickle School Professional Development Plan was developed in order to provide this year's focus on: (1) instructional strategies that help teachers in organizing lessons within units to progress toward a deeper understanding of content and (2) creating opportunities for students to actively process new information. Both goals provide a central focus of strengthening the rigor of lessons and units, particularly due to the integration of new curricular resources in Math and ELA - iReady and Fishtank.
- We look forward to the return of our students and instructional staff in the coming weeks! Staff will engage in two full district in-service days of professional learning on September 2 and 3. We are eager to welcome our Mickle students back for the first day of school on September 4.

# East Greenwich Township Schools

## Office of the Child Study Team



◆ A Place for Learning ◆ A Commitment to Excellence ◆

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559 Kings Highway, Mickleton, New Jersey 08056

### **Referrals**

Referrals made to the Child Study Team between June 13, 2025 and August 14, 2025

Grade	Reason	Referred by	District Entry Date
B	Speech	Parent	9/4/2024

**Total Referrals = 1**

### **Evaluations Completed by CST between 6/13/25 & 8/20/25:**

Educational -11

Speech/Language - 13 (JS)

Psychological - 5 (MM) 7(CW)

Occupational Therapy - 6

**Total Evaluations completed =35**

### **Meetings held between 6/13/25 & 8/20/25:**

Initial Determination meetings held - 3

Annual Review meetings held - 0

Reevaluation meetings held - 0

Eligibility meetings held - 20

**Total Meetings held = 21**

### **Professional Development Completed:**

- 6/19/2025, Marzano Training for Administrators, Virtual, Achieve NJ, Refresher, Christina Battiato
- 6/30/2025, Marzano Training for New Administrators, Virtual, Achieve NJ, Chrisitna Battiato
- 7/2/2025, Realtime Special Education Module Audit, Virtual, Christina Battiato
- Various Dates, 7/1/2025-8/14/2025, 18 Hours total, Virtual, NJPSA/FEA Affirmative Action Training Christina Battiato

- *7/22/2024, Code of Conduct and Special Education Students, In-Person, NJPSA/FEA, Christina Battiato*
- *7/24/2025 Restraint and Seclusion, NJDOE, Virtual, Christina Battiato*
- *8/7/2025 Education and Youth, Homeless Liaison Meeting, Virtual, Christina Battiato*
-



# Curriculum and Instruction Office Report



Submitted by:  
Mrs. Lisa Giorgianni, Director of Curriculum and Instruction

## Regional Curriculum Meetings/Training:

- All regional curriculum meetings for the 2025-2026 school year are being scheduled and will resume in the new school year.

## Observations:

- The 2025-2026 school year observation calendar is being developed for the school year.

## Testing/Benchmarking:

- The district assessment calendar for 2025-2026 is being finalized. Assessments include NJSLA-Adaptive (New: This mandated assessment will include a field test in October), NAEP (This year we were selected as a participating school for 4th grade), Aimsweb, i-Ready Diagnostic (Math & Reading), Fountas & Pinnell, and OLSAT.
- Guidance documents are generated to support staff with the administration process.

## Curriculum Updates for 2025-2026:

- The B-4 ELA Committee met on six different days this summer to support the implementation of our new instructional resource for reading and writing called Fishtank ELA. Two teachers from each grade level and varying positions created a pacing guide, generated a new district curriculum tool, established evidence of learning plans by the unit, gave feedback on the instructional models, and generated support for their colleagues to kick off the new school year. All curriculum guides support the new 2023 New Jersey State Learning Standards for English Language Arts. We are looking forward to continuing the training process from Spring 2025 with our staff to ensure a strong implementation for the 2025-2026 school year.
- This summer, two teachers from each grade, from Beginners through Fifth grade, met to make revisions of the iReady Classroom Mathematics curriculum based on year one implementation. This will be turn-keyed to grade-level members in September.
- The ELA Committee members met this summer to plan for the piloting of Heggerty and UFLI. Together, we reviewed the Spring 2025 training and started to plan for the school-year-long pilot of a new PA/Phonics resource. One teacher per B-2 grade level will be piloting either program.

## Future Planning and Preparation:

- This summer's WIN program is complete! Our WIN students worked with our WIN teachers to reinforce core math and ELA skills. We are proud of their hard work and dedication throughout the summer.
- New Staff Orientation will take place from August 19th to 21st, 2025. We are looking forward to

welcoming new staff to our district. Administration and selected teachers/staff will provide meaningful training sessions to support these new positions. It is a wonderful opportunity to help support staff and prepare for the 2025-2026 school year.

- NJSLA results from 2024-2025 will be finalized and sent by the state soon. These will be presented at the October board meeting.
- The leadership team is planning meaningful professional development sessions to support staff with the instructional goals for the 2025-2026 school year.



**EAST GREENWICH TOWNSHIP SCHOOL DISTRICT  
TRANSPORTATION COORDINATOR AND REGISTRAR'S REPORT  
AUGUST, 2025  
ANN MARIE ELLIOTT**

***TRANSPORTATION***

***ESY TRANSPORTATION*** - Holcomb provided all four of our in district routes for ESY. The transportation was timely and drivers and aides were wonderful.

***2025-26 TRANSPORTATION*** - Routes have been finalized and bus passes will be sent out on August 19th. As new students are pre-registered/registered, some routes may need to be adjusted.

There have been many changes to some routes due to the elimination of EG24 for the 25-26 school year and changing student populations in some neighborhoods. There is a note on bus passes encouraging parents to carefully review the pass as changes have been made.

We had a bid for EG01 and our five preschool routes. Holcomb was awarded the contract for EG01 and BR Williams was awarded the five preschool routes.

The Bus Drivers Meeting will be held on August 28, 2025. Drivers for all of our routes are invited. We will review our policies, expectations and procedures. Bus drivers will be provided with very detailed packets to review and use throughout the school year.

For the 2025-26 school year, I will again use the color coded band system at the Jeffrey Clark School for dismissal. This has been proven very successful in prior school years, especially in the beginning weeks of school.

Preschool buses will be dropping off and picking up students in our bus lanes. Adjustments have been made to the parking spots to accommodate the additional buses that will be present during the morning arrival. I have been working with district administration to design plans for the best procedures to incorporate our new preschool buses into our existing systems.

Transportation for our out of district students has been secured through Gloucester County Special Services. I have worked with them throughout the summer to ensure all students had transportation.

**BEGINNER/PRESCHOOL ORIENTATION** - Preschool and Beginner students will be visiting Jeffrey Clark on August 28th and the visit will end with a bus ride. Holcomb will be donating these buses for this event at no cost to the district.

### ***REGISTRATION***

**NEW STUDENTS** - I have registered 33 new students for the upcoming school year since my last report and have the names of an additional 8 students who intend to register before the start of the school year. Some of these families are not moving into the district until late August.

There are 119 registered Beginners and I have the name of 1 Beginner who intends to register before the start of the school year. Last year at this time, we had 143 registered Beginners.

**RESIDENCY** - There are 6 students from 4 families that have expired leases. One family has received several letters from the Superintendent and I have requested letters for 2 families as they are not responding to my correspondence. The remaining family has been contacted to submit an updated lease as it expired August 1, 2025.

### ***MISCELLANEOUS***

**BEYOND THE BELL** - I continue to supply monthly reports for Mr. Wilson regarding Beyond the Bell deposits.

**NJ SMART** - The required June NJ Smart snapshot was error free. NJ SMART is being replaced by NJ SLEDs. I have attended a training session on the new student tracking system and have been working in the new system to become familiar with it. NJ SLEDs goes live on September 1, 2025.

## **Outside Organizations requesting to use the facilities for 2025/2026**

Home and School

East Greenwich Youth Basketball - sent email requesting email to use the facilities on 7/21

- 76ers do a clinic for the league

East Greenwich Youth Soccer

Main Street Baseball

EGPD

Girl Scouts

Boy Scouts

Travelin Tom's Coffee Truck

Inclusion Coffee

The Community Plate Catering

Bistro Society

Cibo Grill



## East Greenwich Township School District Professional Development Plan (PDP)

District Name		Superintendent		Review Dates/Plan Period	
East Greenwich Township School District		Andrea Evans		9/2024-6/2025	
I: Professional Learning (PL) Goals					
Goal No.	Goal	Identified Group	Rationale/Sources of Evidence		
1	In alignment with Marzano's Domain 2, Element 3: <i>Attention to Established Content Standards</i> , our objective is to enhance the capacity of our teaching staff to develop a comprehensive understanding of the New Jersey State Learning Standards to ensure that lesson and unit plans are aligned with established content standards.	Teaching Staff	<ul style="list-style-type: none"><li>Goal 1 is aligned with our teacher evaluation system, Marzano.</li><li>Goal 1 supports standards-aligned instruction that empowers teachers to make instructional decisions based on the New Jersey State Learning Standards.</li><li>With the introduction of the 2023 New Jersey Student Learning Standards (NJSLS) for English Language Arts and Mathematics, our teachers will have opportunities to deepen their understanding of these revisions and effectively implement district-developed curricula. This will be achieved through high-impact resources designed to enhance student success. For instance, our district is adopting the i-Ready Classroom Mathematics program for Kindergarten through Fifth-grade students this year. This program will provide a robust framework for instruction and support our commitment to advancing student achievement.</li><li>This goal aligns closely with our district's mission statement and core values. It emphasizes building our teachers' capacity to understand the New Jersey Student Learning Standards (NJSLS), thereby ensuring that we deliver a challenging and exceptional educational experience for our students.</li></ul>		
2	In alignment with Marzano, <i>Domain 1, Element 7: Organizing students to Interact with New Knowledge</i> , efforts will focus on enhancing staff capacity with sound structures for organizing students	All Jeffrey Clark Staff	<ul style="list-style-type: none"><li>Goal 2 is aligned with our teacher evaluation system, Marzano.</li><li>Goal 2 supports focusing on practices and outcomes that show how organizing students leads to enhanced engagement and understanding.</li><li>Effective planning should incorporate activities to stimulate student discussion and interaction around new content. Students can be grouped based on their needs to maximize learning outcomes, allowing for differentiated instruction that addresses diverse learning styles and abilities.</li></ul>		

	that support the processing of new information. This approach aims to encourage active and meaningful interactions with new knowledge.		<p>This approach ensures that each student receives the support and challenge to engage meaningfully with the material.</p> <ul style="list-style-type: none"> <li>• With this goal, the district strives to implement consistent, collaborative learning structures in the classroom by using active learning strategies like problem-solving tasks and inquiry-based learning. These approaches require students to engage with and apply new knowledge effectively.</li> </ul>
3	In correlation with Marzano, <i>Domain 1, Element 18: Examining Errors in Reasoning</i> , the objective is to deepen learning and enhance critical awareness by encouraging students to move beyond surface-level understanding. The goal is to engage students in a more profound exploration of their reasoning and logic, fostering a greater awareness of their thought processes.	All Samuel Mickle Staff	<ul style="list-style-type: none"> <li>• Aligned with our teacher evaluation system, Marzano</li> <li>• Goal 3 emphasizes teachers engaging in meaningful discourse with students to examine their understanding and the level of support needed.</li> <li>• This goal lends itself to using the habits of the mind to foster critical <del>thinking</del> within students.</li> <li>• Goal 3 provides an opportunity to emphasize employing formative assessments that prompt students to identify and correct errors in their reasoning.</li> <li>• Empowering teachers to use discussions with students where students articulate their thought processes. Teachers with a deeper understanding can gain insight into their students' thinking processes and learning strategies.</li> </ul>
4	We will enhance and expand teachers' capacity to effectively utilize formative and benchmark assessment data to make data-informed decisions that drive and differentiate instruction, ultimately improving student outcomes. By fostering a data-driven culture, we aim to empower teachers to identify trends, monitor progress, and tailor instruction to meet the individual needs of each student.	Teaching Staff	<ul style="list-style-type: none"> <li>• Goal 4 focuses on enhancing data analysis and data-informed practices within the classroom to boost student learning and academic performance through targeted planning and instruction.</li> <li>• The district has introduced a new benchmarking tool for math with the recent implementation of i-Ready math. Teachers will receive support for effective administration and report interpretation and guidance on using lesson-level formative assessment tools.</li> <li>• With various benchmarks (e.g., LinkIt, Aimsweb, F&amp;P, &amp; i-ready) and state assessments (e.g., NJSLA, DLM, WIDA) available, the emphasis is on leveraging this data in meaningful and actionable ways to enhance student learning.</li> <li>• Effective data analysis and application in the classroom will enable more precise interventions, improving student performance.</li> </ul>

## 2. Professional Learning Activities

	Initial Activities	Follow-up Activities
1	<ul style="list-style-type: none"> <li>• <b><i>In-District Workshops:</i></b> Comprehensive workshops led by program-specific professionals <ul style="list-style-type: none"> <li>○ i-Ready Classroom Mathematics Professional Learning Services: <ul style="list-style-type: none"> <li>■ 7/1/24: Overview of program components, structure, and key instructional features for curriculum writing for summer math committee</li> <li>■ 8/19/24: Administrative training on foundations of i-Ready Classroom Mathematics</li> </ul> </li> </ul> </li> <li>• <b><i>Marzano Training Refresher:</i></b> A session dedicated to revisiting Marzano's instructional strategies and best practices to reinforce and update educators' understanding.</li> <li>• <b><i>Observation Pre and Post-Conference:</i></b> Scheduled discussions before and after classroom observations to review goals, strategies, and feedback for continuous improvement.</li> <li>• <b><i>Collaboration with I&amp;RS Teams, Team Leaders, BSI Teachers, SCIP Committee, and Leadership Team:</i></b> Engaging in collaborative efforts with various educational teams to align strategies, share insights, and support the overall effectiveness of instructional programs.</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>In-District Workshops:</i></b> Comprehensive workshops led by program-specific professionals <ul style="list-style-type: none"> <li>○ i-Ready Classroom Mathematics Professional Learning Services: <ul style="list-style-type: none"> <li>■ 9/3/24: Preparing to Teach i-Ready with Integrating Digital Resources to Support a Comprehensive Implementation</li> <li>■ 10/14/24: Developing Mathematical Thinkers through Instructional Routines with Personalized Instruction Orientation</li> <li>■ 2/14/25: Understanding and Responding to i-Ready Growth Data</li> <li>■ Parent Informational Sessions: 9/23/24; 9/24/24; 9/26/24; 9/30/24</li> </ul> </li> <li>○ Creative Curriculum for Preschool: <ul style="list-style-type: none"> <li>■ Introduction to The Creative Curriculum for Preschool: 1/17/25</li> <li>■ Introduction to Gold: 2/14/25</li> </ul> </li> <li>○ NJ CAP: <ul style="list-style-type: none"> <li>■ Clark: NJ CAP: Bullying Workshop: 2/14/25</li> </ul> </li> </ul> </li> <li>• <b><i>Turnkey Workshops:</i></b> Deliver comprehensive workshops led by trained staff to foster growth among all instructional personnel and ensure sustainability within the district.</li> <li>• <b><i>Professional Learning Opportunities:</i></b> Leverage faculty and team meetings to focus on targeted, differentiated, and data-informed instruction, enhancing instructional practices and outcomes.</li> </ul>



		<ul style="list-style-type: none"> <li>○ Jeffrey Clark Faculty Meetings: 9/10/24; 10/16/24; 11/13/24; 12/9/24; 1/23/25; 2/12/25; 3/24/25; 4/10/25; 5/15/25; 6/11/25</li> <li>○ Samuel Mickle Faculty Meetings: 9/4/24; 10/15/24; 11/14/24; 12/10/24; 1/15/25; 2/20/25; 3/18/25; 4/9/25; 5/5/25; 6/3/25</li> <li>● <b>Ongoing Support and Coaching:</b> Offer continuous support, training, and individualized coaching to maintain and elevate instructional quality.</li> <li>● <b>Administrative Professional Development:</b> The administration will facilitate and provide necessary professional development opportunities to meet the evolving needs of the staff and enhance instructional effectiveness. <ul style="list-style-type: none"> <li>○ iReady Online Educator Learning (OEL): Best Practices for Personalized Instruction: 10/14/24</li> <li>○ Fishtank Pilot Training: 12/12/24 &amp; 2/11/25</li> <li>○ Fishtank: Guiding Principles and Analyzing Text Complexity for Unit 1: 5/21/23; 5/27/25; 5/28/25; 5/29/25; 6/12/25</li> <li>○ UFLI Pilot Training: 6/3/25</li> <li>○ Heggerty Pilot Training: 6/4/25</li> </ul> </li> </ul>
2	<ul style="list-style-type: none"> <li>● <b>Marzano Training Refresher:</b> A session dedicated to revisiting Marzano's instructional strategies and best practices to reinforce and update educators' understanding.</li> <li>● <b>Observation Pre and Post-Conference:</b> Scheduled discussions before and after classroom observations to review goals, strategies, and feedback for continuous improvement.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Turnkey Workshops:</b> Deliver comprehensive workshops led by trained staff to foster growth among all instructional personnel and ensure sustainability within the district. <ul style="list-style-type: none"> <li>○ Trauma-Informed Classroom Management Strategies: 1/17/25</li> <li>○ Strategies for an Inclusive Classroom: 1/17/25</li> <li>○ Tier 1 Social Emotional Support Workshop: 1/17/25</li> <li>○ Safety Care Training: 2/14/25</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>● <b><i>Collaboration with I&amp;RS Teams, Team Leaders, BSI Teachers, SCIP Committee, and Leadership Team:</i></b> Engaging in collaborative efforts with various educational teams to align strategies, share insights, and support the overall effectiveness of instructional programs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b><i>Professional Learning Opportunities:</i></b> Leverage faculty and team meetings to focus on targeted, differentiated, and data-informed instruction, enhancing instructional practices and outcomes.</li> <li>● <b><i>Ongoing Support and Coaching:</i></b> Offer continuous support, training, and individualized coaching to maintain and elevate instructional quality.</li> <li>● <b><i>Administrative Professional Development:</i></b> The administration will facilitate and provide necessary professional development opportunities to meet the evolving needs of the staff and enhance instructional effectiveness. <ul style="list-style-type: none"> <li>○ Implementation of Total Participation Techniques in Daily Lessons/Lesson Plans</li> </ul> </li> </ul>
3	<ul style="list-style-type: none"> <li>● In-District Workshops</li> <li>● <b><i>Marzano Training Refresher:</i></b> A session dedicated to revisiting Marzano's instructional strategies and best practices to reinforce and update educators' understanding.</li> <li>● <b><i>Observation Pre and Post-Conference:</i></b> Scheduled discussions before and after classroom observations to review goals, strategies, and feedback for continuous improvement.</li> <li>● <b><i>Collaboration with I&amp;RS Teams, Team Leaders, BSI Teachers, SCIP Committee, and Leadership Team:</i></b> Engaging in collaborative efforts with various educational teams to align strategies, share insights, and support the overall effectiveness of instructional programs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b><i>Professional Learning Opportunities:</i></b> Leverage faculty and team meetings to focus on targeted, differentiated, and data-informed instruction, enhancing instructional practices and outcomes.</li> <li>● <b><i>Ongoing Support and Coaching:</i></b> Offer continuous support, training, and individualized coaching to maintain and elevate instructional quality. <ul style="list-style-type: none"> <li>○ Teacher questions about benchmarking tools will be referred to program contacts and/or district experts</li> <li>○ Teachers will analyze data in their classroom to inform instruction, interventions, student grouping, etc.</li> <li>○ Student data from benchmark assessments will be analyzed and discussed</li> </ul> </li> <li>● <b><i>Administrative Professional Development:</i></b> The administration will facilitate and provide necessary professional development opportunities to meet the evolving needs of the staff and enhance instructional effectiveness.</li> </ul>

		<ul style="list-style-type: none"> <li>○ Supporting Student-Centered Engagement and Productive Struggle: 1/17/25</li> </ul>
4	<ul style="list-style-type: none"> <li>● <b>Professional Development Sessions:</b> During in-service days, the leadership team will conduct professional development sessions to enhance instructional practices and support staff development.</li> <li>● <b>Consultation Services:</b> We will offer consultation services with program representatives to address specific needs and provide targeted support</li> <li>● <b>Professional Learning Communities:</b> The administration will attend team meetings to assist with the analysis of benchmark and lesson-level formative data, ensuring that data-driven decisions are made effectively.</li> <li>● <b>Scheduled District Benchmarks:</b> District-wide benchmarks will be administered three times per year using tools such as Linkit, Aimsweb, F&amp;P, and i-Ready to track student progress and inform instruction</li> <li>● <b>Collaboration:</b> The district will facilitate collaboration among I&amp;RS Teams, Team Leaders, BSI Teachers, and the Leadership Team to ensure cohesive and coordinated efforts in addressing student needs. Ex.: <ul style="list-style-type: none"> <li>○ <b>BSI Data Meetings:</b> Data meetings will include the BSI teacher, principal, director of curriculum, and teacher on assignment to review and strategize based on BSI data. <ul style="list-style-type: none"> <li>■ ELA: Diagnostic, Trimester 1 Data Review, and Trimester 2 Data Review</li> <li>■ Math: Trimester 1 Data Review and Trimester 2 Data Review</li> </ul> </li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>● <b>Professional Learning Opportunities:</b> Leverage faculty and team meetings to focus on targeted, differentiated, and data-informed instruction, enhancing instructional practices and outcomes.</li> <li>● <b>Ongoing Support and Coaching:</b> Offer continuous support, training, and individualized coaching to maintain and elevate instructional quality.</li> <li>● <b>Administrative Professional Development:</b> The administration will facilitate and provide necessary professional development opportunities to meet the evolving needs of the staff and enhance instructional effectiveness. <ul style="list-style-type: none"> <li>○ Spring 2024 NJSLA Data: School Summary, Review, and Takeaways: 9/16/24</li> <li>○ Data Dives after benchmarking periods in the fall and winter</li> <li>○ NJSLA Inspired Instruction Webinars: Elevating Student Achievement in ELA &amp; Maximizing Academic Outcomes in Mathematics: 2/14/25</li> <li>○ NJSLA ELA Released Items, Practice Opportunities, and Core Assessment Alignment: 2/14/25</li> <li>○ BSI Data Meetings: Data meetings will include the BSI teacher, principal, director of curriculum, and teacher on assignment to review and strategize based on the response to interventions. <ul style="list-style-type: none"> <li>■ ELA: Diagnostic, Trimester 1 Data Review, Trimester 2 Data Review, and Second to Third Transition Meeting <ul style="list-style-type: none"> <li>● Clark: 9/13/24; 12/6/24; 3/14/25; 6/4/25</li> </ul> </li> </ul> </li> </ul> </li> </ul>

		<ul style="list-style-type: none"> <li>• Mickle: 9/13/24; 12/2/24; 3/12/25; 6/4/25</li> <li>■ Math: Trimester 1 Data Review, Trimester 2 Data Review, and Second to Third Transition Meeting <ul style="list-style-type: none"> <li>• Clark: 12/3/24; 3/14/25; 6/4/25</li> <li>• Mickle: 9/13/24; 12/4/24; 3/13/25; 6/4/25</li> </ul> </li> </ul>
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### 3: PD Required by Statute or Regulation

#### State-mandated PD Activities

[See the attached link here.](#)

### 4: Resources and Justification

#### Resources

- Consultant fees
- Professional development days, staff meetings, and team meeting time
- SCIP Committee meeting

#### Justification

The objectives of this professional development plan are strategically designed to enhance standards-driven instruction by closely examining errors in reasoning, facilitating student engagement with new content, and leveraging benchmark data to inform and refine instructional frameworks. These goals are directly aligned with our district's evaluation tool, Marzano, ensuring a cohesive approach to assessment and improvement. By providing professional development time, dedicated meeting time, consultation services, and comprehensive support alongside the above resources, we will effectively enable our district to meet and exceed these objectives. This structured approach will support our instructional goals and foster continuous growth and improvement within our educational practices.

Signature:   
Superintendent Signature

6/30/25  
Date

Signature:   
Director of Curriculum and Instruction

6/30/25  
Date



## East Greenwich Township School District Professional Development Plan (PDP)

East Greenwich Township School District	Andrea Evans	9/2025-6/2026
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### 1: Professional Learning (PL) Goals

1	In alignment with Marzano, Domain 2, DQ 1, Element 2: Lessons Within Units, continue to build our district and teaching staff's capacity to ensure that lessons within units progress toward a deep understanding of content.	Teaching Staff	<ul style="list-style-type: none"> <li>• Goal 1 is aligned with the Marzano teacher evaluation model framework and directly addresses District Professional Learning Goal 1, aligning with focus element Domain 2, Element 2: Lessons Within Units.</li> <li>• The focus of the East Greenwich Township School District remains on providing a high-quality and rigorous education to all students. In 2024 and 2025, East Greenwich School implemented new Math and ELA curricular resources - iReady Mathematics and Fishtank. Goal 1 fosters the idea that effective planning of lessons within units will illustrate a student's understanding of foundational concepts and their application in authentic ways.</li> <li>• With the introduction of Fishtank Learning (ELA) in grades Beginners through Fourth grade and continued implementation of iReady Mathematics in the 2025-2026 school year, teachers are provided with opportunities to incorporate student choice and initiative, extension(s) for learning, and knowledge on fostering lessons within whole units that deepen student understanding and demonstrate a transfer to authentic tasks.</li> <li>• The desired effect of Goal 1 is that all teachers ensure lessons and units are effective, cohesive, and intentionally sequenced, maximizing student learning and enabling activities to execute skills, strategies, and processes that enrich students academically.</li> </ul>
2	In alignment with Marzano, Domain 1, DQ 2, Element 10: Processing New Information, continue to engage students in	Teaching Staff	<ul style="list-style-type: none"> <li>• Goal 2 is aligned with the Marzano teacher evaluation model framework and directly addresses District Professional Learning Goal 2, aligning with focus element Domain 1, Element 10: Processing New Information.</li> <li>• With the implementation of two new curricular resources, iReady Mathematics and Fishtank Learning, Goal 2 fosters students' engagement in</li> </ul>

	lessons and activities that engage them in actively processing new information.		<p>summarizing, predicting, and questioning activities, thereby enhancing student understanding and promoting active participation in the lesson.</p> <ul style="list-style-type: none"> <li>• Through this element, teachers employ effective teaching methods, such as summarizing and formal group processing strategies, to enhance student learning and foster critical analysis. Students are encouraged to move beyond a basic understanding to a more profound engagement.</li> <li>• The desired effect of Goal 2 is that all teachers ensure lessons and units are planned and executed intentionally to enrich students academically, utilizing the recommended strategies: collaborative processing, jigsaw cooperative learning, reciprocal teaching, and concept attainment.</li> </ul>
3	We will enhance and expand teachers' capacity to effectively utilize formative and benchmark assessment data to make data-informed decisions that drive and differentiate instruction, ultimately improving student outcomes. By fostering a data-driven culture, we aim to empower teachers to identify trends, monitor progress, and tailor instruction to meet the individual needs of each student.	Teaching Staff	<ul style="list-style-type: none"> <li>• Goal 4 focuses on enhancing data analysis and data-informed practices within the classroom to boost student learning and academic performance through targeted planning and instruction.</li> <li>• The district has introduced a new benchmarking tool for ELA with the recent implementation of i-Ready Reading Diagnostics. Additionally, the district is in its second year of the i-Ready Math Diagnostic and core instructional program. Teachers will receive support for effective administration, report interpretation, and guidance on using lesson-level formative assessment tools.</li> <li>• With various benchmarks (e.g., Aimsweb, i-Ready, and F&amp;P) and state assessments (e.g., NJSLA, DLM, WIDA) available, the emphasis is on leveraging this data in meaningful and actionable ways to enhance student learning.</li> <li>• Effective data analysis and application in the classroom will enable more precise interventions, improving student performance.</li> </ul>

## 2: Professional Learning Activities

Activity	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>• <b><i>In-District Workshops:</i></b> Comprehensive workshops led by program-specific professionals</li> <li>• <b><i>Marzano Training Refresher:</i></b> A session dedicated to revisiting Marzano's instructional strategies and</li> </ul>	<ul style="list-style-type: none"> <li>• <b><i>In-District Workshops:</i></b> Comprehensive workshops led by program-specific professionals</li> <li>• <b><i>Turnkey Workshops:</i></b> Deliver comprehensive workshops led by trained staff to foster growth among all instructional personnel and ensure sustainability within the district.</li> </ul>

	<p>best practices to reinforce and update educators' understanding.</p> <ul style="list-style-type: none"> <li>● <b>Observation Pre and Post-Conference:</b> Scheduled discussions before and after classroom observations to review goals, strategies, and feedback for continuous improvement.</li> <li>● <b>Collaboration with I&amp;RS Teams, Team Leaders, BSI Teachers, SCIP Committee, and Leadership Team:</b> Engaging in collaborative efforts with various educational teams to align strategies, share insights, and support the overall effectiveness of instructional programs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Professional Learning Opportunities:</b> Leverage faculty and team meetings to focus on targeted, differentiated, and data-informed instruction, enhancing instructional practices and outcomes.</li> <li>● <b>Ongoing Support and Coaching:</b> Offer continuous support, training, and individualized coaching to maintain and elevate instructional quality.</li> <li>● <b>Administrative Professional Development:</b> The administration will facilitate and provide necessary professional development opportunities to meet the evolving needs of the staff and enhance instructional effectiveness.</li> </ul>
2	<ul style="list-style-type: none"> <li>● <b>Marzano Training Refresher:</b> A session dedicated to revisiting Marzano's instructional strategies and best practices to reinforce and update educators' understanding.</li> <li>● <b>Observation Pre and Post-Conference:</b> Scheduled discussions before and after classroom observations to review goals, strategies, and feedback for continuous improvement.</li> <li>● <b>Collaboration with I&amp;RS Teams, Team Leaders, BSI Teachers, SCIP Committee, and Leadership Team:</b> Engaging in collaborative efforts with various educational teams to align strategies, share insights, and support the overall effectiveness of instructional programs.</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Turnkey Workshops:</b> Deliver comprehensive workshops led by trained staff to foster growth among all instructional personnel and ensure sustainability within the district.</li> <li>● <b>Professional Learning Opportunities:</b> Leverage faculty and team meetings to focus on targeted, differentiated, and data-informed instruction, enhancing instructional practices and outcomes.</li> <li>● <b>Ongoing Support and Coaching:</b> Offer continuous support, training, and individualized coaching to maintain and elevate instructional quality.</li> <li>● <b>Administrative Professional Development:</b> The administration will facilitate and provide necessary professional development opportunities to meet the evolving needs of the staff and enhance instructional effectiveness.</li> </ul>
3	<ul style="list-style-type: none"> <li>● <b>Professional Development Sessions:</b> During in-service days, the leadership team will conduct professional development sessions to enhance instructional practices and support staff</li> </ul>	<ul style="list-style-type: none"> <li>● <b>Professional Learning Opportunities:</b> Leverage faculty and team meetings to focus on targeted, differentiated, and</li> </ul>

	<p>development.</p> <ul style="list-style-type: none"> <li>● <b>Consultation Services:</b> We will offer consultation services with program representatives to address specific needs and provide targeted support</li> <li>● <b>Professional Learning Communities:</b> The administration will attend team meetings to assist with the analysis of benchmark and lesson-level formative data, ensuring that data-driven decisions are made effectively.</li> <li>● <b>Scheduled District Benchmarks:</b> District-wide benchmarks will be administered three times per year using tools such as Linkit, Aimsweb, F&amp;P, and i-Ready to track student progress and inform instruction</li> <li>● <b>Collaboration:</b> The district will facilitate collaboration among I&amp;RS Teams, Team Leaders, BSI Teachers, and the Leadership Team to ensure cohesive and coordinated efforts in addressing student needs. Ex.: <ul style="list-style-type: none"> <li>○ <b>BSI Data Meetings:</b> Data meetings will include the BSI teacher, principal, director of curriculum, and teacher on assignment to review and strategize based on BSI data.</li> </ul> </li> </ul>	<p>data-informed instruction, enhancing instructional practices and outcomes.</p> <ul style="list-style-type: none"> <li>● <b>Ongoing Support and Coaching:</b> Offer continuous support, training, and individualized coaching to maintain and elevate instructional quality.</li> <li>● <b>Administrative Professional Development:</b> The administration will facilitate and provide necessary professional development opportunities to meet the evolving needs of the staff and enhance instructional effectiveness.</li> </ul>
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### 3: PD Required by Statute or Regulation

#### State-mandated PD Activities

[See the attached link here.](#)

### 4: Resources and Justification

#### Resources

- Consultant fees
- Professional development days, staff meetings, and team meetings time
- SCIP Committee meeting
- Leadership Team
- Teaching Staff



- Team Leaders
- Committee Members
- I&Rs Team
- BSI Team

#### Justification

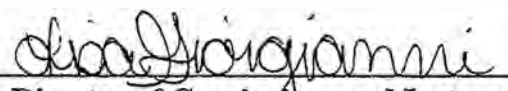
The objectives of this professional development plan are intentionally designed to strengthen standards-driven instruction through focused unit planning, the facilitation of high levels of student engagement, and the use of benchmark data to inform and refine instructional practices. This plan emphasizes supporting students in actively processing new information while teachers implement responsive strategies that align with student needs. Each objective is directly aligned with our district's evaluation tool, the Marzano Framework, ensuring coherence between instructional improvement and performance expectations. Through dedicated professional development time, structured collaboration, expert consultation, and ongoing instructional support, this plan will build capacity across our schools. This comprehensive and strategic approach will advance our instructional goals and promote continuous growth and refinement of teaching practices across the district.

Signature:

  
Superintendent Signature

8/13/25  
Date

Signature:

  
Director of Curriculum and Instruction

8/13/25  
Date



## Jeffrey Clark School Professional Development Plan 2025-2026

District	School Name	Professional Learning Lead	Professional Learning Dates
East Greenwich Township	Jeffrey Clark School	Jessica Loggia	September 2025-June 2026

### 1: Professional Learning Goals

No.	Goal	Identified Group	Rationale/Sources of Evidence
1	Strengthen instructional planning practices across the district by supporting teachers in designing lessons within units that intentionally build toward deeper content understanding, in alignment with Marzano Domain 2, Design Question 1, Element 2: <i>Lessons Within Units</i> .	Teaching Staff	<ul style="list-style-type: none"><li>• This goal aligns with the Marzano Teacher Evaluation Model (Domain 2, DQ 1, Element 2: Lessons Within Units), ensuring instructional planning is intentional and builds toward deep content understanding.</li><li>• It supports District Professional Learning Goal 1 by reinforcing a district-wide focus on instructional rigor and effective unit design.</li><li>• With the adoption of iReady Mathematics and Fishtank Learning (ELA) in 2024 and 2025, teachers now have access to curricular tools that emphasize conceptual understanding and real-world application—making intentional lesson sequencing critical for success.</li><li>• These programs provide structured opportunities for incorporating student choice, learning extensions, and instructional strategies that foster deeper comprehension—highlighting the importance of designing cohesive and engaging lessons.</li><li>• Weekly common planning time (minimum of 40 minutes) for the Beginner, Grade 2, and preschool teams will allow for ongoing collaboration and alignment of instructional goals within units.</li><li>• Restructuring team meetings to follow a professional learning community (PLC) model will ensure data-driven collaboration focused on instructional consistency and student outcomes.</li></ul>



			<ul style="list-style-type: none"><li>• When lessons are intentionally sequenced within units, students are more likely to move from foundational understanding to the authentic application of skills—resulting in enriched academic growth.</li></ul>
2	Enhance instructional practices that support students in actively processing new information by incorporating strategies that promote summarizing, predicting, and questioning—aligned with Marzano Domain 1, Design Question 2, Element 10: <i>Processing New Information</i> .		<ul style="list-style-type: none"><li>• This goal aligns with Marzano’s Teacher Evaluation Model (Domain 1, DQ 2, Element 10), emphasizing instructional techniques that help students meaningfully engage with new content.</li><li>• It supports District Professional Learning Goal 2, which prioritizes instructional methods that deepen student understanding through active processing.</li><li>• With the adoption of iReady Mathematics and Fishtank Learning, there is increased opportunity to embed evidence-based strategies such as summarizing, predicting, and questioning to enhance comprehension.</li><li>• These curricular programs promote instructional shifts where students are encouraged to engage in collaborative discussions and reflect on their learning, driving deeper conceptual understanding.</li><li>• Teachers are expected to integrate research-based practices like collaborative processing, jigsaw learning, reciprocal teaching, and concept attainment, which are designed to move students from surface-level recall to critical analysis.</li><li>• Informal walkthroughs will serve as a tool for collecting real-time data on the use of processing strategies in the classroom and will be used to provide immediate, actionable feedback to staff.</li><li>• Student interviews and conversations conducted during formal observations will be used to assess the extent to which students can articulate their understanding of content, skills, or strategies—serving as a key indicator of instructional impact.</li><li>• Dedicated time will be provided for peer classroom visits and reflective conversations, fostering professional collaboration and</li></ul>



			allowing educators to learn from one another's instructional approaches in support of this goal.
3	Strengthen Tier 1 social-emotional learning (SEL) services and supports provided to all students through a multi-tiered system of counseling support and tier 1 classroom instruction, informed by data collected from the 2024–2025 SEL Needs Assessment and SHAPE Action Plan.		<ul style="list-style-type: none"><li>• This goal reinforces the district's mission to support the “whole child” and reflects the core values established by the Mental Health Team, ensuring all students have access to foundational social-emotional learning and support.</li><li>• A strong Tier 1 foundation is essential for providing universal, preventative SEL services that promote mental wellness for all students, as emphasized in the SHAPE Action Plan (May 2025), which identified Tier 1 as a priority area.</li><li>• Findings from the 2024–2025 SEL Needs Assessment indicate a need to evaluate and strengthen the delivery of SEL programs, evidence-based Tier 1 practices, and the alignment of services across classrooms and grade levels.</li><li>• This goal supports the work outlined in the “Enhancing School Mental Health Services Project” grant in partnership with the NJDOE and the Rutgers Center for Comprehensive School Mental Health, ensuring a sustainable, data-informed SEL framework.</li><li>• The Child Connection Center, Comprehensive Mental Health Specialist, and School Counselor will follow a scope and sequence aligned to classroom, grade-level, and schoolwide SEL needs, allowing for structured and responsive delivery of support services.</li><li>• The Comprehensive Mental Health Specialist will provide push-in support in preschool classrooms during play-based periods, modeling and reinforcing problem-solving and prosocial behaviors using her expertise in play therapy.</li><li>• The school's Read to Lead theme will be integrated into SEL programming through the district's Buzzworthy character traits, aligned with Sanford Harmony lessons and incorporated into the yearlong SEL scope and sequence.</li></ul>





		<ul style="list-style-type: none"> <li>A new lunch/recess Book Club initiative, facilitated by Emery Brown and Erica Green, will engage students in meaningful dialogue around books selected to reinforce character education, enhancing Tier 1 supports through student voice and choice.</li> </ul>
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## 2: Professional Learning Activities

PL Goal No.	Initial Activities	Follow-up Activities (as appropriate)
1	<ul style="list-style-type: none"> <li>Provide ongoing professional learning, training, and development focused on ways to support teachers in creating effective iReady Mathematics and Fishtank Learning lessons within units and how to effectively apply them to instruction.</li> <li><i>Fishtank Learning</i>: Fishtank Leadership Training and Text Complexity Awareness (June 18, 2025), ELA Curriculum Writing/Resource Implementation Team Committee (June 23-26, 2025), Train-the-Trainer Online Training (July 9, 2025)</li> <li><i>iReady Mathematics</i>: iReady Classroom Mathematics Curriculum Revisions (July 14 and 15, 2025)</li> <li>Marzano Training Refresher (August 17, 2025)</li> <li>Collaboration with Team Leaders, BSI Teachers, I&amp;RS Team, and Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>Utilize faculty meetings, grade-level, and team meetings as opportunities to provide professional learning opportunities focused on ways to support teachers in creating effective and rigorous lessons within units.</li> <li>Ensure lesson planning and instructional design that demonstrates a knowledge and application of the content standards. Ensure lesson and unit plans include important content and activities identified by the district and include the appropriate manner in which materials should be taught.</li> <li>Provide professional learning opportunities focused on lesson planning and preparing to progress teachers' understanding of the effective instruction (see <u>Jeffrey Clark Professional Development Plan Goals 2025-2026</u> for specific strategies).</li> <li>Continued support, training, and coaching of staff through district PD and workshops.</li> <li>Administration will conduct pre-and post-observation conferences in which teacher-created resources that support planning and preparing are discussed (pacing guides, curriculum maps, teacher/student artifacts, etc).</li> <li>Utilize classroom walkthroughs and observations to view Goal 1 in action; provide actionable feedback, whenever necessary.</li> </ul>
2	<ul style="list-style-type: none"> <li>Provide ongoing professional learning, training, and development focused on ways to provide teachers with</li> </ul>	<ul style="list-style-type: none"> <li>Utilize faculty meetings, grade-level, and team meetings to provide professional learning opportunities on ways to support</li> </ul>



	<p>strategies on shifting from a teacher-centered classroom to a student-centered classroom. PD topic(s) may include:</p> <ul style="list-style-type: none"> <li>Processing and generating conclusions</li> <li>Discussing, summarizing, associating, predicting, and clarifying the content during learning, not passively listening</li> <li>Chunking instruction/stopping at strategic points</li> <li>Questioning techniques</li> <li>Student grouping(s) and roles during group(s)</li> </ul> <ul style="list-style-type: none"> <li><i>Fishtank Learning</i>: Fishtank Leadership Training and Text Complexity Awareness (June 18, 2025), ELA Curriculum Writing/Resource Implementation Team Committee (June 23-26, 2025), Train-the-Trainer Online Training (July 9, 2025)</li> <li><i>iReady Mathematics</i>: iReady Classroom Mathematics Curriculum Revisions (July 14 and 15, 2025)</li> <li>Marzano Training Refresher (August 17, 2025)</li> <li>Collaboration with Team Leaders, BSI Teachers, I&amp;RS Team, and Leadership Team</li> </ul>	<p>teachers in implementing student-centered classroom techniques to help students process new content effectively.</p> <ul style="list-style-type: none"> <li>Dedicated common planning time and team meetings for collaboration regarding instructional practices and activities to enhance strategies for examining errors in reasoning.</li> <li>Administration will attend team meetings to support teachers' focus on deepening students' knowledge of student-centered classroom techniques.</li> <li>Utilize BSI and I&amp;RS teams to ensure alignment between BSI and I&amp;RS goals and targeted learning goals that incorporate strategies to help students process new information - i.e. summarizing, questioning, and predicting techniques.</li> <li>Administration will conduct pre-and post-observation conferences in which teacher strategies for processing new information are discussed.</li> <li>Provide Marzano training to ensure appropriate understanding of Marzano focus elements.</li> </ul>
3	<ul style="list-style-type: none"> <li>Provide ongoing professional learning, training, and development focused on ways to support students socially and emotionally. Survey staff via an SEL needs assessment and update SHAPE Assessment in November 2025 to identify trends, needs, and create an action plan.</li> <li>Provide teachers with professional development on preventative and proactive data-driven interventions that can be used in the classroom.</li> <li>Collaboration with school counselors, mental health specialist, and case managers on turn-keying brain-based/trauma-informed strategies to support student well-being and a positive school climate.</li> <li>Administrative attendance at monthly Rutgers University Comprehensive School Mental Health Team meetings to disaggregate data pertaining to Tier 1 student support and services.</li> </ul>	<ul style="list-style-type: none"> <li>Year-long involvement in the "Enhancing School Mental Health Services Project" grant in partnership with The NJDOE and Rutgers Center on Comprehensive School Mental Health.</li> <li>With the Mental Health Team, develop a more streamlined processes for tiered interventions that support <i>all</i> students.</li> <li>Teachers will incorporate social-emotional and relationship-building strategies (Sanford Harmony) through scheduled classroom lessons and incorporation in routine classroom practices.</li> <li>Continued participation (with expansion) with the following: Buzzworthy Character Traits Award, Buzz Bucks, Bus Driver of the Month, Anxiety Series with Emery Brown, Mental Health Nights, and monthly counselor meetings.</li> <li>Solicit feedback from staff pertaining to areas of additional social-emotional needs and attend team meetings to provide</li> </ul>



		<p>professional learning opportunities focused on Tier 1 strategies to support students.</p> <ul style="list-style-type: none"> <li>• Provide professional learning opportunities focused on brain-based/trauma-informed practices that ensure staff involvement (Ukeru).</li> </ul>
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### 3: Essential Resources

PL Goal 1 NG	Resources	Other Implementation Considerations
1	<p>Leadership Team Teaching Staff Team Leaders I&amp;RS Team BSI Team</p>	<ul style="list-style-type: none"> <li>• Dedicated common planning time and team meetings for collaboration regarding strategies to establish and align content standards to lessons and unit plans.</li> <li>• Utilize I&amp;RS team to ensure alignment between I&amp;RS goals and targeted learning goals that incorporate the updated NJSLs and alignment with the district scope and sequence.</li> <li>• Utilize collaboration opportunities for teachers to work with Principal, Director of Curriculum and Instruction, and grade level teams to determine areas of growth, explore academic resources, and revise curriculum where necessary.</li> <li>• Solicit feedback from Team Leaders and ScIP team pertaining to areas of additional professional learning needs.</li> </ul>



2	<p>Leadership Team Teaching Staff Team Leaders I&amp;RS Team BSI Team</p>	<ul style="list-style-type: none"> <li>• Dedicated common planning time and team meetings for collaboration regarding strategies in establishing a student-centered classroom and processing new information teaching strategies.</li> <li>• Teachers will analyze data in their classroom to inform instruction and ensure that practices are being effectively utilized.</li> <li>• Coordinate trimester meetings with the Director of Curriculum and Instruction and BSI teachers to evaluate student performance within the tiers.</li> <li>• Evaluate individual students progress toward goal attainment at monthly I&amp;RS meetings.</li> </ul>
3	<p>Leadership Team Teaching Staff School Counselor Comprehensive Mental Health Counselor Case Managers</p>	<ul style="list-style-type: none"> <li>• Continued coordination with school leaders, counselors, and case managers during monthly counselor meetings to review progress toward SHAPE Action Plan/SEL Needs Assessment and evaluate practices and student progress within the tiers.</li> <li>• Dedicated common planning time between counselors for collaboration regarding strategies to meet the needs of Tier 1 counseling students.</li> <li>• Utilize collaboration opportunities for teachers and counselors to determine barriers to student success and concerted efforts to meet student needs.</li> </ul>

#### 4: Progress Summary

PL Goal No.	Notes on Plan Implementation	Notes on Goal Attainment
1		
2		





3

Signature:

*[Handwritten Signature]*

Principal Signature

*8/19/25*

Date



## Samuel Mickle School Professional Development Plan 2025-2026

East Greenwich Township	Samuel Mickle School	Bethanne Barousse	September 2025-June 2026
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### 1: Professional Learning Goals

1	In correlation with Marzano, Domain 2, DQ 1, Element 2: <i>Lessons Within Units</i> , continue to build our district and teaching staff's capacity to ensure that lessons within units progress toward a deep understanding of content.	Teaching Staff	<ul style="list-style-type: none"><li>• Goal 1 is aligned with the Marzano teacher evaluation model framework and directly addresses District Professional Learning Goal 1, aligning with focus element Domain 2, Element 2: <i>Lessons Within Units</i>.</li><li>• The focus of the East Greenwich Township School District continues to be on providing a quality and rigorous education to all students. In 2024 and 2025, East Greenwich School implemented new Math and ELA curricular resources - iReady Mathematics and Fishtank. Goal 1 fosters the idea that effective planning of lessons within units will illustrate a students' understanding of foundational concepts to application of information in authentic ways.</li><li>• With the introduction of Fishtank Learning (ELA) and continued implementation of iReady Mathematics in the 2025-2026 school year, teachers are provided with opportunities to incorporate student choice and initiative, extension(s) for learning, and knowledge on fostering lessons within whole units that deepen student understanding and demonstrate a transfer to authentic tasks.</li><li>• The desired effect of Goal 1 is that all teachers ensure that lessons and units are effective, cohesive, and sequenced intentionally so that student learning is maximized and activities execute skills, strategies, and processes that enrich students academically.</li></ul>



2	In correlation with Marzano, Domain 1, DQ 2, Element 10: <i>Processing New Information</i> , continue to engage students in lessons and activities that engage them in actively processing new information.		<ul style="list-style-type: none"><li>● Goal 2 is aligned with the Marzano teacher evaluation model framework and directly addresses District Professional Learning Goal 2, aligning with focus element Domain 1, Element 10: <i>Processing New Information</i>.</li><li>● With the implementation of two new curricular resources, iReady Mathematics and Fishtank Learning, Goal 2 fosters the practice(s) of students engaging in summarizing, predicting, and questioning activities to the extent where student understanding is enhanced and students are actively engaged in the lesson.</li><li>● Through this element, teachers utilize effective teaching methods, such as summarizing and formal group processing strategies, to deepen student learning and critical analysis. Students are driven beyond basic understanding to a more profound engagement.</li><li>● The desired effect of Goal 2 is that all teachers ensure that lessons and units are planned and executed intentionally to enrich students academically using the recommended strategies: collaborative processing, jigsaw cooperative learning, reciprocal teaching, and concept attainment.</li></ul>
3	Strengthen Tier 1 social-emotional services and supports provided to all students in Grades 3-6 through a multi-tiered system of counseling support.		<ul style="list-style-type: none"><li>● Goal 3 focuses on bolstering Tier 1 social-emotional services and supports for all students, which provides a strong foundation for the “whole child” so they can thrive. This is an exemplification of our district’s mission statement and the core set of values created by the SMS Mental Health Team.</li><li>● Utilization of tiered systems of supports for mental/emotional well-being will assist in providing holistic supports to students and strengthen Tier 1 supports - a service provided to all students at Mickle.</li><li>● Findings of the SHAPE Action Plan, conducted in correlation with the “Enhancing School Mental Health Services Project” in May 2025, highlighted Tier 1 as a “priority area” to bolster as counselors service the most children in this tier (700+ students).</li><li>● Results of an SEL Needs Assessment, completed by SMS staff in June 2025, yielded the need to assess delivery of SEL program(s), Tier 1 services and supports, and evidence-informed practices to</li></ul>



		<p>better inform early intervention and treatment services/supports provided in Tiers 2 and 3.</p> <ul style="list-style-type: none"> <li>• This goal supports the East Greenwich “Enhancing School Mental Health Services Project” grant in partnership with the NJDOE and Rutgers Center on Comprehensive School Mental Health.</li> </ul>
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## 2: Professional Learning Activities

1	<ul style="list-style-type: none"> <li>• Provide ongoing professional learning, training, and development focused on ways to support teachers in creating effective iReady Mathematics and Fishtank Learning lessons within units and how to effectively apply them to instruction.</li> <li>• <i>Fishtank Learning</i>: Fishtank Leadership Training and Text Complexity Awareness (June 18, 2025), ELA Curriculum Writing/Resource Implementation Team Committee (June 23-26, 2025), Train-the-Trainer Online Training (July 9, 2025)</li> <li>• <i>iReady Mathematics</i>: iReady Classroom Mathematics Curriculum Revisions (July 14 and 15, 2025)</li> <li>• Marzano Training Refresher (August 17, 2025)</li> <li>• Collaboration with Team Leaders, BSI Teachers, I&amp;RS Team, and Leadership Team</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize faculty meetings, grade-level, and team meetings as opportunities to provide professional learning opportunities focused on ways to support teachers in creating effective and rigorous lessons within units.</li> <li>• Ensure lesson planning and instructional design that demonstrates a knowledge and application of the content standards. Ensure lesson and unit plans include important content and activities identified by the district and include the appropriate manner in which materials should be taught.</li> <li>• Provide professional learning opportunities focused on lesson planning and preparing to progress teachers’ understanding of the effective instruction (see <u>Samuel Mickle Professional Development Plan Goals 2025-2026</u> for specific strategies).</li> <li>• Continued support, training, and coaching of staff through district PD and workshops.</li> <li>• Administration will conduct pre-and post-observation conferences in which teacher-created resources that support planning and preparing are discussed (pacing guides, curriculum maps, teacher/student artifacts, etc).</li> <li>• Utilize classroom walkthroughs and observations to view Goal 1 in action; provide actionable feedback, whenever necessary.</li> </ul>
2	<ul style="list-style-type: none"> <li>• Provide ongoing professional learning, training, and development focused on ways to provide teachers with</li> </ul>	<ul style="list-style-type: none"> <li>• Utilize faculty meetings, grade-level, and team meetings to provide professional learning opportunities on ways to support</li> </ul>



	<p>strategies on shifting from a teacher-centered classroom to a student-centered classroom. PD topic(s) may include:</p> <ul style="list-style-type: none"><li>○ Processing and generating conclusions</li><li>○ Discussing, summarizing, associating, predicting, and clarifying the content during learning, not passively listening</li><li>○ Chunking instruction/stopping at strategic points</li><li>○ Questioning techniques</li><li>○ Student grouping(s) and roles during group(s)</li></ul> <ul style="list-style-type: none"><li>● <i>Fishtank Learning</i>: Fishtank Leadership Training and Text Complexity Awareness (June 18, 2025), ELA Curriculum Writing/Resource Implementation Team Committee (June 23-26, 2025), Train-the-Trainer Online Training (July 9, 2025)</li><li>● <i>iReady Mathematics</i>: iReady Classroom Mathematics Curriculum Revisions (July 14 and 15, 2025)</li><li>● Marzano Training Refresher (August 17, 2025)</li><li>● Collaboration with Team Leaders, BSI Teachers, I&amp;RS Team, and Leadership Team</li></ul>	<p>teachers in implementing student-centered classroom techniques to help students process new content effectively.</p> <ul style="list-style-type: none"><li>● Dedicated common planning time and team meetings for collaboration regarding instructional practices and activities to enhance strategies for examining errors in reasoning.</li><li>● Administration will attend team meetings to support teachers' focus on deepening students' knowledge of student-centered classroom techniques.</li><li>● Utilize BSI and I&amp;RS teams to ensure alignment between BSI and I&amp;RS goals and targeted learning goals that incorporate strategies to help students process new information - i.e. summarizing, questioning, and predicting techniques.</li><li>● Administration will conduct pre-and post-observation conferences in which teacher strategies for processing new information are discussed.</li><li>● Provide Marzano training to ensure appropriate understanding of Marzano focus elements.</li></ul>
3	<ul style="list-style-type: none"><li>● Provide ongoing professional learning, training, and development focused on ways to support students socially and emotionally. Survey staff via an SEL needs assessment and update SHAPE Assessment in November 2025 to identify trends, needs, and create an action plan.</li><li>● Provide teachers with professional development on preventative and proactive data-driven interventions that can be used in the classroom.</li><li>● Collaboration with school counselors, mental health specialist, and case managers on turn-keying brain-based/trauma-informed strategies to support student well-being and a positive school climate.</li><li>● Administrative attendance at monthly Rutgers University Comprehensive School Mental Health Team meetings to disaggregate data pertaining to Tier 1 student support and services.</li></ul>	<ul style="list-style-type: none"><li>● Year-long involvement in the "Enhancing School Mental Health Services Project" grant in partnership with The NJDOE and Rutgers Center on Comprehensive School Mental Health.</li><li>● With the SMS Mental Health Team, develop a more streamlined processes for tiered interventions that support <i>all</i> students.</li><li>● Teachers will incorporate social-emotional and relationship-building strategies (Sanford Harmony) through scheduled classroom lessons and incorporation in routine classroom practices.</li><li>● Continued participation (with expansion) with the following: Buzzworthy Character Traits Award, Buzz Bucks, Bus Driver of the Month, Anxiety Series with Emery Brown, Mental Health Nights, and monthly counselor meetings.</li></ul>





		<ul style="list-style-type: none"><li>● Solicit feedback from staff pertaining to areas of additional social-emotional needs and attend team meetings to provide professional learning opportunities focused on Tier 1 strategies to support students.</li><li>● Provide professional learning opportunities focused on brain-based/trauma-informed practices that ensure staff involvement (Ukeru).</li></ul>
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### 3: Essential Resources

1	Leadership Team Teaching Staff Team Leaders I&RS Team BSI Team	<ul style="list-style-type: none"><li>● Dedicated common planning time and team meetings for collaboration regarding strategies to establish and align content standards to lessons and unit plans.</li><li>● Utilize I&amp;RS team to ensure alignment between I&amp;RS goals and targeted learning goals that incorporate the updated NJSLs and alignment with the district scope and sequence.</li><li>● Utilize collaboration opportunities for teachers to work with Principal, Director of Curriculum and Instruction, and grade level teams to determine areas of growth, explore academic resources, and revise curriculum where necessary.</li><li>● Solicit feedback from Team Leaders and ScIP team pertaining to areas of additional professional learning needs.</li></ul>



2	<p>Leadership Team Teaching Staff Team Leaders I&amp;RS Team BSI Team</p>	<ul style="list-style-type: none"> <li>• Dedicated common planning time and team meetings for collaboration regarding strategies in establishing a student-centered classroom and processing new information teaching strategies.</li> <li>• Teachers will analyze data in their classroom to inform instruction and ensure that practices are being effectively utilized.</li> <li>• Coordinate trimester meetings with the Director of Curriculum and Instruction and BSI teachers to evaluate student performance within the tiers.</li> <li>• Evaluate individual students progress toward goal attainment at monthly I&amp;RS meetings.</li> </ul>
3	<p>Leadership Team Teaching Staff School Counselor Comprehensive Mental Health Counselor Case Managers</p>	<ul style="list-style-type: none"> <li>• Continued coordination with school leaders, counselors, and case managers during monthly counselor meetings to review progress toward SHAPE Action Plan/SEL Needs Assessment and evaluate practices and student progress within the tiers.</li> <li>• Dedicated common planning time between counselors for collaboration regarding strategies to meet the needs of Tier 1 counseling students.</li> <li>• Utilize collaboration opportunities for teachers and counselors to determine barriers to student success and concerted efforts to meet student needs.</li> </ul>

#### 4: Progress Summary

1		
2		



3

Signature:

Bethanne Garofalo

Principal Signature

8/18/25

Date

**East Greenwich Township  
School District  
District Grading Policy  
2025-2026**

**What makes up a trimester grade?**

A **trimester** grade is composed of graded work recorded in Realtime™ from the following three categories: Primary Assessments, Secondary Assessments, Supportive Assessments.

**How are grades assigned in Grades 1-6?**

Grade	Numerical Band
A	92-100
B	83-91
C	74-82
D	65-73
F	0-64

**How much weight is assigned to each grading category in Grades 1-6?**

English Language Arts, Mathematics, Science, Social Studies

	Grades 5, 6	Grades 1, 2, 3, 4
Primary Assessments	50%	45%
Secondary Assessments	35%	35%
Supportive Assessments	15%	20%
Total Assessments	100%	100%



**In grades 1-6, how many grades are required for each grading category and what types of assignments are found in each category?**

<b>Category</b>	<b>Rationale and Sample</b>	<b>Minimum Requirements</b>
<b>Summative/ Primary Assessments</b>	<b>Purpose:</b> Summative assessments evaluate mastery/comprehension of a period of instruction.  <b>Examples Grades B-6:</b> Tests (ex. chapter tests, unit tests, ELA content assessments, ELA cold read assessments), writing assignments, performance-based assessments (ex.: Math in Action), major projects (school- based), extensive labs	<b>Grades B-4</b> <b>English Language Arts-</b> minimum of 4 <b>Math</b> minimum of 3 <b>Science</b> minimum of 2 <b>Social Studies</b> minimum of 2
		<b>Grades 5-6</b> <b>English Language Arts</b> minimum of 4 <b>Math</b> minimum of 3 <b>Science</b> minimum of 4 <b>Social Studies</b> minimum of 4
<b>Formative/ Secondary Assessments</b>	<b>Purpose:</b> Secondary assessments provide formative or ongoing assessment to guide instruction.  <b>Examples Grades B-6:</b> Quizzes (ex. ELA Target Tasks in grades 2-4), graded practice, STEAM lesson rubric, minor written responses, journal entries, outlines, smaller home-based projects	<b>Grades B-4</b> <b>English Language Arts</b> minimum of 4 <b>Math</b> minimum of 4 <b>Science</b> minimum of 3 <b>Social Studies</b> minimum of 3
		<b>Grades 5-6</b> <b>English Language Arts</b> minimum of 4 <b>Math</b> minimum of 4 <b>Science</b> minimum of 4
<b>Practice/ Supportive Assessments</b>	<b>Purpose:</b> Supportive assessments reinforce instruction with practice opportunities.  <b>Examples Grades B-6:</b> Homework, guided practice (ex.: target tasks in grades B-1), spelling quizzes in grades 3-4, center work, binder/notebook checks	<b>Grades B-4</b> <b>English Language Arts</b> minimum of 6 <b>Math</b> minimum of 6 <b>Science</b> minimum of 4 <b>Social Studies</b> minimum of 4
		<b>Grades 5-6</b> <b>English Language Arts</b> minimum of 10 <b>Math</b> minimum of 10 <b>Science</b> minimum of 6 <b>Social Studies</b> minimum of 6

### **What are the procedures for primary assessments?**

- Primary assessments will be spread throughout the trimester.
- At least one primary assessment will be graded and added to the grade book prior to mid-trimester.
- One week notification will be given to parents & students for primary assessments.
- Primary assessments will be similar or the same by grade/subject.
- Science and Social Studies study guides will be provided to students one week prior to a primary assessment. Parents should ask to see this study guide should they desire to help their child study for the assessment.

A primary assessment grade will only be assigned after an item analysis is conducted. Should a question be incorrectly answered by more than 50% or more of the students, that item will count towards the assigned grade, but will be re-taught and be a tested item again on the next assessment. Students will be notified of such items when the corrected test is given back.

All projects and writing assessments will be graded with a rubric. Students and parents will have access to the rubric.

Students' writing pieces will be sent home for your review. Please sign and return the writing piece to school. All writing pieces will be kept in school until the end of the year, when your child will select 4 pieces for his or her portfolio. All other pieces will be sent home at the end of the year.

The lowest possible grade reported is a "50" unless a child is found to be cheating or no attempt is made to complete assignments/assessments.

- If a grade is calculated below a 50, (although not recorded in gradebook,) the teacher will contact the parent. If a child is caught cheating or no attempt is made to complete an assignment or assessment, the parent will also be contacted.

At the end of each trimester, Honor Roll is calculated in grades 3-6. English Language Arts,

Math, Science and Social Studies averages are used in Honor Roll calculations; special area grades are not included in the calculation. Students may earn Superintendent's List (A averages) or Principal's List (A and B averages).

**How are grades assigned in Beginners and Special Areas?**

In Beginners and Special Areas (Art, Library, Music, Physical Education, World Language), a standards based report card is used.

Grade	Meaning	Numerical Band
M	Masters the Standard	92-100
W	Working Towards Standard	74-91
N	Not Meeting Standard	0-73

**In Beginners, how are students' grades determined for English Language Arts, Math, Science and Social Studies?**

Our Beginner students receive a standards-based report card. Each subject area, English Language Arts, Math, Science and Social Studies, will contain a list of skills and standards, and students will receive a grade to reflect his or her progress on each skill.

**In Special Areas, how are students' grades determined?**

Students receive trimester grades only. Students' trimester grades are based on a trimester rubric which incorporates skills and effort. Portfolios consisting of a compilation of work for each student serve as the baseline for the assignment of the grade.

Check Journal  
Rec and Unrec checks

East Greenwich Board of Ed  
Hand and Machine checks

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08/14/25 13:50

Starting date 6/30/2025

Ending date 6/30/2025

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
017706	V 04/30/25	06/30/25	1450	KALAPOS; THERESA		(555.00)
017840	06/30/25		1450	KALAPOS; THERESA		1,110.00
017841	06/30/25		2853	AC SOLAR I, LLC		20,573.69
017842	06/30/25		0499	AMAZON BUSINESS		325.30
017843	06/30/25		1570	AP PLUMBING & HEATING SUPPLY		191.49
017844	06/30/25		1065	BURKE; CAROLYN J		5,700.00
017845	06/30/25		0258	CASA PAYROLL		733.75
017846	06/30/25		0914	CASA REPORTING SERVICE		480.60
017847	06/30/25		2843	CINTAS CORPORATION #100		574.38
017848	06/30/25		1007	CM3 BUILDING SOLUTIONS		21,658.20
017849	06/30/25		1196	COURIER POST		47.94
017850	06/30/25		1099	DIVAL SAFETY EQUIPMENT, INC		754.70
017851	06/30/25		0238	EDUCATIONAL RESOURCES OF NJ, LLC		1,300.00
017852	06/30/25		8601	EG TWP SCHOOLS CAFETERIA		120.00
017853	06/30/25		0367	EPIC ENVIRONMENTAL		175.00
017854	06/30/25		2846	ESS, LLC		4,969.35
017855	06/30/25		0836	FOUNDATION FOR EDUCUATIONAL ADMIN.		100.00
017856	06/30/25		0283	GATTUSO'S AUTO SERVICE		103.12
017857	06/30/25		1628	GCSSSD		6,540.06
017858	06/30/25		0784	GRAFTON INTEGRATED HEALTH NETWORK		1,374.15
017859	06/30/25		0753	HALL; Heather		588.50
017860	06/30/25		0051	HD SUPPLY		22,695.33
017861	06/30/25		0833	HOLCOMB TRANSPORTATION, LLC		16,850.30
017862	06/30/25		0463	IMPERIAL DADE		538.50
017863	06/30/25		1681	LAKESHORE LEARNING MATERIALS		107.98
017864	06/30/25		0619	MEDFORD FAMILY PSYCHIATRY LLC		575.00
017865	06/30/25		0503	MICROBURST TECHNOLOGIES		240.00
017866	06/30/25		2774	NEWBORN NURSES		318.75
017867	06/30/25		0928	NJ ADVANCE MEDIA		52.39
017868	06/30/25		1064	NJAHPERD		475.00
017869	06/30/25		0529	NORTHEAST PLUMBING SERVICES, LLC		1,044.05
017870	06/30/25		2242	ORIENTAL TRADING CO. INC		198.95
017871	06/30/25		0832	PARAPLUS TRANSLATIONS		166.40
017872	06/30/25		0986	PEACH COUNTRY TRACTOR		869.38
017873	06/30/25		1391	SCHOOL SPECIALTY, LLC		88.84
017874	06/30/25		0941	SHAR PRODUCTS		71.80
017875	06/30/25		0423	SHI INTERNATIONAL CORP.		38,510.00
017876	06/30/25		0126	STAPLES ADVANTAGE		437.40
017877	06/30/25		0604	VERIZON WIRELESS		415.60

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Rec and Unrec checks

East Greenwich Board of Ed  
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08/14/25 13:50

Starting date 6/30/2025

Ending date 6/30/2025

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
017878	06/30/25		0486	W.J. GROSS, INC.		12,234.00
017879	06/30/25		0438	WB MASON		1,510.40
017880	06/30/25		2855	WEINER LAW GROUP, LLP		1,089.00
017881	06/30/25		0231	WILSON; GREGORY		153.81
017891	06/30/25		0605	ADVANTAGE SECURITY INC		1,178.28
017892	06/30/25		0499	AMAZON BUSINESS		188.28
017893	06/30/25		0385	ATLANTIC CITY ELECTRIC		7,281.43
017894	06/30/25		2501	BROOKFIELD SCHOOLS		6,388.56
017895	06/30/25		1411	BUREAU OF EDUCATION & RESEARCH		295.00
017896	06/30/25		2634	COLEMAN ELECTRIC INC.		1,448.58
017897 V	06/30/25	06/30/25	2854	COMPUTER SOLUTIONS, INC		
017898	06/30/25		0571	COSKEY ELECTRONIC SYSTEMS		1,381.85
017899	06/30/25		1166	EAST GREENWICH TOWNSHIP		74,586.90
017900	06/30/25		0831	FOLLETT SCHOOL SOULTIONS, LLC		905.60
017901	06/30/25		0836	FOUNDATION FOR EDUCUATIONAL ADMIN.		125.00
017902	06/30/25		1628	GCSSSD		93,968.86
017903	06/30/25		1209	GENERAL CHEMICAL & SUPPLY, INC.		1,155.29
017904	06/30/25		0913	GREEN; ERICA		65.56
017905	06/30/25		2856	HollyDELL SCHOOLS		18,333.36
017906	06/30/25		1331	KINGSWAY LEARNING CENTER		6,069.14
017907	06/30/25		0208	MINNITI; ASHLEY		2,352.84
017908	06/30/25		702	PENN POWER SYSTEMS		1,504.15
017909	06/30/25		0199	PROFESSIONAL MEDICAL STAFFING		85.50
017910	06/30/25		0126	STAPLES ADVANTAGE		453.53
017911	06/30/25		0585	STAR PEDIATRIC HOME CARE AGENCY		13,341.22
017912	06/30/25		2422	TRI-COUNTY PEST CONTROL, INC.		190.00
017913	06/30/25		2833	WASTE MANAGEMENT OF NEW JERSEY		4,104.88
017914	06/30/25		2855	WEINER LAW GROUP, LLP		907.50
017915	06/30/25		1142	WEISS HARDWARE		81.06
017953	06/30/25		0914	CASA REPORTING SERVICE		473.40
017954	06/30/25		0654	CDW GOVERNMENT		241.82
017955	06/30/25		1166	EAST GREENWICH TOWNSHIP		10,152.07
017956	06/30/25		8601	EG TWP SCHOOLS CAFETERIA		986.60
017957	06/30/25		1079	KINGSWAY REGIONAL HS DISTRICT		44,771.78
017958	06/30/25		1560	TREASURER, STATE OF NJ		12,420.27
018005	06/30/25		1007	CM3 BUILDING SOLUTIONS		19,853.00



Starting date 6/30/2025

Ending date 6/30/2025

Fund Totals		
11	GENERAL CURRENT EXPENSE	\$460,445.15
12	CAPITAL OUTLAY	\$12,234.00
20	SPECIAL REVENUE FUNDS	\$18,120.27
Total for all checks listed		\$490,799.42

Prepared and submitted by:

*Gregory Wilson*

Board Secretary

*Lynn Starks.*

*8/14/25*

Date

*8/20/25*

Check Journal  
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Hand and Machine checks

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08/14/25 12:55

Starting date 6/1/2025

Ending date 6/30/2025

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
B37169	06/30/25	06/30/25	1059	AGENCY ACCOUNT		35,055.63
B37170	06/30/25	06/30/25	0225	DCRP		4,289.28
B37180	06/30/25	06/30/25	1091	EGTSD PRESCHOOL GRANT LOCAL SHARE		63,550.20
F37168	06/30/25	06/30/25	PAY	Payroll		1,433,808.63

**Fund Totals**

11	GENERAL CURRENT EXPENSE	\$1,492,097.14
20	SPECIAL REVENUE FUNDS	\$44,606.60
Total for all checks listed		\$1,536,703.74

Prepared and submitted by:

*Gregory Wilson*

Board Secretary

*Lynn Starks*

*8/14/25*

Date

*8/20/25*

**Check Journal**  
**Rec and Unrec checks**

**East Greenwich Board of Ed**  
**Hand and Machine checks**

**08/14/25 13:54**

**Starting date 7/1/2025**

**Ending date 7/31/2025**

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
017882	07/09/25		0960	BENECARD SERVICES		61,834.10
017883	07/09/25		2851	CMRS-FP		1,500.00
017884	07/09/25		2854	COMPUTER SOLUTIONS, INC		765.00
017885	07/09/25		2094	GCSSDJIF		37,782.00
017886	07/09/25		1331	KINGSWAY LEARNING CENTER		16,277.00
017887	07/09/25		0959	SCHOOL HEALTH INSURANCE FUND		297,318.00
017888	07/09/25		1643	TUSTIN WATER SOLUTIONS LLC		750.00
017889	07/09/25		2833	WASTE MANAGEMENT OF NEW JERSEY		5,483.66
017890	07/09/25		2851	CMRS-FP		3,000.00
017916	07/21/25		0499	AMAZON BUSINESS		172.13
017917	07/21/25		1110	B SAFE INC		599.01
017918	07/21/25		0411	CARE SOLACE		7,500.00
017919	07/21/25		0258	CASA PAYROLL		292.00
017920	07/21/25		2843	CINTAS CORPORATION #100		673.50
017921	07/21/25		0400	COOPER UNIV HOSPITAL EAP		5,250.00
017922	07/21/25		1993	E2E EXCHANGE, LLC		625.00
017923	07/21/25		0304	EDUCATIONAL DATA SERVICES, INC		520.00
017924	07/21/25		0652	FRONTLINE TECHNOLOGIES GROUP		15,286.19
017925	07/21/25		2032	FUN & FUNCTION		9.14
017926	07/21/25		0913	GREEN; ERICA		300.00
017927	07/21/25		0133	LOGGIA; JESSICA		300.00
017928	07/21/25		1097	NASCO		23.88
017929	07/21/25		0650	NETWORKS & MORE!, INC		5,305.24
017930	07/21/25		0963	NJ SOCIAL STUDIES SUPERVISOR ASSOC.		25.00
017931	07/21/25		1102	NJASA		2,219.00
017932	07/21/25		1197	NJPSA		6,335.00
017933	07/21/25		0317	NJSBG		700.00
017934	07/21/25		0609	ORBIT SOFTWARE		2,610.00
017935	07/21/25		0212	PEARSON		945.00
017936	07/21/25		0197	PETTY CASH - ANDREA EVANS		125.00
017937	07/21/25		2207	PETTY CASH - BETHANNE BAROUSSE		125.00
017938	07/21/25		2778	PETTY CASH - GREGORY WILSON		125.00
017939	07/21/25		1038	PETTY CASH - JESSICA LOGGIA		125.00
017940	07/21/25		M387	Proshred Southern New Jersey		115.00
017941	07/21/25		0169	QUEST DIAGNOSTICS INC		149.65
017942	07/21/25		0678	RICOH USA, INC		2,847.71
017943	07/21/25		1118	SCHOOL HEALTH CORP		47.29
017944	07/21/25		1391	SCHOOL SPECIALTY, LLC		3,554.53
017945	07/21/25		0297	STRAUSS ESMAY ASSOCIATES, LLP		4,915.00

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08/14/25 13:54

Starting date 7/1/2025

Ending date 7/31/2025

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
017946	07/21/25		0581	STS OF NJ		250.00
017947	07/21/25		2101	SUPER DUPER PUBLICATIONS		34.99
017948	07/21/25		0629	WARSHAUER ELECTRIC SUPPLY		1,590.20
017949	07/21/25		0438	WB MASON		310.40
017950	07/21/25		2103	WILSON LANGUAGE TRAINING CORP		6,657.12
017951	07/31/25		0960	BENECARD SERVICES		63,735.01
017952	07/31/25		0959	SCHOOL HEALTH INSURANCE FUND		286,995.00

Fund Totals

11	GENERAL CURRENT EXPENSE	\$842,547.22
20	SPECIAL REVENUE FUNDS	\$3,554.53
Total for all checks listed		\$846,101.75

Prepared and submitted by:

*Gregory Wilson*

Board Secretary

*Lynn Starks*

*8/14/25*

Date

*8/20/25*

East Greenwich Township School District Cafeteria  
June 2025

Check #	Vendor	Amount
5632	East Greenwich Township Schools BOE(Payroll)	\$ 26,020.04
5633	Heartland Payment Systems	\$ 3,164.00
5634	Tri County Pest	\$ 50.00
5635	Vantage Mechanical Services	\$ 3,834.92
5636	Mullica Hill Pretzel Factory	\$ 121.50
5637	Cicontes Pizza	\$ 1,700.00
5638	Georgeos	\$ 325.90
5639	Pauls Commodity Hauling	\$ 188.70
5641	Hypoint Dairy Farms	\$ 459.95
5642	Deluxe Bakery	\$ 504.77
		<u>\$36,369.78</u>

I CERTIFY THAT I HAVE EXAMINED THE BILLS COVERED BY NO: 5632-5642 AND FOUND THEM TO BE IN ORDER FOR PAYMENT IN ACCORDANCE WITH BOARD OF EDUCATION POLICY AND N.J.S. 18A:19-4 SEQ.

Finance Committee

8/22/2025

Lynn Starks 8/20/25



BEYOND THE BELL - June 2025

Check #	Vendor	Amount
676	Ciconte's Pizzia	\$290.00
677	Elite Party Entertainment (Kona Ice)	\$200.00
678	Amc Deptford 8	\$994.80
684	East Greenwich Township Board of Education	\$33,212.59
685	East Greenwich Cafeteria	\$1,759.13
686	Spiritwear Express	\$1,063.50
687	Gateway	\$400.00

Total

\$37,920.02

I CERTIFY THAT I HAVE EXAMINED THE BILLS COVERED BY NO.

**CHECK NUMBERS 676-678, 684-687**

AND FOUND THEM TO BE IN ORDER FOR PAYMENT

IN ACCORDANCE WITH BOARD OF EDUCATION POLICY AND

N.J.S.A 18A:19-4 et seq.

Finance Committee

Lynn Starks 8/20/25

Check Journal  
Rec and Unrec checks

East Greenwich Board of Ed  
Hand and Machine checks

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08/19/25 12:57

Starting date 7/1/2025

Ending date 7/31/2025

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
B37297	07/31/25	07/31/25	1059	AGENCY ACCOUNT		16,479.53
F37296	07/31/25	07/31/25	PAY	Payroll		288,277.60

Fund Totals

11	GENERAL CURRENT EXPENSE	\$296,899.19
20	SPECIAL REVENUE FUNDS	\$7,857.94
Total for all checks listed		\$304,757.13

Prepared and submitted by:

*Gregory Wilson*

Board Secretary

*Lynn Starlcs*

Date

*8/20/25*

6th Grade Refund Checks  
Issued August 20, 2025

Check #	Amount
5643	\$13.80
5644	\$39.49
5645	\$36.89
5646	\$12.40
5647	\$10.95
5648	\$30.55
5649	\$21.75
5650	\$20.40
5651	\$10.55
5652	\$17.00
5653	\$31.40
5654	\$9.30
5655	\$9.25
5656	\$19.75
5657	\$27.85
5658	\$44.60
5659	\$25.55
5660	\$21.35
5661	\$35.15
5662	\$15.05
5663	\$21.50
5664	\$12.80
5665	\$21.04
5667	\$19.25
5668	\$15.50
5669	\$31.45
5670	\$22.60
5671	\$23.60
5672	\$41.65
5673	\$13.30
5674	\$29.30
	<u>\$705.02</u>

Check Journal  
Rec and Unrec checks

East Greenwich Board of Ed  
Hand and Machine checks

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08/20/25 12:00

Starting date 8/1/2025

Ending date 8/20/2025

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
017959	08/20/25		0499	AMAZON BUSINESS		1,104.80
017960	08/20/25		1212	ASCD		212.14
017961	08/20/25		0385	ATLANTIC CITY ELECTRIC		9,370.63
017962	08/20/25		0531	BECKERS SCHOOL SUPPLIES		286.76
017963	08/20/25		0897	BELLIA PRINT & DESIGN		1,428.00
017964	08/20/25		0626	BRAINPOP		5,422.51
017965	08/20/25		2501	BROOKFIELD SCHOOLS		10,392.60
017966	08/20/25		0718	BULK BOOKSTORE		318.30
017967	08/20/25		0258	CASA PAYROLL		568.00
017968	08/20/25		2843	CINTAS CORPORATION #100		629.48
017969	08/20/25		0904	COMCAST BUSINESS		2,096.60
017970	08/20/25		2854	COMPUTER SOLUTIONS, INC		765.00
017971	08/20/25		0676	DISCOUNT SCHOOL SUPPLY		233.69
017972	08/20/25		1082	ETCSJ		275.00
017973	08/20/25		2852	FRANCOTYP-POSTALIA, INC		141.00
017974	08/20/25		0428	GENERATION GENIUS, INC		2,590.00
017975	08/20/25		2856	HollyDELL SCHOOLS		34,044.78
017976	08/20/25		1279	JC MAGEE SECURITY		15.00
017977	08/20/25		1331	KINGSWAY LEARNING CENTER		16,379.05
017978	08/20/25		1079	KINGSWAY REGIONAL HS DISTRICT		200.00
017979	08/20/25		1681	LAKESHORE LEARNING MATERIALS		26.99
017980	08/20/25		0695	LinkIt!		19,404.20
017981	08/20/25		0902	METTLER; ANDREW		1,000.00
017982	08/20/25		0928	NJ ADVANCE MEDIA		98.73
017983	08/20/25		1084	NJSBA		9,418.16
017984	08/20/25		0212	PEARSON		6,375.00
017985	08/20/25		8299	REALTIME		27,139.11
017986	✓ 08/20/25	08/20/25		00.0 \$ Multi Stub Void	#017987 Stub	
017987	08/20/25		0678	RICOH USA, INC		9,063.65
017988	08/20/25		0312	SAFEGUARD BUSINESS SYSTEMS		207.05
017989	08/20/25		2371	SCHOOL MATES		4,255.70
017990	08/20/25		1391	SCHOOL SPECIALTY, LLC		1,110.01
017991	08/20/25		0940	SCHOOLWIDE INC		5,475.00
017992	08/20/25		0824	SHERWIN WILLIAMS CO.; THE		30.51
017993	08/20/25		0423	SHI INTERNATIONAL CORP.		451.68
017994	08/20/25		1562	SOUTH JERSEY GAS COMPANY		3,569.99
017995	✓ 08/20/25	08/20/25		00.0 \$ Multi Stub Void	#017996 Stub	
017996	08/20/25		0126	STAPLES ADVANTAGE		7,346.11
017997	08/20/25		0535	TJM PROMOS		341.00

Check Journal  
Rec and Unrec checks

East Greenwich Board of Ed  
Hand and Machine checks

08/20/25 12:00

Starting date 8/1/2025

Ending date 8/20/2025

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
017998	08/20/25		2422	TRI-COUNTY PEST CONTROL, INC.		190.00
017999	08/20/25		0851	UNITED SUPPLY CORP		30.39
018000	08/20/25		0604	VERIZON WIRELESS		412.38
018001	08/20/25		0629	WARSHAUER ELECTRIC SUPPLY		462.81
018002	08/20/25		2833	WASTE MANAGEMENT OF NEW JERSEY		7,657.51
018003	08/20/25		2103	WILSON LANGUAGE TRAINING CORP		2,860.00
018004	08/20/25		0145	XTEL COMMUNICATIONS, INC.		2,051.64
018006	08/20/25		0499	AMAZON BUSINESS		125.00
018007	08/20/25		1212	ASCD		119.00
018008	08/20/25		1110	B SAFE INC		185.00
018009	08/20/25		0718	BULK BOOKSTORE		9,960.20
018010	08/20/25		0654	CDW GOVERNMENT		14,963.00
018011	08/20/25		0527	CENGAGE LEARNING		1,386.00
018012	V 08/20/25	08/20/25		00.0 \$ Multi Stub Void	#018013 Stub	
018013	08/20/25		1007	CM3 BUILDING SOLUTIONS		9,913.00
018014	08/20/25		X089	DIRECTENERGY BUSINESS		14,456.53
018015	08/20/25		0238	EDUCATIONAL RESOURCES OF NJ, LLC		1,200.00
018016	08/20/25		0836	FOUNDATION FOR EDUCUATIONAL ADMIN.		875.00
018017	08/20/25		0130	HENRY SCHEIN INC		252.67
018018	08/20/25		0663	INSTRUCTIONAL EMPOWERMENT, INC.		4,728.00
018019	08/20/25		0435	NJSchoolJobs.com		2,100.00
018020	08/20/25		0199	PROFESSIONAL MEDICAL STAFFING		2,196.00
018021	08/20/25		0169	QUEST DIAGNOSTICS INC		221.75
018022	08/20/25		0817	SCHOLASTIC INC.		1,656.25
018023	08/20/25		1391	SCHOOL SPECIALTY, LLC		709.55
018024	08/20/25		0126	STAPLES ADVANTAGE		99.27
018025	08/20/25		0247	TEACHING STRATEGIES INC		12,347.06
018026	08/20/25		M112	TORTUGAS SOLAR LLC		22,284.72
018027	08/20/25		0851	UNITED SUPPLY CORP		187.53
018028	08/20/25		0486	W.J. GROSS, INC.		19,009.00
018029	08/20/25		2855	WEINER LAW GROUP, LLP		478.50
018030	08/20/25		1142	WEISS HARDWARE		495.73

Starting date 8/1/2025

Ending date 8/20/2025

<b>Fund Totals</b>
--------------------

11	GENERAL CURRENT EXPENSE	\$282,252.84
12	CAPITAL OUTLAY	\$19,009.00
20	SPECIAL REVENUE FUNDS	\$14,137.88
	Total for all checks listed	\$315,399.72

Prepared and submitted by:

*Gregory Wilson*

Board Secretary

*Lynn Starks*

*8/20/25*

Date

*8/20/25*

East Greenwich Township School District Cafeteria  
July 2025

Check #	Vendor	Amount
5675	East Greenwich Township Schools BOE(Payroll)	\$ 5,973.62
5676	Tri County Pest	\$ 50.00
		<u>\$6,023.62</u>

I CERTIFY THAT I HAVE EXAMINED THE BILLS COVERED BY NO: 5675-5676 AND FOUND THEM TO BE IN ORDER FOR PAYMENT IN ACCORDANCE WITH BOARD OF EDUCATION POLICY AND N.J.S. 18A:19-4 SEQ.

Finance Committee

8/20/2025

Lynn Starks 8/20/25



BEYOND THE BELL - July 2025

Check #	Vendor	Amount
679	Adventure Aquarium	\$752.00
680	Bowlero	\$966.58
681	Fun Plex	\$1,423.00
682	Mster Softee/Ron Bright LLC	\$220.00
683	Hot Wheelz	\$835.00
688	NJ Snake Man	\$515.00
689	Rowan Educational Attractions	\$1,040.00
690	Mister Softee/Ron Bright LLC	\$200.00
691	Fahrenheit Ceramic Studion	\$909.63
692	Adventure Aquarium	\$752.00
694	East Greenwich Township Board of Education	\$32,893.73
695	School Specialty	\$12.12
696	Amazon	\$90.96
697	Science Heroes	\$400.00
Total		<u>\$41,010.02</u>

I CERTIFY THAT I HAVE EXAMINED THE BILLS COVERED BY NO.

**CHECK NUMBERS 679-683, 688-692, 694-697**

AND FOUND THEM TO BE IN ORDER FOR PAYMENT

IN ACCORDANCE WITH BOARD OF EDUCATION POLICY AND

N.J.S.A 18A:19-4 et seq.

Finance Committee

Lynn Starks      8/20/25

**EAST GREENWICH TOWNSHIP SCHOOL CAFETERIA**  
**PROFIT AND LOSS STATEMENT FOR THE MONTH OF June 2025**

Total Operating Days	9	Total Pupil Lunches Served	3,921
Average Daily Participation	393	Average Daily Attendance	1,300
% Participation	30%	Total Adult Lunches Served	77

Jeffrey Clark

Samuel Mickle

<u>OPERATING COST</u>	<u>Food</u>	<u>Supplies</u>	<u>TOTAL</u>
Opening Inventory	\$ 22,542.14	\$ 4,881.98	\$ 27,424.12
Purchases	\$ 10,392.63	\$ 513.92	\$ 10,906.55
Closing Inventory	\$ 19,810.52	\$ 4,671.88	\$ 24,482.40
Cost for Food & Supplies	\$ 13,124.25	\$ 724.02	\$ 13,848.27
Purchased Services(Pest Control)			\$ 50.00
Labor Cost			\$ 26,020.04
Miscellaneous Expense			\$ 6,998.92
<b>TOTAL OPERATING COST</b>			<b>\$ 46,917.23</b>

<u>MONTHLY SALES</u>	
Pupil Lunch	\$ 11,669.00
Pupil Ala Carte	\$ 7,811.50
Adult Sales	\$ 536.00
Miscellaneous (Co-op rebate)	\$ 269.06
Interest Revenue	\$ 78.26
<b>Lunch Sales</b>	<b>\$ 20,363.82</b>
<b>Government Subsidy</b>	<b>\$ 4,594.35</b>
<b>Beyond the Bell Sales</b>	<b>\$ 1,759.13</b>
<b>Charge Backs</b>	
<b>TOTAL MONTHLY SALES</b>	<b>\$ 26,717.30</b>
<b>MONTHLY PROFIT/LOSS</b>	<b>\$ (20,199.93)</b>

Yearly Cash Sales	\$ 461,911.13
Yearly Expenses	\$ 501,931.61
<b>Cumulative Profit</b>	<b>\$ (40,020.48)</b>

<u>CASH REPORT</u>	
Opening Balance	152,262.82
Electronic Payments Received	\$ 17,178.74
Cash Deposits	\$ 2,276.45
Interest	\$ 78.26
Government Subsidy Received	\$ 20,302.24
BTB Received	\$ 2,362.71
Miscellaneous (Co-op rebate)	\$ 269.06
<b>Total Cash Received</b>	<b>\$ 42,467.46</b>
Check 5629 difference	\$ (0.02)
Check 5619 written for lost check, cashed twice	\$ 24,664.37
<b>Total Check Disbursements</b>	<b>\$ 48,484.09</b>
<b>Ending Balance</b>	<b>\$ 121,581.84</b>

**EAST GREENWICH TOWNSHIP SCHOOL CAFETERIA**  
**PROFIT AND LOSS STATEMENT FOR THE MONTH OF July 2025**

Total Operating Days	0	Total Pupil Lunches Served	-
Average Daily Participation	0	Average Daily Attendance	-
% Participation	0%	Total Adult Lunches Served	-

**Jeffrey Clark**

**Samuel Mickle**

<b><u>OPERATING COST</u></b>	<b><u>Food</u></b>	<b><u>Supplies</u></b>	<b><u>TOTAL</u></b>
Opening Inventory	\$ 19,810.52	\$ 4,671.88	\$ 24,482.40
Purchases			\$ -
Closing Inventory	\$ 19,810.52	\$ 4,671.88	\$ 24,482.40
Cost for Food & Supplies	\$ -	\$ -	\$ -
Purchased Services(Pest Control)			\$ 50.00
Labor Cost			\$ 5,973.62
Miscellaneous Expense			
<b>TOTAL OPERATING COST</b>			<b>\$ 6,023.62</b>

<b><u>MONTHLY SALES</u></b>		
Pupil Lunch	\$ -	
Pupil Ala Carte	\$ -	
Adult Sales	\$ -	
Miscellaneous (Co-op rebate)	\$ -	
Interest Revenue	\$ 65.73	
<b>Lunch Sales</b>		<b>\$ 65.73</b>
<b>Government Subsidy</b>		
<b>Beyond the Bell Sales</b>		
<b>Charge Backs</b>		
<b>TOTAL MONTHLY SALES</b>		<b>\$ 65.73</b>
<b>MONTHLY PROFIT/LOSS</b>		<b>\$ (5,957.89)</b>

Yearly Cash Sales	\$ 65.73
Yearly Expenses	\$ 6,023.62
<b>Cumulative Profit</b>	<b>\$ (5,957.89)</b>

<b>CASH REPORT</b>		
Opening Balance		121,581.84
Electronic Payments Received	\$ 664.50	
Cash Deposits	\$ 120.00	
Interest	\$ 65.73	
Government Subsidy Received	\$ 4,594.35	
BTB Received	\$ 1,759.13	
Miscellaneous (Co-op rebate)	\$ -	
<b>Total Cash Received</b>	<b>\$ 7,203.71</b>	
<b>Total Check Disbursements</b>	<b>\$ 36,369.78</b>	
<b>Ending Balance</b>	<b>\$ 92,415.77</b>	

**EAST GREENWICH TOWNSHIP SCHOOLS**  
**BEYOND THE BELL PROGRAM**  
**Profit and Loss Statement**  
**For the Month of June 2025**

**Income**

Cash Sales	27,340.50
Summer Sales	12,020.00
Return Deposit	(480.00)

<b>Total Sales</b>	<b>38,880.50</b>
--------------------	------------------

**Cost**

Labor	33,212.59
Supplies	1,063.50
Food	1,759.13
Entertainment	\$1,484.80
Travel	\$400.00

<b>Total Expenses</b>	<b>37,920.02</b>
-----------------------	------------------

<b>Monthly Profit</b>	<b>960.48</b>
-----------------------	---------------

Yearly Cash Sales	415,758.92
Yearly Expenses	412,401.63
<b>Cumulative Profit</b>	<b>3,357.29</b>

**CASH REPORT**

Opening Balance	294,651.28
Cash Received	38,880.50
Cash Disbursed	(\$50,893.34)
<b>End of Month Balance</b>	<b>282,638.44</b>

**EAST GREENWICH TOWNSHIP SCHOOLS**  
**BEYOND THE BELL PROGRAM**  
**Profit and Loss Statement**  
**For the Month of July 2025**

**Income**

Cash Sales	
Camp Sales	46,913.00
Return Deposit	(220.00)

<b>Total Sales</b>	<b>46,693.00</b>
--------------------	------------------

**Cost**

Labor	32,893.73
Supplies	103.08
Food	
Entertainment	\$8,013.21
Travel	

<b>Total Expenses</b>	<b>41,010.02</b>
-----------------------	------------------

<b>Monthly Profit</b>	<b>5,682.98</b>
-----------------------	-----------------

Yearly Cash Sales	46,693.00
Yearly Expenses	41,010.02
<b>Cumulative Profit</b>	<b>5,682.98</b>

**CASH REPORT**

Opening Balance	282,638.44
Cash Received	46,693.00
Cash Disbursed	(\$42,676.80)
<b>End of Month Balance</b>	<b>286,654.64</b>

District: **East Greenwich Board of Ed**

## Monthly Transfer Report NJ

Page 1 of 2

08/20/25

Month / Year: **Jun 30, 2025**

Line	Budget Category	Account	(col 1)	(col 2)	(col 3)	(col 4)	(col 5)	(col 6)	(col 7)	(col 8)
			Original Budget	Revenues Allowed NJAC - 6A: 23A-13.3(d)	Original Budget For 10% Calc	Maximum Transfer Amount	YTD Net Transfers to / (from)	% Change of Transfers YTD	Remaining Allowable Balance From	Remaining Allowable Balance To
			Data	Data	Col1+Col2	Col3 * .1	6/30/2025 + or - Data	Col5/Col3	Col4+Col5	Col4-Col5
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	11-1XX-100-XXX	6,229,589	65,465	6,295,054	629,505	8,171	0.13%	637,676	621,335
10300 11160	Total Special Education - Instruction, Total Basic	11-2XX-100-XXX	4,144,696	0	4,144,696	414,470	(100,880)	-2.43%	313,590	515,349
12160 40580	Skills/Remedial – Instruct., Total Bilingual Education –	11-000-216, 217								
41080	Instruction, Total Undistributed Expend – Speech, OT,, Total Undist. Expend. – Other Supp. Serv									
15180	TOTAL VOCATIONAL PROGRAMS	11-3XX-100-XXX	0	0	0	0	0	0.00%	0	0
17100 17600	Total School-Sponsored Co/Extra Curricul, Total	11-4XX-X00-XXX	0	0	0	0	0	0.00%	0	0
19620 20620	School-Sponsored Athletics – Instr, Total Before/After School									
21620 22620	Programs, Total Summer School, Total Instructional Alternative									
23620 25100	Educatio, Total Other Supplemental/At-Risk Program, Total Other Alternative Education Progra, Total Other Instructional Programs - Ins									
27100	Total Community Services Programs/Operat	11-800-330-XXX	2,000	0	2,000	200	0	0.00%	200	200
29180	Total Undistributed Expenditures - Instr	11-000-100-XXX	981,229	0	981,229	98,123	(90,000)	-9.17%	8,123	188,123
29680 30620	Total Undistributed Expenditures – Atten, Total Undistributed	11-000-211, 213, 218, 219, 222	1,382,875	32,190	1,415,065	141,507	47,684	3.37%	189,191	93,822
41660 42200	Expenditures – Healt, Total Undist. Expend. – Guidance, Total									
43620	Undist. Expend. – Child Study Team, Total Undist. Expend. – Edu. Media Serv.									
43200 44180	Total Undist. Expend. – Improvement of I, Total Undist. Expend. – Instructional St	11-000-221, 223	309,080	85,345	394,425	39,443	(36,020)	-9.13%	3,423	75,462
45300	Support Serv. - General Admin	11-000-230-XXX	530,961	0	530,961	53,096	48,000	9.04%	101,096	5,096
46160	Support Serv. - School Admin	11-000-240-XXX	541,967	73,610	615,577	61,558	27,661	4.49%	89,219	33,896
47200 47620	Total Undist. Expend. – Central Services, Total Undist. Expend. – Admin. Info. Tec	11-000-25X-XXX	407,642	0	407,642	40,764	500	0.12%	41,264	40,264
51120	Total Undist. Expend. – Oper. & Maint. O	11-000-26X-XXX	2,079,217	19,998	2,099,215	209,922	100,000	4.76%	309,922	109,922
52480	Total Undist. Expend. – Student Transpor	11-000-270-XXX	1,950,492	0	1,950,492	195,049	0	0.00%	195,049	195,049
71260	TOTAL PERSONNEL SERVICES –EMPLOYEE	11-XXX-XXX-2XX	3,989,823	55,939	4,045,762	404,576	(8,000)	-0.20%	396,576	412,576
72020	Total Undistributed Expenditures – Food	11-000-310-XXX	0	0	0	0	0	0.00%	0	0
72120	Transfer of Property Sale Proceeds Res.	11-000-520-934	0	0	0	0	0	0.00%	0	0
72160	Increase in Sale/Lease-back Reserve	10-605	0	0	0	0	0	0.00%	0	0
72180	Interest Earned on Maintenance Reserve	10-606	0	0	0	0	0	0.00%	0	0
72200	Increase in Maintenance Reserve	10-606	0	0	0	0	0	0.00%	0	0
72220	Increase in Current Expense Emergency Re	10-607	0	0	0	0	0	0.00%	0	0
72240 72245	Interest Earned on Current Exp. Emergenc, Increase in Bus	10-607	0	0	0	0	0	0.00%	0	0
72246 72247	Adv. Res. for Fuel Costs, Increase in IMPACT Aid Reserve (General), Increase in IMPACT Aid Reserve (Capital)									
72260	TOTAL GENERAL CURRENT EXPENSE		22,549,571	332,547	22,882,118	2,288,212	(2,883)	-0.01%	2,285,329	2,291,095

District: **East Greenwich Board of Ed**

Monthly Transfer Report NJ

Month / Year: **Jun 30, 2025**

08/20/25

Line	Budget Category	Account	(col 1)	(col 2)	(col 3)	(col 4)	(col 5)	(col 6)	(col 7)	(col 8)
			Original Budget	Revenues Allowed NJAC - 6A: 23A-13.3(d)	Original Budget For 10% Calc	Maximum Transfer Amount	YTD Net Transfers to / (from)	% Change of Transfers YTD	Remaining Allowable Balance From	Remaining Allowable Balance To
			Data	Data	Col1+Col2	Col3 * .1	6/30/2025 + or - Data	Col5/Col3	Col4+Col5	Col4-Col5
75880	TOTAL EQUIPMENT	12-XXX-XXX-73X	42,000	0	42,000	4,200	2,123	5.06%	6,323	2,077
76260	Total Facilities Acquisition and Constr	12-000-4XX-XXX	47,615	0	47,615	4,762	760	1.60%	5,522	4,002
76320	Capital Reserve – Transfer to Capital Pr	12-000-4XX-931	0	0	0	0	0	0.00%	0	0
76340	Capital Reserve – Transfer to Debt Servi	12-000-4XX-933	0	0	0	0	0	0.00%	0	0
76360	Increase in Capital Reserve	10-604	0	0	0	0	0	0.00%	0	0
76380 76385	Interest Deposit to Capital Reserve, IMPACT Aid Reserve (Cap) Tr to Cap Proj	10-604	0	0	0	0	0	0.00%	0	0
76400	TOTAL CAPITAL OUTLAY		89,615	0	89,615	8,962	2,883	3.22%	11,845	6,078
83080	TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	0	0	0	0	0	0.00%	0	0
84000 84005	Transfer of Funds to Charter Schools, Transfer of Funds to Renaiss Schools	10-000-100-56X	0	0	0	0	0	0.00%	0	0
84020	General Fund Contrib. to School-based Bu	10-000-520-930	0	0	0	0	0	0.00%	0	0
84060	GENERAL FUND GRAND TOTAL		22,639,186	332,547	22,971,733	2,297,173	0	0.00%	2,297,173	2,297,173

*Gregory Wilson*

School Business Administrator Signature

8/20/25

Date



Start date 7/1/2024

Period date

6/1/2025

End date 6/30/2025

Expenditure

			Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
<b>Fund 11 GENERAL CURRENT EXPENSE</b>							
11-000-100-566-06-0	TUITION-PRIV-IN NJ		\$699,600.00	\$0.00	(\$7.00)	\$699,593.00	-0.0%
265	- - - - -	Monthly Transfers		06/30/25	(\$7.00)		
11-000-100-569-06-0	TUITION - OTHER		\$12,169.00	\$0.00	\$7.00	\$12,176.00	0.1%
265	- - - - -	Monthly Transfers		06/30/25	\$7.00		
11-000-213-100-06-S	PERSONAL SERVICES - SALARIES		\$4,900.00	(\$2,000.00)	(\$200.00)	\$2,700.00	-44.9%
265	- - - - -	Monthly Transfers		06/30/25	(\$200.00)		
11-000-213-390-06-0	OTHER PROF/TECH SERV		\$5,000.00	\$2,000.00	\$200.00	\$7,200.00	44.0%
265	- - - - -	Monthly Transfers		06/30/25	\$200.00		
11-000-216-104-06-0	SALARIES-OTHER PROF		\$584,782.00	(\$10,000.00)	(\$18,748.64)	\$556,033.36	-4.9%
265	- - - - -	Monthly Transfers		06/30/25	(\$18,748.64)		
11-000-217-106-06-0	OTHER SALARIES FOR INSTRUCTION		\$208,950.00	\$83,050.00	\$2,960.03	\$294,960.03	41.2%
265	- - - - -	Monthly Transfers		06/30/25	\$2,960.03		
11-000-217-106-06-S	OTHER SALARIES FOR INSTRUCTION		\$15,400.00	\$0.00	(\$2,960.03)	\$12,439.97	-19.2%
265	- - - - -	Monthly Transfers		06/30/25	(\$2,960.03)		
11-000-218-104-06-0	SALARIES-OTHER PROF		\$243,831.00	(\$663.00)	\$896.50	\$244,064.50	0.1%
265	- - - - -	Monthly Transfers		06/30/25	\$896.50		
11-000-219-104-06-0	SALARIES-OTHER PROF		\$471,531.00	\$9,000.00	\$47,585.74	\$528,116.74	12.0%
265	- - - - -	Monthly Transfers		06/30/25	\$47,585.74		
11-000-219-105-06-0	SALARIES-SECR/CLER		\$93,610.00	\$0.00	(\$21,000.00)	\$72,610.00	-22.4%
265	- - - - -	Monthly Transfers		06/30/25	(\$21,000.00)		
11-000-219-105-06-S	SALARIES-SECR/CLER		\$2,800.00	\$0.00	(\$2,800.00)	\$0.00	-100.0%
265	- - - - -	Monthly Transfers		06/30/25	(\$2,800.00)		
11-000-219-320-06-0	PURCH PROF/EDUC SRV		\$26,000.00	\$0.00	(\$6,000.00)	\$20,000.00	-23.1%
265	- - - - -	Monthly Transfers		06/30/25	(\$6,000.00)		
11-000-219-610-06-0	GENERAL SUPPLIES		\$13,000.00	\$4,100.00	\$66.40	\$17,166.40	32.0%
265	- - - - -	Monthly Transfers		06/30/25	\$66.40		
11-000-221-320-06-0	PURCH PROF/EDUC SRV		\$20,000.00	(\$1,020.00)	(\$4,749.78)	\$14,230.22	-28.8%
265	- - - - -	Monthly Transfers		06/30/25	(\$4,749.78)		
11-000-222-104-06-0	SALARIES-OTHER PROF		\$150,011.00	\$3,989.00	\$3,364.00	\$157,364.00	4.9%
265	- - - - -	Monthly Transfers		06/30/25	\$3,364.00		
11-000-222-177-06-0	SAL TECHNOLOGY COORD		\$53,737.00	\$0.00	\$1,599.96	\$55,336.96	3.0%
265	- - - - -	Monthly Transfers		06/30/25	\$1,599.96		
11-000-222-340-01-0	PURCHASED TECHNICAL SERVICES		\$6,500.00	\$0.00	(\$4,963.96)	\$1,536.04	-76.4%
265	- - - - -	Monthly Transfers		06/30/25	(\$4,963.96)		
11-000-230-104-06-0	SALARIES-OTHER PROF		\$163,363.00	\$0.00	\$3,141.56	\$166,504.56	1.9%
265	- - - - -	Monthly Transfers		06/30/25	\$3,141.56		
11-000-230-105-06-S	SALARIES-SECR/CLER		\$1,500.00	\$0.00	(\$1,500.00)	\$0.00	-100.0%
265	- - - - -	Monthly Transfers		06/30/25	(\$1,500.00)		

Start date 7/1/2024

Period date

6/1/2025

End date 6/30/2025

Expenditure

			Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
<b>Fund 11 GENERAL CURRENT EXPENSE</b>							
11-000-230-334-06-0	ARCHIT/ENGINEER SERV		\$5,000.00	(\$1,743.19)	(\$1,641.56)	\$1,615.25	-67.7%
265	- - - - -	Monthly Transfers		06/30/25	(\$1,641.56)		
11-000-230-590-06-0	MISCEL. PURCH. SERV.		\$40,000.00	(\$5,620.12)	(\$3,000.00)	\$31,379.88	-21.6%
265	- - - - -	Monthly Transfers		06/30/25	(\$3,000.00)		
11-000-230-890-06-0	MISCELLANEOUS EXPENDITURES		\$5,500.00	\$0.00	(\$2,000.00)	\$3,500.00	-36.4%
265	- - - - -	Monthly Transfers		06/30/25	(\$2,000.00)		
11-000-240-103-06-0	SALARIES-PRINC/ASST		\$336,998.00	\$71,256.51	(\$3,000.00)	\$405,254.51	20.3%
265	- - - - -	Monthly Transfers		06/30/25	(\$3,000.00)		
11-000-240-105-06-0	SALARIES-SECR/CLER		\$163,169.00	\$24,364.96	\$20,249.78	\$207,783.74	27.3%
265	- - - - -	Monthly Transfers		06/30/25	\$20,249.78		
11-000-240-440-01-0	RENTALS		\$3,000.00	\$0.00	(\$245.88)	\$2,754.12	-8.2%
265	- - - - -	Monthly Transfers		06/30/25	(\$245.88)		
11-000-240-440-02-0	RENTALS		\$3,000.00	\$0.00	\$245.88	\$3,245.88	8.2%
265	- - - - -	Monthly Transfers		06/30/25	\$245.88		
11-000-240-610-02-0	GENERAL SUPPLIES		\$7,500.00	\$0.00	(\$3,000.00)	\$4,500.00	-40.0%
265	- - - - -	Monthly Transfers		06/30/25	(\$3,000.00)		
11-000-240-890-01-0	MISCELLANEOUS EXPENDITURES		\$5,000.00	\$600.00	\$65.60	\$5,665.60	13.3%
265	- - - - -	Monthly Transfers		06/30/25	\$65.60		
11-000-240-890-02-0	MISCELLANEOUS EXPENDITURES		\$5,000.00	\$0.00	(\$65.60)	\$4,934.40	-1.3%
265	- - - - -	Monthly Transfers		06/30/25	(\$65.60)		
11-000-251-105-06-0	SALARIES-SECR/CLER		\$114,513.00	\$157.26	(\$3,000.00)	\$111,670.26	-2.5%
265	- - - - -	Monthly Transfers		06/30/25	(\$3,000.00)		
11-000-251-105-06-S	SALARIES-SECR/CLER		\$3,000.00	(\$1,410.34)	(\$1,500.00)	\$89.66	-97.0%
265	- - - - -	Monthly Transfers		06/30/25	(\$1,500.00)		
11-000-261-420-02-0	CLEANING/REPAIR/MAIN		\$125,000.00	\$24,998.00	\$1,313.13	\$151,311.13	21.0%
265	- - - - -	Monthly Transfers		06/30/25	\$1,313.13		
11-000-261-610-01-0	GENERAL SUPPLIES		\$5,000.00	\$0.00	(\$1,313.13)	\$3,686.87	-26.3%
265	- - - - -	Monthly Transfers		06/30/25	(\$1,313.13)		
11-000-262-110-06-S	OTHER SALARIES		\$32,000.00	(\$3,000.00)	(\$640.00)	\$28,360.00	-11.4%
265	- - - - -	Monthly Transfers		06/30/25	(\$640.00)		
11-000-262-110-06-T	OTHER SALARIES		\$32,000.00	\$3,000.00	\$640.00	\$35,640.00	11.4%
265	- - - - -	Monthly Transfers		06/30/25	\$640.00		
11-000-262-340-06-0	PURCHASED TECHNICAL SERVICES		\$135,000.00	\$30,000.00	\$17,619.03	\$182,619.03	35.3%
265	- - - - -	Monthly Transfers		06/30/25	\$17,619.03		
11-000-262-420-01-0	CLEANING/REPAIR/MAIN		\$10,000.00	\$0.00	(\$9,500.00)	\$500.00	-95.0%
265	- - - - -	Monthly Transfers		06/30/25	(\$9,500.00)		
11-000-262-420-02-0	CLEANING/REPAIR/MAIN		\$10,000.00	\$0.00	(\$8,119.03)	\$1,880.97	-81.2%
265	- - - - -	Monthly Transfers		06/30/25	(\$8,119.03)		

Start date 7/1/2024 Period date 6/1/2025 End date 6/30/2025

Expenditure

		Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
<b>Fund 11 GENERAL CURRENT EXPENSE</b>						
11-000-262-490-06-0	OTHER PURCH PROPERTY	\$1,000.00	\$0.00	(\$162.35)	\$837.65	-16.2%
265	- - - - - Monthly Transfers		06/30/25	(\$162.35)		
11-000-262-590-06-0	MISCEL. PURCH. SERV.	\$1,000.00	\$698.00	\$162.35	\$1,860.35	86.%
265	- - - - - Monthly Transfers		06/30/25	\$162.35		
11-000-263-420-06-0	CLEANING/REPAIR/MAIN	\$10,000.00	(\$900.00)	(\$51.74)	\$9,048.26	-9.5%
265	- - - - - Monthly Transfers		06/30/25	(\$51.74)		
11-000-263-610-06-0	GENERAL SUPPLIES	\$8,000.00	\$900.00	\$51.74	\$8,951.74	11.9%
265	- - - - - Monthly Transfers		06/30/25	\$51.74		
11-000-270-160-06-0	SAL TRANS REGULAR	\$29,105.00	\$4,200.00	\$2,270.50	\$35,575.50	22.2%
265	- - - - - Monthly Transfers		06/30/25	\$2,270.50		
11-000-270-513-06-0	CON TRN REG JOINT	\$937,408.00	(\$355.40)	(\$2,270.50)	\$934,782.10	-0.3%
265	- - - - - Monthly Transfers		06/30/25	(\$2,270.50)		
11-000-270-514-06-0	CON TRN SPC VENDORS	\$153,319.00	\$221.40	\$254.65	\$153,795.05	0.3%
265	- - - - - Monthly Transfers		06/30/25	\$254.65		
11-000-270-515-06-0	CON TRN SPC JOINT	\$569,174.00	(\$3,200.00)	(\$254.65)	\$565,719.35	-0.6%
265	- - - - - Monthly Transfers		06/30/25	(\$254.65)		
11-000-291-270-06-0	HEALTH BENEFITS	\$3,147,143.00	\$62,000.00	\$25,574.69	\$3,234,717.69	2.8%
265	- - - - - Monthly Transfers		06/30/25	\$25,574.69		
11-000-291-280-06-0	TUITION REIMB.	\$20,000.00	\$0.00	(\$16,000.00)	\$4,000.00	-80.%
265	- - - - - Monthly Transfers		06/30/25	(\$16,000.00)		
11-000-291-290-06-0	OTHER EMPLOYEE BEN.	\$190,680.00	\$10,939.00	(\$9,574.69)	\$192,044.31	0.7%
265	- - - - - Monthly Transfers		06/30/25	(\$9,574.69)		
11-110-100-101-06-0	SALARIES OF TEACHERS	\$814,215.00	\$53,064.53	(\$15,000.00)	\$852,279.53	4.7%
265	- - - - - Monthly Transfers		06/30/25	(\$15,000.00)		
11-110-100-101-06-S	SALARIES OF TEACHERS	\$21,000.00	\$11,000.00	\$809.59	\$32,809.59	56.2%
265	- - - - - Monthly Transfers		06/30/25	\$809.59		
11-120-100-101-06-0	SALARIES OF TEACHERS	\$3,693,821.00	(\$213,179.58)	(\$3,561.44)	\$3,477,079.98	-5.9%
265	- - - - - Monthly Transfers		06/30/25	(\$3,561.44)		
11-120-100-101-06-S	SALARIES OF TEACHERS	\$116,500.00	\$30,000.00	\$14,074.72	\$160,574.72	37.8%
265	- - - - - Monthly Transfers		06/30/25	\$14,074.72		
11-130-100-101-06-S	SALARIES OF TEACHERS	\$25,000.00	\$12,000.00	\$3,677.13	\$40,677.13	62.7%
265	- - - - - Monthly Transfers		06/30/25	\$3,677.13		
11-190-100-340-06-M	PURCHASED TECHNICAL SERVICES	\$22,000.00	(\$3,000.00)	(\$1,036.11)	\$17,963.89	-18.3%
265	- - - - - Monthly Transfers		06/30/25	(\$1,036.11)		
11-190-100-440-06-C	RENTALS	\$20,000.00	\$8,341.46	\$301.40	\$28,642.86	43.2%
265	- - - - - Monthly Transfers		06/30/25	\$301.40		
11-190-100-440-06-M	RENTALS	\$37,000.00	(\$2,341.46)	\$734.71	\$35,393.25	-4.3%
265	- - - - - Monthly Transfers		06/30/25	\$734.71		

Start date 7/1/2024

Period date

6/1/2025

End date 6/30/2025

Expenditure

			Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
<b>Fund 11 GENERAL CURRENT EXPENSE</b>							
11-190-100-610-01-0	GENERAL SUPPLIES		\$70,000.00	(\$9,500.00)	(\$59.19)	\$60,440.81	-13.7%
265	- - - - -	Monthly Transfers		06/30/25	(\$59.19)		
11-190-100-610-02-0	GENERAL SUPPLIES		\$70,000.00	(\$7,901.39)	\$59.19	\$62,157.80	-11.2%
265	- - - - -	Monthly Transfers		06/30/25	\$59.19		
11-204-100-101-06-0	SALARIES OF TEACHERS		\$219,009.00	\$0.00	(\$14,641.89)	\$204,367.11	-6.7%
265	- - - - -	Monthly Transfers		06/30/25	(\$14,641.89)		
11-204-100-101-06-S	SALARIES OF TEACHERS		\$5,250.00	\$0.00	\$501.00	\$5,751.00	9.5%
265	- - - - -	Monthly Transfers		06/30/25	\$501.00		
11-204-100-106-06-0	OTHER SALARIES FOR INSTRUCTION		\$87,279.00	\$48,721.00	\$10,418.79	\$146,418.79	67.8%
265	- - - - -	Monthly Transfers		06/30/25	\$10,418.79		
11-212-100-101-06-S	SALARIES OF TEACHERS		\$3,500.00	\$2,500.00	\$648.26	\$6,648.26	90.0%
265	- - - - -	Monthly Transfers		06/30/25	\$648.26		
11-213-100-101-06-S	SALARIES OF TEACHERS		\$21,875.00	\$5,000.00	\$3,073.84	\$29,948.84	36.9%
265	- - - - -	Monthly Transfers		06/30/25	\$3,073.84		
11-216-100-101-06-S	SALARIES OF TEACHERS		\$3,500.00	(\$1,500.00)	\$2.97	\$2,002.97	-42.8%
265	- - - - -	Monthly Transfers		06/30/25	\$2.97		
11-216-100-106-06-S	OTHER SALARIES FOR INSTRUCTION		\$2,800.00	(\$2,000.00)	(\$2.97)	\$797.03	-71.5%
265	- - - - -	Monthly Transfers		06/30/25	(\$2.97)		
<b>Total for Just Accounts Listed</b>			<b>\$14,116,942.00</b>	<b>\$236,766.64</b>	<b>\$0.00</b>	<b>\$14,353,708.64</b>	<b>2%</b>

Start date 7/1/2024

Period date

6/1/2025

End date 6/30/2025

Expenditure

		Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
<b>Fund 20 SPECIAL REVENUE FUNDS</b>						
20-218-200-200-06-0	Preschool Edu Employee Benefit	\$0.00	\$152,503.91	(\$3,605.00)	\$148,898.91	0.0%
287	20-218-200-329-06-0 Monthly Transfers		06/30/25	(\$3,605.00)		
20-218-200-329-06-0	Preschool Edu Purch Prof Serv	\$0.00	\$12,000.00	\$3,605.00	\$15,605.00	0.0%
287	20-218-200-200-06-0 Monthly Transfers		06/30/25	\$3,605.00		
20-481-100-101-06-0	Nonpublic Teacher STEM Grant	\$0.00	\$3,629.40	\$1,599.12	\$5,228.52	0.0%
288	- - - - - Non Pub STEM Adj		06/30/25	\$1,599.12		
20-481-291-220-06-0	Nonpublic STEM Grant Social Sec	\$0.00	\$118.45	\$281.53	\$399.98	0.0%
288	- - - - - Non Pub STEM Adj		06/30/25	\$281.53		
Total for Just Accounts Listed		\$0.00	\$168,251.76	\$1,880.65	\$170,132.41	0%

District: **East Greenwich Board of Ed**

## Monthly Transfer Report NJ

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08/19/25

Month / Year: **Jul 31, 2025**

Line	Budget Category	Account	(col 1)	(col 2)	(col 3)	(col 4)	(col 5)	(col 6)	(col 7)	(col 8)
			Original Budget	Revenues Allowed NJAC - 6A: 23A-13.3(d)	Original Budget For 10% Calc	Maximum Transfer Amount	YTD Net Transfers to / (from)	% Change of Transfers YTD	Remaining Allowable Balance From	Remaining Allowable Balance To
			Data	Data	Col1+Col2	Col3 * .1	7/31/2025 + or - Data	Col5/Col3	Col4+Col5	Col4-Col5
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	11-1XX-100-XXX	6,459,990	7,324	6,467,314	646,731	0	0.00%	646,731	646,731
10300 11160	Total Special Education - Instruction, Total Basic	11-2XX-100-XXX	3,922,557	0	3,922,557	392,256	0	0.00%	392,256	392,256
12160 40580	Skills/Remedial -- Instruct., Total Bilingual Education --	11-000-216, 217								
41080	Instruction, Total Undistributed Expend -- Speech, OT,, Total Undist. Expend. -- Other Supp. Serv									
15180	TOTAL VOCATIONAL PROGRAMS	11-3XX-100-XXX	0	0	0	0	0	0.00%	0	0
17100 17600	Total School-Sponsored Co/Extra Curricul, Total	11-4XX-X00-XXX	0	0	0	0	0	0.00%	0	0
19620 20620	School-Sponsored Athletics -- Instr, Total Before/After School									
21620 22620	Programs, Total Summer School, Total Instructional Alternative									
23620 25100	Educatio, Total Other Supplemental/At-Risk Program, Total Other Alternative Education Progra, Total Other Instructional Programs - Ins									
27100	Total Community Services Programs/Operat	11-800-330-XXX	2,000	0	2,000	200	0	0.00%	200	200
29180	Total Undistributed Expenditures - Instr	11-000-100-XXX	903,935	0	903,935	90,394	0	0.00%	90,394	90,394
29680 30620	Total Undistributed Expenditures -- Atten, Total Undistributed	11-000-211, 213,	1,387,936	0	1,387,936	138,794	0	0.00%	138,794	138,794
41660 42200	Expenditures -- Healt, Total Undist. Expend. -- Guidance, Total	218, 219, 222								
43620	Undist. Expend. -- Child Study Team, Total Undist. Expend. -- Edu. Media Serv.									
43200 44180	Total Undist. Expend. -- Improvement of I, Total Undist. Expend. -- Instructional St	11-000-221, 223	348,570	0	348,570	34,857	0	0.00%	34,857	34,857
45300	Support Serv. - General Admin	11-000-230-XXX	538,060	0	538,060	53,806	0	0.00%	53,806	53,806
46160	Support Serv. - School Admin	11-000-240-XXX	619,506	0	619,506	61,951	0	0.00%	61,951	61,951
47200 47620	Total Undist. Expend. -- Central Services, Total Undist. Expend. -- Admin. Info. Tec	11-000-25X-XXX	427,371	0	427,371	42,737	0	0.00%	42,737	42,737
51120	Total Undist. Expend. -- Oper. & Maint. O	11-000-26X-XXX	2,194,815	1,776	2,196,591	219,659	0	0.00%	219,659	219,659
52480	Total Undist. Expend. -- Student Transpor	11-000-270-XXX	1,997,284	0	1,997,284	199,728	0	0.00%	199,728	199,728
71260	TOTAL PERSONNEL SERVICES --EMPLOYEE	11-XXX-XXX-2XX	4,415,800	0	4,415,800	441,580	0	0.00%	441,580	441,580
72020	Total Undistributed Expenditures -- Food	11-000-310-XXX	0	0	0	0	0	0.00%	0	0
72120	Transfer of Property Sale Proceeds Res.	11-000-520-934	0	0	0	0	0	0.00%	0	0
72160	Increase in Sale/Lease-back Reserve	10-605	0	0	0	0	0	0.00%	0	0
72180	Interest Earned on Maintenance Reserve	10-606	0	0	0	0	0	0.00%	0	0
72200	Increase in Maintenance Reserve	10-606	0	0	0	0	0	0.00%	0	0
72220	Increase in Current Expense Emergency Re	10-607	0	0	0	0	0	0.00%	0	0
72240 72245	Interest Earned on Current Exp. Emergenc, Increase in Bus	10-607	0	0	0	0	0	0.00%	0	0
72246 72247	Adv. Res. for Fuel Costs, Increase in IMPACT Aid Reserve (General), Increase in IMPACT Aid Reserve (Capital)									
72260	TOTAL GENERAL CURRENT EXPENSE		23,217,824	9,100	23,226,924	2,322,692	0	0.00%	2,322,692	2,322,692

District: East Greenwich Board of Ed

## Monthly Transfer Report NJ

Page 2 of 2

08/19/25

Month / Year: Jul 31, 2025

Line	Budget Category	Account	(col 1)	(col 2)	(col 3)	(col 4)	(col 5)	(col 6)	(col 7)	(col 8)
			Original Budget	Revenues Allowed NJAC - 6A: 23A-13.3(d)	Original Budget For 10% Calc	Maximum Transfer Amount	YTD Net Transfers to / (from)	% Change of Transfers YTD	Remaining Allowable Balance From	Remaining Allowable Balance To
			Data	Data	Col1+Col2	Col3 * .1	7/31/2025 + or - Data	Col5/Col3	Col4+Col5	Col4-Col5
75880	TOTAL EQUIPMENT	12-XXX-XXX-73X	110,000	3,708	113,708	11,371	0	0.00%	11,371	11,371
76260	Total Facilities Acquisition and Constr	12-000-4XX-XXX	97,615	0	97,615	9,762	0	0.00%	9,762	9,762
76320	Capital Reserve -- Transfer to Capital Pr	12-000-4XX-931	0	0	0	0	0	0.00%	0	0
76340	Capital Reserve -- Transfer to Debt Servi	12-000-4XX-933	0	0	0	0	0	0.00%	0	0
76360	Increase in Capital Reserve	10-604	0	0	0	0	0	0.00%	0	0
76380 76385	Interest Deposit to Capital Reserve, IMPACT Aid Reserve (Cap) Tr to Cap Proj	10-604	0	0	0	0	0	0.00%	0	0
76400	TOTAL CAPITAL OUTLAY		207,615	3,708	211,323	21,132	0	0.00%	21,132	21,132
83080	TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	0	0	0	0	0	0.00%	0	0
84000 84005	Transfer of Funds to Charter Schools, Transfer of Funds to Renaiss Schools	10-000-100-56X	0	0	0	0	0	0.00%	0	0
84020	General Fund Contrib. to School-based Bu	10-000-520-930	0	0	0	0	0	0.00%	0	0
84060	GENERAL FUND GRAND TOTAL		23,425,439	12,808	23,438,247	2,343,825	0	0.00%	2,343,825	2,343,825




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 School Business Administrator Signature




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 Date



Start date 7/1/2025

Period date

7/1/2025

End date 7/31/2025

Expenditure

			Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
<b>Fund 11 GENERAL CURRENT EXPENSE</b>							
11-000-219-320-06-0	PURCH PROF/EDUC SRV		\$26,000.00	\$0.00	(\$2,521.92)	\$23,478.08	-9.7%
12	- - - - -	Monthly Transfers		07/31/25	(\$2,521.92)		
11-000-219-320-06-C	PURCH PROF/EDUC SRV		\$0.00	\$0.00	\$2,521.92	\$2,521.92	0.0%
12	- - - - -	Monthly Transfers		07/31/25	\$2,521.92		
11-000-221-110-06-0	OTHER SALARIES		\$19,000.00	\$0.00	\$3,705.70	\$22,705.70	19.5%
12	- - - - -	Monthly Transfers		07/31/25	\$3,705.70		
11-000-221-610-06-0	GENERAL SUPPLIES		\$3,000.00	\$0.00	(\$930.00)	\$2,070.00	-31.0%
12	- - - - -	Monthly Transfers		07/31/25	(\$930.00)		
11-000-221-890-06-0	MISCELLANEOUS EXPENDITURES		\$0.00	\$0.00	\$930.00	\$930.00	0.0%
12	- - - - -	Monthly Transfers		07/31/25	\$930.00		
11-000-222-610-01-L	GENERAL SUPPLIES		\$6,000.00	\$0.00	(\$1,359.70)	\$4,640.30	-22.7%
12	- - - - -	Monthly Transfers		07/31/25	(\$1,359.70)		
11-000-222-610-01-N	GENERAL SUPPLIES		\$500.00	\$0.00	\$1,359.70	\$1,859.70	271.9%
12	- - - - -	Monthly Transfers		07/31/25	\$1,359.70		
11-000-223-110-06-0	OTHER SALARIES		\$20,000.00	\$0.00	(\$3,705.70)	\$16,294.30	-18.5%
12	- - - - -	Monthly Transfers		07/31/25	(\$3,705.70)		
11-000-230-530-06-0	COMMUNICATIONS/TELEPHONE		\$90,000.00	\$0.00	(\$1,418.16)	\$88,581.84	-1.6%
12	- - - - -	Monthly Transfers		07/31/25	(\$1,418.16)		
11-000-230-895-06-0	BOE MEMBERSHIP DUES AND FEES		\$8,000.00	\$0.00	\$1,418.16	\$9,418.16	17.7%
12	- - - - -	Monthly Transfers		07/31/25	\$1,418.16		
11-000-262-420-06-0	CLEANING/REPAIR/MAIN		\$10,000.00	\$0.00	\$1,776.00	\$11,776.00	17.8%
1	- - - - -	* CARRY OVER *		07/01/25	\$1,776.00		
11-000-270-390-06-0	OTHER PROF/TECH SERV		\$1,500.00	\$0.00	\$1,560.00	\$3,060.00	104.0%
12	- - - - -	Monthly Transfers		07/31/25	\$1,560.00		
11-000-270-513-06-0	CON TRN REG JOINT		\$1,075,213.00	\$0.00	(\$1,560.00)	\$1,073,653.00	-0.1%
12	- - - - -	Monthly Transfers		07/31/25	(\$1,560.00)		
11-190-100-440-06-C	RENTALS		\$20,000.00	\$0.00	\$4,341.48	\$24,341.48	21.7%
12	- - - - -	Monthly Transfers		07/31/25	\$4,341.48		
11-190-100-440-06-M	RENTALS		\$37,000.00	\$0.00	(\$4,341.48)	\$32,658.52	-11.7%
12	- - - - -	Monthly Transfers		07/31/25	(\$4,341.48)		
11-190-100-500-06-C	OTHER PURCHASED SERVICES		\$75,000.00	\$0.00	(\$20,000.00)	\$55,000.00	-26.7%
12	- - - - -	Monthly Transfers		07/31/25	(\$20,000.00)		
11-190-100-500-06-M	OTHER PURCHASED SERVICES		\$65,000.00	\$0.00	(\$8,000.00)	\$57,000.00	-12.3%
12	- - - - -	Monthly Transfers		07/31/25	(\$8,000.00)		
11-190-100-610-01-0	GENERAL SUPPLIES		\$65,000.00	\$0.00	(\$10,000.00)	\$55,000.00	-15.4%
12	- - - - -	Monthly Transfers		07/31/25	(\$10,000.00)		
11-190-100-610-01-I	General Supplies		\$50,000.00	\$0.00	\$11,838.61	\$61,838.61	23.7%
1	- - - - -	* CARRY OVER *		07/01/25	\$3,796.19		

Start date 7/1/2025

Period date

7/1/2025

End date 7/31/2025

Expenditure

			Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
<b>Fund 11 GENERAL CURRENT EXPENSE</b>							
11-190-100-610-01-I	General Supplies		\$50,000.00	\$0.00	\$11,838.61	\$61,838.61	23.7%
12	- - - - -	Monthly Transfers		07/31/25	\$8,042.42		
11-190-100-610-02-0	GENERAL SUPPLIES		\$65,000.00	\$0.00	(\$3,798.23)	\$61,201.77	-5.8%
1	- - - - -	* CARRY OVER *		07/01/25	\$3,527.95		
12	- - - - -	Monthly Transfers		07/31/25	(\$7,326.18)		
11-190-100-610-02-I	General Supplies		\$50,000.00	\$0.00	\$37,283.76	\$87,283.76	74.6%
12	- - - - -	Monthly Transfers		07/31/25	\$37,283.76		
11-204-100-101-06-E	SALARIES OF TEACHERS		\$22,000.00	\$0.00	(\$13,000.00)	\$9,000.00	-59.1%
12	- - - - -	Monthly Transfers		07/31/25	(\$13,000.00)		
11-204-100-101-06-S	SALARIES OF TEACHERS		\$5,250.00	\$0.00	(\$2,000.00)	\$3,250.00	-38.1%
12	- - - - -	Monthly Transfers		07/31/25	(\$2,000.00)		
11-204-100-106-06-E	OTHER SALARIES FOR INSTRUCTION		\$0.00	\$0.00	\$7,683.00	\$7,683.00	0.0%
12	- - - - -	Monthly Transfers		07/31/25	\$7,683.00		
11-213-100-101-06-E	SALARIES OF TEACHERS		\$0.00	\$0.00	\$12,948.00	\$12,948.00	0.0%
12	- - - - -	Monthly Transfers		07/31/25	\$12,948.00		
11-213-100-106-06-S	OTHER SALARIES FOR INSTRUCTION		\$7,000.00	\$0.00	(\$3,000.00)	\$4,000.00	-42.9%
12	- - - - -	Monthly Transfers		07/31/25	(\$3,000.00)		
11-215-100-101-06-E	SALARIES OF TEACHERS		\$0.00	\$0.00	\$1,404.00	\$1,404.00	0.0%
12	- - - - -	Monthly Transfers		07/31/25	\$1,404.00		
11-216-100-106-06-S	OTHER SALARIES FOR INSTRUCTION		\$8,400.00	\$0.00	(\$4,035.00)	\$4,365.00	-48.0%
12	- - - - -	Monthly Transfers		07/31/25	(\$4,035.00)		
<b>Total for Just Accounts Listed</b>			<b>\$1,728,863.00</b>	<b>\$0.00</b>	<b>\$9,100.14</b>	<b>\$1,737,963.14</b>	<b>1%</b>

Start date 7/1/2025      Period date 7/1/2025      End date 7/31/2025      Expenditure

				Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
Fund 12 CAPITAL OUTLAY								
12-000-266-730-06-	Security Equipment			\$15,000.00	\$0.00	\$3,708.00	\$18,708.00	24.7%
<div>1</div>	- - - - -	* CARRY OVER *			07/01/25	\$3,708.00		
Total for Just Accounts Listed				\$15,000.00	\$0.00	\$3,708.00	\$18,708.00	25%

Start date 7/1/2025

Period date

7/1/2025

End date 7/31/2025

Expenditure

		Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
<b>Fund 20 SPECIAL REVENUE FUNDS</b>						
20-218-200-329-06-0	Preschool Edu Purch Prof Serv	\$30,000.00	\$0.00	\$7,970.00	\$37,970.00	26.6%
<input type="text" value="1"/>	- - - - - * CARRY OVER *		07/01/25	\$7,970.00		
20-218-400-732-06-0	Preschool Edu Non-Instr Equip	\$0.00	\$0.00	\$151,467.50	\$151,467.50	0.0%
<input type="text" value="1"/>	- - - - - * CARRY OVER *		07/01/25	\$151,467.50		
20-481-100-101-06-0	Nonpublic Teacher STEM Grant	\$0.00	\$0.00	\$1,750.32	\$1,750.32	0.0%
<input type="text" value="10"/>	- - - - - Non Public Stem		07/31/25	\$1,750.32		
<b>Total for Just Accounts Listed</b>		<b>\$30,000.00</b>	<b>\$0.00</b>	<b>\$161,187.82</b>	<b>\$191,187.82</b>	<b>537%</b>

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 10 GENERAL FUND

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Assets and Resources

Assets:

101	Cash in bank		\$4,868,479.98
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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		\$1,222,123.00

Accounts Receivable:

132	Interfund	\$133,169.25	
141	Intergovernmental - State	\$688,436.91	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$821,606.16

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$21,812,002.00	
302	Less Revenues	(\$21,788,371.43)	\$23,630.57

Total assets and resources

\$6,935,839.71

Starting date 7/1/2024    Ending date 5/31/2025    Fund: 10    GENERAL FUND

Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	(\$61,864.58)
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		(\$61,864.58)

**Report of the Secretary to the Board of Education  
East Greenwich Board of Ed**

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**Starting date 7/1/2024 Ending date 5/31/2025 Fund: 10 GENERAL FUND**

**Fund Balance:**

**Appropriated:**

753,754	Reserve for Encumbrances	\$1,931,400.30
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**Reserved Fund Balance:**

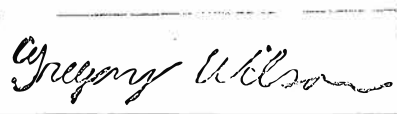
761	Capital Reserve Account - July 1	\$601,939.24
604	Add: Increase in Capital Reserve	\$0.00
307	Less: Bud. w/d Cap. Reserve Eligible Costs	\$0.00
309	Less: Bud. w/d Cap. Reserve Excess Costs	\$0.00
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$601,939.24
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$461,550.54
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$461,550.54
311	Less: Bud. w/d from Tuition Reserve	\$63,895.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$63,895.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$70,748.30
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$22,971,733.00
602	Less: Expenditures (\$19,066,285.62)	
	Less: Encumbrances (\$1,931,400.30)	(\$20,997,685.92)
	Total appropriated	\$1,974,047.08
		\$5,103,580.46
	<b>Unappropriated:</b>	
770	Fund balance, July 1	\$3,033,856.83
771	Designated fund balance	\$0.00
303	Budgeted fund balance	(\$1,139,733.00)
	Total fund balance	\$6,997,704.29
	Total liabilities and fund equity	<u>\$6,935,839.71</u>

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 10 GENERAL FUND

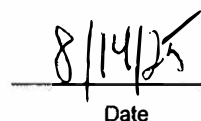
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$22,971,733.00	\$20,997,685.92	\$1,974,047.08
Revenues	(\$21,812,002.00)	(\$21,788,371.43)	(\$23,630.57)
Subtotal	<u>\$1,159,731.00</u>	<u>(\$790,685.51)</u>	<u>\$1,950,416.51</u>
Change in Capital Reserve Account:			
Plus - Increase in reserve	\$0.00	(\$601,939.24)	\$601,939.24
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,392,624.75)</u>	<u>\$2,552,355.75</u>
Change in Sale/Leaseback Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,392,624.75)</u>	<u>\$2,552,355.75</u>
Change in Maintenance Reserve Account:			
Plus - Increase in reserve	\$0.00	(\$461,550.54)	\$461,550.54
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,854,175.29)</u>	<u>\$3,013,906.29</u>
Change in Emergency Reserve Account:			
Plus - Increase in reserve	\$0.00	(\$70,748.30)	\$70,748.30
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,924,923.59)</u>	<u>\$3,084,654.59</u>
Change in Tuition Reserve Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,924,923.59)</u>	<u>\$3,084,654.59</u>
Change in Bus Advertising Reserve Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,924,923.59)</u>	<u>\$3,084,654.59</u>
Change in Federal Impact Aid (General):			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,924,923.59)</u>	<u>\$3,084,654.59</u>
Change in Federal Impact Aid (Capital):			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,924,923.59)</u>	<u>\$3,084,654.59</u>
Less: Adjustment for prior year	(\$19,998.00)	(\$19,998.00)	\$0.00
Budgeted fund balance	<u>\$1,139,733.00</u>	<u>(\$1,944,921.59)</u>	<u>\$3,084,654.59</u>

Prepared and submitted by :



Board Secretary

  
Date



Starting date 7/1/2024 Ending date 5/31/2025 Fund: 10 GENERAL FUND

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00370	SUBTOTAL – Revenues from Local Sources	14,705,477	0	14,705,477	14,712,109		(6,632)
00520	SUBTOTAL – Revenues from State Sources	6,770,313	312,549	7,082,862	7,082,862		0
00570	SUBTOTAL – Revenues from Federal Sources	23,663	0	23,663	0	Under	23,663
Total		21,499,453	312,549	21,812,002	21,794,971		17,031
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	6,229,589	73,636	6,303,225	5,377,308	661,090	264,827
10300	Total Special Education - Instruction	2,116,763	(97,181)	2,019,582	1,661,127	176,180	182,275
11160	Total Basic Skills/Remedial – Instruct.	863,801	(10,000)	853,801	692,542	126,966	34,293
27100	Total Community Services Programs/Operat	2,000	0	2,000	205	0	1,795
29180	Total Undistributed Expenditures - Instr	981,229	(90,000)	891,229	628,290	26,816	236,123
30620	Total Undistributed Expenditures – Healt	199,855	39,637	239,492	206,898	25,022	7,571
40580	Total Undistributed Expend – Speech, OT,	656,282	(10,000)	646,282	467,339	81,344	97,599
41080	Total Undist. Expend. – Other Supp. Serv	507,850	35,050	542,900	425,626	38,713	78,561
41660	Total Undist. Expend. – Guidance	274,331	17,500	291,831	245,347	23,997	22,487
42200	Total Undist. Expend. – Child Study Team	669,941	0	669,941	617,909	11,202	40,830
43200	Total Undist. Expend. – Improvement of I	242,580	(22,767)	219,813	141,262	14,583	63,968
43620	Total Undist. Expend. – Edu. Media Serv.	238,748	3,989	242,737	195,899	23,138	23,699
44180	Total Undist. Expend. – Instructional St	66,500	76,842	143,342	113,021	11,409	18,912
45300	Support Serv. - General Admin	530,961	53,000	583,961	494,203	23,820	65,939
46160	Support Serv. - School Admin	541,967	87,021	628,988	580,338	41,069	7,581
47200	Total Undist. Expend. – Central Services	325,078	5,000	330,078	276,020	29,673	24,385
47620	Total Undist. Expend. – Admin. Info. Tec	82,564	0	82,564	75,378	7,077	109
51120	Total Undist. Expend. – Oper. & Maint. O	2,079,217	119,998	2,199,215	1,656,800	291,726	250,690
52480	Total Undist. Expend. – Student Transpor	1,950,492	(0)	1,950,492	1,501,230	237,471	211,791
71260	TOTAL PERSONNEL SERVICES –EMPLOYEE	3,989,823	47,939	4,037,762	3,655,251	41,898	340,613
75880	TOTAL EQUIPMENT	42,000	2,123	44,123	5,918	38,205	0
76260	Total Facilities Acquisition and Constr	47,615	760	48,375	48,375	0	0
Total		22,639,186	332,547	22,971,733	19,066,286	1,931,400	1,974,047

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 10 GENERAL FUND

Revenues:				Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00100	10-1210	Local Tax Levy		14,665,477	0	14,665,477	14,665,477		0
00140	10-1310	Tuition from Individuals		20,000	0	20,000	0	Under	20,000
00300	10-1___	Unrestricted Miscellaneous Revenues		20,000	0	20,000	46,632		(26,632)
00420	10-3121	Categorical Transportation Aid		593,363	0	593,363	593,363		0
00430	10-3131	Extraordinary Aid		0	0	0	0		0
00440	10-3132	Categorical Special Education Aid		1,331,006	0	1,331,006	1,331,006		0
00460	10-3176	Equalization Aid		4,739,601	0	4,739,601	4,739,601		0
00470	10-3177	Categorical Security Aid		106,343	0	106,343	106,343		0
00480	10-3178	Adjustment Aid		0	312,549	312,549	312,549		0
00500	10-3___	Other State Aids		0	0	0	0		0
00540	10-4200	Medicaid Reimbursement		23,663	0	23,663	0	Under	23,663
Total				21,499,453	312,549	21,812,002	21,794,971		17,031

Expenditures:				Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
02040	11-105-100-935	Local Contribution – Transfer to Special		0	105,917	105,917	0	0	105,917
02080	11-110-___-101	Kindergarten – Salaries of Teachers		835,215	64,065	899,280	768,560	90,521	40,198
02100	11-120-___-101	Grades 1-5 – Salaries of Teachers		3,810,321	(183,180)	3,627,141	3,231,057	360,260	35,825
02120	11-130-___-101	Grades 6-8 – Salaries of Teachers		953,553	58,447	1,012,000	895,414	115,376	1,210
02500	11-150-100-101	Salaries of Teachers		3,000	0	3,000	0	0	3,000
02540	11-150-100-320	Purchased Professional – Educational Ser		10,000	0	10,000	1,890	0	8,110
03020	11-190-1___-320	Purchased Professional – Educational Ser		15,000	0	15,000	7,420	0	7,580
03040	11-190-1___-340	Purchased Technical Services		44,000	(6,000)	38,000	34,827	1,637	1,536
03060	11-190-1___-[4-5]	Other Purchased Services (400-500 series		197,000	6,000	203,000	152,566	3,918	46,516
03080	11-190-1___-610	General Supplies		360,000	28,387	388,387	285,573	89,379	13,435
03100	11-190-1___-640	Textbooks		1,250	0	1,250	0	0	1,250
03120	11-190-1___-8___	Other Objects		250	0	250	0	0	250
04500	11-204-100-101	Salaries of Teachers		246,259	(8,645)	237,614	181,071	32,088	24,455
04520	11-204-100-106	Other Salaries for Instruction		92,879	51,728	144,607	139,005	0	5,602
04600	11-204-100-610	General Supplies		6,000	0	6,000	2,839	0	3,161
04620	11-204-100-640	Textbooks		500	0	500	0	0	500
06500	11-212-100-101	Salaries of Teachers		144,399	(491)	143,908	72,252	8,673	62,983
06520	11-212-100-106	Other Salaries for Instruction		104,361	(81,218)	23,144	14,865	3,135	5,144
06600	11-212-100-610	General Supplies		12,500	0	12,500	4,561	382	7,558
06620	11-212-100-640	Textbooks		1,000	0	1,000	0	0	1,000
07000	11-213-100-101	Salaries of Teachers		985,902	11,227	997,129	889,726	106,712	691
07020	11-213-100-106	Other Salaries for Instruction		131,408	(11,900)	119,508	90,856	9,144	19,508
07100	11-213-100-610	General Supplies		10,000	0	10,000	8,195	0	1,805
08000	11-215-100-101	Salaries of Teachers		164,244	(67,538)	96,706	94,917	0	1,788
08020	11-215-100-106	Other Salaries for Instruction		39,936	(7,190)	32,746	32,627	118	0
08040	11-215-100-320	Purchased Professional-Educational Servi		3,000	(3,000)	0	0	0	0
08100	11-215-100-6___	General Supplies		4,500	(1,712)	2,788	2,787	0	1
08500	11-216-100-101	Salaries of Teachers		132,179	(11,441)	120,738	85,713	15,928	19,097

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 10 GENERAL FUND

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
08520	11-216-100-106	Other Salaries for Instruction	35,196	33,000	68,196	39,624	0	28,572
08600	11-216-100-6__	General Supplies	2,500	0	2,500	2,089	0	411
11000	11-230-100-101	Salaries of Teachers	857,801	(10,000)	847,801	689,158	126,962	31,681
11100	11-230-100-610	General Supplies	6,000	0	6,000	3,384	4	2,612
27040	11-800-330-6__	Supplies and Materials	2,000	0	2,000	205	0	1,795
29080	11-000-100-565	Tuition to CSSD & Regular Day Schools	269,460	(90,000)	179,460	15,841	0	163,620
29100	11-000-100-566	Tuition to Priv. School for the Disabled	699,600	0	699,600	601,350	25,747	72,503
29160	11-000-100-569	Tuition – Other	12,169	0	12,169	11,100	1,069	0
30500	11-000-213-1__	Salaries	183,855	37,637	221,492	193,569	25,022	2,900
30540	11-000-213-3__	Purchased Professional and Technical Ser	5,000	2,000	7,000	6,773	0	227
30560	11-000-213-[4-5]	Other Purchased Services (400-500 series	100	0	100	0	0	100
30580	11-000-213-6__	Supplies and Materials	10,000	0	10,000	6,556	0	3,444
30600	11-000-213-8__	Other Objects	900	0	900	0	0	900
40500	11-000-216-1__	Salaries	599,782	(10,000)	589,782	418,656	81,344	89,782
40520	11-000-216-320	Purchased Professional – Educational Ser	50,000	0	50,000	44,342	0	5,658
40540	11-000-216-6__	Supplies and Materials	6,500	0	6,500	4,341	0	2,159
41000	11-000-217-1__	Salaries	224,350	83,050	307,400	267,279	0	40,121
41020	11-000-217-320	Purchased Professional – Educational Ser	275,000	(48,000)	227,000	154,992	38,713	33,296
41040	11-000-217-6__	Supplies and Materials	8,500	0	8,500	3,356	0	5,144
41500	11-000-218-104	Salaries of Other Professional Staff	246,331	289	246,620	221,954	23,997	668
41560	11-000-218-320	Purchased Professional – Educational Ser	3,000	17,500	20,500	20,500	0	0
41580	11-000-218-390	Other Purchased Professional & Technical	9,500	0	9,500	0	0	9,500
41620	11-000-218-6__	Supplies and Materials	15,500	(289)	15,212	2,893	0	12,319
42000	11-000-219-104	Salaries of Other Professional Staff	531,531	(3,800)	527,731	520,786	0	6,945
42020	11-000-219-105	Salaries of Secretarial and Clerical Ass	96,410	0	96,410	63,876	7,738	24,796
42060	11-000-219-320	Purchased Professional – Educational Ser	26,000	0	26,000	16,259	2,775	6,966
42140	11-000-219-592	Misc. Purch. Svc. (400-500 series O/than	1,500	(300)	1,200	0	0	1,200
42160	11-000-219-6__	Supplies and Materials	13,000	4,100	17,100	16,099	689	312
42180	11-000-219-8__	Other Objects	1,500	0	1,500	890	0	610
43000	11-000-221-102	Salaries of Supervisor of Instruction	200,580	(31,000)	169,580	110,417	14,583	44,580
43060	11-000-221-110	Other Salaries	19,000	8,233	27,233	27,233	0	0
43100	11-000-221-320	Purchased Prof. – Educational Services	20,000	(1,020)	18,980	0	0	18,980
43160	11-000-221-6__	Supplies and Materials	3,000	(150)	2,850	2,618	0	232
43180	11-000-221-8__	Other Objects	0	1,170	1,170	994	0	176
43500	11-000-222-1__	Salaries	153,511	3,989	157,500	137,708	16,292	3,500
43520	11-000-222-177	Salaries of Technology Coordinators	53,737	0	53,737	49,259	4,478	0
43540	11-000-222-3__	Purchased Professional and Technical Ser	13,000	0	13,000	0	0	13,000
43560	11-000-222-[4-5]	Other Purchased Services (400-500 series	500	0	500	0	0	500
43580	11-000-222-6__	Supplies and Materials	18,000	0	18,000	8,933	2,368	6,699
44020	11-000-223-104	Salaries of Other Professional Staff	0	89,927	89,927	80,293	9,634	0
44060	11-000-223-110	Other Salaries	25,000	(13,055)	11,945	6,978	0	4,967

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 10 GENERAL FUND

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
44080	11-000-223-320	Purchased Professional – Educational Ser	16,000	2,087	18,087	16,787	1,300	0
44120	11-000-223-[4-5]	Other Purch. Services (400-500 series)	24,000	(2,117)	21,883	7,986	475	13,422
44140	11-000-223-6__	Supplies and Materials	1,500	0	1,500	977	0	523
45000	11-000-230-1__	Salaries	228,261	0	228,261	207,854	18,906	1,501
45040	11-000-230-331	Legal Services	70,000	(10,000)	60,000	52,764	0	7,236
45060	11-000-230-332	Audit Fees	40,000	1,743	41,743	41,743	0	0
45080	11-000-230-334	Architectural/Engineering Services	5,000	(1,743)	3,257	0	0	3,257
45100	11-000-230-339	Other Purchased Professional Services	20,000	(2,000)	18,000	7,765	0	10,235
45140	11-000-230-530	Communications/Telephone	90,000	(17,292)	72,708	50,669	4,505	17,534
45160	11-000-230-585	BOE Other Purchased Services	9,000	10,940	19,940	18,986	183	771
45180	11-000-230-590	Misc Purch Services (400-500 series, O/T	46,700	(6,148)	40,552	28,924	77	11,551
45200	11-000-230-610	General Supplies	7,000	0	7,000	5,658	149	1,193
45220	11-000-230-630	BOE In-House Training/Meeting Supplies	1,500	0	1,500	271	0	1,229
45240	11-000-230-820	Judgments against the School District	0	73,706	73,706	73,706	0	0
45260	11-000-230-890	Miscellaneous Expenditures	5,500	0	5,500	3,380	0	2,120
45280	11-000-230-895	BOE Membership Dues and Fees	8,000	3,794	11,794	2,482	0	9,312
46000	11-000-240-103	Salaries of Principals/Assistant Princip	336,998	71,257	408,255	367,976	40,279	0
46040	11-000-240-105	Salaries of Secretarial and Clerical Ass	168,769	18,765	187,534	187,450	0	84
46080	11-000-240-3__	Purchased Professional and Technical Ser	3,000	(3,000)	0	0	0	0
46100	11-000-240-[4-5]	Other Purchased Services (400-500 series	8,200	(600)	7,600	4,601	556	2,444
46120	11-000-240-6__	Supplies and Materials	15,000	0	15,000	10,009	235	4,756
46140	11-000-240-8__	Other Objects	10,000	600	10,600	10,303	0	298
47000	11-000-251-1__	Salaries	246,578	(0)	246,578	221,113	23,876	1,590
47020	11-000-251-330	Purchased Professional Services	25,000	(6,277)	18,723	6,335	2,100	10,288
47040	11-000-251-340	Purchased Technical Services	40,000	4,742	44,742	31,534	1,500	11,708
47060	11-000-251-592	Misc. Purch. Services (400-500 Series, O	6,000	6,535	12,535	11,980	556	0
47100	11-000-251-6__	Supplies and Materials	6,000	0	6,000	3,683	1,642	675
47180	11-000-251-890	Other Objects	1,500	0	1,500	1,375	0	125
47500	11-000-252-1__	Salaries	82,564	0	82,564	75,378	7,077	109
48520	11-000-261-420	Cleaning, Repair, and Maintenance Servic	250,000	64,998	314,998	235,229	66,795	12,974
48540	11-000-261-610	General Supplies	10,000	0	10,000	709	0	9,291
49000	11-000-262-1__	Salaries	623,890	0	623,890	550,552	56,377	16,961
49020	11-000-262-107	Salaries of Non-Instructional Aides	210,731	0	210,731	151,448	28,643	30,640
49040	11-000-262-3__	Purchased Professional and Technical Ser	135,000	30,000	165,000	103,927	0	61,073
49060	11-000-262-420	Cleaning, Repair, and Maintenance Svc.	30,000	0	30,000	1,178	1,776	27,046
49120	11-000-262-490	Other Purchased Property Services	1,000	0	1,000	182	0	818
49140	11-000-262-520	Insurance	40,000	(698)	39,302	24,044	0	15,258
49160	11-000-262-590	Miscellaneous Purchased Services	1,000	698	1,698	1,538	0	160
49180	11-000-262-610	General Supplies	109,596	5,000	114,596	82,578	27,168	4,850
49200	11-000-262-621	Energy (Natural Gas)	185,000	0	185,000	171,498	11,362	2,140
49220	11-000-262-622	Energy (Electricity)	425,000	0	425,000	298,202	92,298	34,500

Report of the Secretary to the Board of Education  
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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 10 GENERAL FUND

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
49280	11-000-262-8__	Other Objects	40,000	20,000	60,000	26,501	5,699	27,800
50040	11-000-263-420	Cleaning, Repair, and Maintenance Svc.	10,000	(900)	9,100	756	1,216	7,128
50060	11-000-263-610	General Supplies	8,000	900	8,900	8,458	391	51
52020	11-000-270-160	Sal. For Pupil Trans (Bet Home & Sch) –	29,105	4,200	33,305	31,902	0	1,403
52120	11-000-270-390	Other Purchased Prof. and Technical Serv	1,500	(1,000)	500	200	0	300
52200	11-000-270-503	Contract Serv.–Aid in Lieu Pymts–Non-Pub	110,000	0	110,000	44,323	0	65,677
52260	11-000-270-511	Contract Services (Bet. Home & Sch) -Ven	149,986	134	150,120	93,459	56,661	0
52300	11-000-270-513	Contr Serv (Bet. Home & Sch) – Joint Agr	937,408	(355)	937,053	840,417	93,380	3,256
52320	11-000-270-514	Contract Serv. (Sp Ed Stds) - Vendors	153,319	221	153,540	95,619	57,921	0
52340	11-000-270-515	Contract Serv. (Sp Ed Stds) – Joint Agree	569,174	(3,200)	565,974	395,310	29,509	141,155
71000	11-000-291-210	Group Insurance	27,000	(10,000)	17,000	0	0	17,000
71020	11-000-291-220	Social Security Contributions	250,000	(10,000)	240,000	208,054	6,671	25,276
71060	11-000-291-241	Other Retirement Contributions - PERS	235,000	5,052	240,052	235,662	0	4,390
71080	11-000-291-242	Other Retirement Contributions - ERIP	75,000	(15,052)	59,948	36,910	6,590	16,448
71160	11-000-291-260	Workmen's Compensation	45,000	5,000	50,000	44,838	0	5,162
71180	11-000-291-270	Health Benefits	3,147,143	62,000	3,209,143	3,034,771	28,638	145,735
71200	11-000-291-280	Tuition Reimbursement	20,000	0	20,000	0	0	20,000
71220	11-000-291-290	Other Employee Benefits	190,680	10,939	201,619	95,017	0	106,602
75720	12-000-262-73__	Undist. Expend. – Custodial Services	21,000	(21,000)	0	0	0	0
75760	12-000-266-73__	Undist. Expend. – Security	21,000	10,889	31,889	5,918	25,971	0
75860	12-____-__00-73__	Special Schools (All Programs)	0	12,234	12,234	0	12,234	0
76200	12-000-400-800	Other Objects	0	760	760	760	0	0
76210	12-000-400-896	Assessment for Debt Service on SDA Fundi	47,615	0	47,615	47,615	0	0
Total			22,639,186	332,547	22,971,733	19,066,286	1,931,400	1,974,047

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 20 SPECIAL REVENUE FUNDS

Assets and Resources

**Assets:**

101	Cash in bank		\$437,622.51
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

**Resources:**

301	Estimated Revenues	\$1,336,070.85	
302	Less Revenues	(\$1,119,181.69)	\$216,889.16

**Total assets and resources**

**\$654,511.67**

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 20 SPECIAL REVENUE FUNDS

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$85.90
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$5,760.77
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$5,846.67

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 20 SPECIAL REVENUE FUNDS

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$200,642.37
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Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$1,441,987.85
602	Less: Expenditures (\$739,894.88)	
	Less: Encumbrances (\$200,642.37)	(\$940,537.25)
	Total appropriated	\$702,092.97
	Unappropriated:	
770	Fund balance, July 1	\$52,489.03
771	Designated fund balance	\$0.00
303	Budgeted fund balance	(\$105,917.00)
	Total fund balance	\$648,665.00
	Total liabilities and fund equity	<u>\$654,511.67</u>



Starting date 7/1/2024 Ending date 5/31/2025 Fund: 20 SPECIAL REVENUE FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$1,441,987.85	\$940,537.25	\$501,450.60
Revenues	(\$1,336,070.85)	(\$1,119,181.69)	(\$216,889.16)
Subtotal	<u>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</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>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</u>
Change in Sale/Leaseback Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</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>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</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>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</u>
Change in Tuition Reserve Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</u>
Change in Bus Advertising Reserve Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</u>
Change in Federal Impact Aid (General):			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</u>
Change in Federal Impact Aid (Capital):			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$105,917.00</u>	<u>(\$178,644.44)</u>	<u>\$284,561.44</u>

Prepared and submitted by :

  
Board Secretary

  
Date

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 20 SPECIAL REVENUE FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00745	Total Revenues from Local Sources	125,000	0	125,000	0	Under	125,000
00770	Total Revenues from State Sources	0	851,084	851,084	850,873	Under	211
00830	Total Revenues from Federal Sources	276,214	83,773	359,987	268,309	Under	91,678
Total		401,214	934,857	1,336,071	1,119,182		216,889
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
84200	Student Activity Fund	125,000	0	125,000	0	0	125,000
85120	Total Instruction	0	394,018	394,018	274,990	3,665	115,363
86380	Total Support Services	0	386,235	386,235	163,517	45,510	177,209
87040	Total Facilities Acquisition and Constr	0	173,000	173,000	0	151,468	21,533
88135	Nonpublic Teacher STEM Grant	0	3,748	3,748	3,748	0	0
88740	Total Federal Projects	276,214	83,773	359,987	297,641	0	62,346
Total		401,214	1,040,774	1,441,988	739,895	200,642	501,451

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 20 SPECIAL REVENUE FUNDS

Revenues:	Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00737 20-1760 Student Activity Fund Revenue	125,000	0	125,000	0	Under	125,000
00760 20-3218 Preschool Education Aid	0	847,336	847,336	847,336		0
00762 20-3212 Nonpublic Teacher STEM Grant	0	3,748	3,748	3,537	Under	211
00775 20-441[1-6] Title I	32,875	5,225	38,100	29,841	Under	8,259
00780 20-445[1-5] Title II	14,632	19,446	34,078	0	Under	34,078
00790 20-447[1-4] Title IV	8,500	1,500	10,000	10,000		0
00805 20-442[0-9] I.D.E.A. Part B (Handicapped)	220,207	23,818	244,025	194,684	Under	49,341
00808 20-4543 ARP ESSER Evidence Based Bynd Sch Day	0	16,400	16,400	16,400		0
00825 20-4___ Other	0	17,384	17,384	17,384		0
<b>Total</b>	<b>401,214</b>	<b>934,857</b>	<b>1,336,071</b>	<b>1,119,182</b>		<b>216,889</b>

Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
84200 20-475-___-___ Student Activity Fund	125,000	0	125,000	0	0	125,000
85000 20-218-100-101 Salaries of Teachers	0	152,038	152,038	116,646	0	35,392
85020 20-218-100-106 Other Salaries for Instruction	0	117,916	117,916	39,138	0	78,778
85080 20-218-100-6___ General Supplies	0	124,064	124,064	119,206	3,665	1,193
86000 20-218-200-102 Salaries of Supervisors of Instruction	0	12,500	12,500	5,208	0	7,292
86020 20-218-200-103 Salaries of Program Directors	0	17,922	17,922	8,961	0	8,961
86040 20-218-200-104 Salaries of Other Professional Staff	0	26,179	26,179	17,484	0	8,695
86140 20-218-200-200 Personnel Services – Employee Benefits	0	152,504	152,504	38,865	38,865	74,775
86200 20-218-200-329 Purchased Professional – Educational Ser	0	12,000	12,000	3,840	3,795	4,365
86220 20-218-200-330 Other Purchased Professional Services	0	76,026	76,026	9,500	2,850	63,676
86240 20-218-200-420 Cleaning, Repair & Maintenance Services	0	10,000	10,000	555	0	9,445
86280 20-218-200-511 Contr. Trans. Serv. (Bet. Home & Sch)	0	79,104	79,104	79,104	0	0
87000 20-218-400-731 Instructional Equipment	0	20,000	20,000	0	0	20,000
87020 20-218-400-732 Noninstructional Equipment	0	153,000	153,000	0	151,468	1,533
88135 20-481-___-___ Nonpublic Teacher STEM Grant	0	3,748	3,748	3,748	0	0
88500 20-___-___-___ Title I	32,875	5,225	38,100	23,272	0	14,828
88520 20-___-___-___ Title II	0	17,214	17,214	0	0	17,214
88560 20-___-___-___ Title IV	8,500	1,500	10,000	10,000	0	0
88620 20-___-___-___ I.D.E.A. Part B (Handicapped)	220,207	23,818	244,025	230,585	0	13,440
88700 20-___-___-___ Other	14,632	19,616	34,248	17,384	0	16,864
88716 20-490-___-___ ARP ESSER Evidence Based Bynd Sch Day	0	16,400	16,400	16,400	0	0
<b>Total</b>	<b>401,214</b>	<b>1,040,774</b>	<b>1,441,988</b>	<b>739,895</b>	<b>200,642</b>	<b>501,451</b>

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 30 CAPITAL PROJECTS FUNDS

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Assets and Resources

Assets:

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources

\$0.00

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 30 CAPITAL PROJECTS FUNDS

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
<b>Total liabilities</b>		<b>\$0.00</b>

**Report of the Secretary to the Board of Education  
East Greenwich Board of Ed**

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**Starting date 7/1/2024 Ending date 5/31/2025 Fund: 30 CAPITAL PROJECTS FUNDS**

**Fund Balance:**

**Appropriated:**

753,754	Reserve for Encumbrances	\$0.00
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**Reserved Fund Balance:**

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$0.00

**Unappropriated:**

770	Fund balance, July 1	\$0.00
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	\$0.00
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Total liabilities and fund equity	<u>\$0.00</u>
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Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

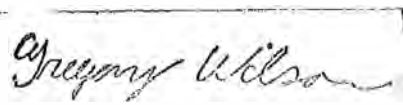
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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 30 CAPITAL PROJECTS FUNDS

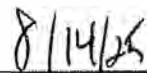
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 30 CAPITAL PROJECTS FUNDS

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 40 DEBT SERVICE FUNDS

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Assets and Resources

Assets:

101	Cash in bank		\$2.91
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premiums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$1,150,338.00	
302	Less Revenues	(\$1,150,338.00)	\$0.00

Total assets and resources \$2.91

Starting date 7/1/2024    Ending date 5/31/2025    Fund: 40    DEBT SERVICE FUNDS

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$0.00

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 40 DEBT SERVICE FUNDS

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$0.00
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Reserved Fund Balance:


761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$1,150,338.00
602	Less: Expenditures (\$1,150,337.50)	
	Less: Encumbrances \$0.00	(\$1,150,337.50)
	Total appropriated	\$0.50
Unappropriated:		
770	Fund balance, July 1	\$2.41
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00
	Total fund balance	\$2.91
	Total liabilities and fund equity	<u>\$2.91</u>

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 40 DEBT SERVICE FUNDS

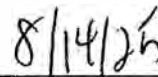
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$1,150,338.00	\$1,150,337.50	\$0.50
Revenues	(\$1,150,338.00)	(\$1,150,338.00)	\$0.00
Subtotal	<u>\$0.00</u>	<u>(\$0.50)</u>	<u>\$0.50</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>(\$0.50)</u>	<u>\$0.50</u>
Change in Sale/Leaseback 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>(\$0.50)</u>	<u>\$0.50</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>(\$0.50)</u>	<u>\$0.50</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>(\$0.50)</u>	<u>\$0.50</u>
Change in Tuition 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>(\$0.50)</u>	<u>\$0.50</u>
Change in Bus Advertising 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>(\$0.50)</u>	<u>\$0.50</u>
Change in Federal Impact Aid (General):			
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>(\$0.50)</u>	<u>\$0.50</u>
Change in Federal Impact Aid (Capital):			
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>(\$0.50)</u>	<u>\$0.50</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>(\$0.50)</u>	<u>\$0.50</u>

Prepared and submitted by :



Board Secretary



Date

Starting date 7/1/2024    Ending date 5/31/2025    Fund: 40    DEBT SERVICE FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00885	Total Revenues from Local Sources	1,150,338	0	1,150,338	1,150,338		0
Total		1,150,338	0	1,150,338	1,150,338		0

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89660	Total Regular Debt Service	1,150,338	0	1,150,338	1,150,338	0	1
Total		1,150,338	0	1,150,338	1,150,338	0	1

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 40 DEBT SERVICE FUNDS

Revenues:			Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00860	40-1210	Local Tax Levy	1,150,338	0	1,150,338	1,150,338		0
Total			1,150,338	0	1,150,338	1,150,338		0
Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89600	40-701-510-834	Interest on Bonds	340,338	0	340,338	340,338	0	1
89620	40-701-510-910	Redemption of Principal	810,000	0	810,000	810,000	0	0
Total			1,150,338	0	1,150,338	1,150,338	0	1

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 60 Enterprise Fund

Assets and Resources

Assets:

101	Cash in bank		\$152,262.82
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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	\$1,989.83	
141	Intergovernmental - State	\$242.39	
142	Intergovernmental - Federal	\$2,863.19	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$5,095.41

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$20,562.31
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources			<u>\$177,920.54</u>
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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 60 Enterprise Fund

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$31,558.09
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$5,680.83
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$1,925.23
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
<b>Total liabilities</b>		<b>\$39,164.15</b>



**Report of the Secretary to the Board of Education  
East Greenwich Board of Ed**

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**Starting date 7/1/2024 Ending date 5/31/2025 Fund: 60 Enterprise Fund**

**Fund Balance:**

**Appropriated:**

753,754	Reserve for Encumbrances	\$0.00
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**Reserved Fund Balance:**

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$20,562.31
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$20,562.31

**Unappropriated:**

770	Fund balance, July 1	\$118,194.08
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	<b>\$138,756.39</b>
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Total liabilities and fund equity	<b><u>\$177,920.54</u></b>
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Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 60 Enterprise Fund

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary

8/14/25

Date

Starting date 7/1/2024    Ending date 5/31/2025    Fund: 60    Enterprise Fund

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 61 Enterprise

Assets and Resources

**Assets:**

101	Cash in bank		\$294,651.28
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

**Resources:**

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

**Total assets and resources**

**\$294,651.28**

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 61 Enterprise

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$34,600.70
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$51,216.97
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$85,817.67

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 61 Enterprise

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$0.00
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Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$0.00

Unappropriated:

770	Fund balance, July 1	\$208,833.61
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	\$208,833.61
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Total liabilities and fund equity	<u>\$294,651.28</u>
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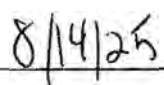
Starting date 7/1/2024 Ending date 5/31/2025 Fund: 61 Enterprise

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :

  
Board Secretary

  
Date

Starting date 7/1/2024    Ending date 5/31/2025    Fund: 61    Enterprise

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 62 62

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Assets and Resources

Assets:

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources			<u>\$0.00</u>
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Starting date 7/1/2024    Ending date 5/31/2025    Fund: 62    62

Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$0.00

**Report of the Secretary to the Board of Education  
East Greenwich Board of Ed**

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**Starting date 7/1/2024 Ending date 5/31/2025 Fund: 62 62**

**Fund Balance:**

**Appropriated:**

753,754	Reserve for Encumbrances	\$0.00
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**Reserved Fund Balance:**

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$0.00

**Unappropriated:**

770	Fund balance, July 1	\$0.00
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	<b>\$0.00</b>
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Total liabilities and fund equity	<b><u>\$0.00</u></b>
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Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 62 62

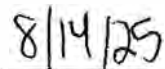
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date

Starting date 7/1/2024    Ending date 5/31/2025    Fund: 62    62

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 70 70

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Assets and Resources

Assets:

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources			<u>\$0.00</u>
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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 70 70

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$0.00

**Report of the Secretary to the Board of Education  
East Greenwich Board of Ed**

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**Starting date 7/1/2024 Ending date 5/31/2025 Fund: 70 70**

**Fund Balance:**

**Appropriated:**

753,754	Reserve for Encumbrances	\$0.00
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**Reserved Fund Balance:**

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$0.00

**Unappropriated:**

770	Fund balance, July 1	\$0.00
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	<b>\$0.00</b>
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Total liabilities and fund equity	<b><u>\$0.00</u></b>
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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 70 70

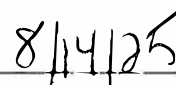
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary

  
Date

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 70 70

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 80 TRUST FUNDS

Assets and Resources

Assets:

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$19,870,358.76

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources

\$19,870,358.76

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 80 TRUST FUNDS

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$19,870,358.76
<b>Total liabilities</b>		<b>\$19,870,358.76</b>

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 80 TRUST FUNDS

Fund Balance:

Appropriated:

753,754 Reserve for Encumbrances \$0.00

Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$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	
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00	
605	Add: Increase in Sale/Leaseback Reserve	\$0.00	
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00	
606	Add: Increase in Maintenance Reserve	\$0.00	
310	Less: Bud. w/d from Maintenance Reserve	\$0.00	\$0.00
765	Tuition Reserve Account - July 1	\$0.00	
311	Less: Bud. w/d from Tuition Reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$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
755	Reserve for Bus Advertising - July 1	\$0.00	
610	Add: Increase in Bus Advertising Reserve	\$0.00	
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00	
611	Add: Increase in Federal Impact Aid (General)	\$0.00	
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00	
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00	
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00	\$0.00
769	Unemployment Fund - July 1	\$0.00	
	Add: Increase in Unemployment Fund	\$0.00	
678	Less: Bud. w/d from Unemployment Fund	\$0.00	\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$0.00
	Unappropriated:		
770	Fund balance, July 1		\$0.00
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$0.00
	Total liabilities and fund equity		<u>\$19,870,358.76</u>

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 80 TRUST FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :

*Gregory Wilson*

Board Secretary

*8/14/25*

Date

Starting date 7/1/2024    Ending date 5/31/2025    Fund: 80    TRUST FUNDS

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 90 AGENCY FUNDS

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Assets and Resources

Assets:

101	Cash in bank		\$323,283.72
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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	\$2,880.53	
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	\$2,880.53

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources

\$326,164.25



Starting date 7/1/2024    Ending date 5/31/2025    Fund: 90    AGENCY FUNDS

Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$109,398.27
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$75,911.84
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$185,310.11

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 90 AGENCY FUNDS

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$0.00
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Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$193,188.37
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$193,188.37

Unappropriated:

770	Fund balance, July 1	(\$52,334.23)
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	\$140,854.14
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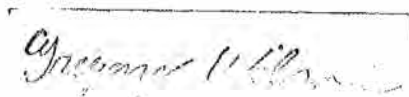
Total liabilities and fund equity	<u>\$326,164.25</u>
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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 90 AGENCY FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary

8/14/25

Date

Starting date 7/1/2024    Ending date 5/31/2025    Fund: 90    AGENCY FUNDS

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 95 Student Activity

Assets and Resources

Assets:

101	Cash in bank		\$48,848.63
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources

\$48,848.63

Starting date 7/1/2024    Ending date 5/31/2025    Fund: 95    Student Activity

Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$2,000.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$20,313.98
Total liabilities		\$22,313.98

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

Page 59 of 66  
08/14/25 14:03

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 95 Student Activity

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$0.00
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Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$0.00

Unappropriated:

770	Fund balance, July 1	\$26,534.65
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	\$26,534.65
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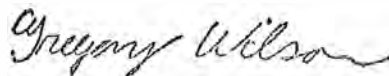
Total liabilities and fund equity	<u>\$48,848.63</u>
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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 95 Student Activity

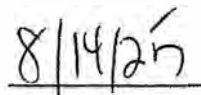
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date



Starting date 7/1/2024    Ending date 5/31/2025    Fund: 95    Student Activity

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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 99 Long Term Debt

Assets and Resources

Assets:

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$12,233,109.66

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources

\$12,233,109.66

Starting date 7/1/2024 Ending date 5/31/2025 Fund: 99 Long Term Debt

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$12,233,109.66
Total liabilities		\$12,233,109.66

**Report of the Secretary to the Board of Education  
East Greenwich Board of Ed**

**Page 64 of 66  
08/14/25 14:03**

**Starting date 7/1/2024 Ending date 5/31/2025 Fund: 99 Long Term Debt**

**Fund Balance:**

**Appropriated:**

753,754	Reserve for Encumbrances	\$0.00
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**Reserved Fund Balance:**

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase In Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$0.00

**Unappropriated:**

770	Fund balance, July 1	\$0.00
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	\$0.00
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Total liabilities and fund equity	<b><u>\$12,233,109.66</u></b>
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Starting date 7/1/2024 Ending date 5/31/2025 Fund: 99 Long Term Debt

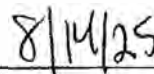
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date

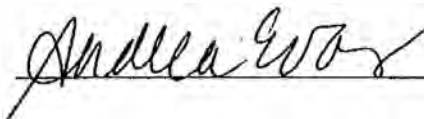
Starting date 7/1/2024 Ending date 5/31/2025 Fund: 99 Long Term Debt

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**BANK RECONILIATION REPORT  
TO THE BOARD OF EDUCATION  
East Greenwich Township Board of Education  
All Funds  
May-25**

Funds	Beginning Cash Balance	Cash Receipts This Month	Cash Disbursements This Month	Ending Cash Balance
General Fund - Fund 10	\$ 3,337,606.57	\$ 3,515,417.58	\$ 1,984,544.17	\$ 4,868,479.98
Special Revenue Fund - Fund 20	\$ 371,646.39	\$ 121,048.00	\$ 55,071.88	\$ 437,622.51
Capital Projects Fund - Fund 30	\$ -	\$ -	\$ -	\$ -
Debt Service Fund - Fund 40	\$ 2.91	\$ -	\$ -	\$ 2.91
<b>Total Government Fund</b>	<b>\$ 3,709,255.87</b>	<b>\$ 3,636,465.58</b>	<b>\$ 2,039,616.05</b>	<b>\$ 5,306,105.40</b>
Enterprise Fund (Fund 60)	\$ 143,628.86	\$ 57,454.78	\$ 48,820.82	\$ 152,262.82
Enterprise Fund (Fund 61)	\$ 287,386.16	\$ 40,413.50	\$ 33,148.38	\$ 294,651.28
<b>Total Enterprise Funds</b>	<b>\$ 431,015.02</b>	<b>\$ 97,868.28</b>	<b>\$ 81,969.20</b>	<b>\$ 446,914.10</b>
Payroll - Fund 90	\$ -	\$ 802,015.00	\$ 802,015.00	\$ -
Payroll Agency - Fund 90	\$ 241,962.01	\$ 573,036.13	\$ 709,528.03	\$ 105,470.11
Unemployment Reserve - Fund 90	\$ 192,367.82	\$ 5,084.63	\$ -	\$ 197,452.45
FSA - Fund 90	\$ 20,956.75	\$ 4,301.50	\$ 4,897.09	\$ 20,361.16
Other : Student Activity - Fund 95	\$ 40,134.25	\$ 26,279.38	\$ 17,565.00	\$ 48,848.63
<b>Total Trust/Agency Funds</b>	<b>\$ 495,420.83</b>	<b>\$ 1,410,716.64</b>	<b>\$ 1,534,005.12</b>	<b>\$ 372,132.35</b>
<b>Total All Funds</b>	<b>\$ 4,635,691.72</b>	<b>\$ 5,145,050.50</b>	<b>\$ 3,655,590.37</b>	<b>\$ 6,125,151.85</b>

Submitted by:

  
\_\_\_\_\_

  
Date

# Bank Reconciliation

## East Greenwich Township Board of Education

Bank Name: Fulton Bank  
 Account Number: 46065368 12  
 Statement Date: 5/31/2025  
 Fund/Funds: Custodian - Combined

Balance per Bank		\$	4,715,449.40
Reconciling Items			
ADDITIONS:			
Due from Payroll Interest	\$	100.00	
Due from Cap Proj	\$	100.00	
Irrc Diff/Charge	\$	0.72	
Due from Agency			
Due from Payroll			
<b>TOTAL ADDITIONS</b>		\$	200.72
DEDUCTIONS:			
Outstanding Cks. (Listed below)		\$2,117.88	
Due to Enterprice			
Due to Cafeteria Lunch	\$	9,311.55	
<b>TOTAL DEDUCTIONS</b>		\$	11,429.43
Net Reconciling Items			\$ 11,228.71
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>4,704,220.69</b>

Balance per Board Secretary's Records as of:	5/1/2025	\$	3,107,371.16
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	-	
Deposits	\$	3,584,167.37	
<b>TOTAL ADDITIONS</b>		\$	3,584,167.37
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	1,987,317.84	
<b>TOTAL DEDUCTIONS:</b>		\$	1,987,317.84
Net Reconciling Items			\$ 1,596,849.53
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>4,704,220.69</b>
Difference between Bank and Board Secretary's Records		\$	-



**Outstanding Cks.: Custodial Account**

CHECK NO.

AMOUNT

CHECK NO.

AMOUNT

17706 \$555.00  
17766 \$1,514.00  
17771 \$48.88

\$2,117.88

\$0.00

**Total Outstanding Checks:**

\$2,117.88

**Bank Reconciliation**  
**East Greenwich Township Board of Education**

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Bank Name: Fulton Bank  
Account Number: 46068952 12  
Statement Date: 5/31/2025  
Fund/Funds: Capital Reserve Account

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Balance per Bank		\$	601,884.71
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Other	\$	-	
<b>TOTAL DEDUCTIONS</b>			
Net Reconciling Items		\$	-
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>601,884.71</b>

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Balance per Board Secretary's Records as of:	5/1/2025	\$	601,884.71
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	-	
Deposits	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	-	
<b>TOTAL DEDUCTIONS:</b>		\$	-
Net Reconciling Items		\$	-
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>601,884.71</b>

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Difference between Bank and Board Secretary's Records		\$	-
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Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
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**Total Outstanding Checks:**

	<u>\$</u>	<u>-</u>		<u>\$</u>	<u>-</u>
	<u>\$</u>	<u>-</u>			

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 12000224 16  
Statement Date: 5/31/2025  
Fund/Funds: Capital Projects Account

Balance per Bank		\$	100.00
Reconciling Items			
ADDITIONS:			
Deposits in Transit			
Due from			
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to	\$	100.00	
<b>TOTAL DEDUCTIONS</b>		\$	100.00
Net Reconciling Items		\$	100.00
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>-</b>

Balance per Board Secretary's Records as of:	5/1/2025	\$	-
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	-	
Deposits	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	-	
<b>TOTAL DEDUCTIONS:</b>		\$	-
Net Reconciling Items		\$	-
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>-</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
		\$		\$
		-		-
<b>Total Outstanding Checks:</b>		\$		-

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
 Account Number: 4607044212  
 Statement Date: 5/31/2025  
 Fund/Funds: Enterprise Beyond the Bell

Balance per Bank		\$	294,876.88
Reconciling Items			
ADDITIONS:			
Deposits in Transit			
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	225.60	
Other	\$	-	
<b>TOTAL DEDUCTIONS</b>		\$	225.60
Net Reconciling Items		\$	(225.60)
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>294,651.28</b>

Balance per Board Secretary's Records as of:	5/1/2025	\$	287,386.16
Reconciling Items			
ADDITIONS:			
Interest Earned			
Deposits	\$	40,413.50	
Return Deposit			
<b>TOTAL ADDITIONS</b>		\$	40,413.50
DEDUCTIONS:			
Bank Charges			
Disbursements	\$	33,148.38	
<b>TOTAL DEDUCTIONS:</b>		\$	33,148.38
Net Reconciling Items		\$	7,265.12
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>294,651.28</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
	670	\$12.12		
	671	\$213.48		
		<u>\$225.60</u>		<u>\$ -</u>
<b>Total Outstanding Checks:</b>		<u>\$ 225.60</u>		

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name:	Fulton Bank
Account Number:	46065368 13
Statement Date:	5/31/2025
Fund/Funds:	School Lunch

Balance per Bank			\$	178,597.44
Reconciling Items				
ADDITIONS:				
Deposits in Transit				
Due from	\$	-		
<b>TOTAL ADDITIONS</b>			\$	-
DEDUCTIONS:				
Outstanding Cks. (Listed below)		\$26,334.62		
Due to Custodial	\$	-		
<b>TOTAL DEDUCTIONS</b>			\$	26,334.62
Net Reconciling Items			\$	(26,334.62)
Adjusted Balance per Bank as of:	5/31/2025		\$	<b>152,262.82</b>

Balance per Board Secretary's Records as of:	5/1/2025		\$	143,628.86
Reconciling Items				
ADDITIONS:				
Interest Earned	\$	-		
Deposits	\$	57,454.78		
<b>TOTAL ADDITIONS</b>			\$	57,454.78
DEDUCTIONS:				
Other				
Disbursements	\$	48,820.82		
<b>TOTAL DEDUCTIONS:</b>			\$	48,820.82
Net Reconciling Items			\$	8,633.96
Adjusted Board Secretary's Balance as of:	5/31/2025		\$	<b>152,262.82</b>
Difference between Bank and Board Secretary's Records			\$	-

Outstanding Cks.: School Lunch Account

<u>Ck. #</u>	<u>Amount</u>	<u>Ck. #</u>	<u>Amount</u>
5594	\$19.10	5449	\$13.65
5499	\$1,270.00	5451	\$15.20
5605	\$24,664.37	5452	\$55.85
5610	\$202.50	5464	\$20.15
		5472	\$6.85
		5476	\$8.75
		5480	\$26.20
		5481	\$6.60
		5482	\$14.00
		5487	\$5.05
		5488	\$6.35

**Total Outstanding Checks:**

\$26,155.97

\$178.65

\$26,334.62

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name:	Fulton Bank
Account Number:	4607044212
Statement Date:	5/31/2025
Fund/Funds:	Payroll

Balance per Bank	\$	5,990.51
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Reconciling Items

**ADDITIONS:**

Due From Custodial

Due From Custodial Bank Fee

**TOTAL ADDITIONS**

\$ -

**DEDUCTIONS:**

Outstanding Cks. (Listed below)

\$ 5,890.51

Due to Custodial

\$ 100.00

Due to Custodial

**TOTAL DEDUCTIONS**

\$ 5,990.51

Net Reconciling Items

\$ (5,990.51)

**Adjusted Balance per Bank as of:**

5/31/2025

\$ -

Balance per Board Secretary's Records as of:

5/1/2025

\$ -

Reconciling Items

**ADDITIONS:**

Interest Earned

\$ -

Deposits

\$ 802,015.00

Deposit in Transit

**TOTAL ADDITIONS**

\$ 802,015.00

**DEDUCTIONS:**

Due to Custodial

Disbursements

\$ 802,015.00

**TOTAL DEDUCTIONS:**

\$ 802,015.00

Net Reconciling Items

\$ -

**Adjusted Board Secretary's Balance as of:**

5/31/2025

\$ -

Difference between Bank and Board Secretary's Records

\$ -

Outstanding Cks.:

CHECK NO.

AMOUNT

CHECK NO.

AMOUNT

26499 \$ 269.28

26500 \$ 3,961.77

26501 1,659.46

\$ 5,890.51

\$ -

**Total Outstanding Checks:**

\$ 5,890.51

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name:	Fulton Bank
Account Number:	46065368 14
Statement Date:	5/31/2025
Fund/Funds:	Agency

Balance per Bank		\$	326,464.39
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	220,994.28	
Due to Custodian			
<b>TOTAL DEDUCTIONS</b>		\$	220,994.28
Net Reconciling Items		\$	(220,994.28)
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>105,470.11</b>

Balance per Board Secretary's Records as of:	5/1/2025	\$	241,962.01
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	-	
Deposits	\$	573,036.13	
Other	\$	-	
<b>TOTAL ADDITIONS</b>		\$	573,036.13
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	709,528.03	
<b>TOTAL DEDUCTIONS:</b>		\$	709,528.03
Net Reconciling Items		\$	(136,491.90)
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>105,470.11</b>

Difference between Bank and Board Secretary's Records	\$	-
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Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
	5501	10,361.67	11651	6,345.00
	5502	2,204.22	Federal/State Tax	163,832.82
	11641	97.89		
	11642	35.99		
	11646	97.89		
	11647	57.20		
	11648	16,492.64		
	11649	20,509.24		
	11650	959.72		
		<u>\$ 50,816.46</u>		<u>\$ 170,177.82</u>
<b>Total Outstanding Checks:</b>		<u><u>\$ 220,994.28</u></u>		



# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 11009357 68  
Statement Date: 5/31/2025  
Fund/Funds: FSA

Balance per Bank		\$	20,361.16
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from			
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to	\$	-	
<b>TOTAL DEDUCTIONS</b>		\$	-
Net Reconciling Items		\$	-
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>20,361.16</b>

Balance per Board Secretary's Records as of:	5/1/2025	\$	20,956.75
Reconciling Items			
ADDITIONS:			
Interest Earned			
Deposits	\$	4,301.50	
<b>TOTAL ADDITIONS</b>		\$	4,301.50
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	4,897.09	
<b>TOTAL DEDUCTIONS:</b>		\$	4,897.09
Net Reconciling Items		\$	(595.59)
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>20,361.16</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
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\$ -

\$ -

**Total Outstanding Checks:**

\$ -

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 46065368 15  
Statement Date: 5/31/2025  
Fund/Funds: Unemployment

Balance per Bank		\$	197,452.45
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to			
<b>TOTAL DEDUCTIONS</b>		\$	-
Net Reconciling Items		\$	-
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>197,452.45</b>

Balance per Board Secretary's Records as of:	5/1/2025	\$	192,367.82
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	107.24	
Deposits	\$	4,977.39	
<b>TOTAL ADDITIONS</b>		\$	5,084.63
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	-	
<b>TOTAL DEDUCTIONS:</b>		\$	-
Net Reconciling Items		\$	5,084.63
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>197,452.45</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
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\$	-	\$	-
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<b>Total Outstanding Checks:</b>	\$	-
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# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 46071155-18  
Statement Date: 5/31/2025  
Fund/Funds: Student Activity - Clark

Balance per Bank		\$	15,578.54
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	291.50	
Due to	\$	-	
<b>TOTAL DEDUCTIONS</b>		\$	291.50
Net Reconciling Items		\$	291.50
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>15,287.04</b>

Balance per Board Secretary's Records as of:	5/1/2025	\$	10,729.45
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	4.59	
Deposits	\$	6,044.50	
<b>TOTAL ADDITIONS</b>		\$	6,049.09
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	1,491.50	
<b>TOTAL DEDUCTIONS:</b>		\$	1,491.50
Net Reconciling Items		\$	4,557.59
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>15,287.04</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
	1485	\$260.00		
	1487	\$31.50		

	<u>\$291.50</u>	<u>\$0.00</u>
<b>Total Outstanding Checks:</b>	<u>\$ 291.50</u>	

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 46071104-18  
Statement Date: 5/31/2025  
Fund/Funds: Student Activity - Mickle

Balance per Bank		\$	31,780.15
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	2,332.00	
Due to	\$	-	
<b>TOTAL DEDUCTIONS</b>		\$	2,332.00
Net Reconciling Items		\$	2,332.00
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>29,448.15</b>

Balance per Board Secretary's Records as of:	5/1/2025	\$	25,292.93
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	11.69	
Deposits	\$	20,217.03	
<b>TOTAL ADDITIONS</b>		\$	20,228.72
DEDUCTIONS:			
Bank Charges			
Disbursements	\$	16,073.50	
<b>TOTAL DEDUCTIONS:</b>		\$	16,073.50
Net Reconciling Items		\$	4,155.22
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>29,448.15</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
	2349	\$2,332.00		

Total Outstanding Checks:

\$	2,332.00	\$0.00
\$	2,332.00	

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 46070442-12  
Statement Date: 5/31/2025  
Fund/Funds: Wild Site

Balance per Bank		\$	4,113.44
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to	\$	-	
<b>TOTAL DEDUCTIONS</b>		\$	-
Net Reconciling Items		\$	-
<b>Adjusted Balance per Bank as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>4,113.44</b>

Balance per Board Secretary's Records as of:	5/1/2025	\$	4,111.87
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	1.57	
Deposits	\$	-	
<b>TOTAL ADDITIONS</b>		\$	1.57
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	-	
<b>TOTAL DEDUCTIONS:</b>		\$	-
Net Reconciling Items		\$	1.57
<b>Adjusted Board Secretary's Balance as of:</b>	<b>5/31/2025</b>	<b>\$</b>	<b>4,113.44</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
		\$0.00		\$0.00
<b>Total Outstanding Checks:</b>		\$ -		

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 10 GENERAL FUND

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Assets and Resources

Assets:

101	Cash in bank		\$3,542,652.55
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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	\$150,938.12	
141	Intergovernmental - State	\$948,702.59	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$1,099,640.71
Loans Receivable:			
131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$21,812,002.00	
302	Less Revenues	(\$21,963,664.52)	(\$151,662.52)

Total assets and resources

\$4,490,630.74

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 10 GENERAL FUND

---

Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	(\$61,864.58)
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
<b>Total liabilities</b>		<b>(\$61,864.58)</b>

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 10 GENERAL FUND

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$12,808.14
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Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$601,939.24
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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
		\$601,939.24
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
		\$0.00
764	Maintenance Reserve Account - July 1	\$461,550.54
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
		\$461,550.54
765	Tuition Reserve Account - July 1	\$63,895.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
		\$63,895.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$70,748.30
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
		\$70,748.30
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
		\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
		\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
		\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
		\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$22,971,733.00
602	Less: Expenditures (\$21,536,494.60)	
	Less: Encumbrances (\$12,808.14)	(\$21,549,302.74)
	Total appropriated	\$2,633,371.48
Unappropriated:		
770	Fund balance, July 1	\$3,058,856.84
771	Designated fund balance	\$0.00
303	Budgeted fund balance	(\$1,139,733.00)
	Total fund balance	\$4,552,495.32
	Total liabilities and fund equity	<u>\$4,490,630.74</u>



Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 10 GENERAL FUND

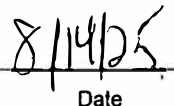
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$22,971,733.00	\$21,549,302.74	\$1,422,430.26
Revenues	(\$21,812,002.00)	(\$21,963,664.52)	\$151,662.52
Subtotal	<u>\$1,159,731.00</u>	<u>(\$414,361.78)</u>	<u>\$1,574,092.78</u>
Change in Capital Reserve Account:			
Plus - Increase in reserve	\$0.00	(\$601,939.24)	\$601,939.24
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,016,301.02)</u>	<u>\$2,176,032.02</u>
Change in Sale/Leaseback Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,016,301.02)</u>	<u>\$2,176,032.02</u>
Change in Maintenance Reserve Account:			
Plus - Increase in reserve	\$0.00	(\$461,550.54)	\$461,550.54
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,477,851.56)</u>	<u>\$2,637,582.56</u>
Change in Emergency Reserve Account:			
Plus - Increase in reserve	\$0.00	(\$70,748.30)	\$70,748.30
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,548,599.86)</u>	<u>\$2,708,330.86</u>
Change in Tuition Reserve Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,548,599.86)</u>	<u>\$2,708,330.86</u>
Change in Bus Advertising Reserve Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,548,599.86)</u>	<u>\$2,708,330.86</u>
Change in Federal Impact Aid (General):			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,548,599.86)</u>	<u>\$2,708,330.86</u>
Change in Federal Impact Aid (Capital):			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$1,159,731.00</u>	<u>(\$1,548,599.86)</u>	<u>\$2,708,330.86</u>
Less: Adjustment for prior year	(\$19,998.00)	(\$19,998.00)	\$0.00
Budgeted fund balance	<u>\$1,139,733.00</u>	<u>(\$1,568,597.86)</u>	<u>\$2,708,330.86</u>

Prepared and submitted by :



Board Secretary

  
Date

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 10 GENERAL FUND

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00370	SUBTOTAL – Revenues from Local Sources	14,705,477	0	14,705,477	14,720,341		(14,864)
00520	SUBTOTAL – Revenues from State Sources	6,770,313	312,549	7,082,862	7,249,016		(166,154)
00570	SUBTOTAL – Revenues from Federal Sources	23,663	0	23,663	907	Under	22,756
Total		21,499,453	312,549	21,812,002	21,970,265		(158,263)
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	6,229,589	73,636	6,303,225	6,106,387	7,324	189,513
10300	Total Special Education - Instruction	2,116,763	(97,181)	2,019,582	1,849,895	0	169,687
11160	Total Basic Skills/Remedial – Instruct.	863,801	(10,000)	853,801	772,432	0	81,369
27100	Total Community Services Programs/Operat	2,000	0	2,000	205	0	1,795
29180	Total Undistributed Expenditures - Instr	981,229	(90,000)	891,229	669,049	0	222,180
30620	Total Undistributed Expenditures – Healt	199,855	39,637	239,492	227,344	0	12,147
40580	Total Undistributed Expend – Speech, OT,	656,282	(28,749)	627,533	515,997	0	111,536
41080	Total Undist. Expend. – Other Supp. Serv	507,850	35,050	542,900	479,697	0	63,203
41660	Total Undist. Expend. – Guidance	274,331	18,397	292,728	270,909	0	21,819
42200	Total Undist. Expend. – Child Study Team	669,941	17,852	687,793	680,609	0	7,184
43200	Total Undist. Expend. – Improvement of I	242,580	(27,517)	215,063	150,637	0	64,426
43620	Total Undist. Expend. – Edu. Media Serv.	238,748	3,989	242,737	223,943	0	18,794
44180	Total Undist. Expend. – Instructional St	66,500	76,842	143,342	124,483	0	18,858
45300	Support Serv. - General Admin	530,961	48,000	578,961	529,977	0	48,984
46160	Support Serv. - School Admin	541,967	101,271	643,238	638,282	0	4,956
47200	Total Undist. Expend. – Central Services	325,078	500	325,578	292,237	0	33,341
47620	Total Undist. Expend. – AdmIn. Info. Tec	82,564	0	82,564	77,259	0	5,305
51120	Total Undist. Expend. – Oper. & Maint. O	2,079,217	119,998	2,199,215	1,947,171	1,776	250,268
52480	Total Undist. Expend. – Student Transpor	1,950,492	(0)	1,950,492	1,908,118	0	42,374
71260	TOTAL PERSONNEL SERVICES –EMPLOYEE	3,989,823	47,939	4,037,762	3,983,072	0	54,690
75880	TOTAL EQUIPMENT	42,000	2,123	44,123	40,415	3,708	0
76260	Total Facilities Acquisition and Constr	47,615	760	48,375	48,375	0	0
Total		22,639,186	332,547	22,971,733	21,536,495	12,808	1,422,430

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 10 GENERAL FUND

Revenues:				Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00100	10-1210	Local Tax Levy		14,665,477	0	14,665,477	14,665,477		0
00140	10-1310	Tuition from Individuals		20,000	0	20,000	0	Under	20,000
00300	10-1___	Unrestricted Miscellaneous Revenues		20,000	0	20,000	54,864		(34,864)
00420	10-3121	Categorical Transportation Aid		593,363	0	593,363	593,363		0
00430	10-3131	Extraordinary Aid		0	0	0	130,195		(130,195)
00440	10-3132	Categorical Special Education Aid		1,331,006	0	1,331,006	1,331,006		0
00460	10-3176	Equalization Aid		4,739,601	0	4,739,601	4,739,601		0
00470	10-3177	Categorical Security Aid		106,343	0	106,343	106,343		0
00480	10-3178	Adjustment Aid		0	312,549	312,549	312,549		0
00500	10-3___	Other State Aids		0	0	0	35,959		(35,959)
00540	10-4200	Medicaid Reimbursement		23,663	0	23,663	907	Under	22,756
Total				21,499,453	312,549	21,812,002	21,970,265		(158,263)

Expenditures:				Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
02040	11-105-100-935	Local Contribution – Transfer to Special		0	105,917	105,917	63,550	0	42,367
02080	11-110-___-101	Kindergarten – Salaries of Teachers		835,215	49,874	885,089	851,628	0	33,462
02100	11-120-___-101	Grades 1-5 – Salaries of Teachers		3,810,321	(172,666)	3,637,655	3,620,922	0	16,733
02120	11-130-___-101	Grades 6-8 – Salaries of Teachers		953,553	62,124	1,015,677	999,941	0	15,736
02500	11-150-100-101	Salaries of Teachers		3,000	0	3,000	0	0	3,000
02540	11-150-100-320	Purchased Professional – Educational Ser		10,000	0	10,000	1,890	0	8,110
03020	11-190-1___-320	Purchased Professional – Educational Ser		15,000	0	15,000	7,587	0	7,413
03040	11-190-1___-340	Purchased Technical Services		44,000	(7,036)	36,964	35,655	0	1,309
03060	11-190-1___-[4-5]	Other Purchased Services (400-500 series		197,000	7,036	204,036	155,632	0	48,404
03080	11-190-1___-610	General Supplies		360,000	28,387	388,387	369,582	7,324	11,480
03100	11-190-1___-640	Textbooks		1,250	0	1,250	0	0	1,250
03120	11-190-1___-8___	Other Objects		250	0	250	0	0	250
04500	11-204-100-101	Salaries of Teachers		246,259	(22,786)	223,473	202,749	0	20,724
04520	11-204-100-106	Other Salaries for Instruction		92,879	62,146	155,025	155,025	0	0
04600	11-204-100-610	General Supplies		6,000	0	6,000	2,839	0	3,161
04620	11-204-100-640	Textbooks		500	0	500	0	0	500
06500	11-212-100-101	Salaries of Teachers		144,399	157	144,556	80,345	0	64,211
06520	11-212-100-106	Other Salaries for Instruction		104,361	(81,218)	23,144	16,517	0	6,627
06600	11-212-100-610	General Supplies		12,500	0	12,500	4,942	0	7,558
06620	11-212-100-640	Textbooks		1,000	0	1,000	0	0	1,000
07000	11-213-100-101	Salaries of Teachers		985,902	14,301	1,000,203	994,574	0	5,629
07020	11-213-100-106	Other Salaries for Instruction		131,408	(11,900)	119,508	101,514	0	17,994
07100	11-213-100-610	General Supplies		10,000	0	10,000	8,195	0	1,805
08000	11-215-100-101	Salaries of Teachers		164,244	(67,538)	96,706	94,917	0	1,788
08020	11-215-100-106	Other Salaries for Instruction		39,936	(7,190)	32,746	32,627	0	118
08040	11-215-100-320	Purchased Professional-Educational Servi		3,000	(3,000)	0	0	0	0
08100	11-215-100-6___	General Supplies		4,500	(1,712)	2,788	2,787	0	1
08500	11-216-100-101	Salaries of Teachers		132,179	(11,438)	120,741	102,502	0	18,239

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 10 GENERAL FUND

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
08520	11-216-100-106	Other Salaries for Instruction	35,196	32,997	68,193	48,271	0	19,922
08600	11-216-100-6__	General Supplies	2,500	0	2,500	2,089	0	411
11000	11-230-100-101	Salaries of Teachers	857,801	(10,000)	847,801	769,048	0	78,753
11100	11-230-100-610	General Supplies	6,000	0	6,000	3,384	0	2,616
27040	11-800-330-6__	Supplies and Materials	2,000	0	2,000	205	0	1,795
29080	11-000-100-565	Tuition to CSSD & Regular Day Schools	269,460	(90,000)	179,460	15,841	0	163,620
29100	11-000-100-566	Tuition to Priv. School for the Disabled	699,600	(7)	699,593	641,033	0	58,560
29160	11-000-100-569	Tuition – Other	12,169	7	12,176	12,176	0	0
30500	11-000-213-1__	Salaries	183,855	37,437	221,292	213,612	0	7,680
30540	11-000-213-3__	Purchased Professional and Technical Ser	5,000	2,200	7,200	7,177	0	23
30560	11-000-213-[4-5]	Other Purchased Services (400-500 series	100	0	100	0	0	100
30580	11-000-213-6__	Supplies and Materials	10,000	0	10,000	6,556	0	3,444
30600	11-000-213-8__	Other Objects	900	0	900	0	0	900
40500	11-000-216-1__	Salaries	599,782	(28,749)	571,033	467,314	0	103,719
40520	11-000-216-320	Purchased Professional – Educational Ser	50,000	0	50,000	44,342	0	5,658
40540	11-000-216-6__	Supplies and Materials	6,500	0	6,500	4,341	0	2,159
41000	11-000-217-1__	Salaries	224,350	83,050	307,400	294,960	0	12,440
41020	11-000-217-320	Purchased Professional – Educational Ser	275,000	(48,000)	227,000	181,381	0	45,619
41040	11-000-217-6__	Supplies and Materials	8,500	0	8,500	3,356	0	5,144
41500	11-000-218-104	Salaries of Other Professional Staff	246,331	1,185	247,516	247,516	0	0
41560	11-000-218-320	Purchased Professional – Educational Ser	3,000	17,500	20,500	20,500	0	0
41580	11-000-218-390	Other Purchased Professional & Technical	9,500	0	9,500	0	0	9,500
41620	11-000-218-6__	Supplies and Materials	15,500	(289)	15,212	2,893	0	12,319
42000	11-000-219-104	Salaries of Other Professional Staff	531,531	43,786	575,317	575,150	0	166
42020	11-000-219-105	Salaries of Secretarial and Clerical Ass	96,410	(23,800)	72,610	69,683	0	2,927
42060	11-000-219-320	Purchased Professional – Educational Ser	26,000	(6,000)	20,000	17,720	0	2,280
42140	11-000-219-592	Misc. Purch. Svc. (400-500 series O/than	1,500	(300)	1,200	0	0	1,200
42160	11-000-219-6__	Supplies and Materials	13,000	4,166	17,166	17,166	0	0
42180	11-000-219-8__	Other Objects	1,500	0	1,500	890	0	610
43000	11-000-221-102	Salaries of Supervisor of Instruction	200,580	(31,000)	169,580	119,792	0	49,788
43060	11-000-221-110	Other Salaries	19,000	8,233	27,233	27,233	0	0
43100	11-000-221-320	Purchased Prof. – Educational Services	20,000	(5,770)	14,230	0	0	14,230
43160	11-000-221-6__	Supplies and Materials	3,000	(150)	2,850	2,618	0	232
43180	11-000-221-8__	Other Objects	0	1,170	1,170	994	0	176
43500	11-000-222-1__	Salaries	153,511	7,353	160,864	157,364	0	3,500
43520	11-000-222-177	Salaries of Technology Coordinators	53,737	1,600	55,337	55,337	0	0
43540	11-000-222-3__	Purchased Professional and Technical Ser	13,000	(4,964)	8,036	0	0	8,036
43560	11-000-222-[4-5]	Other Purchased Services (400-500 series	500	0	500	0	0	500
43580	11-000-222-6__	Supplies and Materials	18,000	0	18,000	11,242	0	6,758
44020	11-000-223-104	Salaries of Other Professional Staff	0	89,927	89,927	89,685	0	242
44060	11-000-223-110	Other Salaries	25,000	(13,055)	11,945	6,978	0	4,967

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 10 GENERAL FUND

Expenditures:				Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
44080	11-000-223-320	Purchased Professional – Educational Ser		16,000	2,087	18,087	18,087	0	0
44120	11-000-223-[4-5]	Other Purch. Services (400-500 series)		24,000	(2,117)	21,883	8,756	0	13,127
44140	11-000-223-6__	Supplies and Materials		1,500	0	1,500	977	0	523
45000	11-000-230-1__	Salaries		228,261	1,642	229,903	229,892	0	11
45040	11-000-230-331	Legal Services		70,000	(10,000)	60,000	54,761	0	5,239
45060	11-000-230-332	Audit Fees		40,000	1,743	41,743	41,743	0	0
45080	11-000-230-334	Architectural/Engineering Services		5,000	(3,385)	1,615	0	0	1,615
45100	11-000-230-339	Other Purchased Professional Services		20,000	(2,000)	18,000	7,765	0	10,235
45140	11-000-230-530	Communications/Telephone		90,000	(17,292)	72,708	51,600	0	21,108
45160	11-000-230-585	BOE Other Purchased Services		9,000	10,940	19,940	19,270	0	670
45180	11-000-230-590	Misc Purch Services (400-500 series, O/T		46,700	(9,148)	37,552	28,984	0	8,568
45200	11-000-230-610	General Supplies		7,000	0	7,000	5,825	0	1,175
45220	11-000-230-630	BOE In-House Training/Meeting Supplies		1,500	0	1,500	1,257	0	243
45240	11-000-230-820	Judgments against the School District		0	73,706	73,706	73,706	0	0
45260	11-000-230-890	Miscellaneous Expenditures		5,500	(2,000)	3,500	3,380	0	120
45280	11-000-230-895	BOE Membership Dues and Fees		8,000	3,794	11,794	11,794	0	0
46000	11-000-240-103	Salaries of Principals/Assistant Princip		336,998	68,257	405,255	404,593	0	662
46040	11-000-240-105	Salaries of Secretarial and Clerical Ass		168,769	39,015	207,784	207,784	0	0
46080	11-000-240-3__	Purchased Professional and Technical Ser		3,000	(3,000)	0	0	0	0
46100	11-000-240-[4-5]	Other Purchased Services (400-500 series		8,200	(600)	7,600	4,912	0	2,688
46120	11-000-240-6__	Supplies and Materials		15,000	(3,000)	12,000	10,501	0	1,499
46140	11-000-240-8__	Other Objects		10,000	600	10,600	10,493	0	107
47000	11-000-251-1__	Salaries		246,578	(4,500)	242,078	241,313	0	765
47020	11-000-251-330	Purchased Professional Services		25,000	(6,277)	18,723	6,335	0	12,388
47040	11-000-251-340	Purchased Technical Services		40,000	4,742	44,742	35,193	0	9,549
47060	11-000-251-592	Misc. Purch. Services (400-500 Series, O		6,000	6,535	12,535	2,822	0	9,714
47100	11-000-251-6__	Supplies and Materials		6,000	0	6,000	5,200	0	800
47180	11-000-251-890	Other Objects		1,500	0	1,500	1,375	0	125
47500	11-000-252-1__	Salaries		82,564	0	82,564	77,259	0	5,305
48520	11-000-261-420	Cleaning, Repair, and Maintenance Servic		250,000	66,311	316,311	291,904	0	24,407
48540	11-000-261-610	General Supplies		10,000	(1,313)	8,687	709	0	7,978
49000	11-000-262-1__	Salaries		623,890	0	623,890	596,154	0	27,736
49020	11-000-262-107	Salaries of Non-Instructional Aides		210,731	0	210,731	167,255	0	43,476
49040	11-000-262-3__	Purchased Professional and Technical Ser		135,000	47,619	182,619	182,619	0	0
49060	11-000-262-420	Cleaning, Repair, and Maintenance Svc.		30,000	(17,619)	12,381	4,511	1,776	6,093
49120	11-000-262-490	Other Purchased Property Services		1,000	(162)	838	182	0	656
49140	11-000-262-520	Insurance		40,000	(698)	39,302	24,044	0	15,258
49160	11-000-262-590	Miscellaneous Purchased Services		1,000	860	1,860	1,860	0	0
49180	11-000-262-610	General Supplies		109,596	5,000	114,596	108,935	0	5,661
49200	11-000-262-621	Energy (Natural Gas)		185,000	0	185,000	171,498	0	13,502
49220	11-000-262-622	Energy (Electricity)		425,000	0	425,000	350,783	0	74,217

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 10 GENERAL FUND

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
49280	11-000-262-8__ Other Objects	40,000	20,000	60,000	36,192	0	23,808
50040	11-000-263-420 Cleaning, Repair, and Maintenance Svc.	10,000	(952)	9,048	1,962	0	7,086
50060	11-000-263-610 General Supplies	8,000	952	8,952	8,561	0	391
52020	11-000-270-160 Sal. For Pupil Trans (Bet Home & Sch) –	29,105	6,471	35,576	35,575	0	0
52120	11-000-270-390 Other Purchased Prof. and Technical Serv	1,500	(1,000)	500	200	0	300
52200	11-000-270-503 Contract Serv.–Ald In Lieu Pymts–Non-Pub	110,000	0	110,000	89,683	0	20,317
52260	11-000-270-511 Contract Services (Bet. Home & Sch) -Ven	149,986	134	150,120	149,865	0	255
52300	11-000-270-513 Contr Serv (Bet. Home & Sch) – Joint Agr	937,408	(2,626)	934,782	933,796	0	986
52320	11-000-270-514 Contract Serv. (Sp Ed Stds) - Vendors	153,319	476	153,795	153,795	0	0
52340	11-000-270-515 Contract Serv. (Sp Ed Stds) – Joint Agree	569,174	(3,455)	565,719	545,203	0	20,517
71000	11-000-291-210 Group Insurance	27,000	(10,000)	17,000	0	0	17,000
71020	11-000-291-220 Social Security Contributions	250,000	(10,000)	240,000	239,252	0	748
71060	11-000-291-241 Other Retirement Contributions - PERS	235,000	5,052	240,052	233,453	0	6,599
71080	11-000-291-242 Other Retirement Contributions - ERIP	75,000	(15,052)	59,948	41,199	0	18,749
71160	11-000-291-260 Workmen's Compensation	45,000	5,000	50,000	44,838	0	5,162
71180	11-000-291-270 Health Benefits	3,147,143	87,575	3,234,718	3,234,718	0	0
71200	11-000-291-280 Tuition Reimbursement	20,000	(16,000)	4,000	2,353	0	1,647
71220	11-000-291-290 Other Employee Benefits	190,680	1,364	192,044	187,259	0	4,785
75720	12-000-262-73_ Undist. Expend. – Custodial Services	21,000	(21,000)	0	0	0	0
75760	12-000-266-73_ Undist. Expend. – Security	21,000	10,889	31,889	28,181	3,708	0
75860	12-____-00-73_ Special Schools (All Programs)	0	12,234	12,234	12,234	0	0
76200	12-000-400-800 Other Objects	0	760	760	760	0	0
76210	12-000-400-896 Assessment for Debt Service on SDA Fundi	47,615	0	47,615	47,615	0	0
Total		22,639,186	332,547	22,971,733	21,536,495	12,808	1,422,430

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 20 SPECIAL REVENUE FUNDS

Assets and Resources

Assets:

101	Cash in bank		\$434,818.24
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$1,337,951.50	
302	Less Revenues	(\$1,226,891.89)	\$111,059.61

Total assets and resources

\$545,877.85

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 20 SPECIAL REVENUE FUNDS

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$85.90
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$5,760.77
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
<b>Total liabilities</b>		<b>\$5,846.67</b>



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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 20 SPECIAL REVENUE FUNDS

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$159,437.50
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Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$1,443,868.50
602	Less: Expenditures (\$850,409.35)	
	Less: Encumbrances (\$159,437.50)	(\$1,009,846.85)
	Total appropriated	\$593,459.15
	Unappropriated:	
770	Fund balance, July 1	\$52,489.03
771	Designated fund balance	\$0.00
303	Budgeted fund balance	(\$105,917.00)
	Total fund balance	\$540,031.18
	Total liabilities and fund equity	<u>\$545,877.85</u>

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 20 SPECIAL REVENUE FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$1,443,868.50	\$1,009,846.85	\$434,021.65
Revenues	(\$1,337,951.50)	(\$1,226,891.89)	(\$111,059.61)
Subtotal	<u>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</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>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</u>
Change in Sale/Leaseback Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</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>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</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>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</u>
Change in Tuition Reserve Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</u>
Change in Bus Advertising Reserve Account:			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</u>
Change in Federal Impact Aid (General):			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</u>
Change in Federal Impact Aid (Capital):			
Plus - Increase in reserve	\$0.00	\$0.00	\$0.00
Less - Withdrawal from reserve	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$105,917.00</u>	<u>(\$217,045.04)</u>	<u>\$322,962.04</u>

Prepared and submitted by :

*Gregory Wilson*

Board Secretary

8/14/25

Date

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 20 SPECIAL REVENUE FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00745	Total Revenues from Local Sources	125,000	0	125,000	0	Under	125,000
00770	Total Revenues from State Sources	0	852,965	852,965	850,873	Under	2,092
00830	Total Revenues from Federal Sources	276,214	83,773	359,987	312,469	Under	47,518
0083A	Other	0	0	0	63,550		(63,550)
Total		401,214	936,738	1,337,952	1,226,892		111,060
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
84200	Student Activity Fund	125,000	0	125,000	0	0	125,000
85120	Total Instruction	0	394,018	394,018	313,311	0	80,707
86380	Total Support Services	0	386,235	386,235	219,001	7,970	159,264
87040	Total Facilities Acquisition and Constr	0	173,000	173,000	0	151,468	21,533
88135	Nonpublic Teacher STEM Grant	0	5,629	5,629	5,629	0	0
88740	Total Federal Projects	276,214	83,773	359,987	312,469	0	47,518
Total		401,214	1,042,655	1,443,869	850,409	159,438	434,022

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 20 SPECIAL REVENUE FUNDS

Revenues:				Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00737	20-1760	Student Activity Fund Revenue		125,000	0	125,000	0	Under	125,000
00760	20-3218	Preschool Education Aid		0	847,336	847,336	847,336		0
00762	20-3212	Nonpublic Teacher STEM Grant		0	5,629	5,629	3,537	Under	2,092
00775	20-441[1-6]	Title I		32,875	5,225	38,100	38,100		0
00780	20-445[1-5]	Title II		14,632	19,446	34,078	0	Under	34,078
00790	20-447[1-4]	Title IV		8,500	1,500	10,000	10,000		0
00805	20-442[0-9]	I.D.E.A. Part B (Handicapped)		220,207	23,818	244,025	230,585	Under	13,440
00808	20-4543	ARP ESSER Evidence Based Bynd Sch Day		0	16,400	16,400	16,400		0
00825	20-4___	Other		0	17,384	17,384	17,384		0
00835	20-5200	Transfers from Operating Budget – Presch		0	0	0	63,550		(63,550)
Total				401,214	936,738	1,337,952	1,226,892		111,060

Expenditures:				Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
84200	20-475-___-___	Student Activity Fund		125,000	0	125,000	0	0	125,000
85000	20-218-100-101	Salaries of Teachers		0	152,038	152,038	142,986	0	9,052
85020	20-218-100-106	Other Salaries for Instruction		0	117,916	117,916	47,454	0	70,462
85080	20-218-100-6__	General Supplies		0	124,064	124,064	122,871	0	1,193
86000	20-218-200-102	Salaries of Supervisors of Instruction		0	12,500	12,500	6,250	0	6,250
86020	20-218-200-103	Salaries of Program Directors		0	17,922	17,922	10,753	0	7,169
86040	20-218-200-104	Salaries of Other Professional Staff		0	26,179	26,179	22,720	0	3,460
86140	20-218-200-200	Personnel Services – Employee Benefits		0	148,899	148,899	77,729	0	71,170
86200	20-218-200-329	Purchased Professional – Educational Ser		0	15,605	15,605	3,840	7,970	3,795
86220	20-218-200-330	Other Purchased Professional Services		0	76,026	76,026	18,050	0	57,976
86240	20-218-200-420	Cleaning, Repair & Maintenance Services		0	10,000	10,000	555	0	9,445
86280	20-218-200-511	Contr. Trans. Serv. (Bet. Home & Sch)		0	79,104	79,104	79,104	0	0
87000	20-218-400-731	Instructional Equipment		0	20,000	20,000	0	0	20,000
87020	20-218-400-732	Noninstructional Equipment		0	153,000	153,000	0	151,468	1,533
88135	20-481-___-___	Nonpublic Teacher STEM Grant		0	5,629	5,629	5,629	0	0
88500	20-___-___-___	Title I		32,875	5,225	38,100	38,100	0	0
88520	20-___-___-___	Title II		0	17,214	17,214	0	0	17,214
88560	20-___-___-___	Title IV		8,500	1,500	10,000	10,000	0	0
88620	20-___-___-___	I.D.E.A. Part B (Handicapped)		220,207	23,818	244,025	230,585	0	13,440
88700	20-___-___-___	Other		14,632	19,616	34,248	17,384	0	16,864
88716	20-490-___-___	ARP ESSER Evidence Based Bynd Sch Day		0	16,400	16,400	16,400	0	0
Total				401,214	1,042,655	1,443,869	850,409	159,438	434,022

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 30 CAPITAL PROJECTS FUNDS

Assets and Resources

**Assets:**

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

**Resources:**

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

**Total assets and resources**

**\$0.00**

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 30 CAPITAL PROJECTS FUNDS

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$0.00

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 30 CAPITAL PROJECTS FUNDS

Fund Balance:

Appropriated:

753,754 Reserve for Encumbrances \$0.00

Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$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	
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00	
605	Add: Increase in Sale/Leaseback Reserve	\$0.00	
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00	
606	Add: Increase in Maintenance Reserve	\$0.00	
310	Less: Bud. w/d from Maintenance Reserve	\$0.00	\$0.00
765	Tuition Reserve Account - July 1	\$0.00	
311	Less: Bud. w/d from Tuition Reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$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
755	Reserve for Bus Advertising - July 1	\$0.00	
610	Add: Increase in Bus Advertising Reserve	\$0.00	
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00	
611	Add: Increase in Federal Impact Aid (General)	\$0.00	
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00	
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00	
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00	\$0.00
769	Unemployment Fund - July 1	\$0.00	
	Add: Increase in Unemployment Fund	\$0.00	
678	Less: Bud. w/d from Unemployment Fund	\$0.00	\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$0.00

Unappropriated:

770	Fund balance, July 1	\$0.00
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance \$0.00

Total liabilities and fund equity \$0.00

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 30 CAPITAL PROJECTS FUNDS

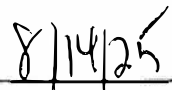
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date



Starting date 7/1/2024    Ending date 6/30/2025    Fund: 30    CAPITAL PROJECTS FUNDS

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 40 DEBT SERVICE FUNDS

Assets and Resources**Assets:**

101	Cash in bank		\$2.91
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

**Resources:**

301	Estimated Revenues	\$1,150,338.00	
302	Less Revenues	(\$1,150,338.00)	\$0.00

**Total assets and resources****\$2.91**

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 40 DEBT SERVICE FUNDS

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$0.00

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 40 DEBT SERVICE FUNDS

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$0.00
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Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$1,150,338.00
602	Less: Expenditures (\$1,150,337.50)	
	Less: Encumbrances \$0.00	(\$1,150,337.50)
	Total appropriated	\$0.50

Unappropriated:

770	Fund balance, July 1	\$2.41
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	\$2.91
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Total liabilities and fund equity	<u>\$2.91</u>
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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 40 DEBT SERVICE FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$1,150,338.00	\$1,150,337.50	\$0.50
Revenues	(\$1,150,338.00)	(\$1,150,338.00)	\$0.00
Subtotal	<u>\$0.00</u>	<u>(\$0.50)</u>	<u>\$0.50</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>(\$0.50)</u>	<u>\$0.50</u>
Change in Sale/Leaseback 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>(\$0.50)</u>	<u>\$0.50</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>(\$0.50)</u>	<u>\$0.50</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>(\$0.50)</u>	<u>\$0.50</u>
Change in Tuition 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>(\$0.50)</u>	<u>\$0.50</u>
Change in Bus Advertising 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>(\$0.50)</u>	<u>\$0.50</u>
Change in Federal Impact Aid (General):			
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>(\$0.50)</u>	<u>\$0.50</u>
Change in Federal Impact Aid (Capital):			
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>(\$0.50)</u>	<u>\$0.50</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>(\$0.50)</u>	<u>\$0.50</u>

Prepared and submitted by :

  
\_\_\_\_\_  
Board Secretary

  
\_\_\_\_\_  
Date

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 40 DEBT SERVICE FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00885	Total Revenues from Local Sources	1,150,338	0	1,150,338	1,150,338		0
	Total	1,150,338	0	1,150,338	1,150,338		0
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89660	Total Regular Debt Service	1,150,338	0	1,150,338	1,150,338	0	1
	Total	1,150,338	0	1,150,338	1,150,338	0	1

Starting date 7/1/2024    Ending date 6/30/2025    Fund: 40    DEBT SERVICE FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00860	40-1210    Local Tax Levy	1,150,338	0	1,150,338	1,150,338		0
Total		1,150,338	0	1,150,338	1,150,338		0
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89600	40-701-510-834    Interest on Bonds	340,338	0	340,338	340,338	0	1
89620	40-701-510-910    Redemption of Principal	810,000	0	810,000	810,000	0	0
Total		1,150,338	0	1,150,338	1,150,338	0	1

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 60 Enterprise Fund

Assets and Resources

Assets:

101	Cash in bank		\$121,581.84
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premiums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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	\$1,759.13	
141	Intergovernmental - State	\$240.77	
142	Intergovernmental - Federal	\$4,594.35	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$6,594.25

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$_____)	\$0.00	\$0.00
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$20,562.31
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources

\$148,738.40



Starting date 7/1/2024 Ending date 6/30/2025 Fund: 60 Enterprise Fund

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$26,020.04
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$5,680.83
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$1,925.23
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
<b>Total liabilities</b>		<b>\$33,626.10</b>

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 60 Enterprise Fund

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$0.00
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Reserved Fund Balance:

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$20,562.31
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$20,562.31

Unappropriated:

770	Fund balance, July 1	\$94,549.99
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	\$115,112.30
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Total liabilities and fund equity	<u>\$148,738.40</u>
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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 60 Enterprise Fund

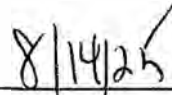
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 60 Enterprise Fund

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 61 Enterprise

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Assets and Resources

Assets:

101	Cash in bank		\$282,638.44
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premiums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources

\$282,638.44

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 61 Enterprise

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$34,971.72
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$34,971.72

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 61 Enterprise

Fund Balance:

Appropriated:			
753,754	Reserve for Encumbrances		\$0.00
Reserved Fund Balance:			
761	Capital Reserve Account - July 1	\$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	
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00	
605	Add: Increase in Sale/Leaseback Reserve	\$0.00	
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00	
606	Add: Increase in Maintenance Reserve	\$0.00	
310	Less: Bud. w/d from Maintenance Reserve	\$0.00	\$0.00
765	Tuition Reserve Account - July 1	\$0.00	
311	Less: Bud. w/d from Tuition Reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$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
755	Reserve for Bus Advertising - July 1	\$0.00	
610	Add: Increase in Bus Advertising Reserve	\$0.00	
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00	
611	Add: Increase in Federal Impact Aid (General)	\$0.00	
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00	
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00	
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00	\$0.00
769	Unemployment Fund - July 1	\$0.00	
	Add: Increase in Unemployment Fund	\$0.00	
678	Less: Bud. w/d from Unemployment Fund	\$0.00	\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$0.00
Unappropriated:			
770	Fund balance, July 1		\$247,666.72
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$247,666.72
	Total liabilities and fund equity		<u>\$282,638.44</u>

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 61 Enterprise

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :

Board Secretary

Date



Starting date 7/1/2024 Ending date 6/30/2025 Fund: 61 Enterprise

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 62 62

Assets and Resources

**Assets:**

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

**Resources:**

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

**Total assets and resources**

\$0.00

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 62 62

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total Liabilities		\$0.00

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 62 62

Fund Balance:

Appropriated:			
753,754	Reserve for Encumbrances		\$0.00
Reserved Fund Balance:			
761	Capital Reserve Account - July 1	\$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	
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00	
605	Add: Increase in Sale/Leaseback Reserve	\$0.00	
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00	
606	Add: Increase in Maintenance Reserve	\$0.00	
310	Less: Bud. w/d from Maintenance Reserve	\$0.00	\$0.00
765	Tuition Reserve Account - July 1	\$0.00	
311	Less: Bud. w/d from Tuition Reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$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
755	Reserve for Bus Advertising - July 1	\$0.00	
610	Add: Increase in Bus Advertising Reserve	\$0.00	
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00	
611	Add: Increase in Federal Impact Aid (General)	\$0.00	
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00	
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00	
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00	\$0.00
769	Unemployment Fund - July 1	\$0.00	
	Add: Increase in Unemployment Fund	\$0.00	
678	Less: Bud. w/d from Unemployment Fund	\$0.00	\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$0.00
Unappropriated:			
770	Fund balance, July 1		\$0.00
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$0.00
	Total liabilities and fund equity		<u>\$0.00</u>

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 62 62

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :

*Gregory Wilson*

Board Secretary

*8/14/25*

Date

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 62 62

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 70 70

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Assets and Resources

**Assets:**

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

**Resources:**

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

**Total assets and resources**

**\$0.00**

Starting date 7/1/2024    Ending date 6/30/2025    Fund: 70    70

Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
Total liabilities		\$0.00



**Report of the Secretary to the Board of Education  
East Greenwich Board of Ed**

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**Starting date 7/1/2024 Ending date 6/30/2025 Fund: 70 70**

**Fund Balance:**

**Appropriated:**

753,754	Reserve for Encumbrances	\$0.00
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**Reserved Fund Balance:**

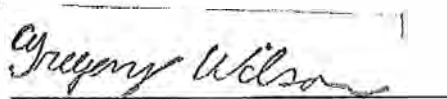
761	Capital Reserve Account - July 1	\$0.00	
604	Add: Increase in Capital Reserve	\$0.00	
307	Less: Bud. w/d Cap. Reserve Eligible Costs	\$0.00	
309	Less: Bud. w/d Cap. Reserve Excess Costs	\$0.00	
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00	
605	Add: Increase in Sale/Leaseback Reserve	\$0.00	
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00	
606	Add: Increase in Maintenance Reserve	\$0.00	
310	Less: Bud. w/d from Maintenance Reserve	\$0.00	\$0.00
765	Tuition Reserve Account - July 1	\$0.00	
311	Less: Bud. w/d from Tuition Reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$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
755	Reserve for Bus Advertising - July 1	\$0.00	
610	Add: Increase in Bus Advertising Reserve	\$0.00	
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00	
611	Add: Increase in Federal Impact Aid (General)	\$0.00	
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00	
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00	
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00	\$0.00
769	Unemployment Fund - July 1	\$0.00	
	Add: Increase in Unemployment Fund	\$0.00	
678	Less: Bud. w/d from Unemployment Fund	\$0.00	\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$0.00
	<b>Unappropriated:</b>		
770	Fund balance, July 1		\$0.00
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$0.00
	Total liabilities and fund equity		<u>\$0.00</u>

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 70 70

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 70 70

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 80 TRUST FUNDS

Assets and Resources

**Assets:**

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$19,870,358.76

**Resources:**

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

**Total assets and resources** **\$19,870,358.76**

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 80 TRUST FUNDS

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$19,870,358.76
<b>Total liabilities</b>		<b>\$19,870,358.76</b>

Report of the Secretary to the Board of Education  
East Greenwich Board of Ed

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 80 TRUST FUNDS

Fund Balance:

Appropriated:

753,754	Reserve for Encumbrances	\$0.00
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Reserved Fund Balance:

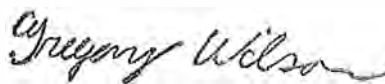
761	Capital Reserve Account - July 1	\$0.00
604	Add: Increase in Capital Reserve	\$0.00
307	Less: Bud. w/d Cap. Reserve Eligible Costs	\$0.00
309	Less: Bud. w/d Cap. Reserve Excess Costs	\$0.00
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$0.00
Unappropriated:		
770	Fund balance, July 1	\$0.00
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00
	Total fund balance	\$0.00
	Total liabilities and fund equity	<u>\$19,870,358.76</u>

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 80 TRUST FUNDS

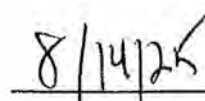
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date

Starting date 7/1/2024    Ending date 6/30/2025    Fund: 80    TRUST FUNDS

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 90 AGENCY FUNDS

Assets and Resources

Assets:

101	Cash in bank		\$385,350.08
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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	\$2,880.53	
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	\$2,880.53

Loans Receivable:

131	Interfund	\$0.00	
151, 152	Other (Net of estimated uncollectable of \$ _____)	\$0.00	\$0.00
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources

\$388,230.61

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 90 AGENCY FUNDS

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$91,705.49
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$75,911.84
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$0.00
<b>Total Liabilities</b>		<b>\$167,617.33</b>

**Report of the Secretary to the Board of Education  
East Greenwich Board of Ed**

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**Starting date 7/1/2024 Ending date 6/30/2025 Fund: 90 AGENCY FUNDS**

**Fund Balance:**

**Appropriated:**

753,754	Reserve for Encumbrances	\$0.00
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**Reserved Fund Balance:**

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$193,188.37
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$193,188.37

**Unappropriated:**

770	Fund balance, July 1	\$27,424.91
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	\$220,613.28
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Total liabilities and fund equity	<u>\$388,230.61</u>
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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 90 AGENCY FUNDS

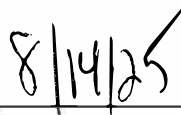
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date

Starting date 7/1/2024    Ending date 6/30/2025    Fund: 90    AGENCY FUNDS

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Starting date 7/1/2024 Ending date 6/30/2025 Fund: 95 Student Activity

Assets and Resources

Assets:

101	Cash in bank		\$37,579.97
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$0.00

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources			<u>\$37,579.97</u>
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Starting date 7/1/2024    Ending date 6/30/2025    Fund: 95    Student Activity

Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$2,000.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$20,313.98
Total liabilities		\$22,313.98

**Report of the Secretary to the Board of Education  
East Greenwich Board of Ed**

**Page 59 of 66  
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**Starting date 7/1/2024 Ending date 6/30/2025 Fund: 95 Student Activity**

**Fund Balance:**

**Appropriated:**

753,754	Reserve for Encumbrances	\$0.00
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**Reserved Fund Balance:**

761	Capital Reserve Account - July 1	\$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
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00
762	Reserve for Adult Education	\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00
605	Add: Increase in Sale/Leaseback Reserve	\$0.00
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00
606	Add: Increase in Maintenance Reserve	\$0.00
310	Less: Bud. w/d from Maintenance Reserve	\$0.00
765	Tuition Reserve Account - July 1	\$0.00
311	Less: Bud. w/d from Tuition Reserve	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$0.00
607	Add: Increase in Cur. Exp. Emer. Reserve	\$0.00
312	Less: Bud. w/d from Cur. Exp. Emer. Reserve	\$0.00
755	Reserve for Bus Advertising - July 1	\$0.00
610	Add: Increase in Bus Advertising Reserve	\$0.00
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00
611	Add: Increase in Federal Impact Aid (General)	\$0.00
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00
769	Unemployment Fund - July 1	\$0.00
	Add: Increase in Unemployment Fund	\$0.00
678	Less: Bud. w/d from Unemployment Fund	\$0.00
750-752,76x	Other reserves	\$0.00
601	Appropriations	\$0.00
602	Less: Expenditures	\$0.00
	Less: Encumbrances	\$0.00
	Total appropriated	\$0.00

**Unappropriated:**

770	Fund balance, July 1	\$15,265.99
771	Designated fund balance	\$0.00
303	Budgeted fund balance	\$0.00

Total fund balance	<b>\$15,265.99</b>
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Total liabilities and fund equity	<b><u>\$37,579.97</u></b>
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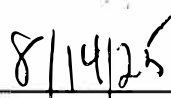
Starting date 7/1/2024 Ending date 6/30/2025 Fund: 95 Student Activity

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :

  
Board Secretary

  
Date

Starting date 7/1/2024    Ending date 6/30/2025    Fund: 95    Student Activity

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Starting date 7/1/2024    Ending date 6/30/2025    Fund: 99    Long Term Debt

Assets and Resources

Assets:

101	Cash in bank		\$0.00
102-106	Cash Equivalents		\$0.00
108	Impact Aid Reserve (General)		\$0.00
109	Impact Aid Reserve (Capital)		\$0.00
111	Investments		\$0.00
112	Unamortized Premums on Investments		\$0.00
113	Unamortized Discounts on Investments		\$0.00
114	Interest Receivable on Investments		\$0.00
115	Accrued Interest on 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
161	Bond Proceeds Receivable		\$0.00
171	Inventories for Consumption		\$0.00
172	Inventories for Resale		\$0.00
181	Prepaid Expenses		\$0.00
191	Deposits		\$0.00
192	Deferred Expenditures		\$0.00
199, xxx	Other Current Assets		\$12,233,109.66

Resources:

301	Estimated Revenues	\$0.00	
302	Less Revenues	\$0.00	\$0.00

Total assets and resources \$12,233,109.66

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 99 Long Term Debt

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Liabilities and Fund Equity

Liabilities:

401	Interfund Loans Payable	\$0.00
402	Interfund Accounts Payable	\$0.00
411	Intergovernmental Accounts Payable - State	\$0.00
412	Intergovernmental Accounts Payable - Federal	\$0.00
413	Intergovernmental Accounts Payable - Other	\$0.00
421	Accounts Payable	\$0.00
422	Judgments Payable	\$0.00
431	Contracts Payable	\$0.00
451	Loans Payable	\$0.00
471	Payroll Deductions and Withholdings	\$0.00
481	Deferred Revenues	\$0.00
580	Unemployment Trust Fund Liability	\$0.00
499, xxx	Other Current Liabilities	\$12,233,109.66
Total liabilities		\$12,233,109.66

**Report of the Secretary to the Board of Education**  
**East Greenwich Board of Ed**

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**Starting date 7/1/2024 Ending date 6/30/2025 Fund: 99 Long Term Debt**

**Fund Balance:**

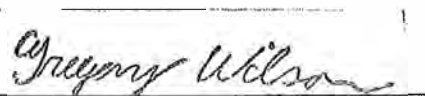
Appropriated:			
753,754	Reserve for Encumbrances		\$0.00
Reserved Fund Balance:			
761	Capital Reserve Account - July 1	\$0.00	
604	Add: Increase in Capital Reserve	\$0.00	
307	Less: Bud. w/d Cap. Reserve Eligible Costs	\$0.00	
309	Less: Bud. w/d Cap. Reserve Excess Costs	\$0.00	
317	Less: Bud. w/d cap. Reserve Debt Service	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
763	Sale/Leaseback Reserve Account - July 1	\$0.00	
605	Add: Increase in Sale/Leaseback Reserve	\$0.00	
308	Less: Bud w/d Sale/Leaseback Reserve	\$0.00	\$0.00
764	Maintenance Reserve Account - July 1	\$0.00	
606	Add: Increase in Maintenance Reserve	\$0.00	
310	Less: Bud. w/d from Maintenance Reserve	\$0.00	\$0.00
765	Tuition Reserve Account - July 1	\$0.00	
311	Less: Bud. w/d from Tuition Reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July 1	\$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
755	Reserve for Bus Advertising - July 1	\$0.00	
610	Add: Increase in Bus Advertising Reserve	\$0.00	
315	Less: Bud. w/d from Bus Advertising Reserve	\$0.00	\$0.00
756	Federal Impact Aid (General) - July 1	\$0.00	
611	Add: Increase in Federal Impact Aid (General)	\$0.00	
318	Less: Bud. w/d from Federal Impact Aid (Gen.)	\$0.00	\$0.00
757	Federal Impact Aid (Capital) - July 1	\$0.00	
612	Add: Increase in Federal Impact Aid (Capital)	\$0.00	
319	Less: Bud. w/d from Federal Impact Aid (Cap.)	\$0.00	\$0.00
769	Unemployment Fund - July 1	\$0.00	
	Add: Increase in Unemployment Fund	\$0.00	
678	Less: Bud. w/d from Unemployment Fund	\$0.00	\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$0.00
Unappropriated:			
770	Fund balance, July 1		\$0.00
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$0.00
	Total liabilities and fund equity		<u>\$12,233,109.66</u>

Starting date 7/1/2024 Ending date 6/30/2025 Fund: 99 Long Term Debt

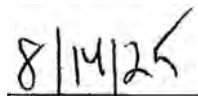
Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$0.00	\$0.00	\$0.00
Revenues	\$0.00	\$0.00	\$0.00
Subtotal	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Sale/Leaseback 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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</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>\$0.00</u>	<u>\$0.00</u>
Change in Tuition 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>\$0.00</u>	<u>\$0.00</u>
Change in Bus Advertising 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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (General):			
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>\$0.00</u>	<u>\$0.00</u>
Change in Federal Impact Aid (Capital):			
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>\$0.00</u>	<u>\$0.00</u>
Less: Adjustment for prior year	\$0.00	\$0.00	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>\$0.00</u>	<u>\$0.00</u>

Prepared and submitted by :



Board Secretary



Date

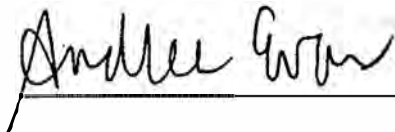
Starting date 7/1/2024    Ending date 6/30/2025    Fund: 99    Long Term Debt

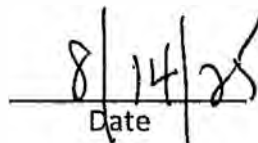
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**BANK RECONILIATION REPORT  
TO THE BOARD OF EDUCATION  
East Greenwich Township Board of Education  
All Funds  
June-25**

Funds	Beginning Cash Balance	Cash Receipts This Month	Cash Disbursements This Month	Ending Cash Balance
General Fund - Fund 10	\$ 4,868,479.98	\$ 1,568,971.20	\$ 2,894,798.63	\$ 3,542,652.55
Special Revenue Fund - Fund 20	\$ 437,622.51	\$ 107,710.20	\$ 110,514.47	\$ 434,818.24
Capital Projects Fund - Fund 30	\$ -	\$ -	\$ -	\$ -
Debt Service Fund - Fund 40	\$ 2.91	\$ -	\$ -	\$ 2.91
<b>Total Government Fund</b>	<b>\$ 5,306,105.40</b>	<b>\$ 1,676,681.40</b>	<b>\$ 3,005,313.10</b>	<b>\$ 3,977,473.70</b>
Enterprise Fund (Fund 60)	\$ 152,262.82	\$ 42,467.46	\$ 73,148.44	\$ 121,581.84
Enterprise Fund (Fund 61)	\$ 294,651.28	\$ 38,880.50	\$ 50,893.34	\$ 282,638.44
<b>Total Enterprise Funds</b>	<b>\$ 446,914.10</b>	<b>\$ 81,347.96</b>	<b>\$ 124,041.78</b>	<b>\$ 404,220.28</b>
Payroll - Fund 90	\$ -	\$ 926,413.30	\$ 926,413.30	\$ -
Payroll Agency - Fund 90	\$ 105,470.11	\$ 629,733.30	\$ 559,210.68	\$ 175,992.73
Unemployment Reserve - Fund 90	\$ 197,452.45	\$ 3,498.50	\$ 12,462.65	\$ 188,488.30
FSA - Fund 90	\$ 20,361.16	\$ 4,301.50	\$ 3,793.61	\$ 20,869.05
Other : Student Activity - Fund 95	\$ 48,848.63	\$ 9,479.55	\$ 20,748.21	\$ 37,579.97
<b>Total Trust/Agency Funds</b>	<b>\$ 372,132.35</b>	<b>\$ 1,573,426.15</b>	<b>\$ 1,522,628.45</b>	<b>\$ 422,930.05</b>
<b>Total All Funds</b>	<b>\$ 6,125,151.85</b>	<b>\$ 3,331,455.51</b>	<b>\$ 4,651,983.33</b>	<b>\$ 4,804,624.03</b>

Submitted by:



  
Date



# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 46065368 12  
Statement Date: 6/30/2025  
Fund/Funds: Custodian - Combined

Balance per Bank		\$ 3,869,732.69
Reconciling Items		
ADDITIONS:		
Due from Payroll Interest	\$ 100.00	
Due from Cap Proj	\$ 100.00	
Irrc Diff/Charge	\$ 0.72	
Due from Agency		
Due from Payroll		
<b>TOTAL ADDITIONS</b>	\$ 200.72	
DEDUCTIONS:		
Outstanding Cks. (Listed below)	\$494,344.42	
Due to Enterprice		
Due to Cafeteria Lunch		
<b>TOTAL DEDUCTIONS</b>	\$ 494,344.42	
Net Reconciling Items		\$ 494,143.70
<b>Adjusted Balance per Bank as of:</b>	<b>6/30/2025</b>	<b>\$ 3,375,588.99</b>

Balance per Board Secretary's Records as of:	6/1/2025	\$ 4,704,220.69
Reconciling Items		
ADDITIONS:		
Interest Earned	\$ -	
Deposits	\$ 1,483,083.23	
<b>TOTAL ADDITIONS</b>	\$ 1,483,083.23	
DEDUCTIONS:		
Bank Charges	\$ -	
Disbursements	\$ 2,811,714.93	
<b>TOTAL DEDUCTIONS:</b>	<b>\$ 2,811,714.93</b>	
Net Reconciling Items		\$ (1,328,631.70)
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$ 3,375,588.99</b>
Difference between Bank and Board Secretary's Records		\$ -

**Outstanding Cks.: Custodial Account**

<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
17802	\$2,850.00	17877	\$415.60
17833	\$140.00	17878	\$12,234.00
17840	\$1,110.00	17879	\$1,510.40
17841	\$20,573.69	17880	\$1,089.00
17842	\$325.30	17881	\$153.81
17843	\$191.49	17891	\$1,178.28
17844	\$5,700.00	17892	\$188.28
17845	\$733.75	17893	\$7,281.43
17846	\$480.60	17894	\$6,388.56
17847	\$574.38	17895	\$295.00
17848	\$21,658.20	17896	\$1,448.58
17849	\$47.94	17898	\$1,381.85
17850	\$754.70	17899	\$74,586.90
17851	\$1,300.00	17900	\$905.60
17852	\$120.00	17901	\$125.00
17853	\$175.00	17902	\$93,968.86
17854	\$4,969.35	17903	\$1,155.29
17855	\$100.00	17904	\$65.56
17856	\$103.12	17905	\$18,333.36
17857	\$6,540.06	17906	\$6,069.14
17858	\$1,374.15	17907	\$2,352.84
17859	\$588.50	17908	\$1,504.15
17860	\$22,695.33	17909	\$85.50
17861	\$16,850.30	17910	\$453.53
17862	\$538.50	17911	\$13,341.22
17863	\$107.98	17912	\$190.00
17864	\$575.00	17913	\$4,104.88
17865	\$240.00	17914	\$907.50
17866	\$318.75	17915	\$81.06
17867	\$52.39	17953	\$473.40
17868	\$475.00	17954	\$241.82
17869	\$1,044.05	17955	\$10,152.07
17870	\$198.95	17956	\$986.60
17871	\$166.40	17957	\$44,771.78
17872	\$869.38	17958	\$12,420.27
17873	\$88.84	18005	\$19,853.00
17874	\$71.80		
17875	\$38,510.00		
17876	\$437.40		
	<u>\$153,650.30</u>		<u>\$340,694.12</u>
<b>Total Outstanding Checks:</b>	<u>\$494,344.42</u>		

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 46068952 12  
Statement Date: 6/30/2025  
Fund/Funds: Capital Reserve Account

Balance per Bank		\$	601,884.71
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Other	\$	-	
<b>TOTAL DEDUCTIONS</b>			
Net Reconciling Items		\$	-
<b>Adjusted Balance per Bank as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>601,884.71</b>

Balance per Board Secretary's Records as of:	6/1/2025	\$	601,884.71
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	-	
Deposits	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	-	
<b>TOTAL DEDUCTIONS:</b>		\$	-
Net Reconciling Items		\$	-
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>601,884.71</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
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	<u>\$</u>	<u>-</u>		<u>\$</u>	<u>-</u>
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<b>Total Outstanding Checks:</b>	<u>\$</u>	<u>-</u>
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# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
 Account Number: 12000224 16  
 Statement Date: 6/30/2025  
 Fund/Funds: Capital Projects Account

Balance per Bank		\$	100.00
Reconciling Items			
ADDITIONS:			
Deposits in Transit			
Due from			
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to	\$	100.00	
<b>TOTAL DEDUCTIONS</b>		\$	100.00
Net Reconciling Items		\$	100.00
<b>Adjusted Balance per Bank as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>-</b>

Balance per Board Secretary's Records as of:	6/1/2025	\$	-
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	-	
Deposits	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	-	
<b>TOTAL DEDUCTIONS:</b>		\$	-
Net Reconciling Items		\$	-
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>-</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
		\$		\$
		-		-
<b>Total Outstanding Checks:</b>		\$		-

Bank Name:	Fulton Bank
Account Number:	4607044212
Statement Date:	6/30/2025
Fund/Funds:	<b>Enterprise Beyond the Bell</b>

Balance per Bank			\$	282,638.44
Reconciling Items				
ADDITIONS:				
Deposits in Transit				
Due from	\$	-		
<b>TOTAL ADDITIONS</b>			\$	-
DEDUCTIONS:				
Outstanding Cks. (Listed below)	\$	-		
Other	\$	-		
<b>TOTAL DEDUCTIONS</b>			\$	-
Net Reconciling Items			\$	-
<b>Adjusted Balance per Bank as of:</b>	6/30/2025		\$	282,638.44

Balance per Board Secretary's Records as of:	6/1/2025	\$	294,651.28
Reconciling Items			
ADDITIONS:			
Interest Earned			
Deposits	\$	38,880.50	
Return Deposit			
<b>TOTAL ADDITIONS</b>		\$	38,880.50
DEDUCTIONS:			
Bank Charges			
Disbursements	\$	50,893.34	
<b>TOTAL DEDUCTIONS:</b>		\$	50,893.34
Net Reconciling Items			\$ (12,012.84)
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>282,638.44</b>

Difference between Bank and Board Secretary's Records	\$	-
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Outstanding Cks.:	CHECK NO.	AMOUNT	CHECK NO.	AMOUNT
		\$0.00		\$
Total Outstanding Checks:		\$		

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 46065368 13  
Statement Date: 6/30/2025  
Fund/Funds: School Lunch

Balance per Bank			\$	123,249.59
Reconciling Items				
ADDITIONS:				
Deposits in Transit				
Due from	\$	-		
<b>TOTAL ADDITIONS</b>			\$	-
DEDUCTIONS:				
Outstanding Cks. (Listed below)		\$1,667.75		
Due to Custodial	\$	-		
<b>TOTAL DEDUCTIONS</b>			\$	1,667.75
Net Reconciling Items			\$	(1,667.75)
Adjusted Balance per Bank as of:	6/30/2025		\$	<b>121,581.84</b>

Balance per Board Secretary's Records as of:	6/1/2025		\$	152,262.82
Reconciling Items				
ADDITIONS:				
Interest Earned	\$	-		
Deposits	\$	42,467.46		
<b>TOTAL ADDITIONS</b>			\$	42,467.46
DEDUCTIONS:				
Other				
Disbursements	\$	73,148.44		
<b>TOTAL DEDUCTIONS:</b>			\$	73,148.44
Net Reconciling Items			\$	(30,680.98)
Adjusted Board Secretary's Balance as of:	6/30/2025		\$	<b>121,581.84</b>
Difference between Bank and Board Secretary's Records			\$	-

Outstanding Cks.: School Lunch Account

<u>Ck. #</u>	<u>Amount</u>	<u>Ck. #</u>	<u>Amount</u>
5594	\$19.10	5449	\$13.65
5625	\$1,470.00	5451	\$15.20
		5452	\$55.85
		5464	\$20.15
		5472	\$6.85
		5476	\$8.75
		5480	\$26.20
		5481	\$6.60
		5482	\$14.00
		5487	\$5.05
		5488	\$6.35

Total Outstanding Checks:

\$1,489.10

\$178.65

\$1,667.75

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name:	Fulton Bank
Account Number:	4607044212
Statement Date:	6/30/2025
Fund/Funds:	Payroll

Balance per Bank		\$	100.00
Reconciling Items			
ADDITIONS:			
Due From Custodial			
Due From Custodial Bank Fee			
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to Custodial	\$	100.00	
Due to Custodial			
<b>TOTAL DEDUCTIONS</b>		\$	100.00
Net Reconciling Items		\$	(100.00)
<b>Adjusted Balance per Bank as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>-</b>

Balance per Board Secretary's Records as of:	6/1/2025	\$	-
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	-	
Deposits	\$	926,413.30	
Deposit in Transit			
<b>TOTAL ADDITIONS</b>		\$	926,413.30
DEDUCTIONS:			
Due to Custodial			
Disbursements	\$	926,413.30	
<b>TOTAL DEDUCTIONS:</b>		\$	926,413.30
Net Reconciling Items		\$	-
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>-</b>

Difference between Bank and Board Secretary's Records	\$	-
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Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
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**Total Outstanding Checks:**

\$	-	\$	-
\$	-		



# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name:	Fulton Bank
Account Number:	46065368 14
Statement Date:	6/30/2025
Fund/Funds:	Agency

Balance per Bank		\$	484,499.04
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	308,506.31	
Due to Custodian			
<b>TOTAL DEDUCTIONS</b>		\$	308,506.31
Net Reconciling Items		\$	(308,506.31)
<b>Adjusted Balance per Bank as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>175,992.73</b>

Balance per Board Secretary's Records as of:	6/1/2025	\$	105,470.11
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	-	
Deposits	\$	629,733.30	
Other	\$	-	
<b>TOTAL ADDITIONS</b>		\$	629,733.30
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	559,210.68	
<b>TOTAL DEDUCTIONS:</b>		\$	559,210.68
Net Reconciling Items		\$	70,522.62
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>175,992.73</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	CHECK NO.	AMOUNT	CHECK NO.	AMOUNT
	5506	2,113.26	TPAF	84,518.65
	11652	97.89	PERS	13,379.33
	11657	57.20		
	11656	97.89		
	11659	20,509.24		
	11661	7,695.00		
	11658	16,569.72		
	11660	959.72		
	Federal/State Tax	162,508.41		
		\$ 210,608.33		\$ 97,897.98
<b>Total Outstanding Checks:</b>		<b>\$ 308,506.31</b>		

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 11009357 68  
Statement Date: 6/30/2025  
Fund/Funds: FSA

Balance per Bank		\$	20,869.05
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from			
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to	\$	-	
<b>TOTAL DEDUCTIONS</b>		\$	-
Net Reconciling Items		\$	-
<b>Adjusted Balance per Bank as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>20,869.05</b>

Balance per Board Secretary's Records as of:	6/1/2025	\$	20,361.16
Reconciling Items			
ADDITIONS:			
Interest Earned			
Deposits	\$	4,301.50	
<b>TOTAL ADDITIONS</b>		\$	4,301.50
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	3,793.61	
<b>TOTAL DEDUCTIONS:</b>		\$	3,793.61
Net Reconciling Items		\$	507.89
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>20,869.05</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	CHECK NO.	AMOUNT	CHECK NO.	AMOUNT
		\$		\$
		-		-
<b>Total Outstanding Checks:</b>		\$		-

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 46065368 15  
Statement Date: 6/30/2025  
Fund/Funds: Unemployment

Balance per Bank			\$	188,488.30
Reconciling Items				
ADDITIONS:				
Deposits in Transit	\$	-		
Due from	\$	-		
<b>TOTAL ADDITIONS</b>			\$	-
DEDUCTIONS:				
Outstanding Cks. (Listed below)	\$	-		
Due to				
<b>TOTAL DEDUCTIONS</b>			\$	-
Net Reconciling Items			\$	-
<b>Adjusted Balance per Bank as of:</b>	<b>6/30/2025</b>		<b>\$</b>	<b>188,488.30</b>

Balance per Board Secretary's Records as of:	6/1/2025		\$	197,452.45
Reconciling Items				
ADDITIONS:				
Interest Earned	\$	101.51		
Deposits	\$	3,396.99		
<b>TOTAL ADDITIONS</b>			\$	3,498.50
DEDUCTIONS:				
Bank Charges	\$	-		
Disbursements	\$	12,462.65		
<b>TOTAL DEDUCTIONS:</b>			\$	12,462.65
Net Reconciling Items			\$	(8,964.15)
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>		<b>\$</b>	<b>188,488.30</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
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**Total Outstanding Checks:**

\$ -	\$ -
\$ -	

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
Account Number: 46071155-18  
Statement Date: 6/30/2025  
Fund/Funds: Student Activity - Clark

Balance per Bank		\$	12,154.55
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	1,170.00	
Due to	\$	-	
<b>TOTAL DEDUCTIONS</b>		\$	1,170.00
Net Reconciling Items		\$	1,170.00
<b>Adjusted Balance per Bank as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>10,984.55</b>

Balance per Board Secretary's Records as of:	6/1/2025	\$	15,287.04
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	5.74	
Deposits	\$	2,216.32	
<b>TOTAL ADDITIONS</b>		\$	2,222.06
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	6,524.55	
<b>TOTAL DEDUCTIONS:</b>		\$	6,524.55
Net Reconciling Items		\$	(4,302.49)
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>10,984.55</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
	1489	\$1,170.00		

**Total Outstanding Checks:**

<u>\$1,170.00</u>	<u>\$0.00</u>
<u>\$ 1,170.00</u>	

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
 Account Number: 46071104-18  
 Statement Date: 6/30/2025  
 Fund/Funds: Student Activity - Mickle

Balance per Bank		\$	33,663.62
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	11,183.16	
Due to	\$	-	
<b>TOTAL DEDUCTIONS</b>		\$	11,183.16
Net Reconciling Items		\$	11,183.16
<b>Adjusted Balance per Bank as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>22,480.46</b>

Balance per Board Secretary's Records as of:	6/1/2025	\$	29,448.15
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	12.22	
Deposits	\$	7,243.75	
<b>TOTAL ADDITIONS</b>		\$	7,255.97
DEDUCTIONS:			
Bank Charges			
Disbursements	\$	14,223.66	
<b>TOTAL DEDUCTIONS:</b>		\$	14,223.66
Net Reconciling Items		\$	(6,967.69)
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>22,480.46</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	CHECK NO.	AMOUNT	CHECK NO.	AMOUNT
	2349	\$2,332.00		
	2377	\$8,638.52		
	2378	\$74.64		
	2379	\$138.00		

	<u>\$11,183.16</u>	<u>\$0.00</u>
<b>Total Outstanding Checks:</b>	<u>\$ 11,183.16</u>	

# **Bank Reconciliation** **East Greenwich Township Board of Education**

Bank Name: Fulton Bank  
 Account Number: 46070442-12  
 Statement Date: 6/30/2025  
 Fund/Funds: Wild Site

Balance per Bank		\$	4,114.96
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
<b>TOTAL ADDITIONS</b>		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to	\$	-	
<b>TOTAL DEDUCTIONS</b>		\$	-
Net Reconciling Items		\$	-
<b>Adjusted Balance per Bank as of:</b>	<b>6/1/1931</b>	<b>\$</b>	<b>4,114.96</b>

Balance per Board Secretary's Records as of:	6/1/2025	\$	4,113.44
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	1.52	
Deposits	\$	-	
<b>TOTAL ADDITIONS</b>		\$	1.52
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	-	
<b>TOTAL DEDUCTIONS:</b>		\$	-
Net Reconciling Items		\$	1.52
<b>Adjusted Board Secretary's Balance as of:</b>	<b>6/30/2025</b>	<b>\$</b>	<b>4,114.96</b>

Difference between Bank and Board Secretary's Records \$ -

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
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	<u>\$0.00</u>	<u>\$0.00</u>
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<b>Total Outstanding Checks:</b>	<u>\$</u>
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5215 Millitia Hill Rd, Plymouth Meeting, Pa 19462  
P: (866) 783-5301 F: 610-340-9122 E: [contact@txsource.net](mailto:contact@txsource.net)

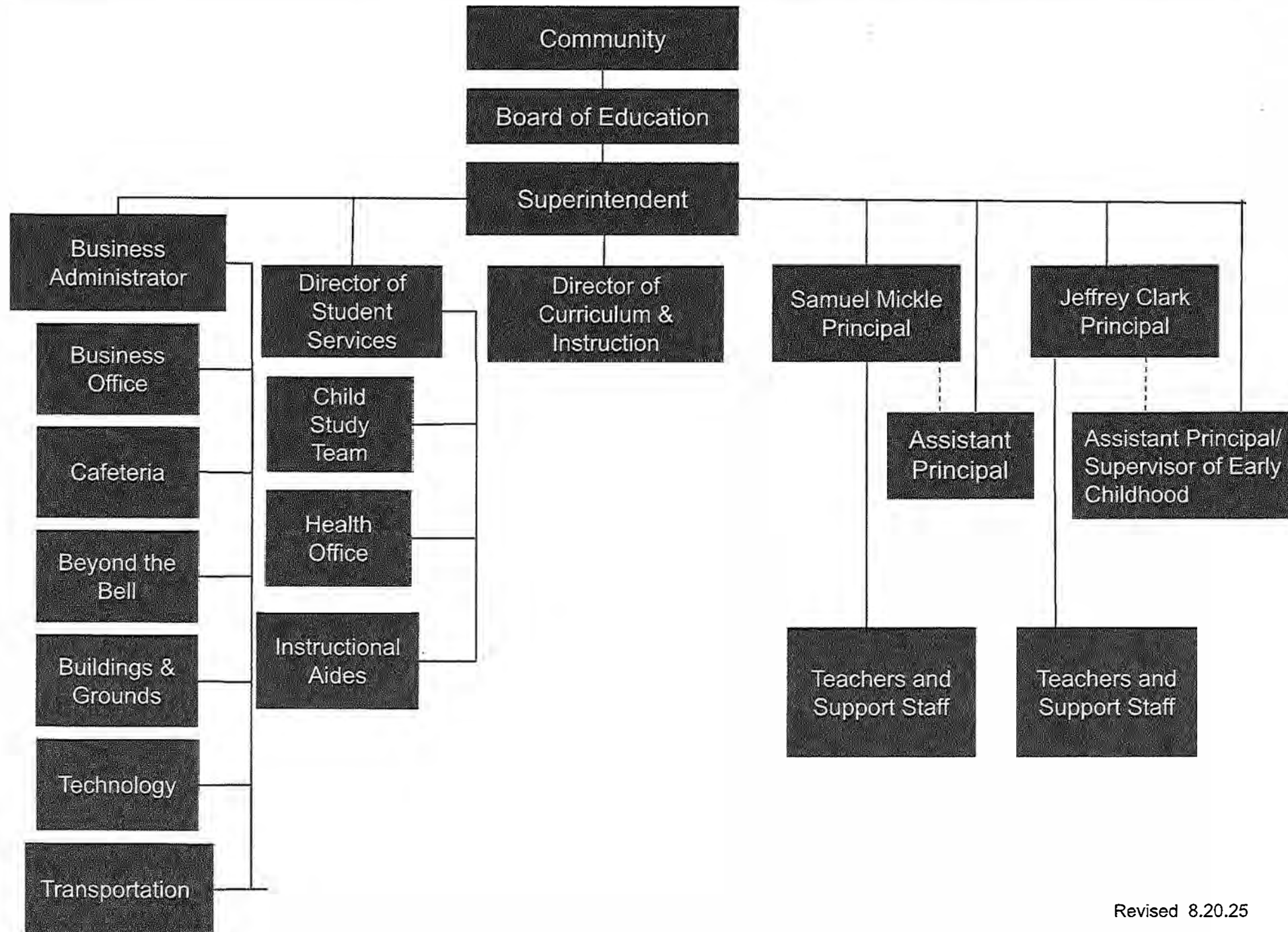
### Schedule A

Facility shall pay to Therapy Source for services performed for the 2025/2026 School Year:

Service	Fee (in Person)
SLP Services	\$93.50 per hour
OT Services	\$91.00 per hour
PT Services	\$96.00 per hour
LDTTC Services	\$90.00 per hour
PSY Services	\$93.50 per hour
SSW Services	\$82.00 per hour
Paraprofessional	\$47.00 per hour
Instructional Aide	\$57.00 per hour
RBT Services	\$62.00 per hour
BCBA Services	\$125.00 per hour
Special Education Teacher Services	\$73.00 per hour

- If scheduled therapy sessions are less than 2 hours in duration, travel time, at the hourly rate listed above is permissible. Round trip travel capped at 1 hour.
- Rates are calculated in increments of quarter hours and rounded up to the nearest quarter hour. Rate includes, but not limited to, evaluation, report writing, therapy services, documentation, progress notes, meetings, conferences and billing.
- Facility agrees to be billed for one (1) hour of service or travel time (whichever is longer) if scheduled therapy session(s) were cancelled or Facility would be closed and the assigned Therapist was not notified, via mail, telephone, or electronic mail, at least four (4) hours in advance. This cancellation policy does not apply to publicized weather-related cancellations.

# East Greenwich Township School District Organizational Chart





## 2022-2027 East Greenwich Township School District Strategic Plan Action Plans, Year 4 (2025-2026)

### Goal 1 Focus Area: Teaching and Learning

Goal: Create and provide curricula and instructional practices that lead to high quality learning to build independent citizens within a variety of settings.

#### Objectives:

1. Create opportunities for students to experience hands-on project-based learning environments.
2. Facilitate learning environments that provide leadership opportunities for students.
3. Enhance teaching and learning through addressing the needs of the whole child in an inclusive environment through data driven decisions.
4. Provide enriching opportunities for students through STEAM and STEM lessons. (See Goal 2)
5. Strive to maintain small class size in order to provide authentic implementation of best practices.
6. Be selective in terms of technology to enhance and support instruction.

Major Activities	Timeline	Staff Responsible	Resources Required	Indicator of Success
Implement a new English Language Arts resource, Fishtank Learning, in grades B-4; Fishtank immerses students in rigorous, authentic text where students are challenged to build knowledge and think critically; reading and writing are integrated with many opportunities for students to share their voices and build deeper meaning Provide ongoing professional development for instructional staff to support the shift to this new resource (Objectives 2 and 3)	July 2025- June 2026	Superintendent Director of Curriculum and Instruction All other administrators All instructional staff	Fishtank Learning student and teacher resources (online subscription and print materials)  Fishtank professional development for all administrators and instructional staff  Revised B-4 ELA curricula with Fishtank Learning as the instructional resource	B-4 revised ELA curricula  ELA instructional model  Professional Development agendas and sign in sheets  Purchase requisition for materials and subscription
Continue to provide STEAM enrichment lessons to all students in preschool through grade 6; Reallocate staff to have 1 STEAM teacher in each building (Objective 4)	September 2025- June 2026	Superintendent Director of Curriculum and Instruction Principals STEAM Teachers	Curricula writing budget	STEAM Transition Planning Agenda  STEAM Schedules  STEAM curricula

<p>Maintain class size by evaluating enrollment projections and re-allocating staff as needed; continue to partner with the township to project enrollment for the 2026-2027 school year and make adjustments in staffing as needed</p> <p>2025-2026 Average Class Sizes:</p> <p>Beginners- 20</p> <p>Grade 1- 21</p> <p>Grade 2- 22</p> <p>Grade 3- 20</p> <p>Grade 4- 23</p> <p>Grade 5- 22</p> <p>Grade 6- 25</p> <p>(Objective 5)</p>	June 2025- August 2026	Superintendent Principals Registrar		District Enrollment Report by grade level
<p>Be selective of technology to support and enhance instruction. Continue to evaluate all district subscriptions by usage as well as connectedness to standards and curricula, as well as information provided to staff, students and parents. Eliminate redundant or low yield subscriptions.</p> <p>For the 2025-2026 school year, add iReady Reading subscription for benchmarking and targeted reading practice; eliminate Link It benchmark subscription</p> <p>(Objective 6)</p>	July 2025- June 2026	Superintendent Director of Curriculum	District Budget	<p>Subscription List</p> <p>Resource Feedback</p> <p>Collection information</p> <p>Purchase requisition for iReady resources</p>

**Goal 2 Focus Area: Enrichment**

Goal: The East Greenwich Township Public School District will strive to enhance enrichment opportunities for all students, both during the school day and through academic and extracurricular activities, clubs, and events.

**Objectives:**

1. Infuse project-based and real-world learning into classroom learning opportunities.
2. Provide opportunities to enrich and reach students academically, physically, and social-emotionally.
3. Provide additional opportunities for students to provide their input for enrichment and extracurricular activities that are meaningful to them.
4. Seek opportunities for outside community groups and organizations to facilitate enrichment learning clubs or activities.

Major Activities	Timeline	Staff Responsible	Resources Required	Indicator of Success
Continue participation in the Clayton Pilot Program with a Child Connection Center at the Jeffrey Clark School (the Child Connection Center will provide SEL supports to Jeffrey Clark teachers, families and students); Expand the supports of the CCC staff based upon staff and student feedback in 2024-2025 (Objective 2)	August 2025-June 2026	Superintendent Principals Mental Health Providers Teachers Families	Allocate district budget funds for 15% of the cost of the project  Provide space for 2 onsite SEL specialists to meet with students and families	Memorandum of Agreement
Continue to partner with Rutgers University for the Comprehensive Mental Health grant to accomplish Year 3 goals of 3 year grant; including attending Rutgers trainings, internal Mental Health team meetings and internal Mental Health team work sessions (Objective 2)	July 2025-August 2026	Superintendent Principals Mental Health Team	Allocate district budget resources for materials, training, substitutes and professional development	Training agendas Meeting minutes
Hold a minimum of 2 family events focused on strategies to support social-emotional and/or mental health	July 2025-August 2026	Superintendent Principals Mental Health Team	Allocate district budget for materials, release time and/or compensation for preparation, compensation	Event flyers Event sign in sheets Photos

(Objective 2)			for the event	
Continue to offer instrumental strings (grades 2-6) and band lessons (grades 5-6) to students during the school day; continue to offer Strings Club, 5 <sup>th</sup> Grade Band, 6 <sup>th</sup> Grade Band and Jazz Band to students. (Objective 2)	September 2025-June 2026	Superintendent Principals Instrumental Strings Teacher Instrumental Band Teacher	Allocation of budget funds for instrumental music teachers  Materials as requested in club proposals	Teacher schedules; concert brochures
Continue to offer a variety of afterschool activities and clubs to students, such as Chorus, Drama Club, etc. (Objective 2)	September 2025-June 2026	Superintendent Principals  Staff members who submit club proposal	Materials as requested in club proposals	School calendars with afterschool clubs/activities listed
Explore opportunities for clubs and/or enrichment. Add at least 1 new club to Jeffrey Clark for the 2025-2026 school year. Add at least 1 new club to the Samuel Mickle School for the 2025-2026 school year. (Objective 2, Objective 3)	September 2025-June 2026	Superintendent Principals Staff members who submit club proposal	Materials as requested in club proposals	BOE agenda with list of club proposals
Principals will develop and implement a structured process to meet with students for input and feedback on specific topics throughout the year. (Objective 3)	October 2025-May 2026	Superintendent Principals Students		Meeting agendas  Meeting sign in sheets  Parent permission slips/forms

**Goal 3 Focus Area: Communication**

Goal: We aim to provide effective, timely, and relevant communication to all community members and collaborate with our township, community, and stakeholders.

**Objectives:**

1. Collaborate with the township in order to share dates and events of the school and community in East Greenwich.
2. Create an effective process to share and summarize important dates and events as well as pertinent district- or school-specific information.
3. Develop a communication plan to provide easy access to school and district information.

Major Activities	Timeline	Staff Responsible	Resources Required	Indicator of Success
Continue to share township community event dates with families via newsletters and social media; Continue to provide the township notification of open school events; Board approve community organization facilities usage (Objective 1)	August 2025-June 2026	Superintendent		Evidence of communication, such as social media posts on EGTSD Facebook page, flyers, and/or newsletters
Continue to provide a monthly paper calendar to families by building (green paper for Clark, yellow paper for Mickle); the paper calendar will include all special activities and events in the district and the school. (Objective 2)	September 2025- June 2026	Principals	Paper	Evidence of monthly calendars provided to parents
Continue to include all principal email communications on school websites so parents are able to access them in one location by date and/or topic; Include all district communications on district website	September 2025- June 2026	Principals		Evidence of all archived communications posted to school websites

(Objective 2)				
Include Spirit Days and other special activities on school website calendars and school monthly paper calendars. (Objective 2)	September 2025- June 2026	Superintendent Principals Director of Technology		Evidence of Spirit Days on school website calendars and school monthly paper calendars.
Develop a communication plan to provide easy access to school and district information. (Objective 3)	September 2025- June 2026	Superintendent Principals Director of Technology		Evidence of communication plan

**Goal 4 Focus Area: Facilities and Technology**

Goal: Maintain and update infrastructure and technology tools to enhance teaching and learning to promote academic success.

Goal: Maintain and update the grounds and facilities to promote the safety and security of staff and students and prepare for future growth.

**Objectives:**

1. Develop a technology plan to guide future upgrades and purchases to meet the growing technology needs across the district.
2. Utilize available grant funding to help offset the cost of technology projects.
3. Provide more professional development opportunities to staff on utilizing new technologies in the classroom.
4. Develop a technology support group to help staff support each other with new teaching strategies and problem solving.
5. Maintain a secure network with the latest security technologies.
6. Continue to provide adequate resources to properly maintain the facilities.
7. Utilize available grant funding to help offset the cost of maintenance projects.
8. Keep an open dialogue with Township officials about incoming housing growth.
9. Be creative in utilizing existing classroom space. Create plans for utilizing existing space to handle increased enrollment.
10. Research expansion options such as construction and office trailers to address major growth in student enrollment.

Major Activities	Timeline	Staff Responsible	Resources Required	Indicator of Success
Revise the district technology plan (Objective 1)	August 2025-June 2026	Superintendent Business Administrator Director of Technology		Meeting agendas Revised plan
Continue to explore and secure grant funding to offset costs of technology projects based on the technology plan and district priorities. Purchase devices through E rate to maximize savings benefits (Objective 2)	August 2025-June 2026	Superintendent Business Administrator Director of Technology	E rate application	Purchase requisitions
Provide professional development to staff on iReady online	August 2025-June 2026	Superintendent Director of Curriculum		Professional Development agendas

diagnostic assessment and iReady <i>My Path</i> personalized online instruction and practice tool in the areas of Reading and Math (Objective 3)		and Instruction Principals Teachers		
Explore the impact of artificial intelligence (AI) on teaching and learning, specifically how it can be used to support staff, through the development of a voluntary committee (Objective 4)	August 2025-June 2026	Superintendent Director of Curriculum and Instruction Principals/Assistant Principals Teachers	Professional resources such as books and articles; professional development attendance fees	Planning meeting agendas Committee meeting agendas
Continue to maintain a secure network with the latest security technologies by evaluating current practices and identifying opportunities for improvement (Objective 5)	August 2025-June 2026	Superintendent Business Administrator Director of Technology	District budget	Purchase requisition
With Preschool Expansion Aid (PEA) funds, install new preschool playground equipment at the Jeffrey Clark School (Objective 6,7)	May 2025-October 2025	Superintendent Business Administrator Principal Director of Facilities		Photos of finished work
Continue to maintain open communication with the township regarding potential building projects which could impact enrollment, and plan for changes to staffing as needed (Objective 8)	July 2025-August 2026	Superintendent Business Administrator Board President Township officials		Meeting agendas
The Preschool Expansion Aid application requires districts to plan to service 90% of eligible preschoolers within 5 years; As part of the application process, reallocate space at Jeffrey Clark school for a total of 8 PEA classrooms during the 2025-2026 school year should funding be	April 2025-August 2026	Superintendent Business Administrator Principal Facilities Director		2025 PEA grant application Jeffrey Clark school map



granted (Objective 9)				
Continue to plan to expand access to preschool for the 2026-2027 school year by expanding the number of classrooms in the Jeffrey Clark School and partnering with Head Start and/or local providers based on the amount of funding allocated by the NJDOE (Objectives 9, 10)	November 2025-April 2026	Superintendent Business Administrator Principal Facilities Director Township officials Community Contacts		Meeting agendas 2026 PEA grant application Jeffrey Clark School map

## 2025-2026 Proposed District Goals

### **District Goal A: Implement the new ELA resource, Fishtank Learning, with fidelity in grades B-4**

#### **Action Steps:**

Revise B-4 curricula to reflect Fishtank Learning resources.  
Create and implement B-4 instructional models which reflect the components of Fishtank Learning.  
Provide ongoing professional development and targeted support to administrators and instructional staff on the Fishtank Learning resources and implementation.

### **District Goal B: Expand the district's preschool program through Preschool Expansion Aid from 4 classrooms to 8 classrooms**

#### **Action Steps:**

Hire district preschool staff (Preschool Instructional Coach/Preschool Intervention and Referral Team Leader, teachers, instructional aides).  
Purchase classroom materials and set up classrooms.  
Purchase curricular materials and provide training to staff on Creative Curriculum.  
Secure and provide training to preschool staff on the Pyramid Model.  
Support preschool instructional aides in the development of Professional Development Plans (as required by PEA).  
Develop a master schedule which provides time and opportunity for daily preschool gross motor requirements, preschool lunch and rest requirements.  
Plan, purchase and install additional preschool playground equipment to accommodate the number of preschool students.  
Apply for the use of a supplementary curriculum, Creative Curriculum's AI's Pals, to use with preschool students to support social emotional growth.  
Communicate preschool program enrollment information to community stakeholders.  
Hold a lottery and register students.  
Plan transportation.  
Orient parents, students and staff.

### **District Goal C: Develop a multi-year special education plan to identify and address areas of need in professional development, instruction, services and compliance.**

#### **Action Steps:**

Develop a plan to gather feedback from stakeholders regarding practices and procedures.  
Expand membership and increase meeting frequency for the district's Special Education Parent Advisory Committee.  
Identify and prioritize areas of focus in professional development, teaching and learning, services and compliance.  
Prepare for NJ Office of Special Education monitoring in 2026-2027 by evaluating current practices and procedures.

### **District Goal D: Implement the Strategic Plan, Year 4, Action Plans.**

#### **Action Steps:**

Articulate the goals and action plans to all stakeholders.  
Provide updates on progress towards goals midyear and end of year.  
Evaluate and refine, if necessary, Year 4 Action Plans based on emergent needs.

# **EAST GREENWICH TOWNSHIP SCHOOLS**

**2025-2026**

## **Mentor Program**



## **Handbook**

**RESPECT \* KINDNESS \* RESPONSIBILITY \* ACCEPTANCE \* INTEGRITY \***

# East Greenwich Township School District

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# **East Greenwich Township School District**

## **Mentor Program Contact Information**

**Mentoring Program Contact: Mrs. Jessica Loggia**

**Mentoring Program Contact Phone: 856.423.0412 Ext: 1050**

**Mentoring Program Contact Email: [loggaj@eastgreenwich.k12.nj.us](mailto:loggaj@eastgreenwich.k12.nj.us)**

## **District Mentoring for Quality Induction Program**

### **Vision Statement**

The East Greenwich Township School District "Quality Induction Program for Teachers" consists of meaningful and relevant experiences for teachers new to the district. Our district strives to provide practical experiences, models of good teaching, subject area resources, opportunities for dialogue with mentors and peers, and additional support systems to help the new teacher create optimal learning for students in the classroom environment. We believe that the first year is critical and the quality of the mentoring can yield higher student achievement through the development of excellence in teaching. We will train, support, and retain our highly qualified teachers. Our ultimate goal is to send the message that we value our teachers, and we want them to stay and succeed.

### **Objectives and Goals**

**Objectives:** The East Greenwich Township School District sees every teacher as a professional educator and is committed to effectively train and support our teachers using the necessary time and resources. Each teacher new to the district, including novice teachers, must be treated by the school community with dignity and respect, and supported in learning to be successful at their craft as they become acclimated to the district community. Since teachers invest years to prepare for a life dedicated to the world's most valuable resource, the children, we have the responsibility to ensure that the new teachers will succeed and continue to be effective.

**Our vision is inclusive of these essential goals:**

- To assign a professional support team including a mentor to support all the novice and new-to-the-district teachers (those holding a CE, CEAS, or Standard Teacher of the Handicapped).
- To provide a comprehensive, supportive mentoring program for one year (30 weeks for traditional route and 34 weeks for alternate route) for novice teachers (those holding a CE, CEAS, or Standard Teacher of the Handicapped).
- To aid in the socialization of the teacher into the school culture and school community
- To guide in the understanding of the current teacher practice process (Marzano) and district evaluation process
- To develop and attain Student Growth Objectives (SGOs)
- To facilitate a smooth transition into teaching
- To provide instruction in classroom management and effective parent communication
- To offer practical advice, continued learning, and valuable experiences
- To provide opportunity for peer-observation and coaching
- To promote an ongoing dialogue between all mentors and novice teachers
- To make available subject area resources in terms of methodology and materials
- To engage in collaborative projects with experienced educators
- To support risk-taking with guidance
- To spotlight long-term professional development and growth toward tenure
- To improve teacher effectiveness and retention rate
- To increase the level of student achievement
- To increase community involvement
- To prioritize equity in professional learning practices.
- To foster an environment in which educators engage in continuous improvement and share responsibility for improving learning for all students.

## **Guidelines for Selection of Mentors**

A mentor's distinguishing characteristic is a commitment to support the professional development of teachers new to the district. The mentor's role is to motivate, to guide, and to counsel both the novice and the teacher new to the district.

As a motivator, the mentor encourages the new teachers to accept challenges from which he or she might normally shy away. A trusting professional relationship can help to support a new teacher in developing his or her problem solving skills.

As a guide, the mentor can serve as a networking resource, steering the new teacher to new opportunities and needed resources. The mentor can help to identify the correct source for information and point the new teacher in the appropriate direction.

As a counselor, the mentor can assist the new teacher in assimilating into his or her new environment. Understanding the policies, procedures, and culture of the district is a necessity. The mentor must be approachable, patient, attentive, and professional. The mentor encourages the new teacher toward long-term professional development and growth as well as student achievement.

Mentors need to possess a positive attitude and solid commitment to the teaching profession. Ultimately, an effective mentor is also a fine role model who conveys enthusiasm for teaching, understands the importance of strong collaborative relationships, and demonstrates a love for lifelong learning.

A successful mentor must be regarded by colleagues as an outstanding teacher with an excellent knowledge of pedagogy, subject matter, and strong classroom management skills. He or she must possess effective communication skills and the ability to offer critiques in both positive and productive ways. Using time efficiently, and understanding the need to be discreet and maintain confidentiality is of utmost importance.

Mentors will enhance the overall success of the induction process by working to bring out the best in the new teacher. Ultimately, excellent mentors know that it is more important to empower than to teach.

## **Application Process for Mentors**

To solicit interest, the application process begins with an internal posting of the available mentoring positions in each of the two district schools. Any staff member may express interest by applying through an email to the Superintendent. Based on the number of candidates in need and the number of approved mentors, the building principal will assign mentoring partnerships.

## **Criteria for the Selection of Mentors**

- The East Greenwich Township Board of Education will strive to select a certified and tenured teacher who is actively teaching in the district.
- The teacher will strive to meet the guidelines provided for selection of mentors.
- Whenever possible, the mentor teacher will be experienced and certified in the subject area in which the novice teacher is teaching. When at all possible, the mentor will be located in the same school building as the provisional teacher and have a similar teaching assignment.
- The mentor teacher will be a cooperative staff member who is recognized for his or her leadership, professionalism, discretion, and helpfulness.

- The mentor teacher will demonstrate exemplary command of pedagogy and content area knowledge based on the district's evaluation model.
- The mentor teacher will agree to review, complete and follow the mentor tool-kit and attend any district training.

## **Roles and Responsibilities for Mentors**

### **A formal mentor for novice teachers must:**

- Participate and contribute in all ongoing, sustained mentor training programs/professional development.
- Make a commitment of time to the mentor-novice relationship over the required time period.
- Be a role model of professionalism and teacher leadership.
- Establish regular conferencing times to discuss the provisional teacher needs, provide ongoing support, and plan and reflect on classroom practices aligned with the New Jersey Professional Standards for Teachers, the New Jersey Core Curriculum Content Standards, and Common Core Standards.
- Aid the novice teacher in adjusting to, and becoming familiar with, the school culture, policies, procedures, resources, and personnel.
- Encourage novice teachers to participate in team/teacher meetings, professional learning communities, professional development opportunities, and to collaborate and gain collegial support with veteran colleagues.
- Provide feedback, teaching tips, guidance, and suggestions.
- Discuss best practice instructional techniques.
- Within the first two months, document discussion topics between mentor/novice via weekly documentation log, which is to be submitted to administration.
- Support the novice teacher through the process of the current observation and evaluation procedures.
- Maintain confidentiality of all mentor-novice activities.
- Contribute to the ongoing evaluation of the District Mentoring for Quality Induction Program.
- Assist in the development of program revisions for the next year.

\*The mentor is not an evaluator. None of the mentor/mentee documents may be included as part of the mentee's formal evaluation. No information on the mentoring forms can be used as official documentation in the formal evaluation of any involved party.



## **Professional Learning Components for Mentors**

### **Alignment with New Jersey Professional Standards for Teachers**

- Mentors attend in-district and out-of-district annual, on-going, sustained professional development workshops/seminars to assist them in providing appropriate and meaningful learning experiences for their students. *(Standard one through seven and ten)*
- Professional development workshops include instructional planning which encourages cooperative learning experiences and the recognition of learning styles and multiple intelligences within the context of the classroom experience. *(Standard two through seven and ten)*
- Mentors are encouraged to be lifelong learners of their craft through ongoing self-reflection and professional development. *(Standard one through seven; nine through eleven)*
- Mentors are required to create a supportive, respectful, and safe learning environment for their students. *(Standard two through four; six, seven, nine through eleven)*
- Mentors demonstrate their verbal and written communication skills with opportunities to prepare and teach educational workshops in their designated specialties to their colleagues. *(Standard one, three, five, six through eleven)*
- Formal mentors become involved in a variety of school and community outings that help them to understand the intellectual, social, emotional, and physical development of their students. In doing so, they foster relationships with parents, guardians, families, and community agencies. *(Standard two, six, through eleven)*

### **Professional Learning Components for Novice Teachers and Alignment with New Jersey Professional Standards for Teachers**

During an intensive, two day session, novice and experienced teachers who are new-to-the-district are required to take a series of custom workshops that are presented prior to the start of each school year. The two-day New Teacher Orientation is designed for the purpose of acclimating and orienting our new educators to the district's expectations for teaching and learning. It offers a guide to success in the district and in the teaching profession. It also serves as a way for the new teachers to establish professional relationships which allows them to be empowered and encourages them to contribute to their school community.

These initial workshops include the following:

- A summary of the rich history and demographics of East Greenwich Township *(Standards two, three, seven through eleven)*

- A warm welcome from the school administrators (*Standards two, six, eight through eleven*)
- A presentation and discussion of the district's vision for education. At the end of the two day session, the vision is revisited and a discussion of new teacher concerns and questions follows. (*Standards two, four through eleven*)
- A concentrated session on Classroom Management Skills. Teachers are provided with a variety of management techniques and the tools to create a classroom management plan. (*Standards three, four, six, nine, and ten*)
- An oral summary on professional growth including a discussion of the teacher observation and evaluation instruments which are presently in place throughout the district. This is followed by a question-and-answer session. Teachers are provided with the tools to create an individual professional improvement plan. (*Standards eight, nine, and ten*)
- A review of the technology aspects currently used and available within the district. (*Standards four, five, seven through eleven*)
- A planning and introduction session at the school location where the teacher will be employed on a day-to-day basis (*Standards one, two, four, six, eight, nine, and ten*)

Upon completion of this two day session, first-year teachers continue the learning process by completing the following requirements:

- A 30-week mentorship program (*All standards are addressed during this 30-week period*)

Additionally, the East Greenwich Township School District offers district-wide, half-day and full-day professional development workshops and grade level/departmental programs designed for each specific building objective.

- After school workshops are offered on a myriad of topics including but not limited to:
  - Conferences
  - Parent Communication
  - Behavior management
  - Data analysis
  - Assessment
  - Small group instruction
  - I&RS and tiered interventions
  - Equity practices

For the school year, the following will also be provided:

- Teacher discussions between veteran and novice teachers
- Professional learning communities
- Voluntary workshops
- Professional development days

- A website dedicated to informative presentations designed to deliver differentiated professional learning as needed based on mentor observation, administrator observation, or teacher preference.
- A full time Instructional Coach will be available to all novice and second year teachers (*Standards one through eleven will be addressed*)

Until teachers acquire tenure status, we provide opportunities to attend both in and out of district workshops, after school workshops, plus committees in collaboration with veteran teachers. Custom designed workshops on topics including in-class support, special education, content area partnerships, and newly developed curriculum are also arranged as needed.

### **Major Changes in N.J.A.C. 6A: 9C Effective August 2023**

1. Strengthening support for Novice Teachers
  - a. Non Tenured teachers in their first year of employment will be provided individualized support and activities based on the nontenured individual needs.
  - b. Weekly, in-person contact time for a minimum of 30 weeks.
  - c. Increased meeting frequency to twice per week for novice provisional teachers. The change will require the mentor and novice provisional teacher to meet according to the following schedule:
    - i. Twice per week for the first four weeks for a novice provisional teacher holding a CEAS.
    - ii. Twice per week for the first eight weeks for a novice provisional teacher holding a CE.
2. Ensuring the District Mentoring Plan is a Collaborative and Transparent Process
  - a. The district mentoring plan shall include formal and informal resources and support to guide novice provisional teachers throughout the entire provisional period.
  - b. The chief school administrator (CSA) or designee shall:
    - i. Collaborate annually with each School Improvement Panel (SciP) to review the district mentoring plan, consider ways to support the plan at the school level, and take steps to ensure that all new teachers are receiving the necessary professional support.
    - ii. Make available to staff an electronic copy of the current district mentoring plan.
  - c. Each SciP shall oversee the school-level implementation of the district mentoring plan and shall communicate the plan to all nontenured teachers and their mentors.
3. Increased Specificity on What Counts in Professional Development for Teachers
  - a. Each teacher must have at least 20 hours per year of qualifying experiences that support student achievement, including achievement in academic, physical, social, and emotional learning.

- b. Professional learning experiences may include in-person, virtual or remote courses.
- 4. Revised New Jersey Standards for Professional Learning
  - a. Rigorous Content for Each Learner: These standards highlight essential content for adult learning which leads to student results.
    - i. Equity Practices: Educators understand their students' historical, cultural, and societal contexts; embrace student assets through instruction; and foster relationships with students, families, and communities.
    - ii. Curriculum, Assessment, and Instruction: Educators prioritize high-quality curriculum and instructional materials for students, assess student learning, and understand curriculum and implement through instruction; and
    - iii. Professional Expertise: Educators apply the NJSLS and research to their work, develop the expertise essential to their roles, and prioritize coherence and alignment in their learning.
  - b. Transformational Processes: These standards highlight processes which sustain significant changes in an educator's knowledge, skills, practices, and mindsets.
    - i. Equity Drivers: Educators prioritize equity in professional learning practices, identify and address their own biases and beliefs, and collaborate with diverse colleagues;
    - ii. Evidence: Educators create expectations regarding, and build capacity for, the use of evidence from multiple sources to plan educator learning, and measure and report the impact of professional learning;
    - iii. Learning Designs: Educators set relevant and contextualized learning goals, ground their work in research and theories about learning, and implement evidence-based learning designs; and
    - iv. Implementation: Educators understand and apply research on change management, engage in feedback processes, and implement and sustain professional learning.
  - c. Conditions for Success: These standards describe the aspects of the professional learning context, structures, and cultures that strengthen a professional learning system.
    - i. Equity Foundations: Educators establish expectations for equity, create structures to ensure equitable opportunities for access to learning, and sustain a culture of support for all staff;
    - ii. Culture of Collaborative Inquiry: Educators engage in continuous improvement, build collaboration skills and capacity, and share responsibility for improving learning for all students.

- iii. Leadership: Educators establish a compelling and inclusive vision for professional learning, sustain coherent support to build educator capacity, and advocate for professional learning by sharing the importance and evidence of the impact of professional learning; and
- iv. Resources: Educators allocate resources for professional learning, prioritize equity in their resource decisions, and monitor the use and impact of resource investments.

### **Mentoring Activities Checklist**

A Mentor Activities Checklist and Action Plan document has been created for mentor pairs to use as a guide for important topics and activities. The activities have been broken down into segments of the year: August/September, October/November, December/January, February/March, and April/May/June.

### **Provisional Teacher Meetings and Professional Development Opportunities**

In response to mentor and mentee feedback, as well as job-specific needs, the former *Provisional Teacher Meeting Scope and Sequence* has been redesigned to offer more flexible and responsive support. Instead of a set monthly sequence, provisional teachers and their mentors will now have access to a series of *voluntary* workshops and professional development sessions. There are a total of seven meeting dates scheduled throughout the school year.

These sessions may be offered **after school or during a voluntary prep period**, and will focus on relevant, timely topics aligned with the unique challenges and goals of provisional teachers. The content and facilitators will vary based on the specific needs identified throughout the year.

Provisional teachers are encouraged to attend the sessions that align with their current goals and areas of interest, while mentors are welcome to participate and collaborate as part of the ongoing induction and support process.

### **NJ Professional Standards for Teachers**

Reference the link for the detailed description and list of the New Jersey Professional Standards for Teachers.

Standards for Professional Learning from Learning Forward's Standards adopted by the state of New Jersey in August 2023.

### **Mentor Partnership Agreement**

At the beginning of each mentor partnership, mentors and provisional teachers will work together to complete the Mentoring Partnership Agreement. In this agreement, the mentor and

provisional teacher will work together to establish goals, objectives, and ground rules for their relationship.

### Mentor Partnership Agreement Form

## **Peer Observations**

Novice teachers and mentor teachers will be required to complete peer observations over the course of the 30 weeks. Novice teachers will be expected to complete a minimum of 2 peer observations in which they will be required to observe either their mentor and/or a veteran teacher. Mentor teachers will be required to conduct a minimum of 2 peer observations of their mentee. Substitute coverage will be provided. Each peer observation will also involve a pre-observation and post-observation reflection. Observations and reflections are confidential between the mentor/mentee. Peer observations are meant to provide feedback and should follow the log provided in the mentor training and is also available on the mentor website. Peer observations should consist of assessing needs, observing, and reflecting. Observers should look for learning, not teaching. Examples of look fors include but are not limited to: student engagement, clear expectations, equitable participation of students, providing adequate “think time”, questioning (higher order vs. leading questions), teacher rapport/relationships with students, and/or purposeful turn and talks/activities (are they time-fillers or are they achieving the goal of the lesson?).

### Mentor Program Peer Observation Framework

The Mentor Program Peer Observation Framework document has been created as a tool for purposeful observations. The document provides data collection ideas, planning conference questions, a section for observational notes, and reflection questions. Time will be provided for provisional teachers to meet with their mentors to reflect on the lesson that was observed.

## **Mentor Log Requirements**

- Mentoring hours must be tracked by the district mentors.
- Novice teachers are required to complete a total of 30 weeks of mentoring.
- All weekly hours are to be documented on the mentor log and tracked on a week-to-week basis using the log template provided.
- ***The mentor teacher and the novice provisional teacher holding a CEAS meet at least twice per week for the first four weeks of the teaching assignment; The mentor teacher and the novice provisional teacher holding a CE meet at least twice per week for the first eight weeks of the teaching assignment.***
- A new log should be created each month.
- In-person meetings may be documented; indicate any topics covered.
- If a novice teacher has not fulfilled their 30 weeks of mentoring, their time will be carried over into the next school year and/or district.

- Novice teachers are responsible for keeping their logs in order to submit it as evidence to the state or other districts.

### Mentoring Log Template

### Sample Log

## **ACHIEVE NJ Requirements**

Provisional teachers, including long term substitute teachers working to obtain their standard certificates, are expected to complete a Professional Development Plan (PDP) and Student Growth Objectives (SGOs).

Professional Development Plans should be created in iObservation by the provisional teacher with the support of their mentor. The plans should reflect the district goals and objectives for that school year.

Student Growth Objectives should be created using the NJDOE template by the provisional teacher with support of their mentor. SGOs should be based on specific and measurable data yielded from an assessment that encompasses most standards and tracks student progress over the course of 9 consecutive weeks.

Provisional teachers are expected to follow due dates standard with the district. Exceptions include individuals that did not begin the mentoring program in the beginning of the school year.

## **Evaluating Provisional Teachers**

Provisional teachers must meet evaluations requirements, pursuant to N.J.A.C. 6A:9A-8.6, by obtaining two effective or highly effective final ratings, one per year, within three consecutive years of teaching. The evaluations must adhere to the criteria of Achieve NJ, the statewide evaluation system that schools use to evaluate certificated staff. All observations will be conducted in iObservation.

## **Program Evaluation**

The primary reason for an effective induction program is student achievement. In reaching this goal, teacher effectiveness must be improved and teacher retention rate must be improved. The East Greenwich Township School District has set a goal of summer 2020 for developing a

valuable evaluation method. This method will reflect on the success of the induction program and its impact on the district as a whole.

The New Teacher Induction Workshop which takes place just before the beginning of each school year uses a Google Form survey in order to assess the needs of the novice teachers and mentors.

Mentor Entry surveys will be provided via Google Forms to mentors during mentor training in August prior to the start of the school year.

Both provisional teachers and mentor teachers will complete mid-year surveys and end-of-year surveys to provide feedback on the program and assist in the improvement of the EG Mentoring Program.

Mentor Entry/Mid-Year Survey  
Mentor Exit Survey  
Mentee Entry/Mid-Year Survey  
Mentee Exit Survey

## **Mentor Dues and Payments**

All fees associated with providing mentoring services must be satisfied. Regulations require that all payments to mentors by candidates are paid through the district and no payments

should be made directly from novices to mentors. Employers may choose to pay the mentor fees for their novice teachers.

- If mentors and novice teachers are not able to complete the entire 30 weeks of mentoring OR if a novice teacher is coming in with previous mentoring hours, the novice teacher will only pay their mentors the equivalent of the total weeks they have worked with a district mentor. Please contact Tammy Vogt with any questions.

## **Completion of the Provisional Teacher Process and Applying for the Standard License**

Provisional teachers can apply online for their standard certificates if they have met all requirements of mentoring, completed formal instruction (for CE candidates), and have received two effective or highly effective final summative ratings that have been entered into PLRMS by their school. The online application, including any payment requirement, is only valid for a six month period. If all requirements have not been met, the provisional teacher should not apply until they have all been completed. To apply online, the provisional teacher must go to the



Teacher Certification Information System. Provisional teachers who have not previously applied online will need to register in the TCIS system.

The provisional teacher must follow all instructions on the online TCIS page and select the standard certificate area for which they are applying. The provisional teacher will be directed to complete the online oath and prompted to pay the appropriate fee, if required.

(CE) provisional teachers who complete the 400 hour CE EPP must submit the Verification of Program Completion for CE-EPPs to OLC office. ESL, Bilingual, or TOSD must also submit official transcripts to the Office of Certification and Induction with a Verification of Program Completion Form. Those who complete the online application will receive a confirmation email containing a link to an online survey that they must complete.

[PTP Process Flow Chart \(CEAS\)](#)

[PTP Process Flow Chart \(CE\)](#)

## **Mentoring/Certification FAQ**

Below you will find some frequently asked questions that we have received over the years from our mentors and provisional teachers in the district. In an effort to make this as simple and smooth of a process, we have listed these questions along with their answers. Thank you for your service!

### **1. Who needs to be mentored?**

All novice teachers who have not yet obtained a Standard certificate and have never been mentored before; or have not completed their 30 weeks of mentoring elsewhere.

### **2. How many weeks are you required to meet with a novice teacher for mentoring?**

The state requires mentors and novice teachers to meet a minimum of thirty (30) weeks throughout the school year.

### **3. How much will I be getting paid for becoming a mentor for a novice teacher?**

Mentors will be getting compensated for their mentoring service the summer after the mentorship takes place. Mentors receive a \$550.00 stipend (CEAS candidate) or a \$1,000.00 stipend (CE Candidate) for their mentoring services, depending on whether your mentee holds a CE (Certificate of Eligibility) or a CEAS (Certificate of Eligibility with Advanced Standing). (This stipend is taxed when paid out to you.)

### **4. What if I mentor a teacher for less than thirty (30) weeks, can I still get compensated for this?**

We always ask mentors/mentees to hold on to their mentor logs and wait until all thirty weeks have been completed before submitting them for payment processing. However, if you did not complete thirty weeks with your mentee and you will NOT be paired up with them again to complete the thirty weeks, you can submit for processing at the end of the school year.

**5. When will I get paid for mentoring services?**

We ask all mentors/mentees to submit their completed mentor logs at the end of the school year. Then, they get processed for payment and mentors can expect payment by the end of July or beginning of August.

**6. Should I keep a copy of our mentor logs?**

Absolutely! Please do not forget to keep a copy of your mentor logs for your own records.

**7. Where can I find a mentor log?**

You can print out three copies of the mentor log from the NPS Provisional teacher process webpage at the link below:

<http://www.nps.k12.nj.us/departments/human-resources/provisional-teacher-process/>

**8. Where should I send my mentor logs at the end of the school year for processing?**

You can submit your mentor logs through the Provisional Teacher Process web page on the NBOE website. The link to submit your mentor log is:

[https://docs.google.com/forms/d/e/1FAIpQLSc-QKGkVPehQ7Qnhx5N63v7odLUrx\\_1KqfmsPUS78mXpuBBg/viewform](https://docs.google.com/forms/d/e/1FAIpQLSc-QKGkVPehQ7Qnhx5N63v7odLUrx_1KqfmsPUS78mXpuBBg/viewform)

**9. Who should I contact if I have any additional questions/concerns?**

You should reach out to [Mentoring@nps.k12.nj.us](mailto:Mentoring@nps.k12.nj.us) if you have any additional questions/concerns.

**10. What is the difference between a CE and a CEAS?**

Both certificates represent the initial step toward New Jersey certification. The Certificate of Eligibility (CE) is issued to alternate route teachers while the Certificate of Eligibility with Advanced Standing (CEAS) is issued to teachers who have pursued a traditional route into teaching and have already completed a formal education training program. Both CE and CEAS holders must obtain a provisional certificate and successfully complete the Provisional Teacher Program in order to receive a standard certificate.

**11. Why hasn't my provisional certificate been issued yet?**

You must hold a CE/CEAS and be formally registered into the Provisional Teacher Program by the Office of Human Resources before the NJDOE will issue your provisional certificate. If you are an alternate route teacher, you must advise the HR Department of the institution where you have enrolled to complete the additional coursework required for your program. Without that information we cannot enroll you into the PTP. It is important that alternate route teachers enroll in their additional coursework as quickly as possible after signing their contract and advise the Talent Office of that location.

## **12. What are the requirements to complete the Provisional Teacher Program?**

ALL new teachers The PTP requires that all new teachers are evaluated, mentored (30 weeks), and complete additional coursework as required. In addition, submission of the online application for a standard certificate is required upon successful completion of the PTP.

## **13. How do I apply for my standard certificate?**

Applications for standard certificates are submitted online. Make sure that you have completed all requirements before applying.

## **14. My provisional certificate has expired. What should I do?**

Provisional certificates are issued for two years and expire in July of the second year. It is your responsibility to track your progress through the Provisional Teacher Process. If you have not completed the requirements to obtain your standard certificate prior to the expiration date, you will need to apply for a renewal of your provisional and pay the fee in effect at that time (\$70.00). You must advise the Office of Human Resources of your intent to renew your certificate so we can work with the State to complete the appropriate paperwork on your behalf.

<b>Important Dates for the Year</b>	
<b>By the End of September</b>	
<b>Task</b>	<b>Person(s) Responsible</b>
Complete September's Mentor Log in Drive Folder	Mentor
Complete and Sign Off on Mentoring Activities and Action Plan for August/September in Drive Folder	Mentor/Mentee
Complete the Mentor Partnership Agreement in Drive Folder	Mentor/Mentee
Complete the Mentor and Mentee Entry Surveys	Mentor/Mentee
<b>By the End of October</b>	

Complete October's Mentor Log in Drive Folder	Mentor
<b>By the End of November</b>	
Complete November's Mentor Log in Drive Folder	Mentor
Complete and Sign Off on Mentoring Activities and Action Plan for October/November in Drive Folder	Mentor/Mentee
<b>By the End of December</b>	
Complete December's Mentor Log in Drive Folder	Mentor
<b>By the End of January</b>	
Complete January's Mentor Log in Drive Folder	Mentor
Complete and Sign Off on Mentoring Activities and Action Plan for December/January in Drive Folder	Mentor/Mentee
Complete the Mentor and Mentee Mid-Year Surveys	Mentor/Mentee
<b>By the End of February</b>	
Complete February's Mentor Log in Drive Folder	Mentor
<b>By the End of March</b>	
Complete March's Mentor Log in Drive Folder	Mentor
Complete and Sign Off on Mentoring Activities and Action Plan for February/March in Drive Folder	Mentor/Mentee
<b>By the End of April</b>	
Complete April's Mentor Log in Drive Folder	Mentor
<b>By the End of May</b>	
Complete May's Mentor Log in Drive Folder	Mentor
<b>By the End of the School Year (June)</b>	
Complete June's Mentor Log in Drive Folder	Mentor
Complete and Sign Off on Mentoring Activities and Action Plan for April/May/June in Drive Folder	Mentor/Mentee
Complete Mentor and Mentee Exit Surveys in the Drive Folder	Mentor/Mentee

# EAST GREENWICH TOWNSHIP SCHOOL DISTRICT

## STAFF HANDBOOK

2025-2026



RESPECT \* KINDNESS \* RESPONSIBILITY \* ACCEPTANCE \* INTEGRITY \* PERSEVERANCE

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**East Greenwich Township Administration**

**Andrea Evans, Superintendent  
Gregory Wilson, Business Administrator**

Lisa Giorgianni, Director of Curriculum & Instruction  
Bethanne Barousse, Samuel Mickle Principal  
Andrew Mettler, Mickle Assistant Principal

Christina Battiato, Director of Student Services  
Jessica Loggia, Jeffrey Clark Principal  
Erica Green, Clark Assistant Principal/Supervisor of Early Childhood

**Board Appointed Officers**

Affirmative Action	Mrs. Erica Green
Alternative Affirmative Action	Ms. Christina Battiato
Anti Bullying Coordinator	Mrs. Bethanne Barousse
Alternate Anti Bullying Coordinator	Mrs. Jessica Loggia
Asbestos/AHERA Coordinator	Mr. Greg Wilson
Board Secretary	Mr. Greg Wilson
Custodian of Records	Mr. Greg Wilson
District Testing Coordinator	Mrs. Lisa Giorgianni
Equity Officer	Mrs. Jessica Loggia
Gloucester County School Security Team Members	Mrs. Bethanne Barousse/Mrs. Erica Green
Homeless Liaison	Ms. Christina Battiato
Indoor Air Quality Coordinator	Mr. Mike Venello
IPM Coordinator for the Schools/ District	Mr. Mike Venello/Mr. Greg Wilson
Issuing Officer	Mrs. Bethanne Barousse
Public Agency Compliance	Mr. Greg Wilson
Purchasing Agent	Mr. Greg Wilson
Right to Know Coordinator	Mr. Greg Wilson
School Safety Specialist	Mrs. Jessica Loggia
Alternative School Safety Specialist	Mrs. Bethanne Barousse
Website Accessibility Coordinator	Mr. Shaun Bailey



## 504 ACCOMMODATION PLANS

504 accommodation plans are created to ensure that students with a disability, which significantly impacts a life function, have equal access to education. In order to be granted a 504 a student must have a diagnosis, but having a diagnosis does not ensure that a plan will be granted. The diagnosis can include a physical or emotional disability, such as diabetes or depression. A 504 plan will outline the diagnosis and the appropriate accommodations needed by the student, like frequent bathroom breaks, or statewide testing accommodations. 504 plans do not grant students specialized instruction in special education placements, such as a self-contained or resource room setting. These accommodations are reserved for students with IEPs.

Any student who needs (or is suspected of needing) special accommodations should be referred by a teacher/administrator or parent/guardian to the Intervention and Referral Services Team (I&RS). The I&RS Team will determine if Section 504 consideration is warranted. A referral to the team is strongly encouraged before a more formal Section 504 referral is initiated. In this way, appropriate educational accommodations and services can be provided in a relatively informal manner without the need for formal qualifications under Section 504.

## ABSENCES - STUDENTS

In New Jersey, an excused absence means the absence does not count towards the number of days in session for a student. For example, the district calendar has 180 student days in session. If a student participates in "Take Our Children to Work Day", the student's yearly attendance is calculated out of 179 days in session. The following are examples of excused absences:

- Religious observance (as recognized by the NJDOE)
- Required court appearance
- Participation in Take Our Child to Work Day
- Participation in observance of Veterans Day

In New Jersey, unexcused absences include:

- Absence due to illness (with or without a doctor's note)
- Death in family
- Family vacations or trips
- Medical, dental or mental health appointments

### Monitoring and Intervention

- Teachers are expected to take accurate daily attendance in Realtime by 9:00 AM.
- Attendance will be monitored regularly by the main office staff and building administrators.
- If you have a concern about a student's attendance, please contact the assistant principal.
- After a total of 12 days absent, a conference will be held with the parent, school nurse, school counselor, classroom teacher and principal to develop a tiered attendance improvement plan.
- A note should accompany any student who has been absent, regardless of the time duration. This note is to be signed by the parent or guardian and sent to the main office on the day of receipt.
- When a child is absent for three or more consecutive days, a doctor's certificate is required. The nurse will contact the parent to request this documentation.
- All written excuses are to be sent to the main office by the teacher on the day the child returns to school. Include your teacher code on the note. For example, 2G.
- When a child is absent due to vacation, all means of notification are to be sent to the office. When you get a note in advance of the trip, please forward to the office. The office would like to be notified in advance when possible. Per district procedure outlined in the Parent Handbook, teachers are not to send student work in advance of an absence due to vacation.
- Teachers are to help students make up missed work due to an excused absence. At minimum, students receive 1 day per absence to make up work. For example, if a student was absent for 3 days, he or she has at least 3 days

upon return to make up work. Teachers should use discretion to prioritize graded assignments when appropriate. (see HOMEWORK)

#### Health Determinations and Student Dismissal

Only the school nurse is authorized to evaluate a student's health condition, take a student's temperature, or determine whether a student should be sent home due to illness or injury. If a student appears or reports feeling unwell or injured, contact the school nurse and send the student to the health office, accompanied by a buddy if needed.

In the case of a serious incident where the student should not be moved, notify the nurse or main office immediately for assistance. This ensures that all health evaluations and decisions follow proper medical protocol and maintain student safety and confidentiality.

#### ABSENCES- STAFF

Staff are to report absences through Frontline (formerly Aesop) online. Sick days must be entered by 7:00am on the day of the absence. If illness occurs after that time, please contact the main office directly.

All personal days must be requested a minimum of 2 days prior to the date requested for district approval. No more than five staff members will be approved for a personal day on a given day. Please remember that personal day requests will not be honored on professional development days.

Reference the Collective Bargaining Agreement for a detailed description of the types of absences and the approval process.

#### ATTENDANCE- STUDENTS

Homeroom teachers, complete your attendance through Real Time by 9:00am. Please be accurate with attendance reporting. Parents are expected to call the school's main office each day their child is absent to report the absence and the reason. This allows the school to maintain accurate attendance records and ensures student safety.

If a parent communicates directly with you (via email, phone call, Class Dojo, etc.) regarding an upcoming or current absence, please direct them to call the main office to officially report the absence.

*Example language to use with families:*

*"Thank you for letting me know. Please be sure to call the main office to report [student's name] absent so it can be recorded properly."*

Do not mark attendance as excused based on parent communication with staff alone. All absence documentation and reporting must go through the main office.

If a parent does not report a child absent, the office will call the parent to confirm the child's absence.

In case of a drill or an emergency, it is the teacher's responsibility to have an accurate attendance count.

#### ACCIDENT INSURANCE

All children are covered with excess insurance by the East Greenwich Board of Education during the school day. If a child becomes injured during the school day, he or she is to be sent to the nurse's office (if possible). Teachers and/or nurses are required to fill out a "Student Accident Report" after the incident occurs. This form will be provided by the nurse after the child is examined.

### AFTER-SCHOOL ACTIVITIES

After-school activities and clubs may be proposed by staff. Compensation is provided to approved activities/clubs in accordance with the CBA. It is the activity advisor's responsibility to propose activity meeting dates, times and locations for approval by the building principal. It is the activity advisor's responsibility to notify the participating students, participating students' parents and the main office of the activity meeting dates, times and parent pick-up location. Further communications regarding the activities may be included on the school calendar and in the school newsletter when provided by the activity advisor to the school principal.

In the event of an activity cancellation, it is the activity advisor's responsibility to contact the main office, participating students, and participating students' parents. For student safety, cancellation or change of meeting dates is strongly discouraged.

It is the activity advisor's responsibility to supervise the participating students at all times. Staff members may not transport students using their own transportation.

Should an item(s) be needed for use, please submit a requisition request to the principal for review and approval (see "Purchases Requiring Reimbursement").

If the activity advisor plans an afterschool event requiring the use of common space such as the gymnasium, cafeteria, media center, etc., or an event beyond the approved club time, the activity advisor must complete a district "Use of School Facilities" application and submit to the principal for approval. Upon district approval of the application, the activity is placed upon the district Facilities calendar.

### AMERICAN EDUCATION WEEK

During this week, one day is selected for parent visitation to the classroom to observe teacher instruction and student learning. Only if both parents/guardians are unable to attend, will another family member be permitted to attend in the place of the parents. Siblings are not permitted to attend.

### ARRIVAL AND DEPARTURE TIME – CLARK

Teachers' start time is 8:20 AM. All staff members are responsible for signing into the main office prior to their start time each day. All homeroom teachers must report to their classrooms by 8:25 AM as this is the time students will begin arriving in the classroom. *Students must never be permitted in a classroom without supervision.* Once homeroom teachers have welcomed the majority of their students, they are expected to actively support a soft start to the day. This time is an important opportunity to build classroom community and emotional readiness for learning. Teachers should remain present, attentive, and engaged with their students during this time. Hallway conversations with colleagues should be limited, as this is a critical window for setting a positive tone for the school day. All other staff must report to their assigned duty posts at 8:25 and remain at their post until 8:40 AM.

Timely arrival at your duty post is critical. Once students are on school property, **school staff is fully responsible for student supervision and safety.** Your presence and punctuality are essential to ensure that students arrive safely and are greeted with a calm, structured start to their day.

Staff assigned to **bus lanes, car rider areas, and crosswalks** are required to wear a **safety vest** during duty to ensure visibility and personal safety.

Safety vests are available at the following locations:

- The gymnasium entrance
- The vestibule outside the main office
- The vestibule near the first-grade hallway

Please **take a vest before reporting to your post and return it** immediately after your duty concludes.

Staff is encouraged to **plan meetings and collaboration around arrival and dismissal times**, as we require **all hands on deck** during these critical periods of student supervision.

At dismissal, teachers are to dismiss their students according to the schedule on the announcements. Classroom teachers are responsible for walking their bus students to the gym in a quiet and orderly fashion. Staff members will be assigned different duty posts throughout and around the building for dismissal. Staff who are assigned a duty post in the gym are responsible for ensuring students are walking in a calm manner to their designated bus line. Teachers or staff assigned a bus number are responsible for walking their bus students to their assigned bus. Staff members are expected to ensure students on their assigned bus are following expected behaviors on the bus (ie. seated in assigned seat, belted in, etc.) prior to departure. Staff members assigned a duty post in parent pick-up and non-transported student pick-up are responsible for ensuring students are gathered and waiting in a calm manner in the assigned area. Staff members must check parent and guardian photo identification prior to dismissing students from our supervision. Teacher and staff departure time is 3:35PM. All staff members are to state their time of arrival and departure by signing in and out on the form provided in the main office.

#### ARRIVAL AND DEPARTURE TIME- MICKLE

Teachers' start time is 8:20 AM. All staff members are responsible for signing into the main office prior to their start time each day. All homeroom teachers must report to their classrooms by 8:25 AM as this is the time students will begin arriving in the classroom. *Students must never be permitted in a classroom without supervision.* All other staff must report to their assigned duties at 8:25 AM and remain at their post until 8:40 AM.

At dismissal, teachers are to dismiss their students according to the schedule on the announcements. Teachers are to walk their bus students out the side gym doors in a quiet and orderly fashion. Staff without a homeroom will have an alternative dismissal duty. Teachers assigned to a bus are expected to ensure students on their assigned bus are following expected behaviors on the bus (ie. seated in assigned seat, belted in, etc.) prior to departure.

Teacher's departure time is 3:35PM. All teachers are to state their time of arrival and departure by signing in and out on the form provided in the main office.

#### BACK TO SCHOOL NIGHT

Back to School Nights are indicated on the district calendar. On Back to School Night, teachers are to give a presentation outlining classroom policies and procedures. The presentation should be general enough to apply to all students. Student work should be displayed during Back to School Night and name tags placed on the pupils' desks. No parent-teacher conferences are to be conducted. Teachers should have a sign-in sheet for visitors and a handout outlining the presentation. Student expectations, the classroom management plan, parent communication, and the grading policy need to be included.

#### BIRTHDAYS

Birthday parties for students and teachers are prohibited. Party invitations may be distributed in the classroom if all students in the classroom receive an invitation.

Students, preschool through sixth grade, are not permitted to bring in snacks or items to share in the classroom or cafeteria as part of a birthday celebration. Please be sure this is communicated to parents in your initial newsletter and at Back to School Night.

#### BOARD of EDUCATION POLICIES

The district's board of education policies can be found on the district website under Board of Education, "School Board Policies". You can view policies in a list or you can search for a specific policy. At times throughout the year, the board may approve new or revised policies. These will be sent to all staff via email. All staff are responsible for adhering to board policies. Questions about board policies should be directed to your building principal or supervisor.

## BUS PROCEDURE AND DISCIPLINE

All students will be assigned to various buses prior to the opening of school with the exception of 'non-transported students' who live in the vicinity of the school. Teachers should familiarize themselves with the various buses and where those students line-up, aid any children, especially during the opening weeks of school. Discipline problems of a minor nature will be handled by the bus drivers. Any major infractions should be immediately reported to the principal or assistant principal, who will take the necessary action. Children who are assigned a bus **MUST** ride on that bus. Children are not permitted to ride other buses. If a child rides a bus and wants to walk or ride a bicycle to school, a note is necessary from the parent or guardian before this occurs.

## CATALOGS

Any teacher who needs to order instructional materials may borrow the catalogs from the office. Please return them promptly.

## CELL PHONES and SMART DEVICES

**STUDENTS:** Cell phones can be brought to school; however, they must remain off in the student's book bag at all times. Smart watches are permitted to be worn, so long as their sole purpose for use is to tell time. Cell phones and smartwatches that are being used to make calls, text (parents or peers) or play games during the day will be confiscated and returned to students at the end of the day.

During the school day and/or after school:

- may not be turned on or used during instructional time, except for instructional and educational purposes with the explicit approval of the teacher.
- may not be turned on or used during lunch or recess.
- may not be turned on or used in the bathroom.
- may not be turned on or used during field trips, fire drills, or safety drills.
- may not be turned on or used during assessments.

Students are not to call, text, or message their family members during the school day. If students need to reach a member of their family, they can use one of the phones in the main office or in the classroom..

Parents are encouraged to help enforce this policy by refraining from texting, calling or answering messages/calls during the school day.

Students may not photograph or take videos of any staff members or other students on school property or at school-sponsored events.

If an electronic device is discovered, the following will apply:

1. 1<sup>st</sup> Offense: Staff member confiscates the electronic device with a warning and gives the student back the device at the end of the school day.
2. 2<sup>nd</sup> Offense: Staff member confiscates the device, sends it to the main office, and the student may come to the office at the end of the day to bring it home.
3. 3<sup>rd</sup> Offense: Same as above, but the parent must pick up the electronic device from the main office.

## STAFF:

Personal cell phones may not be used during the instructional day. The cell phone is to be turned off or placed on silent during instruction. Personal cell phones may only be used during lunch, planning period, prior to school and after school.

## CHARACTER EDUCATION

In the 2025-2026 school year, character education lessons are required to be taught weekly. One period per week is included in homeroom teachers' schedules for this purpose. Each lesson in the district-approved curriculum will be divided amongst each day of the week with core lessons, activities, and extensions. Character education lessons are to be documented in the lesson planner. Clark Connect/Mickle Meet have been developed as one component of the lessons to be implemented daily and documented daily in the lesson planner.

## CHANGES TO DISMISSAL

If a parent wishes to make a change to their student's regular dismissal, a "Change to Dismissal" form should be completed and sent in with the student on the day of the change. If a student turns in this form, please send it to the main office.

Teachers are not to accept changes to dismissal via phone or email. If a teacher is contacted by a parent via phone or email, please direct the parent to call the school's main office to reach one of the receptionists. The receptionist will inform teachers of any changes to dismissal made during school hours.

## CHILD ABUSE- Mandated Reporter

All school district employees are mandated reporters of suspected child abuse. If you suspect a child is being abused, you are required to contact DCPD immediately. You may consult with the school counselor or school administrator who can assist you through the process and/or call. See the Department of Children and Families informational presentation in the Google Drive for specific information regarding your liabilities, responsibilities and the process.

## CLASS LISTS

Each spring, families are given the opportunity to share student placement considerations through a placement input form. These Placement Consideration Surveys are distributed in late March and are due by the end of April each school year.

Teachers play an essential role in contributing to the class placement process by providing input on student academic levels, peer dynamics, and any factors that should be considered when creating balanced classrooms. Teachers will be responsible for supplying information and input to assist in formulating class lists at the end of each school year. Please remember that class lists remain confidential until they are finalized and officially released by administration.

Class lists for an upcoming school year may not be ready until the teachers' in-service prior to the opening of school. If they are distributed earlier, last minute changes may be expected.

## CLASSIFIED STUDENTS

### PROCEDURES FOR PROBLEM-SOLVING

A copy of the child's IEP is accessible through Realtime. If the IEP is revised, you will be notified through Realtime. An IEP is a legal document and must be followed explicitly and in its entirety. If you have questions about the implementation of an IEP, please contact the child's case manager.

If a special education student is having difficulties in your class, contact the student's case manager to discuss your concerns. They will be able to assist you in determining whether the concern is related to the child's disability. Please remember to review and have knowledge of the contents of a student's IEP and implement all accommodations in your class at all times.

Collaboration between the special education and regular education teacher is instrumental to the child's success. Therefore, if you have any concerns regarding a special education student's progress, communicate your concerns to the special education teacher and the case manager to determine if a revision to the IEP is needed. If you have any concerns regarding a special education student's behavior, consult with the student's case manager. Special education students

are responsible for following the district Code of Conduct. If the behavior is related to the student's disability, the case manager will be involved.

Grading: Before a classified student receives a D or an F on a progress report or report card, the case manager must be contacted. It is expected that the parents have been informed of the child's progress.

If at any time you wish to review a child's complete records, they are available in the Child Study Team office.

### CLASSROOM ASSIGNMENTS

Written assignments should be meaningful at all times. All written work should be checked and returned to the students or placed in folders and saved for parent conferences. If students' work is located in Google Classroom, be sure to provide parents with information on accessing and viewing the work. Occasionally, help children evaluate their own work. A folder containing samples of the student's work is to be kept for each child-for parent conferences.

Teachers should foster collaborative learning environments using a variety of instructional formats including cooperative learning, small groups, whole-group instruction, and individual conferencing. Use visual and technological tools (e.g., whiteboard, Smartboard, digital media) to reinforce instruction.

Students should never mark or grade the work of their peers, nor should work be used for public comparison.

To promote grading consistency and inter-rater reliability, teachers are encouraged to collaborate with colleagues to review rubrics, written response expectations, and assignment criteria. Regular team discussions can help ensure equitable, standards-aligned grading practices across classrooms and grade levels.

### CLASSROOM-MANAGEMENT

Effective classroom-management is the responsibility of the individual teacher. The teacher should be firm, but fair with students and guide them into expected behavioral practices appropriate to students' developmental levels.

Beginning at the start of the school year, teachers should routinely make time for establishing relationships and a positive classroom environment. The goal is to ensure all students feel a sense of belonging that is characterized by trust, connection, and understanding. This can be accomplished through morning meetings such as Clark Connect and Mickle Minute, as well as through the use of the Community Builder Cards provided by Sanford Harmony.

Teachers are to establish an assertive discipline plan for the classrooms and areas around the school. This plan should include clear expected behaviors understood by all, a list of consequences, and a list of rewards. Teachers are responsible for teaching and reinforcing the expected behavior for the classroom, bathroom, water fountain, hallway, cafeteria, playground and assemblies. Rules Rollout lesson plans are provided to teachers prior to the start of the school year that they are required to follow. Classroom rules must be posted and easily visible to students. The classroom management plan should also be sent home with the students. A copy must also be included in substitute and emergency plans. Parents should be directed to discuss this plan with their children and return a signed portion of this note as a receipt of the classroom discipline plan.

Teachers are to follow the district Code of Conduct when addressing behavior and giving discipline consequences. All parent contact regarding discipline is expected in the form of a parent phone call, not via Class Dojo or email. Email and Class Dojo are supplemental means of communication and can be conducted in conjunction with a phone call. Parent contact and consequences are to be recorded in RealTime. Please follow procedures outlined in the Code of Conduct to determine when a break of school policy should be reported to administration by way of a discipline referral.

*Please do not send students to the main office. Complete the administrative referral form and send the completed form only to the office.* If there is an emergency situation, please call the main office for assistance and use the chart below to report the severity of the behavior. Do not leave a message. When a staff member calls on the telephone or uses the handheld radio to request for assistance, they must indicate the level of behavior or staff role needed and room number in

which the incident is taking place. The presence of an administrator is required whenever Ukeru pads are utilized, including in self-contained classrooms.

*No pupil is to be left unsupervised at any time either in the classroom or hallways.*

Should a staff member need assistance with a behavior, please reference the “Levels of Severity When Calling for Assistance Chart”. Staff members involved in any calls for assistance will participate in a debrief following the incident in order to ensure best practices in addressing behavioral concerns.

### CODE OF CONDUCT

The East Greenwich Township School District’s Code of Conduct is aligned with our mission statement. This mission statement exemplifies our goal to provide a safe and secure learning environment. Our district uses a multi-tiered system of supports as a framework to promote a school climate that supports the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community.

Multi-tiered systems of support create school environments where standards for behavior are taught, problem behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners at school. All students are supported through a tiered model of increasingly intense interventions or enhancements that are available based upon a student’s individual academic and behavioral needs. With the use of prevention and intervention strategies that support students’ behavior and social-emotional needs, school staff facilitate both academic and social development of all students.

EGSD promotes the following universal expectations for all students and staff based on the following traits: kindness, respect, responsibility, acceptance, integrity, and perseverance.

In order to accomplish these goals, *all* stakeholders must work in collaboration to foster mutual respect within the school community.

- Students will grow to conduct themselves in a manner that reflects our character traits with the support of parents/guardians, administrators, teachers, and staff.
- Staff members are responsible for teaching and modeling skills that help students make informed and responsible choices. This includes fostering self-regulation, encouraging the consideration of diverse perspectives, and supporting the development of critical thinking skills.
- Staff members engage students in prevention and intervention strategies that promote positive behavior and address problem behavior. Student behavioral concerns will be addressed with corrective and restorative responses, as well as logical consequences.
- Administrators will intervene when the discipline offenses are repeated, are severe in nature, and/or when interventions are not successful.
- Parents and guardians of students are responsible for understanding the district’s behavior expectations and supporting the child’s adherence to the code of conduct.

### Where and When the Student Code of Conduct Applies

The code of conduct applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any vehicle funded by the East Greenwich Township Public Schools, or at any time or place which may affect an educational function, including when accessing the district’s electronic network services or on remote instruction.

### Progressive Levels of Corrective Response

Corrective responses provide a profound emphasis on what we want students to do and learn. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional



learning opportunities through our character education curriculum and positive behavior supports. The goals of assigning corrective responses and consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors should be considered:

- Student's age, developmental level, and grade,
- Student's prior behavior patterns and responses to interventions
- Student's intent and the severity of harm caused

#### Administrative Discipline Referrals

Administrative office referrals must be completed using the paper administrative referral form available in the main office. Please note, the completed office referral is part of a student's record.

It is expected an administrative referral is submitted on the day in which the incident occurred, so that students can be interviewed and parents contacted. Please submit the written referral on your next available non-instructional time, such as lunch or prep. If the incident occurs at the end of the day or after your non-instructional periods, contact the office and then send the referral to the main office in a sealed envelope. If the incident or infraction is severe in nature and requires immediate attention, please contact the main office immediately.

#### Academic Integrity

The East Greenwich Township School District students are expected to observe the highest standards of integrity when meeting the requirements of his or her academic curriculum. Pupils are expected to be honest in all of their academic work. This means they will not engage in the following acts:

- cheating on examinations and assignments.
- plagiarism on any academic work
- Falsifying, altering or tampering with official passes, notes, grades, or signatures.

Violation of BOE policy 5701 will result in a parent phone call and a student conference. In the event of plagiarism or cheating, the student may receive a zero on that assignment. If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

#### Threats Towards Another Student

The Board of Education directs all school district staff members to be alert to a student who exhibits warning signs of destruction to others. Any such warning signs or the report of such warning signs from another student or staff member shall be taken with the utmost seriousness and reported immediately to the principal or designee. A threat assessment will be conducted by the principal or designee and disciplinary action will occur. Threats to others may be brought to the attention of the Threat Assessment Team for further evaluation. At the conclusion of the threat assessment, the child may be referred to outside counseling and/or support services or he or she may be required to be evaluated and cleared by a mental health specialist prior to returning to school.

#### Suspensions/Expulsions

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him or her, or of the habitual use of profanity or of obscene language or actions, or who shall cut, deface or otherwise injure any school property shall be liable to punishment and to suspension and expulsion from

school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A 18A:37-2 and the school district's student discipline/code of conduct policy and regulation in accordance with the N.J.A.C. 6A:16-7.1 et seq.

#### Bus Suspensions

In accordance with the district's Code of Conduct and progressive discipline procedures, students may be suspended from the school bus for a designated period of time due to repeated or severe misconduct while on the bus. The length of the bus suspension will be determined based on the severity of the infraction and the student's disciplinary history, following the district's progressive discipline framework. During a bus suspension, it is the responsibility of the parent/guardian to provide transportation to and from school. The student is still expected to attend school during the suspension period. All bus behavior concerns should be documented and reported to administration promptly using the appropriate referral procedures.

#### COMMUNICATING WITH PARENTS AND GUARDIANS

Plan to communicate with individual parents and guardians through school email or by telephone. Other platforms, such as Class Dojo, may be used for other purposes, such as whole class messaging and classroom communication. Individual parent-teacher communication and messages are to be communicated through school-issued email or from a school district phone number. Do not send FERPA-protected information via Class Dojo, text messaging, or any personal platform.

#### COMPLAINTS CONCERNING SCHOOLS

It is usually best to try to solve conflicts or complaints at the lowest level. If a parent calls the office about a concern in a classroom or with a particular teacher, the principal will listen and refer the parent back to the teacher as the parent needs to contact the teacher first in most cases. The teacher will then be notified to expect a call. If colleagues are having a conflict it works best to try to first settle it between the two. Here are some tips: Talk privately in a neutral place, discuss the problem and your feelings, confine your remarks to what was done to upset you, be specific; stay away from put downs and be prepared to hear and deal with your colleagues' feelings. If the problem cannot be settled at the lowest level, then follow the chain of command: Principal, Superintendent, Board of Education.

#### CONFIDENTIAL INFORMATION

Information concerning the treatment of any student must be held in strict confidence by all employees. Conversations that are not respectfully intended to benefit a child will not be tolerated. Consulting privately with colleagues about your most challenging students is an effective way to brainstorm strategies to support the student. Constructive discussions about specific students should be held in private to maintain confidentiality. Students are not to be discussed in public areas such as hallways, lounges, etc. Teachers must not discuss or gossip about a child in front of the child's peers. Under no circumstances should such matters be discussed with anyone outside the school system. Refer any newspaper inquiries regarding the schools and its students to the administration. Any notification to the press or press releases need to be authorized by the Superintendent.

#### COPIER

Each teaching staff member is assigned a copier code and monthly copy quota (3000 black and white, 50 color). Users may check their copier count by visiting the Teacher Portal under the For Staff tab on our websites or by typing in <https://www.eastgreenwich.k12.nj.us/site/default.aspx?DomainID=265>.

On this page, there is a link with a printer icon that says "Copier Count Check". Once you click the link, you are brought to the login page for the copiers. Your copier login uses the same credentials you use to log in on district computers. Every user gets 3000 copies per month (Team Leaders get an additional 500) so we set the value of 1 copy to \$0.01 and

deposited \$30.00 per month into everyone's account. You may monitor your balance by checking the "Allotted Balance" tab on the page. Color copies are limited to 50 per month and can be checked by looking at the "Color Quota" tab on the page.

\$30.00 (or 3000 copies) are added to your balance on the 1st of each month along with the color quota being reset to 50. The "Additional Copy Request Form" is located underneath the link for the "Copier Count Check" on the Teacher Portal page.

### CURRICULUM GUIDES

The Director of Curriculum shall develop curriculum guides for every course and area of study for every grade level. Each guide shall contain objectives for concepts and skills to be taught and attitudes to be developed; necessary study skills; suggested materials and activities designed to achieve all of these; and evaluation criteria intended to test the extent to which learning objectives have been met. Curriculum guides shall include all requirements of the New Jersey State Learning Standards. Teachers shall use the guides as the core of their instructional planning. It shall be the responsibility of the building principal to ensure that curriculum guides are being followed. Each guide is also located on the district drive for instructor access.

Because curriculum guides are the means of implementing instruction in courses adopted by the Board as the curriculum of the district, the Board shall approve any new curriculum guides or any revision to an existing guide before they are put into effect. Reference the District Grading Policy for clarity on what goes into a student grade.

### DAMAGE TO SCHOOL PROPERTY

Every effort shall be made to recover damages from adult vandals or from the parents of juvenile vandals to cover the theft of equipment or the destruction of school property. This policy will apply, not only to damage as a result of breaking and entering at night, but also to willful damage done to school property by pupils during the course of the day.

### DISMISSAL PROCEDURES- CLARK

During dismissal, all teachers will stand in doorways to monitor their classrooms as well as the hallways. Teachers not assigned to a regular homeroom will have posts to assist in dismissal of non-transported students, parent pick-up, and Beyond the Bell students. All teachers will receive dismissal assignments on the in-service prior to the opening day of school.

Once dismissal begins, all staff will take their positions. Dismissal will be called in the following order:

- Beyond the Bell to the cafeteria
- Non-transported students to the classroom
- Parent pick up to the library
- Bus students to the gym

Non transported students and parent pick up students will be dismissed after all buses have been called from their designated exterior location. Staff members assigned to a duty post at non transported and parent pick up are required to check the ID of the adults prior to dismissing the student. Bus riders will dismiss through the gym.

After all students are dismissed to their dismissal locations, classroom teachers should walk bus students to the gym. Each classroom teacher will be assigned a dismissal duty. Once in the gym, bus supervisors will monitor and escort that bus line to the bus and remain at post outside of that bus until its departure or by 3:35. The work day for most staff ends at 3:35 PM. Staff members should remain on duty until 3:35 PM unless otherwise noted or approved by an administrator.

### DISMISSAL PROCEDURES- MICKLE

During dismissal, all staff will be on duty. Homeroom teachers will walk bus riders out the gym doors and up one of the bus lanes to his or her duty assignment. Homeroom teachers are expected to spread out on both sidewalk areas to ensure supervision of all students. Other staff will stand outside their doors or report to their duty assignments. All staff will receive their duty assignment on the in-service prior to the opening day of school.

Once dismissal begins, all staff will take their dismissal duty positions. Dismissal will be called in the following order:

- Beyond the Bell to the cafeteria
- Non-Transported (students who do not have bus assignments)
- Parent Pick Up (students with bus assignments who will be picked up)
- Bus Riders-Grades 3, 4, 5, 6

Non-transported students will be dismissed through the gym and across the bus lane crosswalk. Parent Pick Up students will be dismissed through the LGI door. Bus riders will dismiss through the gym and across the bus lane crosswalk. Staff members should remain on duty until 3:35 PM unless otherwise noted or approved by an administrator.

### DONATIONS

In accordance with N.J.S.A. 18A:20-4 and 18A:20-11 et seq., staff members must comply with board policies regarding the requesting and acceptance of donations. Any item or donation (monetary or material) offered, requested, or accepted on behalf of a classroom, grade level, or school program must receive prior approval from the building principal. Staff may not independently solicit donations from businesses, organizations, or families without administrative approval. If approved, all donations must be reported to the Board of Education and formally accepted through board resolution, as required by law. Amazon Wish Lists are considered donations.

### DRESS CODE (STUDENTS)

Student dress code regulations are outlined in the Parent Handbook (See below).

**DRESS CODE:** Pupils at the elementary level need guidance from their parents/guardians in ensuring that student clothing meets safety standards, is appropriate to the school setting, and supports an environment conducive to well-being and learning. The dress code focuses on general appearance and ensures the safety, health, and well-being of the students.

1. Pupils and their clothing should be clean, neat, and modest.
2. The length of skirts, dresses, and shorts must be at least as long as an outstretched arm from shoulders to fist.
3. Excessively ripped or revealing clothing that exposes a disproportionate amount of skin (i.e. rips in pants cannot be above fist length) is not permitted.
4. Undershirts alone are not permitted.
5. Pajamas or pajama pants, slippers and robes are not permitted on days that are not specific spirit days.
6. Shirts must cover the torso including shoulders, back, and midriff. No spaghetti straps permitted. Shirt straps should be two-finger length width. Examples: clothing which is too tight, too short, bare at the midriff, bare at the sides, sun dresses, "spaghetti strap" type tops, and off-the-shoulder tops, low-cut front or back tops, sheer or see-through clothing worn alone, muscle shirts (sleeveless, tank tops), tube tops, halter tops, etc.
7. Articles of clothing should not be printed with suggestive or offensive pictures and or words that promote violence, profanity, and or substance abuse (drugs, alcohol, or tobacco.)
8. Students may wear a hooded sweatshirt to school. The expectation is that they not place the hood on their head either partially or otherwise during the school day.
9. Flip-flops and slip-on shoes (beach or shower shoes) are not permitted. Student shoes should have backs properly securing the foot to the shoe. Shoes without backs are safety and health hazards.
10. Sneakers or rubber-soled shoes must be worn on gym days or the child will not be permitted to participate in gym.

11. Clothing must not have words/graphics printed across the seat of the pants.
12. Makeup is not permitted.
13. Outerwear of any kind is not to be worn in school during class time. Hats, bandanas, sunglasses and gloves are not to be worn at any time during school hours. All outerwear must be placed in the student's backpack prior to homeroom and remain there until recess, dismissal, or appropriate outdoor time.

If there is a dress code violation, the student will be sent to the nurse. The nurse will supply the student with the appropriate clothing on loan or will call the parents to provide a change of clothing. If parent communication has occurred and a change of clothes is unavailable for the student, the student may need to remain in the office and/or the parent will be requested to pick up the child until appropriate clothing is available. Students out of compliance with the dress code will result in a verbal warning and a parent phone call for the first offense that will be logged into Realtime. Any subsequent infractions will result in disciplinary consequences according to the Code of Conduct.

Clothing or accessories with offensive, distasteful or suggestive images or language will not be tolerated. Any clothing that is considered disruptive to others or references violence or drugs and alcohol will be addressed by the Principal.

#### DRESS CODE (STAFF)

The Board expects all staff members to be neatly groomed and dressed in clothing suitable for the subject of instruction, the work being performed, or the occasion. All staff members shall, when assigned to district duty: be physically clean, neat, and well-groomed; dress in a professional manner; dress in a manner reflecting their assignments; dress in a manner that does not cause damage to district property; and dress and be groomed in such a way so as not to cause a health or safety hazard.

Footwear is part of the overall dress and is generally expected to be safe, sensible, in good repair, smart, and clean. Staff shoes should have backs properly securing the foot to the shoe. Shoes without backs are safety and health hazards.

School-based personnel shall follow this policy on all days students are in attendance. At the direction of the building principal, professional dress expectations are relaxed when staff are participating in district and/or school-designated Spirit Days, Jeans for a Cause Fridays, field trips, and field day. See board policy #3216 for more information.

#### EMERGENCY DRILLS and PROCEDURES

State law requires that each school have one fire drill and one emergency drill per month. Schools are required to conduct a fire drill within the 10 days of school and a school security drill within the first 15 days of the beginning of the school year.

Schools are required to hold a minimum of two of each of the following security drills annually: Hold, Secure, Lockdown, Evacuate, and Shelter. New employees are provided with the training within 60 days of the commencement of that staff member's employment and shall be reviewed annually and updated as appropriate.

The East Greenwich Township School District is adopting the Standard Response Protocol from the I Love U Guys Foundation beginning September 2022. The Standard Response Protocol consists of five specific actions that can be performed during an incident: Hold, Secure, Lockdown, Evacuation, or Shelter. Standardized Drill Signs are posted in every classroom and office throughout the buildings for quick reference, as well as on the back of staff ID cards/lanyards. Please reference and familiarize yourselves with the maps and drilling procedures provided in your emergency folder and also seen below.

# IN AN EMERGENCY TAKE ACTION



## **HOLD! In your room or area. Clear the halls.**

### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced.  
Do business as usual.

### **ADULTS**

Close and lock door.  
Account for students and adults.  
Do business as usual.



## **SECURE!**

### **Get inside. Lock outside doors.**

### **STUDENTS**

Return to inside of building.  
Do business as usual.

### **ADULTS**

Bring everyone indoors.  
Lock outside doors.  
Increase situational awareness.  
Account for students and adults.  
Do business as usual.



## **LOCKDOWN! Locks, lights, out of sight.**

### **STUDENTS**

Move away from sight.  
Maintain silence.  
Do not open the door.

### **ADULTS**

Recover students from hallway if possible.  
Lock the classroom door.  
Turn out the lights.  
Move away from sight.  
Maintain silence.  
Do not open the door.  
Prepare to evade or defend.



## **EVACUATE! (A lockdown may be specified)**

### **STUDENTS**

Leave everything behind if required to.  
If possible, bring your phone.  
Follow instructions.

### **ADULTS**

Lead students to evacuation location.  
Account for students and adults.  
Notify if missing, extra or injured students or adults.



## **SHELTER! Hazard and safety strategy.**

### **STUDENTS**

Use appropriate safety strategy for the hazard.

### **ADULTS**

Lead safety strategy.  
Account for students and adults.  
Notify if missing, extra or injured students or adults.

### **Hazard**

Tornado

Hazmat

Earthquake

Tsunami

### **Safety Strategy**

Evacuate to shelter area

Seal the room

Drop, cover and hold

Get to high ground

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Teachers must be familiar with the required procedures for each drill. Prepare the children for drills by explaining the need and the reason for a drill. Emphasize seriousness and preparedness without frightening the children. Stress the importance of following directions, walking in a single file, keeping silent, walking quickly, not running during the entire duration of the drill. If evacuating the building, students should not be assigned as door holders but rather use the 'push and go' model for exiting the classroom and building. Each person should study the traffic design for the school posted in each room. The children are to practice this procedure until they know what to do without confusion or delay. In addition, explain that an exit may be blocked during a building evacuation and what they should do in that situation.

Children must also know what to do and where to go if they are away from their teacher when required to evacuate the building (hallway, restroom, cafeteria, etc.) During safety drills or in the event of an emergency, teachers are responsible for counting their students to be certain everyone is present. If students are to remain inside the building, teachers must account for their students. If there is a student missing, they should report it to the main office via handheld radio or phone immediately. During a building evacuation, once your students are all accounted for, signal to your designated person or the principal depending on your location. A green card means all students are present, a red card means a student is missing and a yellow card means an extra student is present with your class. On signal, all return to the classroom.

Teachers must take their emergency folder with them when they leave their classrooms when students are present. The safety folder must contain: an accurate class list, an accurate list of pull out services (BSI, SOAR, speech, etc.) by day and period, emergency procedures and emergency exit map. Teachers assigned to handheld radios should also have them on and with them throughout the day. Any staff member going outside the building with students should also bring a handheld radio with them for safety reasons.

It is the responsibility of students and staff to report safety concerns to the main office or the building administrator. If there is a concern for safety outside the building or within the halls, staff members are encouraged to initiate a Secure or a Hold. When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Blue panic buttons have been installed throughout both buildings. They should be utilized when there is a life safety threat. When a blue panic button is pressed, a building Lockdown is initiated locking all interior and exterior doors. Additionally, 911 will be dispatched and a message will automatically announce the Lockdown.

All staff members are expected to fully participate in school safety drills, including building evacuations and lockdowns as outlined in the district's emergency response plan. If the drill requires evacuation (e.g., fire drill), all adults in the building must evacuate, including those in meetings, offices, or staff lounges. If you are in a meeting when a drill begins, you are expected to pause the meeting and notify all participants that it will resume after the drill. The same expectation applies to lockdown drills—staff should immediately follow protocol, regardless of location or activity at the time. Staff members are responsible for maintaining student safety, accountability, and compliance with drill procedures at all times. Your presence and adherence during drills ensure that students understand the seriousness of the procedures and help maintain a culture of preparedness and safety.

Detailed safety and security plans can be found in staff emergency folders and school information folders on Google Drive. A formal copy of the District School Safety Plan is available upon request for review to any staff member. Please see your building principal to do so.

### EMERGENCY SCHOOL CLOSING

The Superintendent shall make the decision on school closings. All staff members and students' families will be notified of school closings and delays via a phone call through the automated system, Real Time. Please ensure the telephone number on file with the board office is accurate. The school closings and delays will also be posted on the website.

### EMPLOYEE ASSISTANCE PROGRAM

The district provides access to an Employee Assistance Program through Cooper University Healthcare. This is a strictly confidential, free, and voluntary benefit that is offered to both you and your immediate family members for self-referrals. Your EAP benefits include confidential solution-focused counseling, professional development coaching, mediation for resolution of workplace conflict, CISM services, and community resource referrals. More information about available benefits can be found here: <https://www.cooperhealth.org/services/employee-assistance-program>

Care Solace is another district-provided resource that allows employees and their immediate family members for self-referrals related to mental health or substance abuse concerns. Care Solace will work to confidentially connect you or your family with a care companion that will find an appropriate mental health provider. More information about Care Solace can be found here: <https://www.caresolace.org/services/families>.

### EQUITY

The district is responsible for ensuring all students have equal and barrier-free access to all school and classroom facilities, courses, programs, activities, and services regardless of race, color, creed, religion, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, socioeconomic status, or disability. Staff members will be trained on the district's equity policy within sixty days of employment and annually thereafter.

## EVALUATION OF STAFF

All instructional staff members will be evaluated by an administrator using the Marzano Evaluation System and in accordance with regulations outlined through AchieveNJ. AchieveNJ relies on multiple measures of performance to evaluate teachers. Category weights are determined yearly by the NJDOE and communicated in writing to staff each September. For more information, please visit <http://www.nj.gov/education/AchieveNJ/>.

## EVENING PROGRAMS

Throughout the school year, programs that involve students will take place in the evening. These are, but are not limited to: Book Fair, Winter Concert, and Spring Arts Expo. An administrator will be present for all evening functions.

Staff members interested in hosting an evening event must fill out a Facilities Request Form and consult with the building principal to ensure an administrator is available for the event date and time.

## FIELD TRIPS

Field trips are to be taken for educational reasons only. Certain procedures are to be followed prior to scheduling a trip. Forms for requesting approval of field trips are available. These forms should be submitted along with a copy of the parent letter and consent form to the principal at least two months before the trip. All field trips require board approval and the coordination of transportation, so please submit field trip requests as soon as possible each school year.

Teachers should adhere to their designated dates; if any change is necessary, consult with the building principal. All costs are borne by the students unless a child is on free or reduced lunch.

Prior to any field trip, appropriate planning of projected student attendance, groups, and procedures will occur. Considerations for students with allergy and/or medical needs will be made in consultation with the nurse. Teachers are encouraged to remind chaperones to complete a Change of Dismissal form in advance if they are intended to sign their student out early.

## GO GUARDIAN (Mickle Only)

GoGuardian's web-based services operate on our school's managed G Suite for Education Chrome accounts (i.e. when a student is logged into Chrome or a Chromebook with his/her school email address).

We have chosen [GoGuardian Admin and GoGuardian Teacher] services to:

- Help protect students against harmful and inappropriate online material
- Help students stay "scholarly" and more focused when learning online
- Help assess students' progress towards class assignments [only if your school has GoGuardian Teacher]
- Facilitating communication between teachers and students during class time [if your school has GoGuardian Teacher]

The East Greenwich Township School District selected GoGuardian services for our Samuel Mickle students to help our students stay safer and more scholarly online. Students violating the Acceptable Use Policy during instructional hours are subject to consequences in accordance with the District Code of Conduct.

When a student is off campus, parents are responsible for supervising internet access and usage. Parents and guardians are encouraged to discuss rules for appropriate internet usage with their child, and to reinforce lessons of digital citizenship and safety with him or her. We also encouraged parents or guardians to report any potential cyberbullying or



other sensitive issues to us. Please notify the anti-bullying coordinator of the district if there are any bullying concerns brought to your attention.

### GRADING

Grading is in accordance with the district grading policy. Please use the most current policy found on the district website.

### HARASSMENT, INTIMIDATION AND BULLYING

Faculty and staff are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation and bullying or HIB.

WHEN TRYING TO DETERMINE IF AN INCIDENT IS HIB, COMPARE IT AGAINST THE DEFINITION.  
DOES THE INCIDENT MEET ALL OF THE FOLLOWING?

- "Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents.
- ...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.
- ...takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law.
- ...substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

AND, DOES IT MEET ONE OF THESE?

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

All teachers and staff will receive HIB training within 60 days of the first day of employment and annually thereafter at the beginning of the school year. This training will address what bullying looks like, how to report it to the correct school administration, and how to coach students who have been bullied.

Teachers are expected to:

- A. Closely monitor student behavior in all areas of the school.
- B. Watch for signs of bullying and report them as soon as it happens.
- C. Report any families' concerns about bullying as soon as they happen.
- D. Complete the appropriate coaching if an incident of HIB has been confirmed.

Should a staff member witness or hear of incident(s) of harassment, intimidation, and bullying, they are required to complete the Harassment, Intimidation, and Bullying Reporting Form 338 within 24 hours of witnessing or hearing of the reported incident(s). A paper copy of Form 338 is available in the main office and can also be found on the district website. The complete East Greenwich Board of Education Policy on Harassment, Intimidation and Bullying can be found on the District Website.

### HEALTH & SAFETY

**STUDENT HEALTH:** Student medical information is confidential. For the safety of your students, immediately familiarize yourself with your student's medical needs. If you have a question or concern about a student's medical information, contact the nurse immediately.

Any child who appears ill or has an accident should be sent to the nurse. To ensure the student's safety, send a buddy to travel with the student. If a student has a bad fall, do not move the student; instead, send someone for the nurse immediately. The school nurse will update you with a confidential list of your students' medical needs. It is the teacher's responsibility to ensure this information is explicitly followed in all situations, such as the classroom, field trips, etc.

STUDENT MEDICATION: Medication may only be administered to students by the school physician, a certified or non-certified school nurse, a substitute school nurse employed by the district, the student's parent or a student who is approved to self-administer. School employees, who have been trained and designated by the certified school nurse to administer epinephrine in an emergency, may administer epinephrine. Please note the locations of emergency epinephrine in your school. Should a student bring medication to school, notify the nurse immediately.

HURT ON THE JOB: Teachers who are hurt on the job are to report immediately to the building principal who will report it to the Board Office. Teachers must see the school nurse. The school nurse will help determine if the injury needs medical attention through a doctor or other medical professional. The teacher is responsible to fill out a form indicating the circumstances of the injury. This form may be obtained from the school nurse.

### HOME AND SCHOOL ASSOCIATION

General membership meetings are planned for the year and teachers are encouraged to attend. If funds or services are needed from Home & School, a form is to be completed. These forms are located under the Home and School tab on the district webpage. Once completed, the building principal will sign it and place it in the Home & School mailbox. Principal approval is required prior to submission to Home & School.

### HOMEWORK

Homework should be assigned to meet the needs of the student and should be reasonable in length. Homework provides an opportunity for students to practice skills they learned in school. It is expected that students can complete homework assignments independently. Please do not assume every student has an adult or sibling to assist. Projects, remedial assignments, completion of unfinished work, research and study are acceptable as homework.

Give specific instructions as to how to study at home. Any written assignments done as homework are to be checked in some way and returned to students. Be sure to communicate to parents how homework is checked and used for guiding instruction. Students in grades two through six will be using a homework assignment book (HAB). Instructions are outlined in the HAB.

### IDENTIFICATION BADGE/KEYS

Staff members are required to wear their green and yellow school-issued lanyard for safety purposes. All staff members are required to wear his or her identification badge at all times. The identification badge is to be worn in a visible area. All staff are required to have their fob with them at all times.

Additional badges will be issued through the main office for visitors, substitutes and vendors. Visitors, substitutes and vendors are required to provide their driver's license to the main office in order to obtain a lanyard for entry and must return their lanyard upon exiting the building. Red lanyards indicate visitors, blue lanyards indicate substitutes, and purple lanyards indicate vendors.

### INTERVENTION AND REFERRAL SERVICES

I&RS is a committee composed of instructional and support staff, including district personnel, under the leadership of the building principal. The committee provides an appropriate forum for the exchange of ideas and the development of instructional strategies to address the instructional needs of students experiencing difficulty. The committee, in consultation with the classroom teacher, determines which instructional strategies to implement in the classroom and which additional school level support services are most beneficial to each student. The committee supports the teacher in his/her efforts to provide an appropriate program in the least restrictive learning environment.

Each school in East Greenwich has its own I&RS Committee. Administrators, teachers, school counselors, nurses, and other district staff members on the committee work collaboratively to assist teachers in meeting the needs of all students.

The committee meets monthly to develop plans and review student progress. A meeting schedule is published at the start of the year.

In September, teachers are notified if a student with an existing I&RS plan is on his or her roster. Each student's I&RS plan is also viewable in Realtime. The teacher is expected to implement the plan, document progress towards the goals, attend I&RS meetings and communicate progress with parents. The plan will be reviewed in accordance with the published I&RS schedule.

Should a teacher wish to refer a student to I&RS, the process is outlined below.

Why is a child referred to I&RS?

#### Academic Concerns

- Students who demonstrate significant academic delays with interventions in place, such as BSI, and the use of research-based supplemental materials

#### Social/Emotional Concerns

- Students experiencing unusually stressful, emotional, and/or social situations
- Students who moved into the district and experience transitioning difficulties
- Students who have been a victim of violence or witness to violence
- Students who demonstrate atypical social/emotional behavior
- Students who have a history of truancy and/or tardiness

#### Physical concerns

- Students with a diagnosed medical condition

Any other condition that may interfere with academic success

If a student is struggling, and I&RS is a support from which your student can benefit, complete an I&RS Referral form. On the form, provide documentation that shows evidence of concerns and previous interventions.

All forms are available on the East Greenwich Teacher Portal under I&RS.

Prior to submitting the I&RS Referral Form:

- Review student's permanent and academic records; discuss concerns with BSI staff, instructional coach, counselor, team leader, etc. for suggestions and guidance
- Document 6-8 weeks of interventions and their impact on the concern
- Communicate concerns to the parents
- Submit the completed forms to their building principal by the deadline

At an initial meeting, it will be determined if a child is eligible for an action plan. The referring teacher has the opportunity to attend with a substitute provided for coverage. The teacher is expected to bring the following to the initial meeting:

- Documentation of concerns and attempted interventions
- Documentation of parent contact
- Student work samples relating to the concerns
- Assessment results relating to the concerns

The teacher will present this information to the I&RS Committee. If the child is found eligible, the I&RS team and the teacher will develop a plan which includes measurable goals and specific interventions. A case manager will be assigned and the teacher will be expected to follow the plan set in place by the team. The teacher is expected to document interventions and progress as they relate to the I&RS goals. This documentation is submitted monthly to the case manager. Should a student have more than one teacher, the attending teacher is responsible for communicating information to the shared teachers during team meetings.

A parent meeting will also take place that includes the parent/guardian, teacher, principal, and counselor. The parents will receive a copy of the action plan and the group will discuss: an overview of the I&RS process, specific concerns related to their student, the plan goals and interventions and a timeline for assessing progress.

For more detailed information, please check the I&RS Process Overview on the District Website under the Teacher Portal.

### INVITATIONS

Birthday party invitations may be distributed in the classroom if all students in the classroom receive an invitation. It is suggested that teachers compile a voluntary class data sheet during Back to School Night to share with parents. Any parents that would like to share their contact information should complete a form including parent's name, child's name, address, phone number, and email address. This information would be shared only among participating parents.

### JOB DESCRIPTIONS

Job descriptions are located on the district website in the staff portal. Select "Job Descriptions" for an alphabetical list.

### KEEPING CHILDREN AFTER SCHOOL

Although students enjoy staying after school to help the teacher, most of them are bus students who cannot stay unless prior arrangements are made with the parent(s). If keeping a child after school, please notify a building administrator. Also, students kept after school for disciplinary reasons must have prior arrangements made with parent(s).

### LAMINATING- Clark

The laminator is located in the work room located next to the cafeteria. Please be sure to turn off and unplug the laminator when you are finished laminating. Lamination is for preserving materials, which are expensive to replace or used year after year. Be selective in what materials need lamination. Please notify the main office when the roll is getting low or the laminator needs to be repaired.

### LAMINATING- Mickle

The laminator is located in the work room located in the 6th grade hallway. Directions are posted above for your convenience. Please be sure to turn off and unplug the laminator when you are finished laminating. Lamination is for preserving materials, which are expensive to replace or used year after year. Be selective in which materials need lamination. Please notify the main office when the roll is getting low or the laminator needs to be repaired.

### LAVATORY

Students are permitted to use the lavatory facilities if they indicate a need. Except in cases of emergency, only one or two at a time are to be excused from class. This ruling does not apply when a teacher is present in or near the lavatories.

### LEAVING THE BUILDING/LEAVING WORK EARLY

Approval to leave the building is required from the building administrator (i.e. principal or assistant principal), except lunchtime, when only notification is necessary. When leaving the building for lunch, please sign out at the main office so that all staff can be accounted for in the case of an emergency. Teachers may leave early only with advance written permission of the principal.

Staff members receive staff meeting dates ahead of the school year to allow for adequate notification and planning purposes. Before making appointments with doctors, dentists, etc, that require you to leave work early, make sure to request permission from your principal in order to avoid a possible conflict or disappointment. Teachers who need to leave work early due to illness or emergency will need to use the appropriate sick or emergency personal time.

## LESSON PLANS

All teachers must complete lesson plans using Real Time, a web-based program. Please remember to post your lesson plans by 8:20 AM on Monday morning of each week. It is expected that lesson plans reflect appropriate subject area standards as well as district curricula objectives, materials and assessments, as well as effective instructional strategies and practices. Character education lessons must be documented in lesson plans, as well as Mickle Meet/ Clark Connect. Films, documentaries, YouTube, etc. must be listed in your lesson plans. Unless the film or clip is rated G, or part of an approved district resource, advance approval is required by the principal.

## LOST AND FOUND

The Lost & Found in the Samuel Mickle School is located in the cafeteria. The Lost & Found in the Jeffrey Clark School is located in the back of the cafeteria.

## LUNCH

Daily student and staff lunch orders must be placed in Realtime by 9:00 AM. To submit a lunch order, complete your attendance. When you submit class attendance, click submit and order lunch. On the next screen, select "Lunch" in the drop down box (lunch is the only option). Enter the correct quantity for the item and select "Save". Teacher lunch orders may also be ordered on this page.

## MAILBOXES

The mailboxes are in the main office with names on them. Please check your mailbox each morning and every day at lunchtime.

## MAINTENANCE

If you have a maintenance repair or request, please complete a "Maintenance Request" form. The form can be found on the Staff Portal page, "Help Desk". If you have a maintenance emergency, such as a leak, call the main office immediately.

## MEDICATION

Medication may only be administered to students by the school physician, a certified or non-certified school nurse, a substitute school nurse employed by the district, the student's parent or a student who is approved to self-administer. School employees, who have been trained and designated by the certified school nurse to administer epinephrine or glucagon in an emergency, may administer these medications. Please note the location of emergency epinephrine and glucagon in your school. Should a student bring medication to school, notify the nurse immediately. Students' allergy and medical needs must be considered when planning field trips and special events. Consult with the school nurse prior to the trip.

## MORNING ANNOUNCEMENTS

Every morning announcements will be made over the loudspeaker. The announcement will include the date, rotation day (1, 2, 3 etc), any important school news, and the Pledge of Allegiance. Any child who, for religious reasons cannot participate in the pledge, should not be penalized for his /her action, nor should they be forced to participate. If a teacher has a special announcement to be made, please contact the office.

## MOVIES/VIDEOS

On occasion, films are used to illustrate or enhance a particular concept from the district- approved curriculum. Preview all films, videos and video clips in advance and document use in lesson plans. A "G" (General Audience) rating is required. If you plan to show a full-length film or an unrated film, you must notify parents of the film's name, rating and purpose.

A film, video or clip with a rating of PG or PG-13 requires use of the district permission form and principal permission. An alternative educational activity must be planned and implemented for students who do not participate in the viewing.

### NEWS ARTICLES

The best way to inform the community of an education process is through the news media. Teachers are encouraged to develop short news articles concerning their work, especially when it is innovative, stimulating and successful. When writing an article, certain procedures should be followed. Be concise and give the topic adequate coverage. Photographs accompanying the article are often printed as well. Be sure permission has been given by parents for publishing student pictures and/or work. News articles must be cleared with the principal and approved by the Superintendent.

### PARENT-TEACHER CONFERENCES

There will be three days of district scheduled parent-teacher conferences. During the regularly scheduled conferences, students will be dismissed early. Consult the district calendar for the dates and times of parent-teacher conferences.

Parent-teacher conferences can also be scheduled by the teacher or parent, directly, at other times. Please do not wait until parent conference dates to keep parents informed about their child and your class.

### PARENT/PROFESSIONAL REQUEST FOR INFORMATION

If a parent or professional (doctor, therapist, etc.) requests that you complete a scale, survey, or form of any kind, please do not complete the form until you notify the building principal. The principal may consult with the counselor regarding the requested information.

If the information is provided, work in collaboration to provide pertinent information. Make a copy of the completed document before you return it to the parent.

### PARTIES

Two parent volunteers may be selected for each classroom party. Please rotate different parents for each party. The names of those parents who will be attending (2) should be sent to the school receptionists two weeks prior to the celebration. This will assist with the secure entrance of guests using the security system. All visitors will need to present a driver's license to be scanned. Siblings and additional family members may not attend. The approved parties include: Halloween, winter, and end of the year.

### PERMANENT PUPIL RECORDS (Cumulative Folders)

Permanent pupil records are kept under lock and key in the main office. These folders contain confidential information and are never to be given to a student. The folders should be used at the beginning of the year to check past progress, both academic and social. Teachers' comments on these folders should be objective, brief and to the point. A teacher should never make a speculative comment or use negative language. Cumulative folders are students' permanent legal record of schooling. These records are available for parents to view.

All folders must be completed by the end of the school year with final grades, promotion or retention and teacher signature. Information such as benchmark scores must also be completed before they are returned to the appropriate office.

### PERSONAL DAYS

Staff are entitled to personal days by contract. A request is to be completed using Frontline (formerly AESOP) prior to taking personal days. Personal day requests should be made at least two days in advance. The requirement for prior request may be waived by the superintendent in an emergency situation.

At the end of each year, unused personal days are converted to sick time. More information can be found in the Collective Bargaining Agreement.

### PHYSICAL EDUCATION

The State of New Jersey requires a minimum of 150 minutes per week of physical education, health and safety, with a proportionate amount of less than a week of school. Physical education means an organized activity with everyone participating unless excused in writing by a physician. Students may not be punished by excluding them from physical education.

Free Play does count toward the specific time allotment if supervised by a certified teacher in grades B-5. During inclement weather, some type of physical activity should occur in the classroom to provide a learning break. Character Education (Meetup/Buddy Up) supports the requirements of health education and should take place daily in classrooms. If any child is excused by a physician from physical education, he/she observes activities from the sidelines, perhaps serving as timekeeper, etc.

### PRESENTATIONS TO BOARD OF EDUCATION

A teacher staff member may be asked to present a short report to the Board at the Board Meeting on a topic directly related to his/her assignment.

### PROFESSIONAL IMPROVEMENT/DEVELOPMENT

New Jersey requires individual Professional Development Plans (PDPs) to be created for all active teachers, defined as staff whose positions require possession of the instructional or education services certificates.

Each certificated instructional staff member shall be guided by an individualized professional development plan (PDP), pursuant to N.J.S.A. 18A:6-128.a, which shall include at least 20 hours per year of qualifying experiences. The 20-hour annual requirement shall be based on the length of full-time employment and reduced by a pro rata share reflecting part-time employment, or an absence, including the use of family or medical leave. Plan to track your hours throughout the school year and provide them to your building principal during your summative meeting.

The content of each individual PDP shall be developed by each teacher's supervisor in consultation with the teacher and shall align with the standards for professional learning in N.J.A.C. 6A:9C-3.3. The individual PDP shall be modified during the year, as necessary, and shall specify at least:

1. One area for development of professional practice derived from the results of observations and evidence accumulated through the teacher's annual performance evaluation; and
2. One area for development of professional practice derived from individual, collaborative team, school, or school district improvement goals.

More information can be found here: [N.J.A.C. 6A:9C, Professional Development Regulations](#).

Staff members are encouraged to make professional visitation during the school year. Any request for visitations must be submitted to the building principal. Professional improvement for workshops and college credits are encouraged. Requests for these must also be submitted to the building principal. A request form for professional improvement and development should be filled out and returned to the building principal. You may be asked to share your knowledge with your colleagues during a faculty meeting or grade level meeting.

### PURCHASES REQUIRING REIMBURSEMENT

Do not make purchases requiring reimbursement without advance approval by the principal. This includes items for classroom and/or afterschool activity use. Be mindful of your supply usage and limit waste so materials last through the school year.

Teaching staff members are allocated funds yearly for classroom supplies. The Business Office provides directions to staff regarding ordering information and deadlines. Please follow the directions carefully to ensure your order is placed, items are delivered in a timely fashion, and vendors are paid for items received. If you need to purchase an item(s) for an activity, event, club, etc., please complete an "Advanced Request for Funds" form and submit it to your principal.

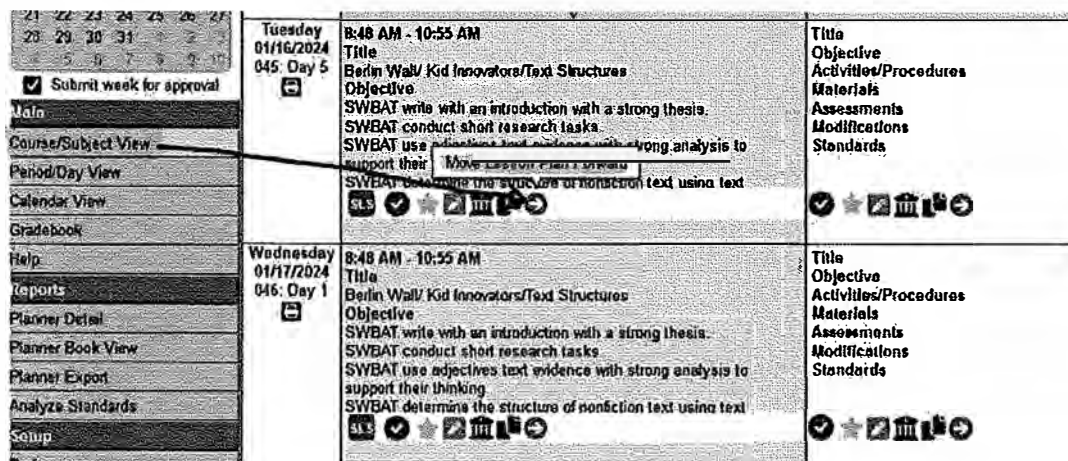
### REALTIME

If there is an emergency closing, please see directions below on how to move your lesson plans:

Log into Lesson Planner > if the default is Period/Day view > they'll need to switch to Course/subject view

There they will see the lessons, and then they can move them forward by clicking the orange arrow at the bottom.

If the lesson plan is defaulted to Course/Subject view > the teacher will just need to move the lessons forward using the orange arrow at the bottom.



### RETENTIONS

If you believe you have a student who would benefit from retention, discuss your professional recommendation with the school principal on or before February 1st of each school year. The principal will form a team to review the student's progress. This team will include building professionals and the parent/guardian. Please reference district policy 5410-Promotion and Retention for more information.

### RIGHT TO KNOW ACT

The New Jersey Workers and Community Right to Know Act requires employers to provide information about hazardous substances at their facilities. Under the Act, workers have certain rights and access to information about substances where they work. Some of their rights include the following:

- The right to have containers labeled by your employer with the names of their chemical contents.
- The right to have a copy of the Right to Know Survey of hazardous substances in your workplace.
- The right to obtain Hazardous Substance Fact Sheets from your employer
- The right to annual education and training about hazardous substances
- The right to use the Right to Know Act.

More information may be obtained from the Right to Know Act Officer.



## ROOM RESPONSIBILITY

Teachers must strive to keep their rooms as neat as possible since housekeeping is important to the total educational program. Per the EG Fire Inspector, classroom doors (front and back) must NOT be decorated. For safety reasons, classroom windows cannot be covered at any time. Additionally, no more than 25% of the walls may be covered with posters, paper, etc. Some do's and don'ts for the classroom teacher are:

- Do not use thumb tacks on wood.
- Do not store books, papers, etc on the unit ventilator.
- Do not use Scotch tape on painted surfaces since it will remove the paint. Use masking tape for these purposes. However, do not allow tape to remain on the surface too long.
- Do not use Scotch tape on windows.
- Do not use water or paint on window sash, wood trim or bulletin boards.
- If you want window sills dusted, clear them.
- Do have each child handle textbooks and other materials carefully. Require all books to be covered. Books are the children's responsibility. Before the close of school, they will be required to pay for any damage caused deliberately or through carelessness.
- Keep your device charging area neat and orderly. Model and practice appropriate care of devices, and require students to demonstrate appropriate use. Be sure to monitor usage.
- All desks should be in place and floors clear of paper, books, etc. at the end of the school day. Floors not cleared make it difficult to run the vacuum/sweep.
- Do set a good example for the students by keeping your desk neat and clean.
- If you want your desk dusted, clear it or put everything on your blotter.
- The custodians will appreciate your help in facilitating their job.
- All hanging decorations need to be fire retardant.
- Do keep the teachers' room neat and clean. Throw trash in the waste container and store food in insect proof containers.
- Do check the refrigerator for unwanted food and toss in the trash.

## SAFETY DURING INCLEMENT WEATHER

Weather permitting, students will have regular opportunities to be outside for recess, physical education class, teacher-determined learning activities, or a school event. Indoor recess will be determined by the temperature, wind chill, and precipitation for that given day by a building administrator. A decision will be relayed to the teachers and staff in a timely manner.

Indoor activities are to be substituted for outdoor activities during adverse weather conditions. Teachers should have indoor activities (e.g., board games, drawing and coloring, etc.) available to students. Supervisory aides will also have indoor activity materials available for indoor recess.

Student and staff safety, and precautions for the prevention of injuries is also of prime importance. Teachers should use good judgment regarding these matters. During winter, students should not throw snowballs on school grounds and children are not permitted to walk, slide, or play on icy surfaces. If any questions arise concerning weather conditions, discuss the conditions with the building principal. Staff should promptly notify the main office if they observe any safety concerns on school grounds related to inclement weather, such as icy walkways or hazardous conditions that may require attention.

## SCHEDULES

Schedules will be provided to all staff members prior to the start of the school year. Teachers are responsible for notifying building administration if they intend to make any changes to their schedules. Please note that if a trip, rehearsal, concert, activity, or assembly is scheduled during a teacher's prep period, they are not permitted to rearrange their schedule with another teacher to obtain a prep period. If a teacher has concerns about not receiving their contractual amount of prep or lunch time, they should promptly contact their building principal to address the issue.

### SOCIAL MEDIA (Personal Use)

While the Board respects the right of staff members to use social networking sites and freedom of speech, staff members should recognize they are held to a higher standard than the general public with regard to standards of conduct and ethics.

Staff members should be advised communications, publications, photographs, and other information appearing on social networking sites deemed inappropriate by the Board could be cause for dismissal of a non-tenured staff member or to certify tenure charges against a tenured staff member to the Commissioner of Education. Staff members may not post student images, student work, or classroom activities on personal social media accounts. Even with good intentions, posting identifiable student information on personal platforms is a violation of FERPA and board policy. Any public sharing of classroom content must be approved through official school or district communication channels.

Please see board policy 3282 (teaching staff) and 4282 (support staff) for more information Use of Social Networking Sites and Confidentiality of District Information.

### SPECIAL AREA CLASSES

Collaboration is essential and both special subject teachers and classroom teachers should place the students first. If an assembly is presented during the homeroom teacher's planning time, the special area teacher will accompany and supervise the class during that period. The homeroom students will miss the special subject. Likewise, if a class trip is planned on the day of a special subject, the students will miss that subject.

1. Homeroom teachers are instructional partners with all Special Area Teachers.
2. If a student has a behavior chart or plan used in academic classes, the classroom teacher will share the chart or plan with the special area teachers.
3. Homeroom teachers should remind students to come prepared to class (required materials).
4. If a discipline issue should arise in the Special Area Classroom, it is the Special Area teacher's responsibility to discipline the child and make contact with the child's parent/guardian.
5. Students in grades B-6 should be dropped off and picked up from Special Area classes. It is important that the classroom teacher be on time.
6. Special Area teachers are responsible for entering grades into Realtime and contacting the parents/guardians when the student is not meeting expectations.

### SPECIAL SERVICES

Special services have become increasingly important in today's education world. Teachers should familiarize themselves with these services and take advantage of their availability. These services include the Child Study Team, which comprises the Learning Disabilities Teacher-Consultant, School Social Worker, School Psychologist, Speech Therapist, school nurse, and school physician. The members of the Child Study Team are available to consult with staff members on various concerns and topics. A member of the Child Study Team is also a member of the I&RS team. Therefore, they can help a teacher determine if they should refer a student to I&RS.

All Child Study referral forms are due to the building principal at least one week prior to the evaluation plan meeting. You will receive a calendar invite to the evaluation plan meeting approximately 20 days prior to the meeting. The referral packet becomes part of the child's educational record; therefore, use observable language, avoid opinions and judgements. When the referral form is electronically sent to you to complete, a presentation and sample on how to complete the form is also sent to you.

When attending virtual Child Study Team meetings, please have your camera turned on and have your completed referral packet printed and in front of you. Also, have data points and any other pertinent information readily available to share with case managers and parents/guardians.

## STAFF MEETINGS

Staff meetings are scheduled once per month, with a maximum of 12 staff meetings throughout the year. Attendance is mandatory. A schedule of staff meetings is provided to staff by the end of August, and staff are expected to plan accordingly. Personal appointments or other meetings should not be scheduled during this time. In the case of extenuating circumstances or emergencies, staff must submit a written request to the principal and obtain written approval to be excused from attendance.

Meetings begin promptly at 3:35pm and end by 4:20pm. If you would like an item added to the agenda, please email the principal a minimum of 2 days prior to the meeting.

## STUFFED ANIMALS, COMFORT ITEMS AND FIDGETS

In a primary or early elementary setting, we recognize the importance of supporting students' emotional development and self-regulation. However, the use of personal items such as stuffed animals, toys, and fidgets must be carefully managed to ensure they support—not disrupt—learning.

Stuffed animals and comfort items may be permitted on a limited, case-by-case basis, especially during transition periods (e.g., first days of school, separation anxiety) and with teacher discretion. Comfort items should be small, non-distracting, and stored away when not in use. Teachers should monitor whether the item is serving its purpose or becoming a distraction or disruption to the learning environment. If the item becomes problematic, the teacher should communicate with the family to create a supportive alternative plan.

Fidgets may be allowed when they are used as a tool, not a toy, and are part of a student's self-regulation strategy or support plan. Fidgets should be silent, small, and used appropriately (e.g., under the desk, in hand). If a student has an IEP, 504, or behavior plan that includes fidget use, teachers must follow the specified guidelines. Staff may remove a fidget that is being used improperly or causing a distraction and should notify the student support team or family if concerns arise.

Note: Staff should use discretion and consistency when determining whether a comfort item or fidget is appropriate, always keeping in mind the age and developmental needs of our early learners.

## SUBSTITUTE FOLDERS

Emergency plans for the substitute teachers are to be available at all times and placed in the mailbox just inside the classroom door. If used, they are to be replaced. Substitute plans must include an accurate class roster, a detailed daily schedule and emergency procedures. Be sure directions are specific. See Appendix for more information.

## TEACHERS' RESPONSIBILITIES

Teachers will be assigned to various duties throughout the year and their responsibility is to carry out these duties to the best of their ability. Schedules will be posted so all staff members are aware of their duties, which include hall bulletin boards, assembly programs, supervision of teachers aides, and other related tasks. Staff responsibilities include professionalism, punctuality, attendance and participation at faculty meetings, in-service meetings, and any special events that are deemed important by the superintendent and/or principal.

It is the teacher's responsibility to be knowledgeable about district policies and procedures. Board of Education policies can be found on the district website.

All teachers will be assigned a morning and afternoon duty. All classroom teachers should report to their classrooms at 8:25 AM and be prepared for the arrival of students. All teachers/staff members without a homeroom will be assigned a duty from 8:25 to 8:40 AM. When dismissal begins, classroom teachers will assist in dismissing students and all teachers/staff without a homeroom will be assigned a duty. Afternoon duty is from 3:20 to 3:35 PM.

A teacher is never to leave the classroom unattended. If a teacher must leave the room, they must notify an administrator or another staff member who is not currently responsible for supervising a class of students to assist with supervision.

These instances are rare and are discouraged. If any teacher is absent, the substitute will assume all duties of the regular teacher.

### TEAM MEETINGS

Team meetings are scheduled regularly to facilitate communication and collaboration among team members. Attendance is required by team members, except in the case of assignment to another responsibility by the building principal, such as attendance at an IEP meeting.

Areas of focus include planning and reflection of curriculum, instruction and assessment and creation and/or identification of resources. Formative and summative assessment data is analyzed and used to drive the discussion and future planning. Grade level activities and events are also planned. The team leader creates an agenda and maintains notes.

### TECHNOLOGY

As a staff member, you have logins and passwords to various sites and programs. To ensure network security and student confidentiality, it is imperative that you protect your login and password information. Do not share this information. Be sure to create and use passwords of the strongest quality.

Technology includes Smart Boards, student computers, and either tablets or Chromebooks in each classroom. Smart Boards should be turned off each afternoon.

It is the teacher's responsibility to ensure the Chromebooks are cared for and used appropriately. Develop, practice and maintain procedures for the safe use of the Chromebooks. This includes: monitoring student usage, reporting damage to the teacher, etc. Students are required to use the provided cases at all times.

Please utilize similar care with staff devices as well, such as shutting down and updating your computer routinely, turning off Smart Boards when not in use, and properly addressing any device issues through technology work order requests.

If you need technology assistance, please go to the Staff Portal, Help Desk, IT Request to complete a work order request. If a student's Chromebook is damaged, please complete a Help Desk ticket, IT request immediately.

### TELEPHONE PROCEDURE

Teachers must answer the classroom phone at all times as it may be an important message from the office. Teachers may not answer a personal phone call during instructional time except in an emergency. All business calls, such as telephoning a parent, requesting field trip information, book supplies, etc should be made during prep times or before/after school. Please be sure to leave a message including your name, position, and reason for call when your call goes to voicemail. This will inform the person as to who has called from the school and helps avoid confusion in the main office. If a student needs to call a parent, upon the teacher's discretion, the call is to be placed from their classroom. Please direct the student to leave a message, so the parent is aware of the reason for the call. Additionally, it is the teacher's responsibility to inform the main office if something is being dropped off or delivered for the student.

Personal cell phones may not be used during the instructional day. Cell phones are to be turned off or placed on silent during instruction. Personal cell phones may only be used during lunch, planning period, prior to school and after school.

### TRANSPORTATION DROP OFF/PICKUP- CLARK

#### Preschool Arrival (Bus-Transported Students)

Preschool students who ride the bus to school will be dropped off in the morning at the top of the green lane.

- Each preschool bus will have assigned staff members responsible for greeting and assisting students as they exit the bus.
- Students will be escorted into the gym, where they will line up by class.
- Once all preschool buses have been unloaded, students will walk with their assigned adults to their classrooms.

### Beginner to Grade 2 Arrival (Bus-Transported Students)

Students in grades B–2 who ride the bus will be dropped off outside the gym doors and will proceed directly to their classrooms.

- Beginner students will line up in the gym by class during the first few weeks of school. They will then walk as a class to their classroom with staff support.
- After the initial transition period, Beginner students will walk to their classrooms independently, with staff support available as needed.
- Teachers and staff will be stationed throughout the building to supervise and assist students during arrival.

### Parent Drop-Off

Parent drop-off is located outside the First Grade Wing doors.

- B-2 students will enter the school through these doors and walk directly to class.
- Beginner students may be directed to the cafeteria to meet staff and line up with their class during the first few weeks of school.
- Preschool students will enter through the Beyond the Bell doors.
- Staff members are not expected to remove students from car seats. If a parent must assist their child, they should park in the designated parent parking area at the back of the Jeffrey Clark lot and walk their child to their assigned entrance.

### Dismissal

#### Preschool Dismissal

- Preschool bus students will be escorted to an assigned classroom based on their bus number.
- Once gathered, students will walk with adult supervision to the preschool bus loading area.
- Preschool dismissal begins at 2:40 PM.

### Bus Riders (Grades B–2)

Students who ride the bus home will exit through the gym doors.

- Each bus line will be identified with a sign showing the bus number and a corresponding band.
- Students will wear matching color-coded bracelets on their backpacks to help them line up appropriately.
- A staff member assigned to each bus will walk their assigned students to their bus.
- Upon bus drop off, the assigned staff member will ensure their students are sitting and buckled in.
- Beginning at the start of Trimester 2, announcements for busses will change from “all bus students” to “B-1 bus students”, then “2 bus students” will be called. With support from duty staff, second grade students will walk independently to their bus for the remainder of the school year.

### Parent Pick-Up (Non-Transported Students)

- Beginner–2nd grade students who are picked up by a parent will be dismissed through the library doors. Non-transported students in rooms near the First Grade Wing (e.g., Room 102) may be dismissed out of the First Grade Wing doors.
- Parents are expected to park and walk up to receive their child.

During dismissal, students should not be running or playing on school grounds. Parents are encouraged to vacate the premises promptly after pick-up to maintain safety and traffic flow. Notify a building administrator if there are ongoing concerns of unsafe behavior or noncompliance of this guidance.

### TRANSPORTATION DROP OFF/PICKUP- MICKLE

All children who are transported by bus will enter at the gym doors and go directly to their classrooms. All students driven to school will be dropped off at the LGI door/hallway and go directly to their classrooms. Teachers/staff members will be available to assist and supervise students. Children who take the bus home will exit the building through the gym doors. Walkers will be dismissed from the gym doors. Parent pick up students will be dismissed through the LGI. Please listen closely to the afternoon announcements to ensure students are dismissed in a timely fashion.

Notes: Teachers should never transport students in their vehicles.

### TUBERCULOSIS

In every school, a Mantoux tuberculin test will be given upon employment to all newly hired employees (Full or part-time). An employee with a documented Mantoux test administered within the previous six (6) months does not have to be re-tested. Individuals who are currently employed will also be tuberculin tested if there is not a valid report that a Mantoux tuberculin test was administered during the previous five years. If more information is needed in this area, please contact the school nurse.

### TUTORING

In accordance with BOE Policy 3230, to avoid placing a teacher in a position where he/she may have a conflict of interest, teachers shall not tutor, for a fee, pupils enrolled in their classes, or upon whose evaluation or assignment they may be called upon to pass. Nor shall any employee of the board make a commitment to perform services for extra pay when he/she has been instrumental in recommending the need for those services.

Teachers may not tutor students assigned to their class roster either during the school year or the summer after that school year. Teachers may not transport students to or from tutoring sessions. Teachers are expected to offer assistance to students as a regular part of the instruction. Should a teaching staff member desire to use the school for tutoring, the teacher must request, in writing, permission from the principal prior to doing so.

### USING STUDENTS FOR ERRANDS

Students should not be employed to send messages, unless it is urgent and kept within the school. The teacher should select a dependable child to pursue the errand so that advantage will not be taken from this important situation. Never send a child on an errand outside of the school building. Do not send a child to the office to pick up your mail. The mail is your responsibility. Do not send a discipline referral to the main office with a child. If there is an incident that requires immediate attention, please call the main office.

### VISITORS

All visitors to the building are to enter through the main entrance. Visitors must present a driver's license to gain entrance to the school. The license will be scanned by the Raptor Technologies School Safety Software. Upon entering the building, visitors will receive a lanyard. The color of their lanyard is indicative of the type of visitor they are. For example, visitors will receive a RED lanyard. Substitute teachers will receive a BLUE lanyard. Vendors/contractors will receive a PURPLE lanyard. Please notify the main office immediately if you see any individuals not wearing a lanyard as this is a safety concern.

Any visitor to a classroom must be approved by the building principal at least one week prior to the visit. Visitors should report directly to the designated classroom/location. Do not confer with a parent in the hall doorway during instructional time.

Revised 8.20.25

**EAST GREENWICH TOWNSHIP  
2025-2026 PARENT/STUDENT HANDBOOK**



## Hornets

**JEFFREY CLARK SCHOOL**

Grades Preschool - 2nd  
7 Quaker Road  
Mickleton, NJ 08056  
856.423.0613

**SAMUEL MICKLE SCHOOL**

Grades 3rd - 6th  
559 Kings Highway  
Mickleton, NJ 08056  
856.423.0412

[www.eastgreenwich.k12.nj.us](http://www.eastgreenwich.k12.nj.us)

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## 2025 - 2026 EAST GREENWICH TOWNSHIP BOARD OF EDUCATION

**Mark Schonewise, President**

**Jodie O'Brien, Vice President**

**Anand Acharya, Lori Becker, Cristin Bialick, Amanda Black,**

**Krissy Christian, Jeffrey Flynn, and Lynn Starks**

**Andrea Evans, Superintendent**

**Gregory Wilson, Business Administrator/Board Secretary**

**Steve Edelstein, Board Solicitor**

*The East Greenwich Township Board of Education meets on the first Wednesday and third Wednesday of each month, unless otherwise noted in the calendar, at 7:00 p.m. in the Samuel Mickle School Cafeteria.*

### **Foreword:**

It takes a group effort to provide a thorough and complete education for our students. The school district and family serve as partners to attain this goal. This handbook will serve as a resource of general information concerning the school and district policy and procedure. Should you have any questions or concerns, please feel free to contact us by mail, telephone or stop in for a personal visit. Your ideas and suggestions on how to make our school district better is always appreciated.

Should you have a problem or complaint, discuss it first with the teacher before calling the principal. We shall all do our professional best to find satisfactory solutions as we educate your child, and hope that you will cooperate with us in this endeavor.

### **Mission Statement:**

The East Greenwich Township School District, through enthusiastic and engaging community partnerships and the establishment of a safe, secure learning and emotional environment, will provide a challenging and exceptional education program for its diverse learners.

### **Goals:**

1. Strive to have all students demonstrate a positive self-concept and positive character traits
2. Achieve proficiency in communications, computation, science and the arts based on Common Core Curriculum Standards
3. Enable our students to possess physical and mental well being
4. Cultivate an environment that allows for individual differences and learning styles and embraces cultural diversity
5. Demonstrate an understanding and appreciation of the world and its environment
6. Provide a base for the students to live productively and harmoniously in society with a high degree of confidence and opportunity for success in their future endeavors
7. Hiring/retaining a qualified staff, maintaining appropriate facilities, utilizing proper instructional tools and equipment, especially state-of-the-art technology
8. Engaging and connecting with parents and the community so they feel they have a voice and are part of the education process

## **East Greenwich Township Administration**

**Andrea Evans, Superintendent**

**Gregory Wilson, Business Administrator**

Lisa Giorgianni, Director of Curriculum & Instruction	Christina Battiato, Director of Student Services
Bethanne Barousse, Samuel Mickle Principal	Jessica Loggia, Jeffrey Clark Principal
Andrew Mettler, Mickle Assistant Principal	Erica Green, Clark Assistant Principal/Supervisor of Early Childhood

## **Board Appointed Officers**

Affirmative Action	Mrs. Erica Green
Alternative Affirmative Action	Ms. Christina Battiato
Anti Bullying Coordinator	Mrs. Bethanne Barousse
Alternate Anti Bullying Coordinator	Mrs. Jessica Loggia
Asbestos/AHERA Coordinator	Mr. Gregory Wilson
Board Secretary/ Custodian of Records	Mr. Gregory Wilson
District Testing Coordinator - Dynamic Learning Maps	Ms. Christina Battiato
District Testing Coordinator - Student Learning Assessments/ELL	Mrs. Lisa Giorgianni
Equity Officer	Mrs. Erica Green
Gloucester County Reunification Response Team Member	Mrs. Bethanne Barousse
Alternate Gloucester County Reunification Response Team Member	Mrs. Erica Green
Homeless Liaison	Ms. Christina Battiato
Indoor Air Quality Coordinator	Mr. Mike Venello
IPM Coordinator for the Schools/ District	Mr. Mike Venello/Mr. Greg Wilson
Issuing Officer	Mrs. Bethanne Barousse
Public Agency Compliance	Mr. Gregory Wilson
Purchasing Agent	Mr. Gregory Wilson
Right to Know Coordinator	Mr. Gregory Wilson
School Safety Specialist	Mrs. Jessica Loggia
Alternative School Safety Specialist	Mrs. Bethanne Barousse
Website Accessibility Coordinator	Mr. Shaun Bailey

### **Report Cards**

Report cards are issued electronically three times during the school year for all students. The dates for report card distribution are listed on the website. The report card indicates your child's progress in the grade level during a 12-week cycle.

### **Parent-Teacher Conferences**

Parent/Teacher Conferences are held in October, and parents will be notified when the conference scheduler is available online.

### **Accessing Student Progress**

Parents and guardians may access your child's progress at any time through the parent portal in Realtime. If you cannot access your parent portal, please contact your child's school's main office.

### **DISTRICT GRADING POLICY:**

Please access our website for full and complete information on the district's grading policy, [www.eastgreenwich.k12.nj.us](http://www.eastgreenwich.k12.nj.us).

### **HOMEWORK:**

The purpose of homework is to reinforce and extend what your child has learned in class. Homework develops self-discipline, personal responsibility, and independent thinking. Research states that the time spent doing homework directly affects a child's achievement. Pupils are expected to complete written homework assignments.

Each student, grades 2 through 6, receives a homework assignment book where he or she records daily assignments. Parents are asked to review and sign daily. Requests for homework assignments during a student's absence must be made by 11:00 am and should be made at the time you are reporting the absence if you intend to receive the assignments on the day of the absence. Otherwise, these requests will be honored on the following day. Since daily reading impacts on the reading achievement of children, parents are urged to set aside at least thirty minutes per day for family reading activities.

### **SCHOOL LIBRARY:**

The Board of Education recognizes the value of the elementary school library and media center. They have adopted the following statement reflecting the philosophy and objectives of the library.

The Samuel Mickle and Jeffrey Clark building libraries have the responsibility to assist in developing informed responsible citizens by supplying the student and teachers with the best possible information available in books, other resource materials and services of the library and librarian. The resources and services of the library should help our students to achieve competency and adjust in their personal, social, and civic living. The goals of this library are to aid each student in attaining his greatest achievement in academic pursuits, human relationships, civic responsibilities and to develop a taste for good literature which will enrich his/her life.

### **Objectives:**

1. Cooperate with the administration, faculty and staff in the establishment of the library as an integral part of the total education program
2. Arouse in students an interest in books and other materials and broaden this interest through service in a pleasant atmosphere
3. Provide continuous, progressive instruction in the use of the library materials and services
4. Make provisions for attendance to and full use of the library materials and service by all pupils
5. Provide for the continuous building of a reference collection to meet the needs of the curriculum and provide a broad collection of materials, which includes books, periodicals, newspapers, and audio-visual aids to meet the individual needs of the students
6. Provide for the continuous building of a fiction collection to meet the ability and interest of all students so they may know the thrill and pleasure of making friends and understanding themselves and others through books
7. Assist the administration in developing good public relations through pleasant and friendly contacts with students, teachers, staff and people of the community

8. There is no fine for overdue books. Lost books will be charged using the purchase price. If the purchase price is not available, the following charges will be incurred: \$5.00 for paperbacks and \$10.00 for hardbacks. Damaged books will have a prorated charge as determined by the librarian.

## **HEALTH SERVICES DEPARTMENT:**

### **Philosophy**

Our schools are staffed with certified school nurses dedicated to providing every student with health care. The school health service department, under the supervision of the school physician, Dr. Provencher, works as a team to provide a safe and healthy school environment. Our team works to provide:

- Care for students who become ill or injured during the school day
- Emergency health services
- NJ mandated screenings (measurements of growth, vision and hearing screenings, scoliosis screening)
- Health education programs for staff and students
- Health resource for parents and staff
- Care for medically-fragile children and those with health problems

Our team cooperates with staff, students and parents to encourage optimal health so that there is maximum utilization of educational opportunities.

The certified school nurse is a health services specialist who assists students, families and staff in attaining and maintaining optimal health and attitudes. School nurses are responsible for illness care and first aid while the student is in school. In case of injury and illness at school, care will be given and a parent will be contacted if follow up is necessary. Accidents and injuries occurring at home are not the responsibility of the school nurse.

The school nurse will screen your child's height, weight, vision, hearing, color vision and scoliosis as set forth by N.J.A.C. 6A:16-2.2. Parents will be notified in writing if further evaluation is recommended and those results should be forwarded back to the health office from the child's physician.

A complete medical examination is required for new registrations in preschool, beginners and out of state transfer students. The required physical form can be located on the website, [www.eastgreenwich.k12.nj.us](http://www.eastgreenwich.k12.nj.us). Though it is not a requirement, it is strongly recommended that all students have a complete physical every year during their developmental stages, preschool to 12th grade.

### **Use of Medications**

The Board of Education shall not be responsible for the diagnosis and treatment of student illness. The administration of prescribed medication to a student during school hours will be permitted only when failure to take such medicine would jeopardize the health of the student or the student would not be able to attend school if the medication were not made available during school hours.

For the purpose of this policy, "medication" shall include prescription and nonprescription medicines. The administration of medication to students in the school setting by the following authorized individuals: school physician, certified school nurse or non-certified nurse, substitute school nurse employed by the school district, student's parent/legal guardian, student approved to self-administer medication pursuant to N.J.A.C. 6A:16-2(a)5 and 9 and N.J.S.A. 18A:40-12.3 and 12.4; other school employees who volunteer to be trained and designated by the certified school nurse to administer epinephrine in an emergency pursuant to N.J.S.A. 18A:40-12.5 and other employees who volunteer to be designated as a delegate and trained to administer glucagon pursuant to N.J.S.A. 18A:40-12-14.

In order for the school nurse to administer prescription medications or medication not included in the standing orders, all required documentation needs to be completed by the child's prescribing doctor and the parent. These forms can be found on the EG website under the school nurse tab of each school's website. Medication must be in the original container stating the student's name, name of medication, dosage, frequency of dosage and any description of adverse reactions. Students are not permitted to carry their medications to school unless required by their physician.

The school nurse may administer several medications under the standing orders of the school physician. These include, but are not limited to, Benadryl, epinephrine, oxygen, Albuterol, Benadryl cream, Anbesol, eye wash, Chloraseptic spray, rewetting drops for contact lenses, Bactine, Triple antibiotic ointment, Sting Relief, cough drops, acetaminophen,

ibuprofen, and Narcan. Some of these medications are given on an emergency basis. The parent will be notified prior to the administration of acetaminophen and ibuprofen.

### **General Guidelines Regarding Exclusion**

- *Any student suspected of a viral/infectious disease will be isolated and parents contacted. The child will be excluded until cleared by a physician.*
- *Any student having vomiting or diarrhea will be sent home and excluded until they are free of symptoms for 24 hours. If symptoms occur during or into the school day, the student should return on the following school day after the 24-hour symptom-free period.*
- *Any student with a temperature above 100°F will be sent home from school and excluded until their temperature is below 100°F without any fever-reducing medications for 24 hours. If the 24-hour mark occurs during or into a school day, the student should return on the following school day after the 24-hour symptom-free period.*
- *Any student with an undiagnosed skin eruption is to be excluded until cleared by a physician in writing.*

**If your child has a contagious infection/disease (i.e. chicken pox, fifth disease, strep throat, conjunctivitis, impetigo, influenza, MRSA, measles, pertussis, coronavirus COVID-19, etc.), please advise the school nurse so the necessary steps can be taken to prevent an outbreak. No student may attend school if they, or a member of their household, is ill with or has been exposed to contagions, such as smallpox, diphtheria, scarlet fever, whooping cough, yellow fever, typhus fever, cholera, measles, or such other contagious or infectious disease. Please contact your physician, school nurse, or local health department for further guidance.**

**Chicken Pox-** the child must remain at home until the acute illness is over, but no longer than six days. The school nurse will readmit the child to school when all the skin eruptions are dry and scabbed over. A physician's note is not required.

**Streptococcal Infections-** (Strep Throat; Scarlet Fever) - the child must remain home until the acute illness is over or until 24 hours after specific antibiotic therapy is begun by the child's physician.

**COVID-19-** Exclusion is in accordance with New Jersey Department of Health guidance for K-12 Schools.

**Returning to School Following Illness - (If a child is absent for three (3) consecutive school days, a physician's note is required.)**

When pupils return to school following an illness, they are expected to join in all activities, unless specifically excluded in writing by their physician. If they are not well enough to go outdoors, they should remain at home until they are well enough to participate. No supervision is available for pupils to remain in the classroom.

### **Immunization Requirements**

Each child attending/enrolling school must present documentation of immunizations or valid medical or religious exemption to vaccines. All children entering preschool must be fully immunized against diphtheria, tetanus and acellular pertussis (DTaP), inactivated poliovirus (Polio), Haemophilus influenzae type b (Hib), hepatitis B, pneumococcal conjugate PCV13, mumps, measles and rubella (MMR), varicella (VAR) and influenza.

Children 36 to 59 months of age attending preschool are required to receive at least one dose of influenza vaccine between September 1 to December 31 of each year. Students without the vaccination after December 31 will not be permitted to attend preschool.

Students are required to have Tetanus, diphtheria, acellular pertussis (Tdap) and meningococcal vaccinations after their 11<sup>th</sup> birthday. **Students will not be permitted into 6<sup>th</sup> grade without these immunizations.** Please refer to N.J.A.C. 8:57-4, Immunizations of Pupils in School found on the NJDOH website.

**Health Services and First Aid:** Medical examinations are required for new registrations in Preschool, Beginners and transfer students from a state other than New Jersey. Annual physicals will not be done at school.

**According to New Jersey law (N.J.A.C. 6A:16-2.2) all students entering kindergarten (or pre-kindergarten), and all students transferring into a New Jersey school are required to have a copy of a current physical exam performed**

by their medical provider and must present official documentation of NJ minimum required immunizations from their physician or valid medical or religious exemption to vaccines (N.J.A.C. 8:57-4). If the school does not receive a valid report verified by the physician of immunizations and/or physical examination, including stamp or physician signature, your child is at risk of being excluded from school.

A complete physical examination done at "medical home" - the office of your primary medical doctor - is best for your child. It is especially important to have a complete physical done at least once during each of the following developmental stages:

1. Early childhood (Preschool through grade 3)
2. Pre-adolescence (Grades 4-6)
3. Adolescence (Grades 7-12)

The school nurse will screen your child's height and weight, blood pressure, vision, color vision and hearing. Scoliosis screenings begin in Grade 4. Parents will be notified in writing if further evaluation for possible vision, hearing, blood pressure or spinal problems is recommended. If you wish your child to be excluded from any of the screenings, please notify the school nurse in writing by September 30th.

The school nurse assigned to your child's school is responsible for illness care and first aid. In case of injury and illness at school, care will be given and a parent will be contacted if follow-up is necessary. **When changes occur in your home telephone number or work telephone number, it is imperative that you notify the school office immediately so that your child's emergency contact information can be updated. We must have current emergency information in the event that we have to contact you during the school day.**

Accidents and injuries occurring at home are not the responsibility of the school nurse. A physician's note is required if a child is to be excluded from physical education class. No child may remain indoors when other children go out. Special arrangements will be made for children with allergies, on crutches, with stitches or a cast, or other valid reasons as explained by your doctor.

#### **Pediculosis (Infestation of Lice) Information, Prevention, and Treatment:**

##### **Procedure:**

- The nurse will examine any student showing signs of pediculosis.
- If found, the nurse will contact the parent/guardian and discuss treatment options.
- The child must be excluded until he/she is treated with an anti-lice medicated shampoo and proof is provided by the parent. Therefore, a child may be treated and return to school on the same day.
- The nurse will notify the Director of Transportation so that the bus company can disinfect the bus. The student's name will remain confidential.
- We will ONLY notify the parent of the child with lice. We will no longer alert any unaffected students' parents nor will we provide checks on students in the class. We will however continue to educate the teachers on the signs of lice and check any suspected cases of lice.

Lice infestation is easy to control, but it does require your immediate attention and action. An infestation of head lice is generally a minor and temporary annoyance. They are rarely a medical problem and do not pose a health threat. They do not spread any disease agents. The greatest danger directly attributable to head lice is from secondary infection related to scratching the skin with dirty fingernails. The head louse is a tiny, wingless parasitic insect that lives among human hairs and feeds on tiny amounts of blood drawn from the scalp. Lice (the plural of louse) are a very common problem, especially for children.

#### **EMERGENCY SCHOOL CLOSING:**

You will receive a phone call by the Realtime System indicating the school's emergency closing, emergency delayed opening or emergency early dismissal. Please ensure parent and guardian phone numbers are correct in the Parent Portal, so you receive this important information.

The district's website will also display emergency information at [www.eastgreenwich.k12.nj.us](http://www.eastgreenwich.k12.nj.us).

If the district is closed during the day, all other district programs are also canceled.

**SCHOOL PROPERTY:**

Normal wear and tear on books, supplies, equipment and other school property is to be expected. We recommend all hardback books be covered to protect them from wear and tear. However, if deliberate damage or destruction is caused by a pupil, his/her parents are legally responsible financially and must assume the cost of repair or replacement. If books or Chromebooks are lost, damaged or destroyed through carelessness, a charge will be made for replacement or repair.

Skateboarding is prohibited on school grounds.

No pets are permitted on school property during school hours.

**ACCIDENTAL INSURANCE:**

The Board of Education each school year provides school time accident insurance for all district students at no cost to the student's parent/guardian. This excess liability insurance covers school-sponsored and school-supervised activities. This includes the regular school session and travel to and from school sponsored activities. The policy will pay expenses that are in excess of expenses paid by the parent's prime insurer.

**COMMUNICATION:**

Realtime text and email addresses are used to send important information home to families. Therefore, parent contact information must be accurate and up to date. If your contact information changes, please update the information through the Realtime parent portal.

Communication with teachers is welcomed. The best and quickest way to communicate is by email. All email is last name, first initial @eastgreenwich.k12.nj.us. Emails and telephone calls may not be returned during regular school hours; however, a teacher will generally respond to an email or voice mail message within 24 hours. Additionally, a parent/guardian may send a written message via the Home/School folder or Homework Assignment Book (HAB).

**CLARK ARRIVAL:****Preschool Arrival (Bus-Transported Students)**

Preschool students who ride the bus to school will be dropped off in the morning at the top of the green lane.

- Each preschool bus will have assigned staff members responsible for greeting and assisting students as they exit the bus.
- Students will be escorted into the gym, where they will line up by class.
- Once all preschool buses have been unloaded, students will walk with their assigned adults to their classrooms.

**Beginner to Grade 2 Arrival (Bus-Transported Students)**

Students in grades B–2 who ride the bus will be dropped off outside the gym doors and will proceed directly to their classrooms.

- Beginner students will line up in the gym by class during the first few weeks of school. They will then walk as a class to their classroom with staff support.
- After the initial transition period, Beginner students will walk to their classrooms independently, with staff support available as needed.
- Teachers and staff will be stationed throughout the building to supervise and assist students during arrival.

**Parent Drop-Off**

Parent drop-off is located outside the First Grade Wing doors (facing Kings Highway).

- B-2 students will enter the school through these doors and walk directly to class.
- Beginner students may be directed to the cafeteria to meet staff and line up with their class during the first few weeks of school.
- Preschool students will enter through the Beyond the Bell doors.

Staff members are not permitted to remove students from car seats. If a parent must assist their child, they should park in the designated parent parking area at the back of the Jeffrey Clark lot and walk their child to their assigned entrance.

#### **Late Arrival**

- Students arriving late should report to the main entrance. Parents should park their vehicles and walk their child to the door in order to sign them in.

#### **CLARK DISMISSAL:**

##### **Parent Pick-up procedures**

- If a child is to be picked up early during a regular school day, a *Change of Dismissal* form should be sent to your child's homeroom teacher.
- Paper copies of the Change of Dismissal Form are available in the main office. It can also be found on the district website under the Parents tab by clicking on "Forms and Documents".
- If the person picking up the student is someone other than the parent, it is expected that this individual is listed on the Emergency Contact Form. Photo I.D. is required upon pick-up to verify the identity of that individual.
- If, for some reason, this individual is not on the Emergency Contact Form, his/her name **MUST** be provided on the *Change of Dismissal* form.
- If a note is not sent in and the name is not on the emergency form, the student will not be allowed to leave the building.
- Upon arrival at the school for early dismissals, parents/guardians must fill out the Student Sign In/Out Sheet on the cart outside the building. Once completed, parents/guardians must ring the day bell. **The school will require a photo I.D. upon student pick up.** An office staff member will ensure your child is dismissed to you. Parents/guardians are not permitted within the vestibule of the building for safety reasons unless approved or cleared to be a visitor within the school and notified in advance of the arrangement.
- If changes have to be made during the school day for an early pickup, a phone call must be made to the school's main office no later than 11:00 a.m. by the parent or guardian.
- Early parent pickups should occur no later than 12:00 pm during an early dismissal day. After this time, students will be dismissed at the regular dismissal time. Please send in a note in advance, so that we can make the necessary arrangements. This requirement has been put into place to ensure the safety of all students and that all children are in the right place at the right time.
- If a student is dismissed prior to 12:40, it will be recorded as a "half-day" absence.
- At the conclusion of the school day, students who participate in parent pick-up will be dismissed to the Clark Library. Staff members will confirm the parent or guardian identity and dismiss students out the door connected to the library.
- Please note that tardies and early dismissals impact a student's overall attendance. An excess number of tardies and early dismissals may result in a parental attendance meeting with the building principal. Please see the Attendance Policy for more information.

##### **Non-transported Dismissal**

- Staff members will confirm the parent or guardian identity and dismiss students out of the building through the first grade hallway doors. Please utilize the sidewalks on the school property and cross the street using the crosswalks when available.

##### **Transported Student Dismissal**

- At the conclusion of the school day, students will be dismissed from their classrooms and will be walked by their classroom teachers to the Jeffrey Clark gym. Students will be lined up according to bus numbers and will be walked out by a staff member to their assigned bus.



- Any Clark student that is not met by an adult or older sibling at the bus stop will be returned to the building. The parent or guardian on record will be called to pick up the student.

## **MICKLE ARRIVAL:**

### **Parent Drop-Off Procedures**

- Students are permitted to enter the building at 8:25am. Parents are permitted to drop students off at the LGI doors by following the traffic pattern of the parking lot. Students are not permitted to exit their vehicles prior to arriving at the drop off location. Please have your student wait to exit your car until directed by a staff member to do so.

### **Non-Transported Student Arrival**

- Non-transported students must safely cross the street in crosswalks under the supervision of crossing guards. They must utilize the sidewalks once on school property. Non-transported students may enter the building at the side gym entrance.

### **Bike Riders**

- Students in grades 3-6 may ride a bicycle to school with a parent/guardian's written permission. Students may arrive at school beginning at 8:25am. Students must walk their bicycles while on school property, including past the schools and in the bus lanes. Failure to do so will result in a consequence in accordance with the Code of Conduct. Students are required to wear a helmet in accordance with NJ law. Bike riders will secure their bicycles to the bike racks by the gym doors.

### **Late Arrival**

- Students arriving late should report to the main entrance. Parents should park their vehicles and walk their child to the door in order to sign them in.

## **MICKLE DISMISSAL:**

### **Parent Pick-Up Procedures**

- If a child is to be picked up early during a regular school day, a *Change of Dismissal* form should be sent to your child's homeroom teacher.
- Paper copies of the Change of Dismissal Form are available in the main office. It can also be found on the district website under the Parents tab by clicking on "Forms and Documents".
- If the person picking up the student is someone other than the parent, it is expected that this individual is listed on the Emergency Contact Form.
- If, for some reason, this individual is not on the Emergency Contact Form, his/her name **MUST** be provided on the *Change of Dismissal* form.
- If a note is not sent in and the name is not on the emergency form, the student will not be allowed to leave the building.
- Upon arrival at the school for early dismissals, parents/guardians must fill out the Student Sign In/Out Sheet on the cart outside the building. Once completed, parents/guardians must ring the day bell. The school will require a photo I.D. upon student pick up. An office staff member will ensure your child is dismissed to you.
- If changes have to be made during the school day for an early pickup, a phone call must be made to the school's main office no later than 11:00am by the parent or guardian.
- Early parent pickups should occur no later than 12:00 pm during an early dismissal day. After this time, students will be dismissed at the regular dismissal time. Please send in a note in advance, so that we can make the necessary arrangements. This requirement has been put into place to ensure the safety of all students and that all children are in the right place at the right time.
- If a student is dismissed prior to 12:40pm, it will be recorded as a "half-day" absence.

- At the conclusion of the school day, students who participate in parent pick-up exit via the LGI doors and enter their cars in between the designated cones. Students may not enter a vehicle unless permitted by a staff member or cross the crosswalk or parking lot without an adult.
- Please note that tardies and early dismissals impact a student's overall attendance. An excess number of tardies and early dismissals may result in a parental attendance meeting with the building principal. Please see the Attendance Policy for more information.

#### **Non-Transported & Bike Riders Student Dismissal**

- Non-transported students and bike riders must safely cross the street in crosswalks under the supervision of crossing guards. They must utilize the sidewalks on school property. Non-transported students and bike riders are required to exit at the side doors at the Mickle gymnasium.

#### **Transported Student Dismissal**

- Students will be escorted out of the building by staff, and students will walk to their assigned buses.

### **BOARD RESIDENCY POLICY**

#### **Non-Residents**

The Board shall operate the schools of this district for the benefit of all children residing in the district and such others as may be admitted pursuant to statute and policy of the Board. The Board reserves the right to verify the residency of any pupil and the validity of any affidavit of guardianship.

Children whose parents do not reside within the limits of East Greenwich, or whose circumstances require living with some relative or some other person who is a resident of the township, may be admitted as a pupil to the school under one of the following conditions: Reference – N.J.S.A. 18A:38-1 et seq., N.J.A.C. 6:20-3.1 et seq.:

1. Legal adoption of the child by a resident of East Greenwich Township
2. Assignment of the child to a legal resident by the State Board of Children's Guardians or some other agency recognized for this purpose
3. Provision of a home for the child by a resident of East Greenwich, providing such resident will execute an affidavit form stating:
  - a. that he/she does not receive remuneration for the care of the child
  - b. that the period of domicile is for more than one school term
  - c. that the resident will assume all personal school obligations for the child
4. An affidavit from the child's parent or guardian stating that he or she is not supporting the child, accompanied by appropriate documentation in validation of the statement

The Board reserves the right to verify the validity of either affidavit and may, if validity is in doubt, institute a proceeding before the Commissioner of Education for a determination of the child's eligibility for attendance. The child shall remain enrolled in the district pending the outcome of any such proceeding.

If the Board has reason to believe that a district resident has fraudulently allowed a child or another person to use his or her residence and is not the primary financial supporter of that child or that a parent has fraudulently claimed to have given up custody of his or her child, the Board may report any such person to municipal authorities for prosecution as disorderly persons.

<b><u>Former Residents</u></b>	<b><u>Future Residents</u></b>	<b><u>Temporary Non-Residents</u></b>
<p>Regularly enrolled children whose parents/guardians have moved out of the district after May 15th shall be permitted to finish the school year without payment of tuition. Regularly enrolled children whose parents/guardians move from the district at any other time during the school year may remain enrolled for the remainder of the school year on payment of tuition prorated. The Board shall not be responsible for the transportation to or from school for any non-resident student.</p>	<p>Students whose parents are in the process of constructing a home and becoming permanent residents of East Greenwich Township may enroll their children by becoming an approved tuition student in the school district. Please contact the superintendent's office and request information on this process. If closing occurs during the month of September, student registration may be permitted. Please contact the Superintendent for details.</p>	<p>A temporary non-resident is defined as a student who was regularly enrolled within the district during the previous and/or present school year and who has temporarily relocated outside the district but intends to return to the district within the current school year. Parents may request tuition status for their children by contacting the Superintendent's office to obtain their procedure.</p>

### **Unforeseeable Conditions**

The East Greenwich Township Board of Education recognizes that, occasionally, a circumstance beyond the control of the resident family will occur leading to a temporary change in residence. It is not the desire of the Board to present hardship to families in an emergency situation when the condition is clearly beyond their control and when those circumstances are a temporary condition. Such conditions include a fire, flood, hurricane, tornado and other similar "Acts of God". It must be clear to a prudent person that these circumstances are unforeseeable and outside the scope of the family's control.

Families in need of relief due to these extenuating circumstances must submit a formal written request for an emergency waiver of residency to the Superintendent within fourteen calendar days of the event. Generally, a waiver due to an emergency situation may be granted for a maximum of up to sixty days and must meet the following conditions:

1. The family is expected to live out-of-district for a relatively short period of time (sixty days or less)
2. Supportive evidence is provided indicating that there is an ongoing process leading to the return of the family to the residence or to another residence within the township
3. Appropriate application is submitted to the Superintendent of schools for Board action within the stated time.

Following the initial waiver, the family may apply for a thirty-day extension. This application must be made prior to the conclusion of the sixty-day waiver. Tuition for the additional thirty days must be paid in advance and will be reimbursed to the family upon return to East Greenwich Township. At the discretion of the Board, additional extension of waivers may be granted when it is determined that the family is in an ongoing process and that there is no question that the family will be returning to permanent residency in a short span of time. If the student does not move back into the district by the start of the following school year, the student must be enrolled in the district where he/she resides. The Board shall not be responsible for the transportation to or from school for any non-resident student.

If, in the judgment of the East Greenwich Township Board of Education, the family does not support the validity of the claim, the Board will institute a proceeding before the Commissioner of Education for a determination of the child's eligibility to remain in the district. The child shall remain enrolled in the district pending the outcome of any such proceeding. If in the judgment of the Commissioner the evidence does not support the claim of the parent/guardian, tuition shall be assessed to the time of the student's original ineligibility in the school district and the student must be transferred to the school of his or her residency immediately.

The Board shall determine tuition rates for nonresident pupils.

### **SCHOOL SAFETY POLICY:**

The East Greenwich Township Board of Education takes every reasonable precaution for the safety of the students, employees, visitors and all others having business with this school district. The Board of Education believes that safety education and accident prevention are important to everyone concerned with our schools, not only as a protective measure during school hours, but also as an instruction means of developing an appropriate mode of behavior to minimize accidents at all times.

It shall be the responsibility of the district's chief school administrator to execute this policy in order to have a comprehensive program which meets the needs of the East Greenwich Township Board of Education. The responsibility for developing the total safety program shall be delegated to a safety committee.

The school safety committee and threat assessment team, in cooperation with the School Safety Specialist, shall act in an advisory capacity and shall be responsible for the promotion and development of an aggressive prevention and safety education program for students and professional and non-professional personnel employed by the district.

The general areas of responsibilities include, but are not limited to in-service training, development of accident prevention procedures, accident record keeping, facility inspection, fire prevention, emergency procedures and traffic safety problems related to employees, pupils and the community. Staff safety concerns should be reported to the School Safety Specialist

Students making threats to themselves or others or reports of students making threats to themselves or others will be addressed with utmost level of concern. Threats will be immediately reported to the building principal.

A threat assessment will be conducted by the school counselor or school psychologist if a student makes a threat to self. A threat assessment will be conducted by an administrator if a student makes a threat to others. The student's parent/guardian will be notified immediately. Threats to others may be brought to the attention of the Threat Assessment Team for further evaluation and disciplinary action will be provided according to the district Code of Conduct. At the conclusion of a threat assessment, the child may be referred to outside counseling and/or support services, or he or she may be required to be evaluated and cleared by a mental health specialist prior to returning to school.

### **Emergency Drills**

NJ State Law 18A:41-1 states that every school shall have at least one fire drill and one school security drill each month. Families will be notified via email on the day a safety drill has been conducted in your student's school.

The East Greenwich Township School District has adopted the Standard Response Protocol from the I Love U Guys Foundation beginning September 2022 for our safety drill responses. The Standard Response Protocol consists of five specific actions that can be performed during an incident: Hold, Secure, Lockdown, Evacuation, or Shelter. Standardized Drill Signs are posted in every classroom and office throughout the buildings for quick reference, as well as on the back of staff ID cards/lanyards.

### **ANNUAL SCHOOL INTEGRATED PEST MANAGEMENT NOTICE FOR SCHOOL YEAR 2025 - 2026:**

This notice is being distributed to comply with the New Jersey School Integrated Pest Management Act. The East Greenwich Township School District has adopted an Integrated Pest Management (IPM) Policy and has implemented an IPM Plan to comply with this law. IPM is a holistic, preventive approach to managing pests that is explained further in the school's IPM Policy included with this notice.

All schools in New Jersey are required to have an Integrated Pest Management Coordinator (IPM Coordinator) to oversee all activities related to IPM and pesticide use at the school.

The IPM Coordinator for the East Greenwich Township School District is:

Michael Venello, Facilities Manager  
East Greenwich Township School District  
559 Kings Highway, Mickleton, NJ 08056  
856-423-0412

The IPM Coordinator maintains the pesticide product label, and the Material Safety Data Sheet (MSDS) (when one is available), of each pesticide product that may be used on school property. The label and the MSDS are available for review by a parent, guardian, staff member, or student attending the school. Also, the IPM Coordinator is available to parents, guardians, and staff members for information and to discuss comments about IPM activities and pesticide use at the school.

As part of a school pest management plan East Greenwich Township Schools may use pesticides to control pests. The United States Environmental Protection Agency (EPA) and the New Jersey Department of Environmental Protection (DEP) register pesticides to determine that the use of a pesticide in accordance with instructions printed on the label does not pose an unreasonable risk to human health and the environment. Nevertheless, the EPA and the DEP cannot

guarantee that registered pesticides do not pose any risk to human health, thus unnecessary exposure to pesticides should be avoided. The EPA has issued the statement that where possible, persons who are potentially sensitive, such as pregnant women, infants and children, should avoid unnecessary pesticide exposure.

The following is a list of any pesticides in use or used in the last twelve (12) months on school property:

**Jeffrey Clark Building**

Termidor SC  
Final Blox  
Advion Ant Gel Bait  
Advion Ant Bait Arenda

**Samuel Mickle Building**

Final Blox  
Advion Ant Gel Bait  
Wast Freeze Wasp & Hornet Killer  
Zenprox EC  
Drione

Our school district has designated Integrated Pest Management (IPM) Coordinators, and these coordinators maintain the product label and material safety data sheet, when available, of each pesticide that may be used on school property. The label and data sheet is available for review by a parent, guardian, staff member, or student attending the school. The IPM Coordinator is available to parents, guardians, and staff members for information and comment.

The district's complete IPM policy School Integrated Pest Management (policy #7422) can be found at the following link:

[Click Here](https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=7422&id=a556a6dac66d4f93908c5e2017958ac5)

(<https://www.straussesmay.com/seportal/Public/DistrictPolicy.aspx?policyid=7422&id=a556a6dac66d4f93908c5e2017958ac5>)

**STUDENT ATTENDANCE REGULATIONS:**

**Student Attendance:** Absence from school jeopardizes the ability of a pupil to satisfactorily complete the prescribed course of study and violates the statutes requiring children to regularly attend school (N.J.S.A. 18A 38:25-26). In order to provide appropriate supervision and provide a safe environment for students, parent drop off for students is no earlier than 8:25 am.

**Regular Day**

Arrive between 8:40 am - 10:40 am	Tardy
Arrive after 10:40am	Half-day absence
Picked up prior to 12:40pm	Half-day absence
Picked up after 12:40pm	Early Dismissal

**Early Dismissal**

Picked up before 10:40am	Full Day Absence
Picked up between 10:41am - 12:40pm	Half Day Absence
Arrive between 8:41am - 10:40am	Half Day Absence
Arrive after 10:40am	Full Day Absence

***If a student is absent from school, they will not be permitted to participate in any after-school activities or evening programs. For purposes of participation in an after-school or evening activity, the student must be present for at least one-half of the scheduled school day (4 hours for a full-day session, 2 hours for an early dismissal session.)***

***Please report any absences or tardiness to the main office of each school at 856-423-0412.***

The Board accepts the responsibility of properly operating schools within the context of prevailing laws and regulations. It cannot succeed in its paramount task of providing an education as proposed through accepted curriculum and courses of study, unless the pupils for whom it is intended are present for all regularly scheduled classroom learning activities.

The Board of Education recognizes that consistent attendance in the classroom is an integral and essential part of a student's total learning process for the following reasons:

- A. The teacher explains, interprets and adds to the information given in textbooks and other sources.
- B. Certain classroom activities such as discussions, laboratory experiences, films and speakers add to the class content.
- C. The student has a responsibility to participate in the class learning process and to contribute on the basis of his questions and comments. Therefore, a student's enrollment in a course is his/her commitment to attend all class periods. No student shall be absent from or tardy to school and/or classes without an acceptable reason.

**Absences:** Regular attendance builds strong routines, enhances academic achievement, and supports the development of social skills and emotional resilience. Students are required to attend 180 days of school. Absences are sometimes necessary for reasons of illness; although, frequent absences from the classroom disrupt the instructional process, and limit the ability of pupils to complete the prescribed curriculum requirements. Attendance in school is directly connected to a child's success in school.

The East Greenwich Township Board of Education has determined that a pupil must be in attendance for 162 or more days to have successfully completed the requirements of the pupil's present grade level. Promotion to the next grade level may be jeopardized if absenteeism exceeds the Board's policy.

Students who are sick will be marked absent if they are unable to attend school. If a doctor's note is provided, the absence is recorded as "Medical Documentation". Please note all absences due to illness, even those excused by a doctor's note, count towards a student's total number of absences and calculation of chronic absenteeism.

Under **New Jersey state law**, *all absences—both excused and unexcused—are included in a student's cumulative attendance total*. A student is considered chronically absent if they miss 10 percent or more of the school days in session for which they were enrolled at a particular school. Chronic absenteeism rates are reported publicly in the NJ School Performance Report.

**Attendance Communication and Interventions:** After 5, 9, 12, 15 and beyond absent days, a letter will be sent by the respective principal to the parents indicating the serious nature of continued absences.

After a total of twelve (12) days absent, a doctor's note will be required for each additional absence. In addition, a conference will be held with the parent, school nurse, school counselor, classroom teacher and the principal to develop a plan of action to correct the truancy problem.

If the parent does not comply with the doctor's note request, a conference will be held with the Superintendent and the above mentioned staff members.

The school district will reserve its right to seek action with other social agencies and/or the legal system to address excessive absences.

**Please note:** After five (5) tardy, early dismissal and/or half days, a letter will be sent by the respective principal to the parents, indicating the serious nature of continued lateness. Parents will be contacted by the respective principal regarding a parent conference to reach a resolution of the issue. After the sixth (6) tardy, early dismissal and/or half day, a recess detention will be administered for each additional unexcused lateness.

**Family Vacations:** Parents are strongly encouraged to schedule family vacations at those times of the year when school is not in session. Any absence of a student from school is detrimental to the child's academic success. Vacations are unexcused absences. In the event of an unexcused absence, **PARENTS** are responsible to ensure that the child completes all of the academic graded material covered in the classroom during the child's unexcused absence. Academic work affecting the child's grade will be provided to the parent upon the student's return to school. It is the **PARENT'S** responsibility to have the child complete and return the work to the teacher. **If such vacations must be scheduled, please make an effort not to schedule a family vacation during state and district mandated tests.** Please reference the school calendar for testing dates.

**Student/Parent Responsibilities:**

1. Parents shall ensure that their child attends school punctually and be aware of all absences.
2. Parents shall notify the school by telephone, before 9:00 a.m. of the absence, or the school will make every attempt to contact the parents. When calling, please report your child's name, the homeroom teacher's name and homework request.
3. When the student returns to school, he/she shall bring a **signed note from the parent explaining the reason for the absence.**
4. The school administration may also require additional verification from the parents such as a physician's note or court subpoena. **A physician's note is required after three consecutive days of absences.**
5. Parents are encouraged to schedule their children's doctor and dentist appointments after school or evening hours or on days when school is not in session. If this is not possible, please send in a note with your child or call the office by 9:00 a.m. to inform us of the time of the appointment. Any child who is to be dismissed early must first be signed out in the main office by the parent or guardian.

**BICYCLES/SCOOTERS:**

Pupils in grades 3 to 6 may ride scooters or bicycles to school if the parent gives **permission in writing by completing the bicycle/scooter permission slip located in the Mickle main office.** Students **must not** arrive before 8:25 a.m. Students riding bicycles or scooters to school **must** walk their bikes or scooters while on campus. Students **must** wear helmets. This saves lives and is a New Jersey law. Bicycles and scooters must be secured to the bike rack located near the Mickle gym doors. Students who do not comply with bicycle and scooter safety rules can face disciplinary action per the Student Code of Conduct.

***East Greenwich Township School District is not responsible for damage to or theft of any bicycle or scooter brought to school.***

**TRANSPORTATION ROUTES AND SERVICES:**

All pupils for whom district transportation is provided will be assigned a bus route prior to the opening of school. Students must ride on their assigned bus. They will not be allowed to get on/off at other bus stops or other East Greenwich buses unless approved by the East Greenwich Transportation Coordinator.

If a pupil is suspended from bus transportation for disciplinary reasons, his/her parent/guardian is responsible for that pupil's transportation.

Any request for a permanent change in an approved bus stop on the same bus route must be directed to the East Greenwich Township Transportation Coordinator, Ann Marie Elliott, 856.423.0412 ext. 1305 or [elliotta@eastgreenwich.k12.nj.us](mailto:elliotta@eastgreenwich.k12.nj.us). Such requests shall be handled on an individual, case-by-case basis.

**BUS BEHAVIOR:**

Pupil behavior on the school bus is directly related to safety and is a matter of mutual cooperation. The law is precise concerning discipline on the school bus. New Jersey Statutes Annotated, Title 18A:25-2 clearly states: "The driver shall be in full charge of the school bus at all times and shall be responsible for order; he shall never exclude a pupil from the bus, but if unable to manage any pupil, shall report the unmanageable pupils to the principal of the school they attend. A pupil may be excluded from the bus for disciplinary reasons by the principal, and the parents shall provide transportation to and from school during the period of such exclusion."

School bus drivers are responsible for reporting unsafe behavior and infractions to a building administrator. The building administrator will investigate any reported infractions and address the behavior according to the district Code of Conduct.

Oftentimes, children report behavior infractions or disciplinary concerns from the bus or bus stop to their parents or guardian. Parents or guardians are encouraged to report the incident to building administration to investigate and address any concerns.

**Hornets are safe, responsible and respectful**

Parents should discuss bus behavior with their children, emphasizing the following points:

1. Arrive at the bus stop ten minutes before the assigned pick up time. Buses are not able to wait for students who have not arrived at the stop.
2. At the bus stop, never stand in the roadway, use sidewalks if available.
3. Behave in a safe manner while waiting at the bus stop.
4. Do not damage surrounding property while waiting at the bus stop. Be respectful of the property of others.
5. Once the bus arrives, wait for the driver's signal to cross the road or move toward the bus.
6. Never push, crowd, shove, or argue over who should be first on the bus. All pupils will have assigned seats.
7. Always wear your seatbelt while riding the bus and sit facing forward.
8. Never put arms or heads out of the bus windows, including at the bus stop or while waiting on the bus at school during arrival and dismissal.
9. Never shout out the window or throw objects out of the bus window, including while at the bus stop or while waiting on the bus at school during arrival and dismissal.
10. Show respect to the bus driver and follow all instructions.
11. Always remain in the assigned seat unless directed to move by the bus driver and/or school administrator.
12. Talk in a low voice only to students seated close to you. Never yell or scream on the bus. Loud noises are distracting to the driver.
13. Keep silent while crossing railroad tracks and when the bus driver signals for silence.
14. Keep body, books, book bags, instruments and other objects out of the aisle so others will not trip on them.
15. Do not open or close windows without the driver's permission.
16. Do not take objects out of your book bag while on the school bus. Any personal objects lost or stolen as a result of a lack of adherence to this rule is not the responsibility of the district.
17. Do not throw trash or any other objects on the bus or out bus windows.
18. Consumption of any food or drink, including gum, is prohibited on the bus.
19. Cell phones and other smart device use is prohibited on the bus.
20. Treat bus equipment as you would valuable furniture in your home. Do not draw on any part of the bus. Any damage to the bus and/or its equipment caused as a result of vandalism will be replaced at the expense of the person responsible for the damage.
21. Never push, crowd, shove, or argue over who should be first off the bus. The bus driver will direct student dismissal from the bus at both the school and bus stops.
22. Upon arrival at school each day, walk on the sidewalk of the bus lanes and into the school building. The bus lanes should be considered a street and caution must be exercised while traveling into school buildings. No running is permitted.
23. Report any problems occurring at bus stops or on the bus to the bus driver. The bus driver will address the issue or report them to the Transportation Coordinator.

Riding the school bus is a privilege. Students should follow the bus driver's directions for seating, noise level, behavior, and movement on and off the bus. Students who do not respect the driver, the rights of others riding the bus, or the bus itself may be suspended from the bus until they learn the fundamentals of good behavior and agree to abide by them. Student misbehavior at the bus stop can also result in a suspension of bus privileges. Repeated or severe violations of bus rules may result in progressive disciplinary action, including temporary or permanent suspension from bus privileges. Families will be notified in writing of any suspension and provided with details of the infraction and duration.

#### **BUS EVACUATIONS:**

All students will participate in two bus evacuation drills during the school year, once in the spring and once in the fall. All students are expected to follow instructions during these drills and treat them seriously.

#### **REGISTRATION PROCEDURES:**

Registration of Beginners (kindergarten) is held in the spring at the Jeffrey Clark Building for the following year. Children who are going to be five years old on or before October 1 will be admitted to the Beginners' class in September of each year. Proof of residency, proof of age (original birth certificate) and immunization record will be required for registration.

***Children entering grade 1 must be six years old on or before October 1 to gain admittance.***

Registration of transfer pupils is completed online. Proof of residency, proof of child's age (original birth certificate), immunization records, transfer card from previous school (if applicable) and most recent report card will be required for registration. If all documentation is in order, the pupil may enter the classroom approximately following registration. Please contact the district registrar for any registration questions.

**Registrar:** Ann Marie Elliott [elliotta@eastgreenwich.k12.nj.us](mailto:elliotta@eastgreenwich.k12.nj.us) or 856.423.0412 ext. 1305.



**DRESS CODE:**

Pupils at the elementary level need guidance from their parents/guardians in ensuring that student clothing meets safety standards, is appropriate to the school setting, and supports an environment conducive to well-being and learning. The dress code focuses on general appearance and ensures the safety, health, and well-being of the students.

1. Pupils and their clothing should be clean, neat, and modest.
2. The length of skirts, dresses, and shorts must be at least as long as an outstretched arm from shoulders to fist.
3. Excessively ripped or revealing clothing, that exposes a disproportionate amount of skin (i.e. rips in pants cannot be above fist length).
4. Undershirts alone are not permitted.
5. Pajamas or pajama pants, slippers, and robes are not permitted on days that are not spirit days.
6. Shirts must cover the torso including shoulders, back, and midriff. No spaghetti straps permitted. Shirt straps should be two-finger length width. Examples: clothing which is too tight, too short, bare at the midriff, bare at the sides, sun dresses, "spaghetti strap" type tops, and off-the-shoulder tops, low-cut front or back tops, sheer or see-through clothing worn alone, muscle shirts ( sleeveless, tank tops), tube tops, halter tops, etc.
7. Articles of clothing cannot be printed with suggestive or offensive pictures and or words that promote violence, profanity, and or substance abuse (drugs, alcohol, or tobacco).
8. Students may wear a hooded sweatshirt to school. The expectation is that they not place the hood on their head either partially or otherwise during the school day.
9. Flip-flops and slip-on shoes (beach or shower shoes) are not permitted. Student shoes should have backs properly securing the foot to the shoe. Shoes without backs are safety and health hazards.
10. Sneakers or rubber-soled shoes must be worn on gym days or the child will not be permitted to participate in gym.
11. Clothing must not have words/graphics printed across the seat of the pants.
12. Makeup is not permitted.
13. Outerwear of any kind is not to be worn in school during class time. Hats, bandanas, sunglasses, and gloves are not to be worn at any time during school hours. All outerwear must be placed in the student's backpack prior to homeroom and remain there until recess, dismissal, or appropriate outdoor time.

If there is a dress code violation, the student will be sent to the nurse. The nurse will supply the student with the appropriate clothing on loan or will call the parents to provide a change of clothing. If parent communication has occurred and a change of clothes is unavailable for the student, the student may need to remain in the office and/or the parent will be requested to pick up the child until appropriate clothing is available. Students out of compliance with the dress code will result in a verbal warning and a parent phone call for the first offense that will be logged into Realtime. Any subsequent infractions will result in disciplinary consequences according to the Code of Conduct.

Clothing or accessories with offensive, distasteful, or suggestive images or language will not be tolerated. Any clothing that is considered disruptive to others or references violence or drugs and alcohol will be addressed by the Principal.

**ELECTRONICS & CELL PHONES:**

Electronics, such as hand-held gaming systems, are not permitted on school grounds. Cell phones can be brought to school; however, they must remain off in the student's book bag at all times. This includes when the student is riding on the school bus and when the student is on field trips.

Smart watches are permitted to be worn, so long as their sole purpose for use is to tell time. Cell phones and smartwatches that are being used to make calls, text (parents or peers) or play games during the day will be confiscated and returned to students at the end of the day.

Students are not to call, text, or message their family members during the school day. If students need to reach a member of their family, they can use one of the phones in the main office.

You can help us enforce this policy by not texting your children and calling or answering their calls during the day.

Students may not photograph or take videos of any staff members or other students on school grounds or at school events.

Students who violate any of these expectations may be subject to disciplinary action per the Student Code of Conduct.

If an electronic device is discovered, the following will apply:

1. 1<sup>st</sup> Offense: Staff member confiscates the electronic device with a warning and gives the student back the device at the end of the school day.

2. 2<sup>nd</sup> Offense: Staff member confiscates the device, sends it to the main office, and the student may come to the office at the end of the day to bring it home.
3. 3<sup>rd</sup> Offense: Same as above, but the parent must pick up the electronic device from the main office.

### **GOOGLE WORKSPACE for EDUCATION:**

At East Greenwich Township School District (EGTSD), we utilize Google Workspace for Education as a core part of our curriculum. We have provided a managed Google Workspace for Education account for all students. Google Workspace for Education is a set of education productivity tools from Google including Gmail, Calendar, Docs, Classroom, and more used by tens of millions of students and teachers around the world. At EGTSD, students will use their Google Workspace for Education accounts to complete assignments, communicate with their teachers, sign into chromebooks with the SSO platform known as "Clever", and learn 21st century "Digital Citizenship" skills agreed upon within our "Acceptable Use Policy".

### **ACCEPTABLE USE POLICY:**

The purpose of the Student Acceptable Use Policy is to ensure the appropriate use of the East Greenwich Township School District's technology resources by all students. All students enrolled at the East Greenwich Township School District will be provided a Google Workspace account to be used during their time attending our schools. Students at the Samuel Mickle School will be issued a district Chromebook for use in school and at home, and students at the Jeffrey Clark School will have access to district Chromebooks while in school. This document provides students and their parents/guardians with information about taking care of the equipment, using it to complete assignments, and being a good digital citizen.

Students and their parents/guardians are reminded that the use of technology is a privilege and not a right, and everything done on any device, network, or electronic communications device may be monitored by the school authorities. Inappropriate use of the technology can result in limited or banned computer use and/or disciplinary consequences.

Students and their parents/guardians are responsible for reviewing/signing the Student Acceptable Use Policy and returning it to the school prior to the use of their district account and device. The full policy can be found on the website and is sent home at the start of each year for every parent and student.

#### **Loss or Theft**

If at any point a Chromebook is stolen/lost; the student is to immediately report it to a member of the staff. A loaner device may be provided to the student for in school use only until the assigned Chromebook is recovered or payment for the missing device has been received.

#### **Chromebook Damage**

The District has a "zero tolerance" policy for Chromebook damage, accidental or otherwise. Chromebooks must be returned to the district in the condition it was initially provided to the student considering reasonable use and care by the student. Please be aware, any family that does not choose to take advantage of the Chromebook Protection Plan will be charged for each instance of accidental damage, should they occur. Parents will be notified of the costs for repair and replacement at the beginning of each year when students and parents sign the acceptable use policy agreement. All repairs for Chromebook damage will be charged back to the parent/guardian. Should an entire device need to be replaced as a result of damage beyond repair or it is lost or stolen, the cost of replacement is not covered under the Accidental Damage Protection.

#### **Consequences for Violations of the Student Chromebook Acceptable Use Policy**

1. Violations of these policies may result in one of the following but not limited to these disciplinary actions:
  - Restitution (money paid in compensation for theft, loss, or damage)
  - Student/Parent Conference with school administrator/principal or other school official
  - Removal of unauthorized files and folders
  - Restriction of Internet and Chromebook privileges\*
  - Detention or suspension
2. If a violation of the Student Chromebook Acceptable Use Policy violates other rules of the Student Code of Conduct, consequences appropriate for violation of those rules may also be imposed.

\*If a student's Internet privileges are restricted, this means that for the period of the restriction, the student may only access the Google Drive offline and will not be permitted to access the internet without strict teacher supervision.

### **Go Guardian (Mickle only)**

GoGuardian's web-based services operate on our school's managed G Suite for Education Chrome accounts (i.e. when a student is logged into Chrome or a Chromebook with his/her school email address).

We have chosen [GoGuardian Admin and GoGuardian Teacher] services to:

- Help protect students against harmful and inappropriate online material
- Help students stay "scholarly" and more focused when learning online
- Help assess students' progress towards class assignments [only if your school has GoGuardian Teacher]
- Facilitating communication between teachers and students during class time [if your school has GoGuardian Teacher]

The East Greenwich Township School District selected GoGuardian services to help our students stay safer and more scholarly online. [We will work with students during class time to help teach them digital responsibility and safety. Additionally, teachers have been trained on how to operate GoGuardian and about our policies and procedures to help protect student privacy.]

Students violating the Acceptable Use Policy during instructional hours are subject to consequences in accordance with the District Code of Conduct.

When a student is off campus, parents are responsible for supervising internet access and usage. We encourage you to discuss rules for appropriate internet usage with your child, and to reinforce lessons of digital citizenship and safety with him or her. We also highly encourage you to report any potential cyberbullying or other sensitive issues to us.

### **CHAIN OF COMMAND:**

#### **On matters involving instruction at your child's school:**

1. Classroom teacher
2. Principal
3. Director of Curriculum & Instruction
4. Superintendent
5. Board of Education

#### **On matters involving student discipline at your child's school:**

1. Classroom teacher
2. Case manager if your child has an IEP
3. Assistant Principal
4. Principal
5. Superintendent
6. Board of Education

#### **On matters involving student social, emotional, behavioral concerns:**

1. Classroom teacher
2. School counselor or case manager if your child has an IEP
3. Assistant principal
4. Principal
5. Superintendent
6. Board of Education

#### **On matters involving IEP and Special Education services:**

1. Classroom teacher
2. Case manager
3. Director of Student Services
4. Superintendent
5. Board of Education

#### **On matters involving school safety and security:**

1. Principal
2. Superintendent
3. Board of Education

**On matters involving transportation:**

1. Director of Transportation
2. Business Administrator
3. Superintendent
4. Board of Education

**On matters involving facilities or buildings & grounds:**

1. Principal
2. Business Administrator
3. Superintendent
4. Board of Education

**EAST GREENWICH TOWNSHIP SCHOOLS CODE OF CONDUCT:**

The East Greenwich Township School District's Code of Conduct is aligned with our mission statement. This mission statement exemplifies our goal to provide a safe and secure learning environment. Our district uses a multi-tiered system of supports as a framework to promote a school climate that supports the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community.

Multi-tiered systems of support create school environments where standards for behavior are taught, problem behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners at school. All students are supported through a tiered model of increasingly intense interventions or enhancements that are available based upon a student's individual academic and behavioral needs. With the use of prevention and intervention strategies that support students' behavior and social-emotional needs, school staff facilitate both academic and social development of all students.

EGSD promotes the following universal expectations for all students and staff based on the following traits: kindness, respect, responsibility, acceptance, integrity, and perseverance.

In order to accomplish these goals, *all* stakeholders must work in collaboration to foster mutual respect within the school community.

- Students will grow to conduct themselves in a manner that reflects our character traits with the support of parents/guardians, administrators, teachers, and staff.
- Staff members are expected to engage students in prevention and intervention strategies that promote positive behavior and address problem behavior. Students will be taught strategies to regulate their behavior. Expected behaviors with specific rules will be explicitly taught.
- Student behavioral concerns will be addressed with corrective and restorative responses, as well as logical consequences.
- Administrators will intervene when the discipline offenses are repeated, are severe in nature, and/or when interventions are not successful.
- Parents and guardians of students are responsible for understanding the district's behavior expectations and supporting the child's adherence to the code of conduct.

**Where and When the Student Code of Conduct Applies**

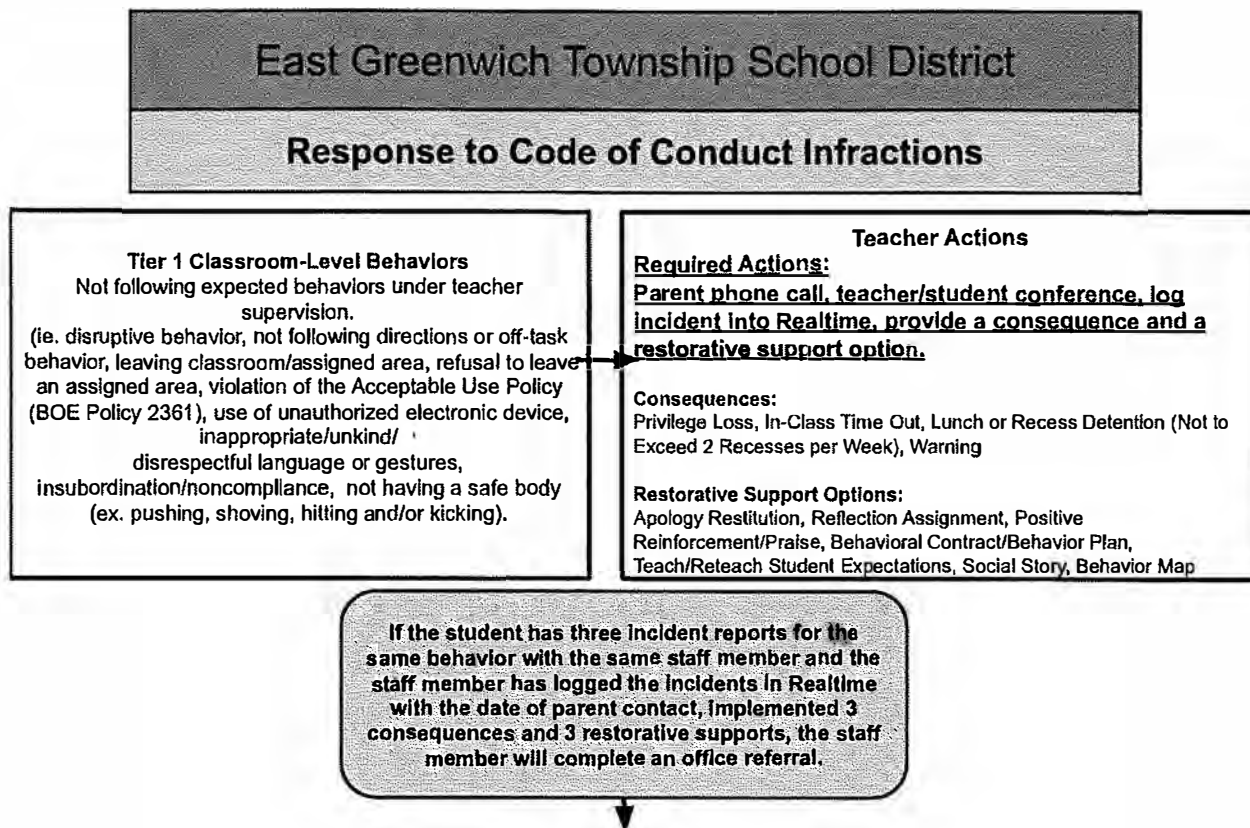
The code of conduct applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-related event, at bus stops, on any vehicle funded by the East Greenwich Township Public Schools, or at any time or place which may affect an educational function, including when accessing the district's electronic network services or on remote instruction.

**Progressive Levels of Corrective Response**

Corrective responses provide a profound emphasis on what we want students to do and learn. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities through our character education curriculum and positive behavior supports. The goals of assigning corrective responses and consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors should be considered:

- Student's age, developmental level, and grade,

- Student's prior behavior patterns and responses to interventions
- Student's intent and the severity of harm caused



<b>Tier 2 Behaviors</b> <b>Administrative Referral</b> Disruptive behavior Leaving classroom/ assigned area Refusal to return to classroom/assigned area Unsafe body (ex. pushing, shoving, hitting, and/or kicking) Inappropriate/unkind/ disrespectful language/gesture/behavior including spitting. Knowingly making false accusations Insubordination/ non-compliance Violation of Acceptable Use Policy (BOE Policy 2361) Violation of Bicycle/Scooter Safety Rules Theft (Under \$10) Violation of dress code policy (BOE Policy 5511) Use of unauthorized electronic device on bus, in and after school, or at school events (BOE Policy 2363) Unauthorized recording or photography of students or staff (BOE Policy 5516) Failure to serve detention	<b>Administrator Actions</b> <b>Required Actions:</b> <u>Parent phone call,</u> <u>admin/student conference,</u> <u>log incident into Realtime</u>  <b>Restorative Support Options</b> Apology Restitution Behavioral Contract Check In/Check Out Connect and Reflect Assignment Daily/Weekly Report Corrective Restitution Plan Review Meeting Referral to I&RS, Health Service, Counselor, CST Conference with Parent/Guardian Social Story Behavior Map Formal Behavior Plan  <b>Possible Consequences:</b> After School Detention Before School Detention Recess Detention (Not to Exceed 20 Minutes) Privilege Loss Lunch Detention Financial Restitution (Theft) Warning Bus Suspension	<b>Tier 3 Behaviors</b> <b>Administrative Referral</b> Leaving building/ school grounds Instigation/ incitement to fight Physical altercation (ex. close fist fight) Inappropriate language or gestures directed at others Damage or vandalism to school property/technology Theft (over \$10) Harassment, intimidation, bullying (BOE Policy 5512) Possession of a toy weapon Possession of an authentic weapon Possession or distribution of illegal substances (BOE Policy 5530)  Violating the rights of others (hazing, hate speech, slurs) Tampering alarms or making false emergency calls Making threats Sexual harassment (BOE Policy 5751) Physical aggression towards staff member Knowingly making false accusations about a student or staff member Unauthorized recording or photography of students or staff (BOE Policy 5516)	<b>Administrator Actions</b> <b>Required Actions:</b> <u>Parent phone call,</u> <u>teacher/student conference,</u> <u>log incident into Realtime</u>  <b>Other Restorative Support Options</b> Behavioral Contract Connect and Reflect Assignment Corrective Restitution Plan Review Meeting Referral to I&RS, Health Services, Counselor, CST Threat Assessment (Threat) Social Story Behavior Map Formal Behavior Plan  <b>Other Additional Consequences:</b> Financial Restitution (Theft) After School Detention(s) Before School Detention(s) Conference with Parent/Guardian Loss of Privileges Recess Detention(s)-Not to Exceed 2 per Week Lunch Detention(s) Bus Suspension Suspension Expulsion
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### **Academic Integrity**

The East Greenwich Township School District students are expected to observe the highest standards of integrity when meeting the requirements of his or her academic curriculum. Pupils are expected to be honest in all of their academic work. This means they will not engage in the following acts:

- cheating on examinations and assignments.
- plagiarism on any academic work
- Falsifying, altering or tampering with official passes, notes, grades, or signatures.

Violation of BOE policy 5701 will result in a parent phone call and a student conference. In the event of plagiarism or cheating, the student may receive a zero on that assignment. If warranted, the teacher shall file a written complaint against the pupil with the principal, requesting a more stringent form of discipline. The complaint must describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the principal.

### **Threats Towards Another Student or Staff Member**

The Board of Education directs all school district staff members to be alert to a student who exhibits warning signs of destruction to others. Any such warning signs or the report of such warning signs from another student or staff member shall be taken with the utmost seriousness and reported immediately to the principal or designee. A threat assessment will be conducted by the principal or designee and disciplinary action will occur. Threats to others may be brought to the attention of the Threat Assessment Team for further evaluation. At the conclusion of the threat assessment, the child may be referred to outside counseling and/or support services or he or she may be required to be evaluated and cleared by a mental health specialist prior to returning to school.

### **Suspensions/Expulsions**

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him or her, or of physical violence towards staff or students, or of the habitual use of profanity or of obscene language or actions, or who shall cut, deface or otherwise injure any school property shall be liable to punishment and to suspension and expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A 18A:37-2 and the school district's student discipline/code of conduct policy and regulation in accordance with the N.J.A.C. 6A:16-7.1 et seq.

## **SOCIAL EMOTIONAL LEARNING & CHARACTER EDUCATION:**

The East Greenwich Township School community is dedicated to providing positive support systems to our students. The six traits of respect, responsibility, integrity, perseverance, acceptance, and kindness are highlighted and infused in our character education and social emotional learning curriculum.

We have many ways to help children learn and to ensure those who need additional supports are successful. A multi-tiered system of support provides increasingly intensive instruction and support to promote the success of all children. Individual progress is monitored and results are used to make decisions about further instruction and intervention. This process typically has three tiers. Each tier provides differing levels of support.

- In Tier I, all students are explicitly taught positive behavioral expectations. All teachers use a consistent approach to discipline.
- In Tier II, the school provides supplemental targeted skill interventions, usually in small groups.
- In Tier III, student-centered planning is used to develop customized interventions with frequent progress monitoring.

### **Social Emotional Learning**

#### **Sanford Harmony**

The Sanford Harmony Program is an award-winning program developed by the National University designed to develop social-emotional skills in pre-K to 6th. The program consists of two components: daily practices and weekly lessons. All curriculum aligns with CASEL's five core competencies of social emotional learning. Beginner through sixth grade students are taught the Sanford Harmony Curriculum for tier 1 social emotional instruction and learning.

The Sanford Harmony lessons consist of four units: Being My Best Self, Valuing Each Other, Communicating With Each Other, and Learning From Each Other. There will be one lesson instruction with extension activities during each week. Lessons consist of setting the stage segment with a story featuring the Clubhouse Friends and Z, an extension activity, and a reflect and review segment.

The Sanford Harmony everyday practices are brief, daily class meetings. The purpose of which is to build a sense of community and build relationships within the classroom. Meet Up is a daily forum where students gather to share experiences, solve problems, and build community. During the first Meet Up, classes work together to create Harmony Goals together for their class. These goals reflect how everyone wants to interact and be treated by one another. Harmony Goals are referenced on a daily basis. Buddy Up is a peer buddy system that intentionally creates opportunities for students to get to know one another, connect, collaborate, and learn together. The Buddy Up system allows for all of the students the opportunity to work with all of their classmates on an individual basis. Quick Connection Cards provides students with the opportunity to talk, share, think, and collaborate with their peers in a fun and engaging way.

Sanford Harmony also provides a strong home-school connection and valuable resources that can support families at home during in-school, hybrid, and remote instruction. Please see [Sanfordharmony.org](http://Sanfordharmony.org) for more information.

#### **Tier One Counselor Lessons**

For additional tier one support to our students, each school counselor pushes into classrooms to provide one lesson a month for our students. Lessons include topics such as regulating emotions, respecting differences, positive communication, kindness and friendship, positive self-talk, goal setting, and bullying prevention.

#### **Character Education**

##### **Buzz Bucks**

All staff members hand out Buzz Bucks to students who demonstrate positive behavior. Students may be rewarded for demonstrating expected behavior on the bus, in the hallways, during lunch/recess, and in the classroom. Students write their name on the Buzz Bucks and turn them into their homeroom's "Buzz Bank". Buzz Bucks are randomly drawn and students may be rewarded after being selected. The Buzz Bucks are also collected in grade level and school-wide bins. Students select an incentive and work to fill the bins in order to earn a school-wide reward.

##### **Buzzworthy Student Recognition Program**

District-wide, the schools participate in the Buzzworthy Student Recognition Program. One boy and one girl per grade level are recognized for exemplifying our monthly character traits. Buzzworthy students are nominated by their grade level or special area teachers. Buzzworthy students are highlighted in the monthly newsletter and their pictures are

displayed in each building. Buzzworthy students also have the opportunity to assist with a variety of leadership activities throughout the year.

### **School Traits Posters and Codes**

School traits posters will be on display throughout the building for easy reference for the students and staff. The posters connect the traits to the Clark Code at Jeffrey Clark and the HORNET's Code at Samuel Mickle.

### **School Pledge**

Each school has designed a pledge that reflects the traits based on the Clark Code and the Hornet's Code. It is recited every day during the morning announcements and reinforces the values of the six traits.

### **Clear Rules and Expectations**

#### ***In the Classroom***

Classrooms have been provided three core classroom rules to follow. They are:

- Have an inside voice, listening ears and a safe body.
- Use kind words and actions.
- Follow adult directions.

Within the Sanford Harmony curriculum and daily routines, each class works together to create TWO more classroom rules personalized to their own classroom community. Classroom rules are established on the first day during Meet Up. The goals reflect how everyone wants to interact and be treated by one another. The goals will be referred to daily. These goals guide the class every moment of the day, whether it is during Meet Up, Buddy Up, or any other time throughout the day.

Displayed around the building are signs that identify ways that students can be safe in that designated area. Signs have 3-4 rules that consist of simple and easy to understand language with visuals for even our youngest students to understand.

### **Logical Interventions and Restorative Practices**

The East Greenwich Township Schools strives to support the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community. In the event of a behavioral infraction, teachers, staff and administration will provide a series of logical interventions that include:

- **Connect and Reflect Assignment:** student completes a form that is designed to reflect on their actions, understand how their actions affected others, and allows them to set goals for the future.
- **Student Conference:** conversation that is conducted with an adult and the student that is guided by questions that allows the student to role-play and/or reflect on their actions. Conferences are conducted in partnership with the reflect & connect form.
- **Apology Restitution:** student makes amends for negative actions by taking responsibility to correct the problem created by the behavior through verbal or written declaration of remorse.
- **Corrective Restitution:** student completes a task that compensates for the negative action and triggers a desire to revisit the negative behavior (e.g. clean up, helping another person, etc).
- **Behavior Contract:** A written/verbal contract for the student with stated goals, objectives, and outcomes for the student to develop the necessary skills to address the stated incident.
- **Check In/Out:** Daily contact with an assigned adult in the school. The student sees the adult before the school day starts, as well as at the end of the day. Often a behavior rating sheet is used to monitor and reinforce behavior goals.
- **Daily/Weekly Report:** A report that identifies goal(s) for the students. The student tracks their ability to meet expected behaviors throughout the day or week. The report is sent home for parent/guardian reinforcement.
- **Targeted Skill Re-Teaching:** When appropriate, students may receive instruction or practice in specific social-emotional skills such as self-regulation, following directions, or managing frustration.
- **Restorative Circle or Peer Mediation:** In some cases, students may participate in a facilitated conversation to rebuild trust, express perspectives, and collaboratively solve problems following a conflict.
- **Parent Communication and Collaboration:** Families are key partners in the process. Teachers or administrators may reach out to discuss patterns, provide support strategies, or recognize improvement.

### **Character Development Throughout the Year**

#### **Week of Respect**

The Week of Respect is scheduled for October 7-11, 2025. The Week of Respect is celebrated by all schools in New Jersey. The East Greenwich Township School District observes this week by providing age-appropriate activities and



instruction focused on character development and bullying prevention.

### **Red Ribbon Week**

Red Ribbon Week is scheduled for October 23-30, 2025. It is the nation's largest and oldest drug prevention awareness program. Red Ribbon Week incorporates activities and lessons that raise awareness of drug prevention.

### **Great Kindness Challenge**

The Great Kindness Challenge is scheduled for January 27-31, 2026. The Great Kindness Challenge is a proactive and positive bullying prevention initiative that improves school climate and increases student engagement. The program encourages students to engage in as many acts of kindness as possible during the one week period to show that kindness matters.

### **SEL Day**

SEL Day will be held on March 14, 2026. SEL Day is an annual event on the 2nd Friday in March to showcase, promote, advocate, and support SEL in schools and communities across the world.

### **Rock Your Socks World Down Syndrome Day**

Every year on March 21, people all around the world come together to celebrate World Down Syndrome Day by wearing brightly colored, mismatched socks. March 21 is symbolic because people with Down syndrome have 3 copies of their 21st chromosome. Socks were chosen because the karyotype of Ds chromosomes actually looks like mismatched socks! Since March 21st falls on a Saturday this year, the East Greenwich Township School District will celebrate Rock Your Socks Day on March 20, 2026.

### **Awareness Day**

This year, we will be holding our districtwide Light It Up Blue Day on April 1st to kick off the month for Autism Awareness and our Abilities Awareness Week. Light It Up Blue is a day held in celebration of people with autism and those who love and support them. On this day, we will join the thousands of landmarks, buildings, homes and communities around the world and come together on April 1st to shine a light on the autism community.

### **Abilities Awareness**

Abilities Awareness will be held in the month of April. This month is dedicated to increasing awareness of the abilities and strengths of people with disabilities, as well as promoting inclusion and acceptance of others.

### **School Sidekicks**

School sidekicks will take place at least once a trimester between our two schools. Each Jeffrey Clark classroom has been partnered up with a Samuel Mickle classroom. Each marking period, these students will participate in team-building and inclusion activities.

### **NJ CAP Program**

New Jersey Child Assault Prevention (NJ CAP) is a statewide community based prevention program. With a motto "All Children Deserve to be Safe, Strong and Free"®, the CAP program seeks to reduce children's vulnerability to abuse, neglect and bullying by providing comprehensive prevention workshops for children, parents and school staff. Our district's Home and School Association sponsors this program to be held for our Beginners each year. It also includes a parent information night. Information will be sent to parents before the program occurs.

### **L.E.A.D Program**

The Law Enforcement Against Drugs (L.E.A.D.) program is a collaborative effort by LEAD certified law enforcement officers, educators, students, parents, and the community to offer an educational program in the classroom to prevent or reduce drug abuse and violence among children and youth. This program is held each year for our sixth grade students.

### **STUDENT DISCIPLINE FOR 5<sup>th</sup> AND 6<sup>th</sup> GRADE:**

The East Greenwich Township School District offers its students a wide range of educational programs. An essential ingredient of these educational programs is the concept of student discipline. Proper discipline with respect to children is a shared responsibility – it involves a mutually supportive working relationship between the home, the school, and the community at large. As in the instructional process, student discipline takes into account the uniqueness of the individual. Disciplinary action strives to initiate a favorable change in student behavior.

It is a privilege for students at Samuel Mickle Elementary to attend class trips, school dances, clubs and other after-school activities. Students who habitually break school rules or engage in serious misbehavior may lose the privilege of attending these special events.

## **HARASSMENT, INTIMIDATION AND BULLYING (File Code 5131.1):**

The Board of Education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The Board of Education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the East Greenwich Township School District's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults, support and assistance of students in school, the community and home, our students will achieve the above standards of character education.

The Board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the Board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The chief school administrator shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the chief school administrator shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the Board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.6.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The Board directs the chief school administrator or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the individual schools.

"Harassment, intimidation or bullying" is defined as 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 grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

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

**Note:** Please reference our website under HIB to gain additional information as to what constitutes a violation of this policy prior to submitting a complaint.

### **Consequences and Remedial Measures for Acts of Harassment, Intimidation or Bullying**

#### **Students:**

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the Board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

#### **A. Consequences**

- 1. Admonishment
- 2. Temporary removal from the classroom
- 3. Deprivation of privileges
- 4. Classroom or administrative detention
- 5. In-school suspension during the second week
- 6. After-school programs
- 7. Out-of-school suspension (short-term or long-term)
- 8. Legal action
- 9. Expulsion

#### **B. Remedial Measures**

- 1. Personal:
  - a. Restitution and restoration
  - b. Mediation
  - c. Peer support groups
  - d. Recommendations of a student behavior or ethics council
  - e. Corrective instruction or other relevant learning or service experience
  - f. Supportive student interventions, including participation of the intervention and referral services team
  - g. Behavioral assessment or evaluation, including, but not limited to a referral to the child study team, as appropriate
  - h. Behavioral management plan, with benchmarks that are closely monitored
  - i. Assignment of leadership responsibilities (e.g., hallway or bus monitor)
  - j. Involvement of school disciplinarian
  - k. Student counseling
  - l. Parent conferences
  - m. Student treatment or
  - n. Student therapy
- 2. Environmental (Classroom, School Building or School District):
  - a. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying
  - b. School culture change
  - c. School climate improvement
  - d. Adoption of research-based, systematic bullying prevention programs
  - e. School policy and procedures revisions
  - f. Modifications of schedules
  - g. Adjustments in hallway traffic
  - h. Modifications in student routes or patterns traveling to and from school
  - i. Supervision of students before and after school, including school transportation
  - j. Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus)
  - k. Teacher aides
  - l. Small or large group presentations

- m. General professional development plans for involved staff
- o. Disciplinary action for school staff who contributed to the problem
- p. Supportive institutional interventions, including participation of the intervention and referral services
- q. Parent conferences
- r. Family counseling
- s. Involvement of parent-teacher organizations

Classified students are subject to the same disciplinary procedures as nondisabled students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability
- B. The program that is being provided meets the student's needs

**Staff:**

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

**A. Consequences:**

- 1. Admonishment
- 2. Temporary removal from the classroom
- 3. Deprivation of privileges
- 4. Referral to disciplinarian
- 5. Withholding of Increment
- 6. Suspension
- 7. Legal action
- 8. Termination

**B. Remedial Measures**

**1. *Personal:***

- a. Restitution and restoration
- b. Mediation
- c. Support group
- d. Recommendations of behavior or ethics council
- e. Corrective action plan
- f. Behavioral assessment or evaluation
- g. Behavioral management plan, with benchmarks that are closely monitored
- h. Involvement of school disciplinarian
- i. Counseling
- j. Conferences
- k. Treatment
- l. Therapy

**2. *Environmental (Classroom, School Building or School District)***

- a. School and community surveys and other strategies for determining the conditions contributing to harassment, intimidation or bullying
- b. School culture change
- c. School climate improvement
- d. Adoption of research-based, systemic bullying prevention programs
- e. School policy and procedures revisions
- f. Modifications of schedules
- g. Supervision
- h. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors
- i. General professional development programs for certified and non-certified staff
- j. Professional development plans for involved staff
- k. Disciplinary action
- l. Supportive institutional interventions, including participation of the intervention and referral services team
- m. Conferences
- n. Counseling

### **Reporting Harassment, Intimidation and Bullying Behavior**

The chief school administrator, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy. Individuals reporting an incident or series of incidents that may be acts of harassment, intimidation and bullying should use the HIB Reporting Form 338 located on the district website. Paper copies are also available in the main office of each building.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying:

- A. All acts of harassment, intimidation or bullying shall be reported verbally or electronically to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

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

### **District Anti-Bullying Coordinator**

The chief school administrator shall appoint a district anti-bullying coordinator. The chief school administrator shall make every effort to appoint an employee of the school district to this position. The district anti-bullying coordinator shall:

- ❖ Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment intimidation, and bullying of students
- ❖ Collaborate with school anti-bullying specialists in the district, the Board of Education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district
- ❖ Provide data, in collaboration with the chief school administrator, to the Department of Education regarding harassment, intimidation or bullying of students
- ❖ Execute such other duties related to school harassment, intimidation or bullying as requested by the chief school administrator.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation or bullying in the district.

### **School Anti-Bullying Specialist**

The principal in each school will serve as the anti-bullying coordinator and shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the

school, the principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

- ☐ Chair the school safety team
- ☐ Lead the investigation of incidents of harassment, intimidation or bullying in the school
- ☐ Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation or bullying in the school

#### **School Safety Team**

The district shall form a school safety team in each school to develop, foster, and maintain a positive school climate by focusing on the ongoing, systematic process and practices in the school and to address school climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per year.

The school safety team shall be appointed by the principal and consist of the principal or his or her designee who, if possible, shall be a senior administrator; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

#### **The school safety team shall:**

- Receive any complaints of harassment, intimidation or bullying of students that have been reported to the principal
- Receive copies of any report prepared after an investigation of an incident of harassment, intimidation or bullying
- Identify and address patterns of harassment, intimidation or bullying of students in the school
- Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation or bullying of students
- Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation or bullying of students
- Participate in the training required pursuant to the provisions of (N.J.S.A. 18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request
- Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation or bullying of students
- Execute such other duties related to harassment, intimidation or bullying as requested by the principal or district anti-bullying coordinator.

#### **No parent/guardian who is a member of the school safety team shall:**

- Receive complaints of harassment, intimidation or bullying of students that have been reported to the principal
- Receive copies of reports prepared after an investigation of a harassment, intimidation or bullying incident
- Identify and address patterns of harassment, intimidation or bullying of students
- Participate in any other activities of the team which may compromise the confidentiality of a student

#### **Investigating Reported Harassment, Intimidation and Bullying**

All reported incidents of harassment, intimidation or bullying shall be investigated promptly by the anti-bullying specialist and in accordance with law and the following procedures:

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
  - 1. Taking of statements from victims, witnesses and accused;
  - 2. Careful examination of the facts;
  - 3. Support for the victim; and
  - 4. Determination if the alleged act constitutes a violation of this policy.
- B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation or bullying. In the event that there is information relative to the

investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.

D. The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation, and in accordance with law and board policy. The chief school administrator may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.

E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:

1. Any services provided;
2. Training established;
3. Discipline imposed; or
4. Other actions taken or recommended by the chief school administrator.

F. The chief school administrator or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:

1. The nature of the investigation
2. Whether the district found evidence of harassment, intimidation or bullying; or
3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying

#### **Range of Ways to Respond to Harassment, Intimidation or Bullying**

The Board of Education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or part of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the administrator shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses include:

- School and community surveys
- Mailings
- Focus groups
- Adoption of research-based bullying prevention program models
- Training for certificated and non-certificated staff
- Participation of parents and other community members and organizations
- Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community
- The involvement of law enforcement officers, including school resource officers

**For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:**

- Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion)
- Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management
- School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices

- District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

### **Retaliation and Reprisal Prohibited**

The Board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the chief school administrator and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

#### **A. Students:**

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

#### **B. School Employees:**

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;

#### **C. Board Members:**

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation or bullying; or found to have engaged in retaliation; reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

#### **D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons:**

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the chief school administrator after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

##### **1. Consequences:**

- A. Admonishment
- B. Temporary removal from the classroom or school
- C. Deprivation of privileges
- D. Prohibited from access to the school facilities (visitors, vendors, board members, all other people)
- E. Classroom or administrative detention
- F. Referral to disciplinarian
- G. In-school suspension during the school week or the weekend



- H. After school programs
- I. Out-of-school suspension (short-term or long-term)
- J. Legal action
- K. Withholding of Increment
- L. Suspension
- M. Expulsion
- N. Termination
- O. Termination of service agreements or contracts (vendors, volunteers)
- P. Public sanction (board members)
- Q. Ethics charges (some administrators, board members)

## **2. Remedial Measures:**

### **A. *Personal:***

1. Restitution and restoration
2. Mediation
3. Peer support group
4. Recommendations of a student behavior or ethics council
5. Corrective instruction or other relevant learning or service experience
6. Supportive student interventions, including participation of the intervention and referral services team
7. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate
8. Behavioral management plan, with benchmarks that are closely monitored
9. Assignment of leadership responsibilities (e.g., hallway or bus monitor)
10. Involvement of school disciplinarian
11. Counseling
12. Conferences
13. Treatment
14. Therapy

### **B. *Environmental (Classroom, School Building or School District)***

1. School and community surveys or other strategies for determining the conditions contributing to harassment, intimidation or bullying
2. School culture change
3. School climate improvement
4. Adoption of research-based, systemic bullying prevention programs
5. School policy and procedures revisions
6. Modifications of schedules
7. Supervision
8. Small or large group presentations for fully addressing the behaviors and the responses to the behaviors
9. Conferences
10. Counseling

## **Appeal Process**

The parent or guardian may request a hearing before the Board after receiving the information from the chief school administrator regarding the investigation. The hearing shall be held within 10 days of the request. The Board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the Board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next Board of Education meeting following its receipt of the report, the Board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the Board's decision. A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Information regarding the school district's policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the district to provide services to students.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the Core Curriculum Content Standards.

#### **Reporting to the Board**

Two times each year between September 1st and January 1st and between January 1st and June 30th, the school board shall hold a public hearing at which the chief school administrator will report to the Board of Education all acts of violence, vandalism, and harassment, intimidation or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the schools, the status of all investigations, the nature of the HIB, and other data required by law.

- The number of reports of harassment, intimidation or bullying
- The status of all investigations
- The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 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
- The names of the investigators
- The type of nature of any discipline imposed on any student engaged in harassment, intimidation or bullying
- Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation or bullying

#### **Reporting to the Department of Education**

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1st and January 1st and between January 1st and June 30th, to the Department of Education. The report shall include:

- A. Data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation or bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents); and
- B. Data broken down by each school in the district, in addition to district-wide data.

The report shall be used to grade each school for the purpose of assessing its effort to implement policies and programs consistent with law (N.J.S.A. 18A-37-13 et seq.). The district shall receive a grade determined by averaging the grades of all the schools in the district.

Each school shall post the grade received by the school and the overall district grade on the homepage of the school's website. The district shall post all the grades for each school of the district and the overall district grade on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of the receipt of a grade by the school and district.

It shall be a violation to improperly release any confidential information not authorized by federal or state law for public release.

The chief school administrator will annually submit the report to the Department of Education utilizing the Electronic Violence and Vandalism Reporting system (EVVRS). The chief school administrator shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incidents of harassment, intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the Board of Education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the chief school administrator shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The Board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation or bullying.

### **Program Assessment and Review**

Each school and the school district shall annually establish, implement, document and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

### **Policy Development and Review**

The district harassment, intimidation or bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, making any necessary revisions and additions. The Board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision (beginning September 1, 2011).

### **Publication, Dissemination and Implementation**

In publicizing this policy, the community including students, staff, board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment, intimidation or bullying that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students in accordance with law.

The chief school administrator shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on the district website;
- B. Provide a link to this policy on a prominent place on each school's website;
- C. Distribute this policy annually to all staff, students and parents/guardians; and
- D. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks;

The district shall notify students and parents/guardians that the policy is available on the district's website. The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator on the homepage of the district website. Each school within the district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and their school anti-bullying specialist on the homepage of the school's website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parents/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The chief school administrator shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

Adopted: 3/2011

### **CAFETERIA:**

Under the direction of the cafeteria manager, a balanced Type A lunch is served every school day: **\$3.50** for pupils, **\$4.00** for adults. School lunch includes the daily entrée, assorted fruit and/or vegetable, 1% milk and/or juice. Bottled water can be purchased separately, \$1 for a 16.9 oz bottle or \$.70 for an 8 oz bottle. Milk can be purchased for \$.60. Snacks are also available each day ranging from \$.80 to \$1.50. Prices are subject to change.

Please encourage your children to eat a hot lunch at school. Many times they may like the way food is prepared at school, even though they may not like it at home. Then again, this is a good way to introduce them to new foods you may never prepare. Eating habits and tastes are developed early.

In case of food allergies, parents are responsible for screening the menus. The school cannot be responsible for checking what each child eats at lunch. If you have any questions, please call the school and ask for the cafeteria manager.

**LOST AND FOUND:**

Many times pupils lose items of clothing or other objects, and fail to report the loss in the office. If you notice that something is missing, call the school. A check will be made in the Lost and Found Department.

**SELLING IN SCHOOL:**

Pupils are not permitted to sell any merchandise (candy, etc.) in the school or on school grounds.

**USE OF TELEPHONE:**

To discourage cell phone use, students have access to classroom and school office phones, with permission from the teacher.

**SCHOOL COUNSELORS:**

The district provides the services of a full-time elementary counselor to diagnose students' concerns and to work with the students, teachers, and parents to address these concerns. Parents are invited to discuss with the counselor any special or unusual situations concerning their children.

**INTERVENTION & REFERRAL SERVICE (I&RS):**

In our continuing efforts to serve the needs of all children, Jeffrey Clark and Samuel Mickle have an Intervention & Referral Service team at each school. The Intervention & Referral Service (I&RS) plays an important role in the school.

The Intervention & Referral Service (I&RS) is a school-based, problem-solving group composed of professionals, which includes teachers, an administrator, a counselor, and other school staff. I&RS assist teachers with intervention strategies for meeting the learning needs and interests of students. I&RS seeks creative ways to maximize the use of available school resources so children succeed in school. Being presented to I&RS is not the same as being referred to the Child Study Team.

If your child needs the services of I&RS, you will be notified by your child's teacher and also be invited to attend a meeting.

**CHILD STUDY TEAM:**

The Child Study Team (CST) is a multidisciplinary group of professionals that provide parents and teachers with a variety of learning related services. Child Study Team personnel share many common skills such as child advocacy, understanding of school functioning, knowledge and implementation of special education law, case management, transition planning, in-service training, research, and community collaboration. However, each discipline approaches the intervention and eligibility process from a different perspective based on the training and skills of each profession.

This model is a team approach in which separate professionals assess the educational impact of a child's learning, behavioral, emotional, social, communication and language functioning. As such, the Child Study Team provides students and parents with the most comprehensive and reliable method of assessing children's needs and recommending appropriate educational and related services when deemed eligible. The Child Study Team Supervisor is available at the Samuel Mickle Building, 423-0678.

**Preschool child with a disability**

East Greenwich Residents who have concerns about their child's development in the areas of fine and gross motor development, speech and language development, the acquisition of age-appropriate cognitive skills, or other significant developmental delays, should contact the Child Study Team at 856-423-0678 to request a Child Study Team evaluation. The Child Study Team, parents, and other teaching staff members, as required by law, will meet to determine whether an evaluation is warranted, and if warranted, determine the nature and scope of the evaluation, according to the requirements of New Jersey Administrative Code 6A:14. If, upon conclusion of the evaluation, an eligibility determination is made, an appropriate educational program is provided by the East Greenwich Township School District.

**CHILD CUSTODY:**

To protect children, and prevent them from being taken from school by anyone other than the authorized parent or

guardian, the school must have a copy of any custody papers issued by the court or a copy of the custody agreement drawn by the attorney for the child's parents.

Without these legal documents, the school is obligated to permit either parent to take the child.

If this is a matter that concerns you, please contact the school at once.

#### **AFFIRMATIVE ACTION PROGRAM FOR SCHOOL & CLASSROOM PRACTICES:**

The East Greenwich Township Board of Education acknowledges its legal responsibility to ensure all pupils and employees in the public schools of East Greenwich equal education opportunity, regardless of race, color, creed, religion, gender, ancestry, national origin, or social or economic status. Through the Affirmative Action Team, the Board will develop plans to review and modify, if determined to be necessary, school and classroom programs. Copies of the Affirmative Action Plan, Grievance Procedures, and Sexual Harassment Policy are available, upon request, from the Affirmative Action Officer or Alternate Affirmative Action Officer. All investigations of allegations will be conducted in accordance with Board policy by the District Superintendent.

#### **SCHOOL VOLUNTEERS:**

When parents volunteer, both families and schools reap the benefits. Studies have concluded that volunteers express greater confidence in schools where they have the opportunity to participate regularly. In addition, assisting in school events and activities communicates to a child "I care about what you do there." If interested in serving as a volunteer, please communicate with your child's teacher in order to ensure consultation with the principal and to receive proper district approval.

**Library Volunteers:** People are needed to assist the teacher in a number of ways in the library, including clerical work, cataloging, and typing. If you are interested, please contact your child's school librarian.

**Parent Resource:** Perhaps you would be willing to share your special skills and/or talents with a classroom as a guest speaker or presenter.

#### **RESPONSIBILITIES OF FIELD TRIP CHAPERONE(S):**

The Board of Education has adopted a policy regarding the responsibilities for field trip chaperones.

Listed below are the responsibilities for individuals who wish to be eligible as a Field Trip Chaperone. Should you be selected to chaperone a field trip, you will be asked to complete, sign and return the form to your child's teacher. To ensure the safety of all students, we discourage parents from attending the field trips unless they are selected to be a chaperone. All chaperones will be screened through the Raptor Technologies School Safety Software prior to the field trip. There is a nurse that accompanies the students on the school trips and will attend to any medical issues the students may have while out of school.

1. Arrive at school and the designated area(s) during the trip on time.
2. Strictly adhere to the teacher(s) instructions and directives.
3. Supervise and direct assigned students during the field trip activities
4. Chaperones must remain with the students at all times.
5. Appropriate language should be used at all times.
6. Chaperones should not discuss other students or staff members during the trip.
7. Use of cell phones is discouraged and should only be used in case of emergency.
8. Distributing medications to students during the trip (i.e. Aspirin, Excedrin, Tums, etc.) is prohibited.
9. Chaperones should attempt to regulate student behavior at all times during the trip to ensure that such behavior is safe and appropriate.
10. Discipline shall not be administered to any student by anyone other than the teacher.
11. Chaperones are not to touch or grab any student.
12. Significant or persistent student misbehavior should be reported immediately or as soon as practical to the teacher(s) for appropriate action.
13. Chaperone's attire (dress code) should be suitable for the trip's activities and for your role as chaperone (supervisor) of the students.
14. Student siblings may not attend district field trips.
15. Smoking during field trips is restricted.
16. The use of alcoholic beverages by chaperones prior to, or at any time during the trip is strictly prohibited.
17. Taking photographs or videos of students, without permission of the teacher or administrator, is prohibited.

18. Have you ever been convicted of a crime? Yes\_\_\_\_\_ No\_\_\_\_\_

#### **SCHOOL VISITORS:**

School visitors entering the school must report to the office first. Visitors must bring a valid identification, such as a driver's license. All visitors must be cleared through the Raptor Technologies School Safety Software for the safety of everyone. A parent who wishes to see a teacher is asked to make arrangements in advance. This is necessary to avoid interruption of lessons, as instructional time is limited. School visitors are required to wear a lanyard that they will receive in the main office upon checking in to the main office. Visitors must provide their driver's license in order to obtain a visitor lanyard. Upon return of the lanyard, they will be able to receive their license upon leaving the building.

#### **PARTIES AT SCHOOL:**

Parties are limited to specific occasions as planned by the teacher with approval from the principal. Parent volunteers may also be asked to assist. Please note that siblings may not attend classroom parties.

Jeffrey Clark School - Halloween, Winter, End of the Year  
Samuel Mickle School - Halloween, Winter, End of the Year

***Please note: All food items need to be approved by the classroom teacher and screened for food allergies by the teacher before any items can be brought into the classroom.***

Birthday parties for students and teachers are prohibited. Students are also prohibited from bringing in birthday treats to share during lunch. Birthday or party invitations may be distributed ONLY IF ALL students in the homeroom receive an invitation.

#### **BEYOND THE BELL IS CURRENTLY CLOSED FOR REGISTRATION:**

If you would like to be placed on the waiting list or would like more information, please contact Beth Elbersen, [beyondthebell@eastgreenwich.k12.nj.us](mailto:beyondthebell@eastgreenwich.k12.nj.us) or 856.423.0412 ext. 1075.

#### **CLUBS AND ACTIVITIES:**

East Greenwich Township School District is proud to offer a variety of clubs and activities which target the various interests and pursuits of our students. It is important to note that all clubs meet on designated dates and times and are eligible to students only in specific grade levels. You can view the meeting schedule for any of these offerings by accessing the district website (<https://www.eastgreenwich.k12.nj.us/domain/569>) or via the monthly calendar of events posted in the weekly school newsletters. If you have any specific questions about a particular club, please contact the club advisor.

#### **HOME AND SCHOOL:**

The Home & School Association is a collective effort between the parents, teachers, and school administration from Jeffery Clark and Samuel Mickle Schools. We work together to provide programs, activities, and equipment/supplies that directly benefit our children. Whether it is Field Day t-shirts or new technology, literacy grants, funds towards field trips, the Home & School Association provides the financial assistance for these and many other educational and recreational activities and supplies through our fundraising efforts. Check out the Home & School Tab on the school's website for more information.

**EAST GREENWICH TOWNSHIP  
2025- 2026 PARENT/STUDENT  
PRESCHOOL HANDBOOK**



**JEFFREY CLARK SCHOOL**  
7 Quaker Road  
Mickleton, NJ 08056  
856.423.0612

## **Table of Contents**



### **Mission Statement**

Our mission is to provide a nurturing, inclusive, and engaging full-day preschool experience where young children learn through play, exploration, and intentional teaching. We are committed to supporting the whole child by fostering cognitive, social-emotional, and physical development in a safe and supportive environment. Through strong partnerships with families and a focus on developmentally appropriate practices, we prepare our students for a lifelong love of learning.

### **Vision Statement**

The East Greenwich Township Preschool Program vision is to inspire confident, compassionate, and curious learners who are equipped with the foundational skills to thrive in school and in life. We envision a preschool community where every child feels valued, every voice is heard, and every learning experience is meaningful. By nurturing creativity, independence, and a strong sense of self, we aim to be a model early childhood program that empowers students to reach their fullest potential.

**Dear Parents/Guardians,**

Welcome to the East Greenwich Township School District Preschool Program! We are so excited to partner with you as your child begins this important and exciting chapter in their educational journey.

For many children, preschool is their first experience in a school setting. Our program is built on a foundation of learning through play and developmentally appropriate practices. We are committed to creating a safe, supportive environment where children are encouraged to explore, grow, and develop a lifelong love of learning.

Our goal is to nurture the whole child. Throughout the year, your child will build skills across all areas of development, including language, social-emotional, physical, literacy, math, and cognitive growth.

This handbook outlines the policies, procedures, and expectations for our preschool program. We kindly ask that you review it carefully to ensure a smooth and successful school year. Please note this handbook is an additional resource that should be read along with the East Greenwich Parent Handbook.

We look forward to a year filled with growth, discovery, and joyful learning. Wishing you and your child a wonderful school year!

**Warmly,**

The Preschool Team

## Preschool Team

<u>Staff</u>	<u>Position</u>	<u>Contact Information</u>
Mrs. Erica Green	Assistant Principal Supervisor of Early Childhood	greene@eastgreenwich.k12.nj.us
Mrs. Jessica Loggia	Principal	loggiaj@eastgreenwich.k12.nj.us
Mrs. Lisa Giorgianni	Director of Curriculum Instruction	giorgianni1@eastgreenwich.k12.nj.us
Mrs. Christina Battiato	Director of Special Education	battiatoc@eastgreenwich.k12.nj.us
Mrs. Cassandra Wright	Case Manager/ School Psychologist	wrightc@eastgreenwich.k12.nj.us
Mrs. Christine Calhoun	School Nurse	calhounc@eastgreenwich.k12.nj.us
Mrs. Laura Bailey	Secretary	baileyl@eastgreenwich.k12.nj.us
Mrs. Rachel Derieux	Community Parent Involvement Specialist/ Social Worker	derieuxr@eastgreenwich.k12.nj.us
Mrs. Shannon Mitten	Preschool Instructional Coach/ Preschool Intervention and Referral Specialist	<u>mittens@eastgreenwich.k12.nj.us</u>
Mrs. Joy Strehle Mrs. Jackie Adieyefeh	Speech- Language Pathologists	strehlej@eastgreenwich.k12.nj.us adieyefehj@eastgreenwich.k12.nj.us
Mrs. Kristy Jones	Occupational Therapist	jonesk@eastgreenwich.k12.nj.us
Dr. Adam Lee	Physical Therapist	leea@eastgreenwich.k12.nj.us

<b>Preschool Teachers</b>	
Ms. Jessica Bohanon	<a href="mailto:bohanonj@eastgreenwich.k12.nj.us">bohanonj@eastgreenwich.k12.nj.us</a>
Ms. Melissa Massimi	<a href="mailto:massimim@eastgreenwich.k12.nj.us">massimim@eastgreenwich.k12.nj.us</a>
Mrs. Courtney Morris	<a href="mailto:morrisc@eastgreenwich.k12.nj.us">morrisc@eastgreenwich.k12.nj.us</a>
Mrs. Erica Kilgus	<a href="mailto:kilguse@eastgreenwich.k12.nj.us">kilguse@eastgreenwich.k12.nj.us</a>
Ms. Courtney Finan	<a href="mailto:financ@eastgreenwich.k12.nj.us">financ@eastgreenwich.k12.nj.us</a>
Mrs. Susan Knight	<a href="mailto:knights@eastgreenwich.k12.nj.us">knights@eastgreenwich.k12.nj.us</a>
Mrs. Deanna DiDonato	<a href="mailto:didonatod@eastgreenwich.k12.nj.us">didonatod@eastgreenwich.k12.nj.us</a>
Ms. Elisa Dellerose	<a href="mailto:dellerosee@eastgreenwich.k12.nj.us">dellerosee@eastgreenwich.k12.nj.us</a>

### **Preschool Hours**

Full Day	8:40am- 2:40pm
Early Dismissal	8:40am- 12:55pm
Two Hour Delay	10:40 am- 2:40pm

**Calendar:** The EGTSD Preschool Program will follow the EGTSD District Calendar. Please visit the district website to view the calendar.

\*Please note that there are four additional preschool only early dismissal days marked on the calendar.

### **Preschool Attendance Policy:**

It is important to make sure students are attending school regularly when they are healthy. The state of NJ considers all students who are absent for 10% or more of the school year to be chronically absent. Preschoolers who are absent 12 or more days will be asked to attend an attendance meeting with school administration. Continued absences could result in a forfeit of placement in the preschool program.

## **Enrollment**

Preschool registration takes place during the winter or spring of each school year. If the number of applicants exceeds the number of available spaces, a live lottery will be held to randomly select students for the program. Details about the lottery process and registration timeline can be found on the district website.

Students who are currently enrolled in the preschool program do **not** need to re-register for the following school year. Three-year-old students will "loop" and remain with their current classroom teacher as four-year-olds. Four-year-old students will be automatically enrolled into the Beginners program.

## **Curriculum**

The Creative Curriculum is an educational framework used primarily in early childhood education that emphasizes a child-centered, hands-on approach to learning. It is designed to promote the development of the whole child—socially, emotionally, cognitively, and physically—through engaging, meaningful, and developmentally appropriate activities.

### **Key Principles of the Creative Curriculum**

- **Child Centered Learning:** The curriculum recognizes that children learn best when they are actively engaged in their own learning experiences. Teachers observe, assess, and use children's interests to guide instruction and learning.
- **Hands-On, Play-Based Learning:** Play is seen as a crucial vehicle for learning. Children are given opportunities to explore, experiment, and solve problems in a playful, supportive environment.
- **Learning Through Exploration:** Activities are designed to foster exploration and discovery, encouraging children to ask questions, test ideas, and find solutions through trial and error.
- **Strong Teacher-Child Relationships:** Teachers play an important role in guiding, supporting, and scaffolding learning. They observe and interact with children, helping them make connections and extend their thinking.
- **Intentional Learning:** While learning is structured around play, it is also intentional and purposeful. Teachers plan activities that promote specific developmental goals and align with educational standards.
- **Holistic Development:** The curriculum aims to address multiple domains of development, including cognitive, language, social-emotional, physical, and creative development.
- **Environment as the Third Teacher:** The physical environment is carefully designed to support learning. Classroom spaces are organized to encourage exploration and to offer materials and resources that stimulate curiosity.

## **Assessment**

Students are assessed through teacher observations using the learning objectives from Teaching Strategies GOLD®, which are aligned with the New Jersey Preschool Teaching and Learning Standards. These objectives reflect widely held expectations for children from birth through third grade. Assessment is based on ongoing classroom observations documented by the classroom teacher. The objectives include color-coded progressions that help guide teachers in selecting and adapting activities to support each child's individual development and learning.

Teaching Strategies measures the following objectives:

### **Social-Emotional**

- Regulates own emotions and behaviors
- Manages feeling
  - Follows limits and expectations
  - Takes care of own needs appropriately
- Establishes and sustains positive relationships
  - Forms relationships with adults
  - Responds to emotional cues
  - Interacts with peers
  - Makes friends
- Participates cooperatively and constructively in group situations
  - Balances needs and rights of self and others
  - Solves social problems

### **Physical**

- Demonstrates traveling skills
- Demonstrates balancing skills
- Demonstrates gross-motor manipulative skills
- Demonstrates fine-motor strength and coordination
  - Uses fingers and hands
  - Uses writing and drawing tools

### **Language**

- Listens to and understands increasingly complex language
  - Comprehends language
  - Follows directions
- Uses language to express thoughts and needs
  - Uses an expanding expressive vocabulary
  - Speaks clearly
  - Uses conventional grammar
  - Tells about another time or place
- Uses appropriate conversational and other communication skills
  - Engages in conversations
  - Uses social rules of language

### **Cognitive**

- Demonstrates positive approaches to learning

- Attends and engages
- Persists
- Solves problems
- Shows curiosity and motivation
- Shows flexibility and inventiveness in thinking
- Remembers and connects experiences
  - Recognizes and recalls
  - Makes connections
- Uses classification skills
- Uses symbols and images to represent something not present
  - Thinks symbolically
  - Engages in sociodramatic play

### Literacy

- Demonstrates phonological awareness, phonics skills, and word recognition
  - Notices and discriminates rhyme
  - Notices and discriminates alliteration
  - Notices and discriminates discrete units of sound
  - Applies phonics concepts and knowledge of word structure to decode text
- Demonstrates knowledge of the alphabet
  - Identifies and names letters
  - Identifies letter–sound correspondences
- Demonstrates knowledge of print and its uses
  - Uses and appreciates books and other texts
  - Uses print concepts
- Comprehends and responds to books and other texts
  - Interacts during reading experiences, book conversations, and text reflections
  - Uses emergent reading skills
  - Retells stories and recounts details from informational text
  - Uses context clues to read and comprehend texts
  - Reads fluently
- Demonstrates writing skills
  - Writes name
  - Writes to convey ideas and information
  - Writes using conventions

### Mathematics

- Uses number concepts and operations
  - Counts
  - Quantifies
  - Connects numerals with their quantities
  - Understands and uses place value and base ten
  - Applies properties of mathematical operations and relationships
  - Applies number combinations and mental number strategies in mathematical operations
- Explores and describes spatial relationships and shapes
  - Understands spatial relationships
  - Understands shapes
- Compares and measures
  - Measures objects
  - Measures time and money

- Represents and analyzes data
- Demonstrates knowledge of patterns

### **Report Cards**

A printed report card will be sent home at the end of each marking period. The report card will be based on the Teaching Strategies Gold objectives.

Parent Teacher Conferences are held once a year in the fall. If you have any additional concerns about your child's performance please contact the classroom teacher.

### **Developmental Screening Tool**

As part of Preschool Expansion Aid (PEA) requirements, it is recommended to screen all preschool students within the first six weeks of school. The ESI-3 is one of the recommended developmental screening tools recommended by the state. This developmental screener is designed to assess key areas of early childhood development.

The ESI-R screening tool is intended to provide an overview of a child's development in the following areas:

<b>Area of Development:</b>	<b>Description</b>
Language and Cognition	Assesses expressive and receptive language skills, number concept, verbal expression, verbal reasoning and auditory sequential memory
Gross Motor	Assesses physical coordination tasks such as balance, jumping, skipping, and hopping.
Visual- Motor/Adaptive	Assesses skills such as fine motor control , eye-hand coordination, problem solving skills, and visual sequential memory

The ESI-3 is a brief and engaging assessment that takes no more than 15 minutes per child. The screener will be administered to children 1:1 by the classroom teacher. It is administered in a comfortable and familiar setting to help ensure an accurate representation of each child's abilities.



Your child will receive one of following three scores on the screener:

**Okay:** The child will not need to be reassessed and no interventions will be needed.

**Rescreen:** The child will be rescreened in six weeks after receiving additional interventions from the classroom teacher.

**Refer:** Based on results the child could be referred to the Preschool Intervention and Referral Team for additional interventions to be administered during class time.

Parents/ Guardians will be notified of their child's results.

### **Preschool Intervention and Referral Team (PIRT)**

The Preschool Intervention and Referral Team (PIRT) is a multidisciplinary group composed of administrators, the Preschool Instructional Coach, the Preschool Intervention and Referral Specialist, a member of the Child Study Team, classroom teachers, and other support staff as needed.

Together, the team brings expertise in early childhood education, child development, the district-adopted curriculum, and the four levels of the Pyramid Model. PIRT welcomes requests for support from school staff when traditional strategies have not successfully addressed a child's educational or behavioral challenges.

Through the development and implementation of individualized intervention and positive behavior support plans, teachers are provided with targeted strategies to address persistent behaviors—such as aggression or difficulties with socialization—that may otherwise hinder a child's successful participation in a general education classroom.

### **Pyramid Model**

The Pyramid Model is the preschool approach to addressing challenging behavior through a positive behavior support system.

The Pyramid Model is a framework for promoting the social and emotional development of young children and preventing and addressing challenging behavior. It uses a tiered approach, with universal supports for all children at the base, targeted interventions for those at risk, and intensive individualized supports for those with persistent challenges. The model emphasizes

building positive relationships, creating supportive environments, and providing targeted strategies to promote social and emotional competence.

The Pyramid Model is a tiered system of support with tier taking place in the preschool classroom.



All classroom discipline and consequences will be managed by the teacher. If a behavioral concern arises, the teacher will notify parents/guardians by the end of the school day.

Should a behavior become ongoing or persistent, the student may be referred to the Preschool Intervention and Referral Team (PIRT) for additional support and the development of an intervention plan. At that time, other district personnel and school resources including school administration will support the intervention plan.

All behavioral incidents and interventions will be documented in Realtime.

## **The Preschool Classroom**

### **Sample Schedule**

The daily schedule allows students to engage in a positive classroom environment. Children build routines which allows them to expect what is coming next and feel more secure in their environment.

Time	Preschool Schedule
8:25am-8:40am	Arrival/ Soft Start
8:40am-9:00am	Snack
9:00-9:20	Morning Meeting/Circle Time
9:20-10:30	Free- Choice Centers
10:30-10:50	Small Group Instruction
10:50-11:20	Gross Motor
11:30-11:50	Read Aloud
12:00-12:30	Student Lunch
12:30-1:30	Nap/ Rest Time
1:30- 2:30	Free Choice Centers
2:30-2:40	Closing Circle

### **Mixed Age Classrooms**

Each preschool classroom has a maximum of 15 students, led by a certified teacher and a full-time classroom aide. The classrooms are mixed-age, including both three- and four-year-old students. Research shows that multiage classrooms support social interaction, peer modeling, mentoring, and leadership development among young children.

### **Gross Motor**

Preschool students will have gross motor daily. Gross motor will take place outdoors unless there is active precipitation or a weather advisory.

During cold weather, please be sure to pack your child with a coat, mitten, scarves, hat, etc.

### **Rest Time**

A daily rest period will be provided on all full school days. Please note that rest time will not be held on early dismissal days. Each child will have their own cot to rest on.

During rest time, students are expected to rest or lie quietly for the first 30 minutes. After that time, children who are awake may be offered a book or a quiet activity to enjoy on their mat.

To help your child feel comfortable, please send in a crib sheet, small blanket, and either a small pillow or stuffed animal. Keep in mind that all rest items must fit in your child's designated classroom storage space, so we ask that you avoid sending in large or bulky bedding.

Bedding will be sent home at the end of each week to be washed and should be returned the following Monday.

### **Lunch**

Preschool students eat lunch and a snack in the classroom. Preschool meals are designed to meet the nutritional needs of young children. Parents may order a school lunch and snack for their child on a monthly basis. A monthly preschool lunch menu along with an order form will be sent home in your child's folder each month. Parents will have the option to order lunch/ snack for their child for the whole month using this form.

Please label your child's lunch box clearly with your child's name on the outside of the lunch box.

In addition, parents should send in a water bottle daily.

### **Snack**

Students will have a daily morning snack time. Please send your child with a clearly labeled, nut-free snack each day. Snacks can also be ordered from the cafeteria for an additional fee.

### **No Nut Policy**

We ask that parents of all children not send any food or food product that lists peanuts and/or tree nuts on the ingredient label.

Thank you for your support in keeping the food-allergic children safe from having a life-threatening allergic reaction at school.

### **Cafeteria Orders for Lunch and Snack**

Preschool students will have the option to order lunch and snack from the cafeteria. To support clear communication between home and school, families are asked to place lunch orders on a monthly basis.

Each month, a preschool lunch calendar and corresponding order form will be sent home for the following month. Parents/guardians should complete the form by marking the dates they wish to order and selecting their child's meal choices. Please note that preschool students are offered a more limited menu than students in grades B-2, and alternative items may vary from those listed on the regular lunch menu.

Once submitted, a copy of your child's lunch order form will be placed in their folder for your reference.

If plans change or you wish to place an order the day of, please contact your child's teacher directly to make the update.

The cost of lunch is \$3.50 per day and can be paid through [myschoolbucks.com](https://myschoolbucks.com).

### **Sample Order Form:**

On the order form, parents/guardians will circle their child's selection for lunch, snack, or drink each day. If no order is needed for a specific date, simply leave that day blank.

**LUNCH ORDER** PLEASE CIRCLE YOUR MEAL CHOICE  
MEALS 12.95 (3.50 AND INCLUDE: LENTIL, TROUT, VEGETABLE & RICE)

MON	TUES	WED	THURS	FRI
1 LABOR DAY NO SCHOOL	2 NO SCHOOL	3 NO SCHOOL	4 EARLY DISMISSAL NO LUNCH SNACK ONLY	5 TODAY'S PRINCIPAL HAN TIEH CHANGING ROOM GAS BUS FOOT LOCKS LUCKY CHARM
6 BATH W/ GROOM CHORE	7 WORTHY W/ YOUR GROOM CHANGING ROOM GAS BUS FOOT LOCKS LUCKY CHARM	8 GROOM PARTY ON BUS	9 MOLLYMAID HOUSE W/ JANISMAN CHANGING ROOM GAS BUS FOOT LOCKS LUCKY CHARM	10 THURTEEN FEEL CHANGING ROOM GAS BUS FOOT LOCKS LUCKY CHARM
11 EARLY DISMISSAL NO LUNCH SNACK ONLY	12 EARLY DISMISSAL NO LUNCH SNACK ONLY	13 CHOCOLATE PRINCE ON BUS CHANGING ROOM GAS BUS FOOT LOCKS LUCKY CHARM	14 BATHROOM ON BOAT CHANGING ROOM GAS BUS FOOT LOCKS LUCKY CHARM	15 KAYAKING CHANGING ROOM GAS BUS FOOT LOCKS LUCKY CHARM
16 WOT FORTER HYPERMIL MUSIC	17 BATH W/ GROOM MUSIC	18 GROOMING MESSIAH ON BUS	19 GROOMING MESSIAH ON BUS	20 GROOMING MESSIAH ON BUS
21 CHORE	22 TODAY'S PRINCIPAL HAN TIEH CHANGING ROOM GAS BUS FOOT LOCKS LUCKY CHARM	23 GROOMING MESSIAH ON BUS	24 GROOMING MESSIAH ON BUS	25 GROOMING MESSIAH ON BUS
26 CHOCOLATE PRINCE ON BUS	27 TODAY'S PRINCIPAL HAN TIEH CHANGING ROOM GAS BUS FOOT LOCKS LUCKY CHARM	28 GROOMING MESSIAH ON BUS	29 GROOMING MESSIAH ON BUS	30 GROOMING MESSIAH ON BUS

## SEPTEMBER PRESCHOOL

**DRINK ORDER** PLEASE CIRCLE YOUR DRINK CHOICE

MON	TUES	WED	THURS	FRI
1 LABOR DAY NO SCHOOL	2 NO SCHOOL	3 NO SCHOOL	4 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	5 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70
6 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	7 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	8 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	9 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	10 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70
15 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	16 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	17 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	18 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	19 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70
22 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	23 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	24 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	25 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	26 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70
29 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70	30 1K LOW FAT MILK - \$40 APPLE JUICE - \$70 FRUIT PUNCH - \$70			

## SEPTEMBER PRESCHOOL SNACK ORDER

PLEASE CIRCLE YOUR SNACK CHOICE  
SNACK IS AN ADDITIONAL CHARGE

MON	TUES	WED	THURS	FRI
1 LABOR DAY NO SCHOOL	2 NO SCHOOL	3 NO SCHOOL	4 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00	5 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00
6 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00	7 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00	8 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00	9 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00	10 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00
11 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00	12 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00	13 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00	14 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00	15 YOGURT - \$2.50 CHOCOLATE CHIP MUFFIN - \$1.50 APPLE SAUCE - \$1.00 STRAWBERRY POPART - \$1.00
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### Birthdays and Class Parties

Due to allergies, food/treats are not permitted. We love to celebrate birthdays. If you want to bring something for your child's birthday to share with the class please talk with your child's teacher about your ideas, so they can incorporate them into their daily schedule. We do allow birthday party invitations to be handed out in the classroom. We feel that socialization outside of the classroom is crucial. However, there needs to be an invite for each child.

### Birthday Parties/ Invitations

To ensure the safety and well-being of all students, sending in food items or treats for birthdays is not permitted. Families who would like to celebrate their child's birthday are welcome to coordinate with the classroom teacher to visit as a guest reader.

Birthday invitations may be distributed in the classroom, provided that every student in the class receives one.

### **Toileting**

Students are not required to be potty trained to enter into the preschool program. If a child is not potty trained by the time they enter the program, parents will be encouraged to work with the classroom teacher on creating a schedule so a collaborative effort can be made to help your child be successful with toileting.

### **Change of Clothes**

Parents/ Guardians are asked to send in a change of clothes at the beginning of the year that includes socks, pants, shirts, and underwear that are in a clearly labeled bag with your child's name on it.

### **School Supplies**

- Backpack large enough to fit a folder
- Rest materials- blanket, small pillow or stuffed animal, crib sheet.
- Change of clothes
- Diapers/ wipes (if needed)

### **Parent Drop Off/ Arrival Procedures**

#### **Parent Drop Off:**

- Parents are permitted to drop their preschool child off between 8:25am to 8:40am. After 8:40am, students will have to enter through the main office and will be considered late.
- Parent drop off for preschool will be at Door 4, located on the side of the building closest to Kings Highways.
- Please be aware this a different drop off location, then for B-2 students. All B-2 Students must enter the doors located at the first grade wing for parent drop off.
- During Parent Drop off, parents must go through the pick up line, park in designated spots located next to the dumpster and walk their child up to the preschool drop off location.



- Parents/ Guardians are not permitted to drive past school buses or other vehicles in loading areas.

#### **Transported Student Arrival:**

- Parents will be notified of their child's bus stop location and pick up time.
- All preschool buses will have an aide on each bus.
- Once preschool students arrive on campus they will be greeted by staff who will assist students with getting to their classroom.

#### **Beyond the Bell:**

Before and aftercare is offered for preschool aged children. For more information or to apply please visit the district website. Space in the program is limited.

### **Parent Pick Up/ Dismissal Procedures**

#### **Parent Pick Up:**

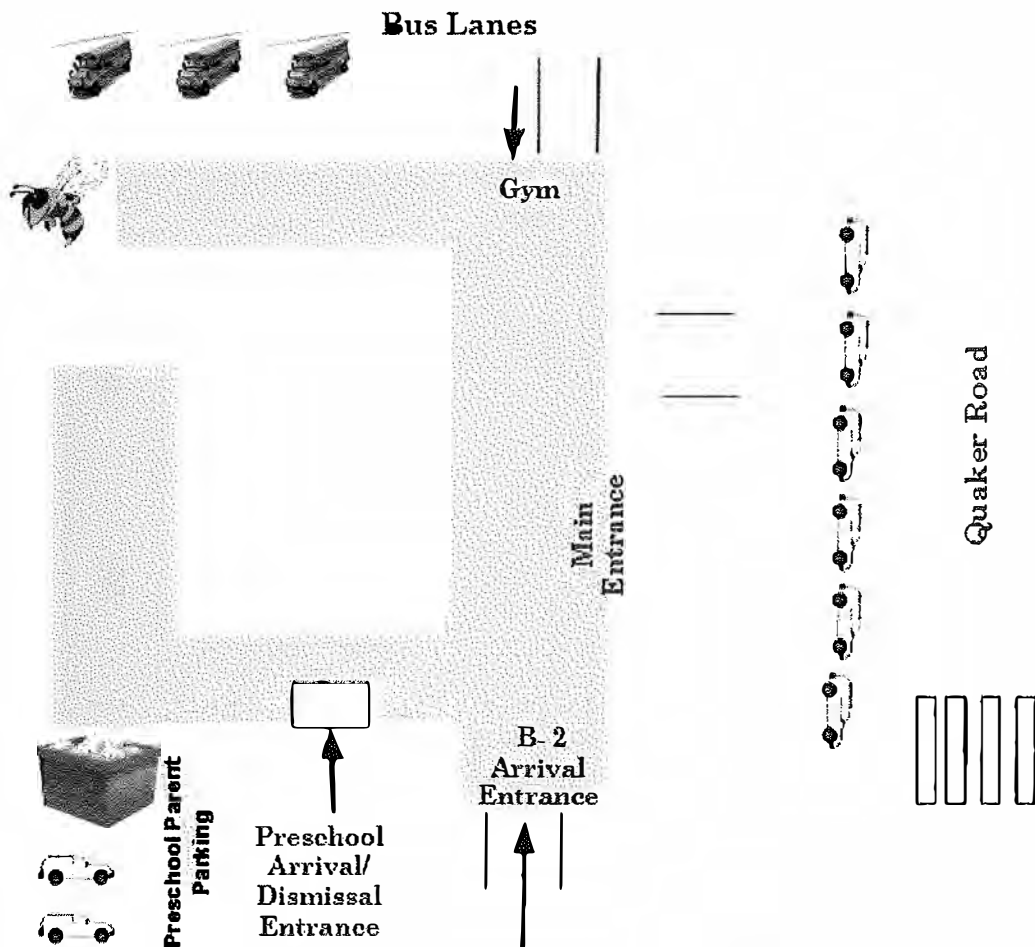
- If a child is to be picked up early during a regular school day, a *Change of Dismissal* form should be sent to your child's homeroom teacher.
- Paper copies of the Change of Dismissal Form are available in the main office. It can also be found on the district website under the Parents tab by clicking on "Forms and Documents".
- If the person picking up the student is someone other than the parent, it is expected that this individual is listed on the Emergency Contact Form. Photo I.D. is required upon pick-up to verify the identity of that individual.
- If, for some reason, this individual is not on the Emergency Contact Form, his/her name **MUST** be provided on the *Change of Dismissal* form.
- If a note is not sent in and the name is not on the emergency form, the student will not be allowed to leave the building.
- Upon arrival at the school for early dismissals, parents/guardians must fill out the Student Sign In/Out Sheet on the cart outside the building. Once completed, parents/guardians must ring the day bell. **The school will require a photo I.D. upon student pick up.** An office staff member will ensure your child is dismissed to you. Parents/guardians are not permitted within the vestibule of the building for safety reasons unless approved or cleared to be a visitor within the school and notified in advance of the arrangement.\
- If changes have to be made during the school day for an early pickup, a phone call must be made to the school's main office no later than 11:00 a.m. by the parent or guardian.
- Early parent pickups should occur no later than 12:00 pm during an early dismissal day. After this time, students will be dismissed at the regular dismissal time. Please send in a note in advance, so that we can make the necessary arrangements. This requirement has been put into place to ensure the safety of all students and that all children are in the right place at the right time.
- If a student is dismissed prior to 12:40, it will be recorded as a "half-day" absence.

- At the conclusion of the school day, students who participate in parent pick-up will be dismissed to the Clark Cafeteria. Staff members will confirm the parent or guardian identity and dismiss students out the door connected to the cafeteria.
- Please note that tardies and early dismissals impact a student's overall attendance. An excess number of tardies and early dismissals may result in a parental attendance meeting with the building principal. Please see the Attendance Policy for more information.

### **Transported Student Dismissal**

- At the conclusion of the school day, students will be dismissed from their classrooms and will be walked by their classroom teachers to their bus. Students will be lined up according to bus numbers and will be walked out by a staff member to their assigned bus.
- Any Clark student that is not met by an adult or older sibling at the bus stop will be returned to the building. The parent or guardian on record will be called to pick up the student.

## **Jeffrey Clark Preschool Arrival/ Dismissal**



# **EAST GREENWICH TOWNSHIP SCHOOLS**

**2025-2026**

## **Supervisory Aide**



## **Handbook**

**RESPECT \* KINDNESS \* RESPONSIBILITY  
\* ACCEPTANCE \* INTEGRITY \* PERSEVERANCE**

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## GENERAL INFORMATION

### Supervisory Aide Hours- Jeffrey Clark School

**Contractual Hours: 2 hours 50 min**

**Regular Day Lunch Schedule: 10:40am-1:13pm**

Arrival Duty	8:20am-8:50am
Lunch and Recess Assist with Recess Set-Up (B Group)	10:25am-1:15pm
Assist with Recess Clean-Up (A Group)	10:30am-1:20pm
Dismissal Duty	3:15pm-3:45pm

**2 Hour Delay Lunch Schedule: 12:11pm-1:45pm (Lunch Times)**

Arrival Duty	10:20 am-10:50 am
Lunch and Recess	11:52 am-1:50pm
Dismissal Duty	3:15pm-3:45pm

**Early Dismissal Schedule:**

**9:48am-11:21am (Lunch Times)-Early Dismissal for Students ONLY**

**9:48am-11:58am (Lunch Times)-Early Dismissal for Students and Staff**

Arrival Duty	8:20am-8:50am
Lunch	<p><b><i>Student Only Early Dismissal</i></b>            9:40am-12:00pm  <i>*Report to the cafeteria at the end of the lunch period for additional duties.</i></p> <p><b><i>Student and Staff Early Dismissal</i></b>            9:40am-12:05pm</p>
Dismissal Duty	3:15pm-3:45pm

*\*If a field trip is scheduled, please plan to work your regular shift. On days when students miss their regular lunch period due to a field trip, staff should report and leave at their regular times. You will be notified of your jobs and responsibilities prior to the trip. Unless told otherwise, please remain in the cafeteria with your walkie-talkie if assigned. Responsibilities during this time may include lunch and recess coverage, hallway supervision, or other assigned duties.*

## Supervisory Aide Hours- Samuel Mickle School

**Contractual Hours: 3 hours 25 minutes**

**Regular Day Lunch Schedule: 10:43 AM - 1:54 PM**

Arrival Duty	8:20 am-8:50 am
Lunch and Recess: Assist with Recess Set-Up (B Group)	10:33 am-1:58 pm
Assist with Recess Clean-Up (A Group)	10:39 am-2:04 pm
Dismissal Duty	3:15 pm-3:45 pm

**2 Hour Delay Lunch Schedule: 12:11 PM - 2:17 PM**

Arrival Duty	10:20 am-10:50 am
Lunch and Recess	12:05 pm-2:20 pm
Dismissal Duty	3:15 pm-3:45 pm

**Early Dismissal Schedule:**

**10:09am-11:55am (Lunch Times), Early Dismissal for Students ONLY**

**9:57am-12:03pm (Lunch Times), Early Dismissal for Students and Staff**

Arrival Duty	8:20am-8:50am
Lunch	<p><b><i>Student Only Early Dismissal</i></b> 10:00am-12:40pm <b><i>*Report to the cafeteria at the end of the lunch period for additional duties.</i></b></p> <p><b><i>Student and Staff Early Dismissal</i></b> 9:50 am-12:10 pm</p>
Dismissal Duty	3:15pm-3:45pm

***\*If a field trip is scheduled, please plan to work your regular shift. On days when students miss their regular lunch period due to a field trip, staff should report and leave at their regular times. You will be notified of your jobs and responsibilities prior to the trip. Unless told otherwise, please remain in the cafeteria with your walkie-talkie if assigned. Responsibilities during this time may include lunch and recess coverage, hallway supervision, or other assigned duties.***

### **Daily Sign In and Sign Out**

All staff are required to report to the main office and sign in by their designated start time each day and sign out at the end of the work day. This is in accordance with district policy. Signing in and out is essential for building safety.

If you anticipate being late or need to leave earlier than expected, please contact the main office at your assigned building location.

Staff leaving early must inform the office secretary and sign out prior to exiting the building. Repeated tardiness may result in disciplinary action.

### **Supervisory Aide Attendance**

Employee attendance is an important factor in the successful operation of the school district, and satisfactory attendance is an important criterion of satisfactory job performance. (See district policy #4211 for more information.)

A support staff member who fails to give prompt notice of an absence, misuses sick leave, fails to verify an absence in accordance with statute, administrative code, or Board policy; falsifies the reason for an absence; is absent without authorization; is repeatedly tardy; or accumulates an excessive number of absences may be subject to appropriate consequences, which may include, but not be limited to, the withholding of a salary increment, termination, nonrenewal, and/or certification of tenure charges. (See policy #4212 for more information.)

### **How to Report an Absence**

East Greenwich uses an automated service that greatly simplifies and streamlines the process of recording and managing absences and finding substitutes. This service is called Aesop. Aesop is available to you 24 hours a day, 7 days a week and can be accessed via internet and phone.

You can interact with Absence Management (Aesop) at <http://www.aesoponline.com>. Here, you will be able to enter absences. Please note, your transaction is not complete until you receive a confirmation number.



You must enter your absence before 7:00 AM on the day of your absence. If it is after 7:00 AM you will not be able to put it in Aesop. Please call the main office and the secretary will enter your absence into Aesop.

If you have any questions, please contact one of the East Greenwich Substitute Coordinators.

Jeffrey Clark: Laura Bailey, 856-423-0613 ext. 1020, [baileyl@eastgreenwich.k12.nj.us](mailto:baileyl@eastgreenwich.k12.nj.us)

Samuel Mickle: Janene Emick, 856-423-0412 ext. 1040, [emickj@eastgreenwich.k12.nj.us](mailto:emickj@eastgreenwich.k12.nj.us)

### **Cell Phones**

Use of cell phones and smart devices while supervising students is not permitted.

### **Confidentiality**

Please do not share information(medical, behavioral, personal, etc.) about students or staff.

It shall be the policy of the Board to protect the confidentiality of personally identifiable information in student records against all persons except those with a need to know in normal operations of the schools or school system. Any confidential information should not be disclosed to those who do not need the information or to individuals outside the school.

### **Job Description and Essential Functions of the Position**

- Assists in supervising students in the cafeteria during meal-time. Helps with orderly distribution of food.
- Ensures tables and surrounding areas are clean. Trays and utensils are properly disposed of or returned.
- Circulates among assigned tables during the mealtime to be available as needed. Students remain seated in their assigned areas throughout their time in the cafeteria.
- Is observant and vigilant while supervising students in the playground/classroom during recess.
- Models and practices respectful interactions amongst students that are in alignment with the goals of the district.



- Assist students with non-instructional classroom needs including safety, recreation, eating, and hygiene.
- Effective verbal and written communication skills and effective organizational and problem-solving skills
- Ability to maintain composure and perform responsibilities under pressure.
- Ability to establish and maintain cooperative working relationships with others contacted in the course of work.
- Ability to maintain confidentiality about students in accordance with applicable laws, regulations, and district guidelines
- Maintains a good attendance record and exhibits punctuality on a regular basis.

### **Job Performance Evaluation**

At the start of the school year, all supervisory aides will receive a paper copy of the evaluation form. Midway through the year, aides will complete a self-reflection evaluation to assess their progress and identify areas for growth. At the end of the year, a final evaluation will be conducted and reviewed during a meeting between the supervisory aide and their supervisor. Both will sign the evaluation form to confirm the discussion.

### **Monthly Meetings**

Supervisory aides will have one meeting per month. This provides an opportunity for the group to meet with the assistant principal to discuss important information, ask questions and make suggestions.

These meetings are optional and you will be compensated for your time. You will complete an extra pay sheet “blue sheet” for the meeting time.

Meeting agendas will be shared with all aides. Please contact your supervisor if you have any questions.

If there is anything you would like added to a monthly agenda for discussion please email the assistant principal.

## **CAFETERIA**

### **Cafeteria Responsibilities**

- Assist students with condiments, utensils, and napkins as they exit the lunch line. Circulate throughout the cafeteria to assist students who raise their hands for help. Also, your proximity to students encourages them to make good choices.
- Encourage students to raise their hands if they need assistance. Students are to remain seated unless they receive permission to leave their seats.
- Students are to walk at all times in the cafeteria. Please remind students who are running to walk to their destination.
- Remind children to pick up any trash that falls on the floor.
- Encourage students to eat their meal.
- Some students may need to be reminded to use an “indoor voice” when speaking in the cafeteria.
- When it is time to transition from lunch, remind the students to throw their trash away in the large cans, throw recyclables in the appropriate receptacle, and stack the trays near the trash cans.

### **Cafeteria Restroom Use**

If a student needs to use the restroom, they must raise their hand and ask for permission to leave their table. This will ensure you know where students are in case of an emergency.

Be mindful of the number of students in the bathroom at one time. Please only allow one boy and one girl from each homeroom to use the restroom at a time.

Please reinforce to students that they should return to their seat as quickly as possible.

## **BEHAVIOR**

### **Appropriate Strategies to Get Students' Attention**

At the beginning of the year, explain to students how you will get their attention when you need to share information or give a direction. Practice the strategies, so students know what you expect them to do.

Select the strategy that works best for the situation and the location.

- Move closer in proximity to the student, and use his or her name before speaking
- Teach students when you clap a rhythm, they listen to clap and repeat it
- Teach students when you raise a hand in the air, they respond with quiet mouths and their hands in the air
- Turn the lights on and off quickly
- Use the cafeteria microphone to quiet students by counting down from 5 to 1
- Give a Bbuzz Buck to students showing expected behaviors in the cafeteria/playground

### **Hallway Behavior Expectations**

Aides are encouraged to use a variety of strategies to quiet homeroom lines. Raising your voice or yelling can often make disruptions worse. Remain calm and be specific in your expectations. The following techniques can help promote calm and quiet transitions:

- Use a calm, firm voice to give clear instructions.
- Establish eye contact with students to get their attention.
- Use a hand signal or quiet clap pattern to signal for silence.
- Count down from five to one to prepare students for transition.
- Praise students who are following directions to encourage others.
- Offer brief reminders about expected behavior before lines begin.
- Give buzz bucks to students showing expected behaviors in the hallway.

## Office Referrals

If a student violates the Code of Conduct or you have concerns, complete a **Student Incident Report**. Unless it's an emergency, place the report in the assistant principal's mailbox at the end of your duty.

For emergencies—such as a physical altercation—use the walkie to call for help. If a student threatens themselves or others, contact the main office immediately and remain with the student until assistance arrives.

Blank Incident Report forms are available in the main office mailboxes.

When a student receives a lunch or recess consequence, supervisory aides will be notified by both calendar invite and email. Notices are typically sent the day prior. If a detention is assigned the same day, the assistant principal or office staff will provide an updated list to ensure all students are accounted for.

## Key Points for Working with Students

- **Give clear, positive directions.** Tell students what you want them to do, not what you don't want.  
*Example:* Instead of "Stop getting up," say "Please stay seated at the table."
- **Focus on support, not control.** Ask yourself, "How can I help them make the right choice?" rather than "How can I get them to behave?"
- **Encourage problem-solving.** Give students chances to resolve issues themselves.
- **Define what good choices look like.**  
*Example:* "Show me what sitting appropriately at lunch looks like."
- **Use conflict as a teaching moment.** Teach and re-teach conflict resolution strategies
- **Stay positive and calm.** A calm tone helps students hear the message instead of reacting to emotion.
- **Be consistent and predictable.** Follow through with consequences to avoid "loopholes" in rules.

*Remember:*

- Our monthly meetings are a great time to share strategies, learn from each other, and discuss challenges.
- You're encouraged to reach out anytime during the year with specific questions or situations.

## RECESS

### Indoor/Outdoor Recess

Recess will be held outdoors when possible. An administrator will decide if indoor recess is necessary due to factors such as temperature, wind chill, and precipitation. A decision will be relayed to the supervisory aides and teaching staff in a timely manner.

*Absence SMS: In the event that 3 or more supervisory aides are absent, please utilize the LGI for one half of the homerooms. Divide supervision accordingly so that aides are present in the LGI and in the classrooms with the students. This will maximize student supervision.*

*Absence JC: In the event that 3 or more supervisory aides are absent, please combine homerooms so that each classroom has at least one aide present for supervision. On certain days, the gym may be available for use.*

### Outdoor Recess Expectations

- Spread out across fields and the playground for maximum coverage.
- Circulate your assigned area—don't cluster, sit for long periods, or use cell phones.
- No student play is allowed under the Jeffrey Clark playground.
- Promote safe play. Encourage and guide students in resolving conflicts.
- Primary grades: Lead age-appropriate games (e.g., Duck-Duck-Goose, Snake in the Grass) since many younger students need help starting games and learning rules.
- Ball games (older students): Serve as a referee for soccer, basketball, and kickball to keep play fair and safe. Remind students to keep competition friendly—recess is for fun!
- Encourage students to use the closest bathroom to the playground entrance and return to the playground as quickly as possible. Remind them of the expectations for restroom use and hallway. Do not prop the building doors open for any reason.

### Indoor Recess Expectations

- Conducted inside classrooms—students must stay in their homeroom unless other arrangements are made due to aide absence.

- Students may play appropriate provided games and must keep volume at a reasonable level.
- No Chromebook use at any time.
- No Smartboard use at any time.
- Each aide is responsible for their assigned, numbered games and maintaining all materials.
- No competitive games that involve throwing, catching, running, chasing, or similar activities.

## MEDICAL INFORMATION

### Student Health & Injury Guidelines

- If a student needs to see the nurse, send them with a **Nurse's Pass** including their name, date, time, and reason.
- **Emergencies:** An adult may escort the student to the nurse and complete the pass afterward. Sign or initial the pass for reference. If you escort a student, notify another aide to cover your area.
- **Serious injuries:** If a student cannot walk, use the walkie to call the nurse, stating your building and location.  
*Example:* "Jeffrey Clark Nurse, immediate assistance needed on the Jeffrey Clark playground."
- **Accident reports:** Any serious injury during recess or lunch requires an accident report. Complete it with the nurse before leaving (or the next morning if necessary)

### Students with Food Allergies

Some students with food allergies may need to sit at a **nut-free table** to prevent exposure to allergens. If a student in your care is assigned to this table, please make sure they are seated in the correct spot.

If a student shows signs of an allergic reaction, they must be accompanied by an adult to the nurse. If immediate assistance is needed at the location, use a walkie to call the nurse, stating your building and location. *Example:* "Jeffrey Clark Nurse, immediate assistance needed in the Jeffrey Clark cafeteria." You may also send another adult to locate the nurse.

All aides are trained in administering **EPI pens**, which are located in the cafeteria, gym, nurse's office, and near the playground entrance/exit. If you have questions about EPI pen use, contact the school nurse.

A nut-free table is for students whose parents have requested this seating. No peanut or tree nut products are allowed. At the start of the year, aides will receive a list of students assigned to the table based on

nurse or doctor recommendations. Updates throughout the year will be shared by the nurse. If you notice any changes, inform the nurse to ensure student safety.

### Students with Diabetes

Some students may have diabetes and require special monitoring or assistance. At the start of the school year, the nurse will reach out to you to review specifics for any student assigned to your supervision.

All supervisory aides will be trained to:

- Identify signs that a student may be experiencing a diabetes-related issue.
- Respond appropriately to manage the situation safely.

All aides should be aware of which students have diabetes to ensure proper support and intervention if the assigned aide is absent or unavailable. This helps maintain consistent care and student safety.

### Emergency Medical Procedures

If a student experiences a medical emergency, follow these steps:

1. **Alert:** Blow your whistle to notify other aides of the emergency. The aide who blew the whistle stays with the student.
2. **Response:** The two closest aides go to the student. One takes charge of **communication**, the other handles **action**.

#### Communication Responsibilities:

- Call 911 if necessary.
- Alert the school nurse.
- Notify front office staff of the emergency.

#### Action Responsibilities:

- Retrieve emergency medication (EpiPen/Glucagon) if needed.
- Retrieve the AED.
- Administer EpiPen/Glucagon or other necessary care.
- Locate a CPR-certified aide to assist.

#### 3. Other Aides:

- Respond to the whistle by calling for the nurse.
- Clear the area around the student and ensure other students are safely removed.

#### 4. After the Emergency:

- Meet with the nurse to debrief and complete an incident report.

**Additional Reminder:** Familiarize yourself with the location of AEDs throughout the school so you can access them quickly during an emergency.

## SAFETY

### Safety Procedures

#### Emergency Folders:

Detailed safety plans can be found in your emergency folders. Emergency folders should be within reach at all times. In the event that a folder is lost or needs to be replaced please see the assistant principal for a replacement.

#### Lockdown:

Doors locked, lights off, students out of sight.

In the event of a lockdown drill or incident an announcement will be made over the PA system stating that we are going into lock down. Please proceed to your assigned lock down zone with your students.

Please ensure:

- Lights are off.
- Students are silent.
- Doors are locked.

Once secured and quiet, please take attendance.

#### Hold:

During a **hold**, it is safe to continue lunch and recess as usual unless directed otherwise. Do not allow students to leave the cafeteria or the playground. Please wait for the announcement that the **hold** has concluded before allowing children into the hallways. If the announcement indicates that students should return to their homerooms, please quietly bring students inside in an orderly manner.

#### Fire Drill:

In the event of a fire drill please exit the building according to the route designated on the fire drill map. Please memorize the standard and alternate route of exit in case of emergency. Once outside, please create a line with your class and take attendance. Hold up the green card if you have all students. Please hold up the red card if you are missing a student or have an extra student.



**BEYOND THE BELL**  
**2025-2026 PARENT/STUDENT HANDBOOK**



## **GOAL AND OBJECTIVE**

Beyond the Bell is a self-sufficient program designed to provide a safe and secure environment for the children of the East Greenwich Township Public Schools both before class starts and after dismissal. It is not an extension of the school day. We ask that you share with us any special circumstances we may need to be aware of for your child. We have a program at both the Jeffrey Clark School and the Samuel Mickle School. All students, from Beginners through 6<sup>th</sup> grade, are eligible to register for our program. We also have a session for the Pre-K program, with limited space available.

## **HOURS OF OPERATION**

Our morning program begins at 6:30 a.m. and runs until 8:25 a.m. when the children are dismissed directly into their classrooms. Our afternoon program for Pre-K begins at dismissal at 2:40 p.m. and for Beginners through 6<sup>th</sup> grade begins at dismissal at 3:20 p.m., as the children are dismissed directly into our program. Children must be picked up no later than 6:00 p.m.

In the event of a school closing for inclement weather or other emergency, Beyond the Bell will also be closed. In the event of a delayed opening we will also operate on a delayed schedule. Our delayed start will reflect what the delayed opening of the school would be. For example, if the school has a 2 hour delay due to snow, the starting time of our program would be 8:30 a.m. On scheduled early dismissal days we operate an extended schedule which begins at dismissal and runs until 6:00 p.m.

The school nurse is not available during our hours. All our staff is Red Cross First Aid and CPR certified. In the event of an emergency we will attempt to contact all contacts provided to us, starting with the parents. For this reason it is imperative that you provide us with accurate contact information and update us with any changes. If it is necessary, 911 will be called prior to calling the parent/guardian.

## **ILLNESS POLICY**

In the interest of trying to prevent the spread of illness, If your child shows any signs of illness, you will be required to pick up them up as soon as possible. If you child has a fever of 100 degrees or higher, we will report this to the school nurse and they will be encouraged to stay home from school for at least 24 hours after being fever free without fever medication.

## **ARRIVAL AND DISMISSAL**

When arriving in the morning, a parent/guardian is required to exit their car with their child and walk the child to the entry door. For the safety of all the children, no child is permitted to walk from the car to the door without a parent or guardian. At the Jeffrey Clark School you must park in a designated parking spot in the parking lot. You are not permitted to go beyond the yellow line painted on the parking lot pavement. There are NO EXCEPTIONS to this.

When picking up your child, you are required to pick up your child at the designated time for the session that your child is registered for. PM 1 must be picked up by 4:40 p.m. and PM 2 must be picked up by 6:00 p.m. For PM 1, 4:41 p.m. is considered late. On the third late pick up,

you will be charged \$25 per child and changed to PM 2 for the remainder of the school year. For PM 2 on the third late pick up, you will be charged \$25 for each additional late pick up. After the 6<sup>th</sup> late pick up, we will need to have a review to determine if your child will be able to continue in our program. The person picking up your child must be included on your list of approved pick up people. All persons picking up a child in our program is subject to providing a government or employer issued ID.

## SCHEDULE CHANGES

If you change your child's schedule, you must complete a change of dismissal form. This form must be submitted to the schools main office. Beyond the Bell will receive a copy. In the event there is a question as to whether or not your child should be dismissed to us or sent home on the bus, we will always keep your child. For the safety of your child we will always err on the side of caution. If you intend to change your child's monthly calendar, you must notify the Beyond the Bell site leader.

## PROGRAM OPTIONS AND FEES

Our program offers different sessions to accommodate your varied schedules. We have 2 AM sessions and 2 PM sessions. We also offer 2 FLEX options. Current fees are as follows and are subject to change. All prices are per month.

BEGINNER THROUGH 6TH GRADE		PRE-K	
AM	\$145	AM	\$145
PM 1 (3:20-4:40)	\$155	PM 1 (2:40-4:40)	\$190
PM 2(3:20-6:00)	\$190	PM 2 (2:40-6:00)	\$225
AM and PM 1	\$230	AM and PM 1	\$265
AM and PM 2	\$290	AM and PM 2	\$325

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There is no drop in service for Pre-K

The Beyond the Bell Pre-K program will not be available on the following early dismissal days: October 10<sup>th</sup> 2025, October 27<sup>th</sup> 2025, January 15<sup>th</sup> 2026, and February 12<sup>th</sup> 2026.

- AM Drop In/Maintenance is \$15 per month/per child and includes your first day that month. Each additional drop in day is \$15.
- PM Drop in/Maintenance is \$17 per month/per child and includes your first day that month. Each additional drop in day is \$17.
- PM Drop in on extended days (early dismissal) is \$34 per day/per child. In order to use the drop in program you must be registered in our program and give us 24 hours notice. There is no multiple child discounts for drop ins.

Note: All fees are due no later than the 5<sup>th</sup> of the month and are subject to change. A 10% sibling discount is given for the 2<sup>nd</sup> and any addition children. For discount purposes children in the Pre-K program our considered the 1<sup>st</sup> child. If you have a child in Pre-k and a child in B-6<sup>th</sup>, the discount is taken on the older child. No cash will be accepted, payment must be made by check or money order. For tax purposes our tax ID number is 21-6000259.

## **RULES FOR BEYOND THE BELL**

- No physical contact of any kind will be tolerated
- No verbal abuse of any kind will be tolerated
- Children are expected to clean up after themselves
- General playground rules of the school apply (i.e. recess rules)
- Respect for staff and other children is always expected
- Sharing and playing with other children is encouraged

## **SUSPENSION/EXPULSION POLICY**

When a rule is broken, it is met with corrective action from our staff. Depending on the severity and frequency, the child will be written up by a staff member, and is subject to a suspension. A parent/guardian will be notified. If a child receives three write ups, there will be a suspension and you will be required to attend a conference to determine if the child will be allowed to return to the program for the rest of the school year.

**Suspension:** Suspension from the program will occur after three write ups. Immediate suspension will occur for any of the following :

- Uncontrolled tantrums/angry outbursts
- Ongoing verbal abuse of staff or other children
- Kicking, biting, or physical abuse of staff or other children
- Continuous attempts to elope from the program

The first time suspension will be for 1 to 3 days depending on the severity of the offense. A second time suspension will be for 5 days.

**Expulsion:** After the completion of 2 suspensions, any additional behaviors that would lead to suspension could result in expulsion from the program.

Immediate expulsion will occur for any of the following:

- Child is at risk of causing serious injury to themselves, staff or other children.
- Parent threatens physical or intimidating actions against staff or other children.
- Parent or child exhibits verbal abuse towards staff.

## **TYPICAL BEYOND THE BELL SESSIONS**

### **AM Session**

After the parent/guardian drops the child off at the door, the child puts their belongings in one of the baskets provided. They are then offered breakfast. Breakfast consists of a variety of cereals, yogurts, cereal bars, muffins, milk, juice, and other assorted items. Two to three times a week we offer a hot breakfast such as waffles, bagels or French toast sticks. Children are offered various games and toys to share and play with. A last call for breakfast is at 7:50 a.m., breakfast is over at 8:00 a.m., and between 8:00 a.m. and 8:20 a.m. we prepare the children for the school day. They are then dismissed to their classrooms.

### PM Session

Children are dismissed directly to Beyond the Bell. Children are required to check in and put their belongings in one of the provided baskets. We ask that they be seated while roll call is taken. We then provide them with a snack that consists of choices such as chips, cookies, crackers, milk or juice, and various fruits. Our program is tree nut free. If your child has any allergies or restrictions, please let us know. If your child does not like any of the snacks we offer, you can send in a tree nut free snack they would enjoy. After snack, children in grades 1 through 6 are offered an opportunity to do homework depending on staffing. If you want your child to do their homework, you must let the staff know. We offer basic help, however we are not tutors, and if they are struggling they will be told to complete the homework at home. If this happens we will inform the person picking up the child. Children are also offered the opportunity to go outside, weather permitting, and play on the playground equipment. There is also a large assortment of indoor activities and toys for the children to play with. During extended day sessions (early dismissal) you will be required to provide a lunch for your child. Please make sure they know that the lunch is to be eaten at Beyond the Bell.

### Special Notes for Pre K students

It is mandatory that all children be potty trained and be able to take care of their own needs when using the lavatory. We ask that you send in a change of clothes in their backpack and include a resealable plastic bag. Make sure you have your child's name on the items they bring in. Please do not send in any personal toys with your child as we cannot be responsible for any personal items. There will be plenty of toys and activities to keep your child active and more importantly safe.

## **CONTACT INFORMATION**

Director  
Assistant Director/Jeffrey Clark Site Leader  
Site Leader Samuel Mickle School

Beth Elberson  
Amy O'Hara  
Vinny Laurelli

Phone Number-856-423-0412  
Samuel Mickle School extension 1880  
Jeffrey Clark School extension 1075

# **EAST GREENWICH TOWNSHIP SCHOOLS**

**2025-2026**

## **SUBSTITUTE TEACHER HANDBOOK**



**RESPECT \* KINDNESS \* RESPONSIBILITY \* ACCEPTANCE \* INTEGRITY \* PERSEVERANCE**

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Dear Substitute Employee:

Welcome to the East Greenwich Township School District. Our mission is to engage in community partnerships and to establish a safe, secure learning and emotional environment that will provide a challenging and exceptional educational program for its diverse learners.

The purpose of this handbook is to assist you in knowing, following, and enforcing the policies, procedures, and practices of the East Greenwich Township School District. Substitute teachers assume the same responsibilities and duties as the regular classroom teacher. The information in the Substitute Teacher Handbook will be an invaluable resource to you in working as a substitute teacher. Please read and familiarize yourself with the information that will assist you in this important role. The suggestions and procedures in this handbook are not meant to be inclusive, but are designed to serve as a foundation.

Welcome aboard and thank you for joining the team on our journey to excellence! We consider you a vital part of our educational system. Thank you for being an important part of the education of our youth. We look forward to working with you this year and wish you success in your endeavors.

Sincerely,

The East Greenwich Township Administration



## **SCHOOL INFORMATION**

### **Grades Pre-K to 2**

**Jeffrey Clark School  
7 Quaker Road  
Mickleton, NJ 08056  
856-423-0613**

**Principal: Jessica Loggia  
Assistant Principal: Erica Green  
Secretary: Laura Bailey**

### **Grades 3-6**

**Samuel Mickle School  
559 Kings Highway  
Mickleton, NJ 08056  
856-423-0412**

**Principal: Bethanne Barousse  
Assistant Principal: Andrew Mettler  
Secretary: Janene Emick**

## FRONTLINE ABSENCE MANAGEMENT

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East Greenwich Township uses an automated service that greatly simplifies and streamlines the process of finding and managing substitute jobs in this district. This service, called Aesop (name change Absence Management), utilizes both the telephone and the Internet to assist you in locating jobs in this school district. The Absence Management (Aesop) system is available 24 hours a day, 7 days a week. Absence Management uses three methods to make jobs available to substitutes:

1. You can search for and accept available jobs, change personal settings, update your calendar, and personalize your available call times by visiting Aesop on the internet at <http://www.frontlinek12.com/aesop>. If the employee has uploaded lesson plans on the Internet, you will be able to view them online once you take the job!
2. You may interact with the Aesop system by way of a toll-free, automated voice instruction menu at 1-800-942-3767. Here, you can proactively search for jobs and manage existing jobs. We recommend calling in to check the computer recording of your name by pressing Option 4.
3. Aesop will also make phone calls to substitutes to offer jobs. The administrative office has selected the following hours as standard call times when the Absence Management service may call for substitutes: 6:00am – 7:30am in the morning and 6:00 pm – 10:30 pm in the evening.

### **Important Notes:**

- \* In order to access the Aesop system, you will need to enter your ID and PIN which will be provided to you at your time of hiring. If you do not have a pin or ID please contact Tammy Vogt at [vogtt@eastgreenwich.k12.nj.us](mailto:vogtt@eastgreenwich.k12.nj.us)
- \* Once you have logged into Absence Management, you will find valuable resources under the HELP tab. To understand your interaction with the Absence Management system, you must read through the material under "Getting Started" and watch the brief Basic Training video. This video will give you the information you need to properly navigate the Absence Management system.
- \* If you accept a job, Absence Management will issue a confirmation number. Please remember that your transaction is not complete until Absence Management supplies you with a confirmation number.

\*Absence Management will automatically make a recording of your name on the phone system. To review or change the recording of your name, call in to Aesop and select option 4.

We are confident that you will find the Aesop experience beneficial and enjoyable.

Should you experience difficulty using the Aesop system in any way, please contact one of the East Greenwich Substitute Coordinators.

**Jeffrey Clark:** Laura Bailey, 856-423-0613 ext. 1020, [baileyl@eastgreenwich.k12.nj.us](mailto:baileyl@eastgreenwich.k12.nj.us)

Cell: 302-547-7117

**Samuel Mickle:** Janene Emick, 856-423-0412 ext. 1040, [emickj@eastgreenwich.k12.nj.us](mailto:emickj@eastgreenwich.k12.nj.us)

Cell: 856-693-5786

We would like to remind you that you must work five days during the school year to be kept on the substitute list. If for any reason you may not be able to do this please contact Laura Bailey or Janene Emick to put you on the inactive list, so that you may stay on our substitute list for the next year.

***\*\*AESOP Frontline Substitute Mobile App is now available using code 7354.***

## Substitute Information for Teachers and Substitutes

### Jeffrey Clark:

#### **Computer Login:**

Username: subjcs

Password: H@rnets559#

#### **Google Login:**

Username: subjcs@eastgreenwich.k12.nj.us

Password: H@rnets559#

### Samuel Mickle:

#### **Computer Login:**

Username: subsms

Password: H@rnets559#

#### **Google Login:**

Username: subsms@eastgreenwich.k12.nj.us

Password: H@rnets559#

#### **Technology Support:**

Email: technology@eastgreenwich.k12.nj.us

Ext: 1111

Teachers will:	Substitute teachers will:
<ul style="list-style-type: none"><li>• Provide substitutes with plans for the day(s) the teacher will be absent.</li><li>• Provide a summary or schedule for the substitute to follow for the day.</li><li>• Prepare emergency plans for the substitute teachers in the event the absence is unplanned.</li><li>• Maintain and update the safety folder.</li></ul>	<ul style="list-style-type: none"><li>• Check in with the main office.</li><li>• Review the safety information in the classroom mail bin.</li><li>• Review the primary and secondary evacuation routes of the classroom.</li><li>• Complete attendance and lunch count.</li><li>• Review and familiarize yourself with the schedule for the day.</li><li>• Review and follow the substitute plans.</li></ul>

## SUBSTITUTE DAILY CHECKLIST

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\_\_\_\_ Bring your license with you prior to signing in to the main office. (Per-diem substitutes only)

\_\_\_\_ Report to the main office of the building (8:20am for AM or full day coverage, 11:55am for afternoon coverage). If you are a perm substitute for the Mickle building, you may report right to the substitute sign-in table next to the main office.

\_\_\_\_ Provide your license or car keys to the main office staff in order to obtain your lanyard for the day. (Per-diem substitutes only)

\_\_\_\_ Check the teacher's mailbox located in the main office of each building.

- Take and distribute, if any, class handouts or fliers
- Leave important paperwork for the teacher upon their return to work

\_\_\_\_ Get directions to your classroom.

\_\_\_\_ Locate the class information and lesson plans.

- Check what students who will be participating in pull-out support programs
- Review any student medical concerns.
- Contact Michele Brown, Mickle School nurse (ext. 1037) or Christine Calhoun, Jeffrey Clark nurse (ext. 1022) with any questions.

\_\_\_\_ Locate the emergency folders in the plastic bin by the door, familiarize yourself with emergency procedures and exit routes.

\_\_\_\_ Classroom door should remain closed at all times. When closed, doors are locked.

\_\_\_\_ Check with the team leader for any special activities or assemblies.

Team Leaders	
Clark	Mickle
Preschool- Melissa Massimi (Room 122) Beginners- Christina Spadea (Room 153) 1st Grade- Jess Polizzi (Room 105) 2nd Grade- Jenna Gentile (Room 146) Special Areas- Roger Humprhey (Gym) Special Ed- Heather Hansen (Room 119)	3rd Grade - Ashley Minniti (Room 104) 4th Grade - Jessica Lerch (Room 302) 5th Grade - Jennifer Adair (Room 409) 6th Grade - Brittany Santoleri (Room 429) Special Areas - Stacey Ligameri (Room 190) Special Education - Elena Spadea (Room 304)

\_\_\_\_ Get a daily or weekly schedule as needed.

\_\_\_\_ Become familiar with the teacher's arrival and dismissal duties. Report to the arrival post by 8:25. Remain on duty until 8:40.

- \_\_\_\_ Locate instructional and student materials.
- \_\_\_\_ Write your name on the whiteboard (if applicable)
- \_\_\_\_ Take attendance; Record absent students on attendance sheet.
- \_\_\_\_ Record lunch count and place it in the office folder. Collect any notes, including Changes to Dismissal forms and Attendance, place them in the office folder and send one child to the office with the folder.
- \_\_\_\_ At the end of the day, return your lanyard to the main office in order to obtain your license and/ or keys back.

## **GENERAL DUTIES**

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### **Before Classes Begin**

1. Introduce yourself to the team leader, and/or a teacher in an adjacent classroom so that you'll have someone to call on if you have questions or problems. Ask about special notices, etc., that need to be sent home with students.
2. Organize materials to be used during the day (notices from the office, handouts, etc.) and check any equipment that will be used to ensure that it is working properly. If copies need to be made, please go to the main office.
3. Locate the class seating charts.
4. Locate classroom telephone.
5. Familiarize yourself with fire drills and other emergency procedures, as well as the evacuation plan posted in the classroom. Emergency folders are located in the orange folder in the bin by the door. **If you are evacuating the building for a fire drill or evacuation drill, you must take the safety folder with you.**
6. Please take the safety folder with you whenever you leave the classroom.
7. Locate the faculty lounge/dining area and adult restrooms.

### **Planning Period and Lunch**

1. Do not leave handbags or valuables unattended.
2. Follow procedures given to you by the school's administrative staff.
3. If you are to leave the building at any time you must sign out and alert the front office staff.

### **End of the Day**

1. Fill out a Substitute Teacher's Report for the appropriate grade level at the end of the day. Be honest, and note specific problems.

2. Leave the teacher's materials and students work in the classroom or in the office as instructed.

**If you are assigned to a classroom with computer equipment**

1. Be aware of the proper treatment of the equipment.
  - Do not disconnect keyboards or cables.
  - At the end of the day, be certain that all equipment is turned off.

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## **TEACHING DUTIES**

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**Before Classes Begin**

1. Write your name on the chalkboard/whiteboard, if applicable.
2. Familiarize yourself with the teacher's lesson plans and Teacher's Edition of the textbooks.
3. As time permits, make notes on the lesson in your own words so that you'll be more comfortable with the materials and better organized in your presentation.
4. Anticipate student's questions about the materials and be prepared to answer them.
5. Quickly review plans and organize materials for the next lesson while the children are completing the current activity.
6. Once you are familiar with the school routine, remain close to the classroom door in the hallways during class changes.

**During Each Class**

1. Begin each class as soon as the bell rings. A prompt, organized beginning will project an "in charge" image.
  - Greet the class and introduce yourself.
  - Smile.
2. Follow the lesson plan furnished by the teacher or note any changes you implemented.
3. Present an overview of the day's lesson (and a review of the previous lesson if you are returning to a class from the day before.)
4. Introduce the first activity, including the following information:
  - The title/type of the lesson
  - Write the instructional objectives on the whiteboard
  - The student's roles (taking notes, reading, etc.)
  - The amount of time to be spent on the activity
  - Related activities (discussion groups, homework, etc.)
  - Evaluation (project, composition, test, etc.)

- During the introduction, motivate student interest by emphasizing the value of the lesson to them academically (it will help them pass the SAT) or personally (it will make learning meaningful to the student).
5. Throughout the class or subject, ensure that the students understand the lesson. Give clear, concise directions and explanations.
    - Use the whiteboard or verbal cues to emphasize important points or to clarify complicated directions.
    - Watch for the signs from the students indicating confusion or an inability to hear or keep up with lecture notes, and adjust your presentation accordingly.
  6. If students are doing seatwork or group work, circulate to assist them as necessary. Praise students who are doing well; give corrective feedback and encouragement to those who are having difficulty.
  7. Don't let the instructional pace drag.
    - Handle materials in an orderly manner. Have everything organized so that you don't waste time looking for books, lesson plans, etc. while students are idle.
    - Ask serious students to assist you in passing out and collecting papers, books, etc. Check for lists of "suggested helpers".
    - Move quickly from one activity to another.
  8. As much as the lesson plan will allow, vary the students' roles during the class. For example, rather than have them be listeners for an entire hour, provide activities that will require them to alternately listen, write and discuss. Younger students in particular have short attention spans so plan a variety of activities to prevent them from getting restless.
  9. Vary the order in which you call on students.
  10. Avoid confusing the students by jumping abruptly from one activity to the next. Make the transition between activities systematically, as follows:
    - Step 1: Summarize the first activity
    - Step 2: Pause for questions and comments
    - Step 3: Introduce the next activity

### **At the End of the Class or Subject**

1. Collect the students' work.
  - Immediately secure papers with a paper clip or rubber band to ensure that none are misplaced.
  - Label the papers with a cover sheet.
  - Verify with students that all papers have been turned in.
2. Review important points of the lesson, following these steps:
  - Step 1: Summarize the lesson, emphasizing the purpose of the day's activities
  - Step 2: Answer and ask specific questions about the lesson. Example: "Why are whales classified as mammals rather than fish?"
  - Step 3: Review overall objectives. Example: A lesson on using an encyclopedia to identify types of whales could be related to the overall objectives of



developing research skills, writing reports on endangered species, and/or improving environmental awareness.

3. Preview the next class or subject.
  - Example: “Tomorrow you will view a video on the different types of whales and form discussion groups to brainstorm methods for protecting endangered species.”
4. Go over the homework assignment with the class.
  - Carefully explain the assignment, encouraging the students to ask questions about any aspect of the assignment that they don’t understand.
  - Give directions on how the work is to be done and when the assignment is due.
  - Go over examples from the exercise with the class to ensure that the students know how to do the assignment.
  - Give directions for the next class (bring textbooks, complete worksheets, review notes, etc.)
5. Give the students specific directions for end-of-class or subject housekeeping chores. For example, rather than asking the class to “put everything away,” request that the first person in each row collect the dictionaries or that students throw away scrap paper as they leave the room.
6. Complement the students on their performance, and thank them for their good behavior and work. Let them know that you will be informing the classroom teacher of what took place.

#### **After Class**

1. Organize and label the student’s work.
2. If you were unable to complete the lesson, leave a note for the teacher indicating how much you were able to cover on your **Substitute Teacher’s Report**.

#### **SAFETY**

State law requires that each school have one fire drill and one emergency drill per month. Schools are required to conduct a fire drill within the 10 days of school and a school security drill within the first 15 days of the beginning of the school year.

Schools are required to hold a minimum of two of each of the following security drills annually: Hold, Secure, Lockdown, Evacuate, and Shelter. New employees are provided with the training within 60 days of the commencement of that staff member’s employment and shall be reviewed annually and updated as appropriate. The East Greenwich Township School District is adopting the Standard Response Protocol from the I Love U Guys Foundation beginning September 2022. The Standard Response Protocol consists of five specific actions that can be performed during an incident: Hold, Secure, Lockdown, Evacuation, or Shelter. Standardized Drill Signs are posted in every classroom and office throughout the buildings for quick reference, as well as on the back of staff ID cards/lanyards. Please reference and familiarize yourselves with the maps and drilling

procedures provided in your emergency folder and also seen below. Emergency folders can be found in the black plastic bin next to the door in each classroom.

## IN AN EMERGENCY TAKE ACTION



### **HOLD! In your room or area. Clear the halls.**

#### **STUDENTS**

Clear the hallways and remain in room or area until the "All Clear" is announced.  
Do business as usual.

#### **ADULTS**

Close and lock the door.  
Account for students and adults.  
Do business as usual.



### **SECURE!**

#### **Get inside. Lock outside doors.**

#### **STUDENTS**

Return to inside of building.  
Do business as usual.

#### **ADULTS**

Bring everyone indoors.  
Lock outside doors.  
Increase situational awareness.  
Account for students and adults.  
Do business as usual.



### **LOCKDOWN! Locks, lights, out of sight.**

#### **STUDENTS**

Move away from sight.  
Maintain silence.  
Do not open the door.

#### **ADULTS**

Recover students from hallway if possible.  
Lock the classroom door.  
Turn out the lights.  
Move away from sight.  
Maintain silence.  
Do not open the door.  
Prepare to evade or defend.



### **EVACUATE! (A location may be specified)**

#### **STUDENTS**

Leave stuff behind if required to.  
If possible, bring your phone.  
Follow instructions.

#### **ADULTS**

Lead students to Evacuation location.  
Account for students and adults.  
Notify if missing, extra or injured students or adults.



### **SHELTER! Hazard and safety strategy.**

#### **STUDENTS**

Use appropriate safety strategy for the hazard.

Hazard	Safety Strategy
Tornado	Evacuate to shelter area
Heatstroke	Seal the room
Earthquake	Drop, cover and hold
Tsunami	Get to high ground

#### **ADULTS**

Lead safety strategy.  
Account for students and adults.  
Notify if missing, extra or injured students or adults.

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The expected behavior during a drill is walking in a single file, keeping silent, walking quickly, not running during the entire duration of the drill. If evacuating the building, students should not be assigned as door holders but rather use the 'push and go' model for exiting the classroom and building. Each person should study the traffic design for the school posted in each room. In addition, an exit may be blocked during a building evacuation. Be aware of primary and secondary exit routes. During safety drills or in the event of an emergency, teachers are responsible for counting their students to be certain everyone is present. If students are to remain inside the building, teachers must account for their students. If there is a student missing, they should report it to the main office via handheld radio or phone immediately. During a building evacuation, once your students are all accounted for, signal to your designated person or the principal depending on your location. A green card means all students are present and a red card means a student is missing or an extra student is present with your class. On signal, all return to the classroom.

Teachers must take their emergency folder with them when they leave their classrooms when students are present. The safety folder must contain: an accurate class list, an accurate list of pull out services (BSI, SOAR, speech, etc.) by day and period, emergency procedures and emergency exit map. Teachers assigned to handheld radios should also have them on and with them throughout the day. Any staff member going outside the building with students should also bring a handheld radio with them for safety reasons. Interior and exterior doors should never be propped open. It is the responsibility of students and staff to report safety concerns to the main office or the building administrator. If there is a concern for safety outside the building or within the halls, staff members are encouraged to initiate a Secure or a Hold. When there is a life safety threat on campus, a Lockdown should be immediately initiated by any student or staff member. Blue panic buttons have been

installed throughout both buildings. They should be utilized when there is a life safety threat. When a blue panic button is pressed, a building Lockdown is initiated locking all interior and exterior doors. Additionally, 911 will be dispatched and a message will automatically announce the Lockdown. Detailed safety and security plans can be found in staff emergency folders.

### **TELEPHONE PROCEDURE**

Substitute Teachers must answer the classroom phone at all times as it may be an important message from the office. Teachers may not answer a personal phone call during instructional time except in an emergency. Additionally, it is the teacher's responsibility to inform the main office if something is being dropped off or delivered for the student.

Personal cell phones should not be used during the instructional day. Cellphones are to be turned off or placed on silent during instruction. Personal cell phones may only be used during lunch, planning period, prior to school and after school.

### **STUDENT MEDICATION**

Medication may only be administered to students by the school physician, a certified or non certified school nurse, a substitute school nurse employed by the district, the student's parent or a student who is approved to self-administer. School employees, who have been trained and designated by the certified school nurse to administer epinephrine in an emergency, may administer epinephrine. Please note the locations of emergency epinephrine in your school. Should a student bring medication to school, notify the nurse immediately.

### **CLASSROOM MANAGEMENT AND DISCIPLINE**

An effective substitute teacher strives to create a climate in which success is expected, academics are emphasized and the environment is orderly.

As a substitute teacher, it is essential to understand and practice good classroom discipline and management. This is necessary before any classroom learning can occur. Good classroom control can be the best prevention of major classroom difficulties.

Often a class will "test" a substitute teacher. Students may try to gain status by upsetting class routines. Your response to these situations is crucial. Teacher self-control is a must! You must begin by establishing order during the first minute of the first day. Your responses must be calm, firm yet fair, and tempered with good humor. You can prevent many problems with a combination of planning, awareness, and sensitivity.

To assist you in maintaining discipline, the following guidelines are recommended.

1. Before entering the classroom, ask the school administrator for information on the “school’s discipline plan” and other information on any special discipline policies or procedures followed at this school.
2. Always expect students address all teachers and adults by their titles: Mr., Mrs., Miss, and Ms.
3. Remember that you are an adult leader and therefore not a “pal” to these students.
4. Set clear limits/standards/rules for the students and then be **CONSISTENT** in enforcing them.
5. Utilize the teacher’s whole class behavior plan if possible.
6. Expect students to behave well and **PRAISE STUDENTS** for their good behavior.
7. As you speak, **CIRCULATE** in the classroom to monitor activity and to target possible trouble spots.
8. Use your voice, eyes, and other nonverbal cues to communicate.
9. **GO TO THE STUDENTS** when they request help. This avoids confusion and unnecessary commotion.
10. Pause and wait, if necessary, for attention and silence before speaking. Avoid sarcasm and shouting!
11. Be prepared. Keep activities moving and students working. Always have some additional activities planned.
12. Use a **POSITIVE** approach.
13. If you are having problems in maintaining classroom discipline, consult one of the school’s administrators.

### **REPORTING CODE OF CONDUCT INFRACTIONS**

If a student violates the code of conduct, please refer them to administration and leave a detailed note for the homeroom teacher. Administrative contact slips can be found in the main offices of both schools. Please leave the slip in the assistant principal’s mailbox. The assistant principal will review the slip and assign discipline where necessary. **Do not send students to the main office if there is problem that requires immediate attention. Call the main office and someone will be there to provide assistance.**

## **STUDENT THREATS**

If a student makes a threat to themselves or others **immediately** report this information to the main office. Please do not leave the student unattended or allow them to leave the campus.

## **CHILD ABUSE OR NEGLECT**

In New Jersey, any person having reasonable cause to believe that a child has been subjected to abuse or acts of abuse should immediately report this information. **If you suspect child abuse, it must be reported immediately to the principal or assistant principal.**

## **CONFIDENTIALITY OF STUDENT RECORDS AND INFORMATION**

It shall be the policy of the Board to protect the confidentiality of personally identifiable information in student records against all persons except those with a need to know in normal operations of the schools or school system. Any confidential information should not be disclosed to those who do not need the information or to individuals outside the school.

## **HARASSMENT, INTIMIDATION AND BULLYING**

Faculty and staff are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation and bullying or HIB.

**WHEN TRYING TO DETERMINE IF AN INCIDENT IS HIB, COMPARE IT AGAINST THE DEFINITION.**

**DOES THE INCIDENT MEET ALL OF THE FOLLOWING?**

- "Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents.
- ...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.
- ...takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law.
- ...substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

**AND, DOES IT MEET ONE OF THESE?**

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

All teachers will receive HIB training at the beginning of the school year, which will address what bullying looks like, how to report it to the correct school administration, and how to coach students who have been bullied.

**Substitute Teachers are expected to:**

- A. Closely monitor student behavior in all areas of the school.
- B. Watch for signs of bullying and report them as soon as it happens.
- C. Report any families' concerns about bullying as soon as they happen.
- D. Complete the appropriate coaching if an incident of HIB has been confirmed.

**The complete East Greenwich Board of Education Policy on Harassment, Intimidation and Bullying can be found on the District Website.**

**AVOIDING NEGLIGENCE**

Primary among many substitute teachers' concerns is protecting their students from harm, and themselves from lawsuits. While not all accidents can be avoided, liability for them can be if the teacher has provided adequate supervision. The following guidelines are offered to help you prevent injuries to students under your care, act responsibly in the event of accidents, and avoid legal problems should mishaps occur.

1. **NEVER LEAVE STUDENTS UNATTENDED.** Use the classroom phone or send a student with a message if you need to contact the principal, another teacher, etc.
2. **NEVER PUT YOUR HANDS ON A STUDENT OR USE CORPORAL PUNISHMENT WITH STUDENTS.** Corporal punishment includes hitting, pushing, pinching, forcing a child to stand up for long periods of time, making a student do push-ups, or using any physical force.
3. **NEVER GIVE MEDICINE OF ANY KIND INCLUDING ASPIRIN TO STUDENTS.** Refer students who are taking medication to the office or nurse for supervision.
4. Don't order a disruptive student to leave class unsupervised. Instead:
  - a. Use the phone to ask for assistance from the office
5. Caution students against hazards or unusual conditions such as slippery floors which require extraordinary care.

6. Maintain a neat, orderly, and safe environment for the students.
7. Know how to quickly contact school personnel who can assist with an emergency (administrator, nurse, etc.)
8. Report accidents or injuries to the office or nurse immediately. As soon as possible, write down what happened for school authorities and keep a copy of the report for yourself.
9. If a student appears to be ill, send them to the nurse with a pass.
10. Do not keep students after class or after school.
11. No persons from outside the school should be permitted to question or interview a student except in the presence of the principal, assistant principal or principal designee.
12. Use of cell phones and smart devices during instructional time is not permitted.
13. Avoid introducing controversial subjects or materials to classes.
14. Do not advertise products or services or announce public meetings during class.
15. Do not give gifts including candy to students.
16. Avoid being left alone with a student for extended periods of time.
17. Safeguard equipment and material against abuse and theft.
18. If a student teacher is assigned to your class, remain on duty in the classroom, assisting the student teacher as necessary.
19. Maintain the confidentiality of student information. Do not share with neighbors, friends, and other teachers/students.
20. The use of profanity will not be tolerated.
21. No persons, including parents, should visit a classroom without the approval of the principal or assistant principal.
22. Substitute teachers are not permitted to call parents regarding discipline concerns. Leave a note for the classroom teacher regarding specific infractions and concerns.
23. Substitute teachers are not permitted to use a teacher's computer for personal use (i.e. check email, browse the internet).
24. Backpack searches are not permissible. Contact the main office if there is something of suspicion.

# **East Greenwich Township Schools**

## **Code of Conduct**

The East Greenwich Township School District's Code of Conduct is aligned with our mission statement. This mission statement exemplifies our goal to provide a safe and secure learning environment. Our district uses a multi-tiered system of supports as a framework to promote a school climate that supports the instruction of students in the academic, social and behavioral skills needed for students to be successful in school and as citizens of the community.

Multi-tiered systems of support create school environments where standards for behavior are taught, problem behaviors are prevented, students and adults have positive relationships, and students understand what is expected of them as learners at school. All students are supported through a tiered model of increasingly intense interventions or enhancements that are available based upon a student's individual academic and behavioral needs. With the use of prevention and intervention strategies that support students' behavior and social-emotional needs, school staff facilitate both academic and social development of all students.

EGSD promotes the following universal expectations for all students and staff based on the following traits: kindness, respect, responsibility, acceptance, integrity, and perseverance.

In order to accomplish these goals, *all* stakeholders must work in collaboration to foster mutual respect within the school community.

- Students will grow to conduct themselves in a manner that reflects our character traits with the support of parents/guardians, administrators, teachers, and staff.
- Staff members are expected to engage students in prevention and intervention strategies that promote positive behavior and address problem behavior. Student behavioral concerns will be addressed with corrective and restorative responses, as well as logical consequences.
- Administrators will intervene when the discipline offenses are repeated, are severe in nature, and/or when interventions are not successful.
- Parents and guardians of students are responsible for understanding the district's behavior expectations and supporting the child's adherence to the code of conduct.



## **Where and When the Student Code of Conduct Applies**

The code of conduct applies to students at all times during the school day, while on school property (including during before and after school programs), while traveling to and from school, at any school-sponsored event, at bus stops, on any vehicle funded by the East Greenwich Township Public Schools, or at any time or place which may affect an educational function, including when accessing the district's electronic network services or on remote instruction.

## **Progressive Levels of Corrective Response**

Corrective responses provide a profound emphasis on what we want students to do and learn. Corrective responses include a focus on instruction in appropriate behavior, culturally responsive support strategies and social emotional learning opportunities through our character education curriculum and positive behavior supports. The goals of assigning corrective responses and consequences are to maintain a safe environment, maximize all students' learning, and improve students' behavior and problem solving skills. Appropriate interventions and consequences for students place an emphasis on correcting student behavior through classroom and school-based resources at the lowest possible level of intrusion and exclusion. All interventions should balance needs of the student, needs of those affected by the behavior and the needs of the overall school community. When teachers and/or administrators consider corrective responses, restorative practices, or instructive consequences, the following factors will be considered:

- Student's age, developmental level, and grade;
- Student's prior behavior patterns and responses to interventions;
- Student's intent and the severity of harm caused.

# East Greenwich Township School District

## Response to Code of Conduct Infractions

Tier 1 Classroom-Level Behaviors	Teacher Actions
<p>Not following expected behaviors under teacher supervision. (ie. disruptive behavior, leaving classroom/assigned area, refusal to leave an assigned area, violation of the Acceptable Use Policy (BOE Policy 2361), use of unauthorized electronic device, inappropriate/unkind/disrespectful language or gestures, insubordination/noncompliance, not having a safe body (ex. pushing, shoving, hitting and/or kicking).</p>	<p><b>Required Actions:</b> <u>Parent phone call, teacher/student conference, log incident into Realtime, provide a consequence and a restorative support option.</u></p> <p><b>Consequences:</b> Privilege Loss, In-Class Time Out, Lunch or Recess Detention (Not to Exceed 2 Recesses per Week), Warning</p> <p><b>Restorative Support Options:</b> Apology Restitution, Reflection Assignment, Positive Reinforcement/Praise, Behavioral Contract/Behavior Plan, Teach/Reteach Student Expectations, Social Story, Behavior Map</p>

**If the student has three incident reports for the same behavior with the same staff member and the staff member has logged the incidents in Realtime with the date of parent contact, implemented 3 consequences and 3 restorative supports, the staff member will complete an office referral.**

Tier 2 Behaviors	Administrator Actions	Tier 3 Behaviors	Administrator Actions
<p><b>Administrative Referral</b> Disruptive behavior Leaving classroom/assigned area Refusal to return to classroom/assigned area Unsafe body (ex. pushing, shoving, hitting, and/or kicking) Inappropriate/unkind/disrespectful language/gesture including spitting. Knowingly making false accusations Insubordination/non-compliance Violation of Acceptable Use Policy (BOE Policy 2361) Violation of Bicycle/Scooter Safety Rules Theft (Under \$10) Violation of dress code policy (BOE Policy 5511) Use of unauthorized electronic device on bus, in and after school, or at school events (BOE Policy 2363) Unauthorized recording or photography of students or staff (BOE Policy 5516) Failure to serve detention</p>	<p><b>Required Actions:</b> <u>Parent phone call, admin/student conference, log incident into Realtime</u></p> <p><b>Restorative Support Options</b> Apology Restitution Behavioral Contract Check In/Check Out Connect and Reflect Assignment Daily/Weekly Report Corrective Restitution Plan Review Meeting Referral to I&amp;RS, Health Service, Counselor, CST Conference with Parent/Guardian Social Story Behavior Map Formal Behavior Plan</p> <p><b>Possible Consequences:</b> After School Detention Before School Detention Recess Detention (Not to Exceed 20 Minutes) Privilege Loss Lunch Detention Financial Restitution (Theft) Warning Bus Suspension</p>	<p><b>Administrative Referral</b> Leaving building/ school grounds Intimidation/ Incitement to fight Physical altercation (ex. close fist fight) Inappropriate language or gestures directed at others Damage or vandalism to school property/technology Theft (over \$10) Harassment, intimidation, bullying (BOE Policy 5512) Possession of a toy weapon Possession of an authentic weapon Possession or distribution of illegal substances Violating the rights of others (hazing, hate speech, slurs) Tampering alarms or making false emergency calls Making threats Sexual harassment (BOE Policy 5751) Physical aggression towards staff member Knowingly making false accusations about a student or staff member Unauthorized recording or photography of students or staff (BOE Policy 5516)</p>	<p><b>Required Actions:</b> <u>Parent phone call, teacher/student conference, log incident into Realtime</u></p> <p><b>Other Restorative Support Options</b> Behavioral Contract Connect and Reflect Assignment Corrective Restitution Plan Review Meeting Referral to I&amp;RS, Health Service, Counselor, CST Threat Assessment (Threat) Social Story Behavior Map Formal Behavior Plan</p> <p><b>Other Additional Consequences:</b> Financial Restitution (Theft) After School Detention(s) Before School Detention(s) Conference with Parent/Guardian Loss of Privileges Recess Detention(s)-Not to Exceed 2 per Week Lunch Detention(s) Bus Suspension Suspension Expulsion</p>

Teachers are to follow the district Code of Conduct when addressing behavior and giving discipline consequences. All parent contact regarding discipline is expected in the form of a parent phone call, not via Class Dojo or email. Email and Class Dojo are supplemental means of communication and can be conducted in conjunction with a phone call. Parent contact and consequences are to be recorded in Real Time. Please follow procedures outlined in the Code of Conduct to determine when a break of school policy should be reported to administration by way of a discipline referral.

*Please do not send students to the main office. Complete the administrative referral form and send the completed form only to the office. If there is an emergency situation, please call the main office for assistance and use the chart below to report the severity of the behavior. Do not leave a message. When a staff member calls on the telephone or uses the handheld radio to request for assistance, they must indicate the level of behavior and room number in which the incident is taking place.*

*No pupil is to be left unsupervised at any time either in the classroom or hallways.*

### **Administrative Discipline Referrals**

For all tier 2 and tier 3 behaviors, administrative office referrals must be completed using the paper administrative referral form available in the main office. It is expected an administrative referral is submitted on the day in which the incident occurred, so that students can be interviewed and parents contacted. Please submit the written referral on your next available non-instructional time, such as lunch or prep. If the incident occurs at the end of the day or after your non-instructional periods, contact the office and then send the referral to the main office in a sealed envelope. If the incident or infraction is severe in nature and requires immediate attention, please contact the main office immediately.

### **Academic Integrity**

The East Greenwich Township School District students are expected to observe the highest standards of integrity when meeting the requirements of his or her academic curriculum. Pupils are expected to be honest in all of their academic work. This means they will not engage in the following acts:

- cheating on examinations and assignments.
- plagiarism on any academic work
- Falsifying, altering or tampering with official passes, notes, grades, or signatures.

Violation of BOE policy 5701 will result in a parent phone call and a student conference. In the event of plagiarism or cheating, the student may receive a zero on that assignment. If warranted, the teacher shall file a written complaint against the pupil with the Principal, requesting a more stringent form of discipline. The complaint must

describe in detail the academic dishonesty that is alleged to have taken place, and must request that the matter be reviewed by the Principal.

### **Threats Towards Another**

The Board of Education directs all school district staff members to be alert to a student who exhibits warning signs of destruction to others. Any such warning signs or the report of such warning signs from another student or staff member shall be taken with the utmost seriousness and reported immediately to the principal or designee. A threat assessment will be conducted by the principal or designee and disciplinary action will occur. Threats to others may be brought to the attention of the Threat Assessment Team for further evaluation. At the conclusion of the threat assessment, the child may be referred to outside counseling and/or support services or he or she may be required to be evaluated and cleared by a mental health specialist prior to returning to school.

### **Suspensions/Expulsions**

The Board of Education recognizes that even the temporary exclusion of a student from the educational program of this district is a severe sanction and one that cannot be imposed without due process.

Any student who is guilty of continued and willful disobedience, or of open defiance of the authority of any teacher or person having authority over him or her, or of the habitual use of profanity or of obscene language or actions, or who shall cut, deface or otherwise injure any school property shall be liable to punishment and to suspension and expulsion from school. Conduct which shall constitute good cause for suspension or expulsion of a student guilty of such conduct shall include, but not be limited to, the conduct as defined in N.J.S.A 18A:37-2 and the school district's student discipline/code of conduct policy and regulation in accordance with the N.J.A.C. 6A:16-7.1 et seq.

## Clayton Model Pilot Program Memorandum of Agreement

2025-2026

Participation in the Clayton Model Pilot Program requires a strong commitment from both the district and participating schools to implement, monitor and evaluate their implementation of social and emotional learning practices in accordance with P.L. 2021 c. 85.


Districts and schools participating in the pilot program agree to the following assurances in order to successfully implement the Clayton Model Pilot Program with fidelity and anticipated success.

The school identified for project participation shall:

- Commit to participating in this project for the 2025-2026 school year;
- Commit to a local contribution of 15% (\$20,500) of direct costs for the 2025-2026 school year, per participating school, made payable via invoice provided by Gloucester County Special Services School District;
- Designate a staff member who shall serve as an on-site supervisor of the pilot program staff within your school (typically the building Principal or Vice Principal), enable the collection of data and facilitate reporting of the program's implementation and outcomes to school district stakeholders, the Walter Rand Institute, Rutgers University, and Clayton Model Pilot Program Administrators;
- Provide administrative support to encourage school-wide/community engagement in the Clayton Model Pilot Program, this implies clear articulation of the program to teachers and staff (during back to school presentations, administrative meetings, staff in-service, etc.); frequent monitoring of the program through regular communication with Clayton Model staff and Program Coordinators; supporting high visibility of the Clayton Model program throughout the school community (e.g. posting CCC information on school website, social media outlets, sharing CCC brochures and program information with students, families, and staff); support integration of Clayton Model staff into the school community (enabling those staff to be present within the school, in classrooms, on the playground, and in the lunchroom, etc.) and permit Clayton Model staff to participate in I&RS, PIRT, and PBSIS (etc.) programs (as deemed relevant/applicable);

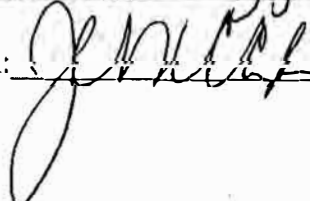
- Comply with all mandatory evaluation requirements including sharing school-wide data (i.e. number of office or discipline referrals, number of suspensions, attendance rate, grades, graduation rate, perceptions of progress, classification/de-classification); tracking outcomes for students and families; and participation in evaluation surveys, interviews, and small focus groups during scheduled intervals (for staff and administration);
- Support implementation of the Clayton Model Pilot Program with guidance from the Clayton Model Pilot Program staff including: follow the schedule of orientation sessions (for administration and whole-staff); facilitate open communications between the Clayton Model staff and the school community; connect Clayton Model staff to existing SEL supports within the school; and communicate regularly the school's SEL needs with the Clayton Model staff;
- Provide a physical office/meeting space/classroom within the school and designate the area as the "Child Connection Center." The Child Connection Center (CCC) is a space ideal for at least 4-6 people. This space is private/not a shared space with other school staff, so that students and/or families can engage in counseling-based conversations, small group sessions, etc.;
- Provide Technology & IT Support to the Clayton Model Pilot Program staff including but not limited to; an individualized phone extension for the Child Connection Center (CCC); provide a school-based email address for on-site Clayton Model staff, provide Wi-Fi access/logins, provide staff with building access (ie fobs and/or ids, keys), and enable those staff access to the school's student data-base system;

Name of Chief School Administrator or Superintendent: Andrea Evans

Signature of Chief School Administrator or Superintendent: 

Date: 8/19/25

Name of participating School Principal: Jessica Loggia

Signature of participating School Principal: 

Date: 8/19/25

## Comprehensive Equity Plan Statement of Assurance

(to be Submitted with the Three-Year CEP)

**School District, Charter School or Renaissance School Project Information School Year 2025-2026**

Name of County: Gloucester

Name of School District/Charter School/Renaissance School Project: East Greenwich Township

Address: 559 Kings Highway, Mickleton, NJ 08056

Affirmative Action Officer (AAO): Erica Green

Telephone #: (856) 423- 0613 ext. 1080

AAO Email: greene@eastgreenwich.k12.nj.us

Alternate Contact Person: Christina Battiato

Telephone #: (856) 423-0412 ext. 1090

Title: Director of Student Services

Email:

1. The school district, charter school or renaissance school project has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district, charter school or renaissance school project, if applicable. The attached Comprehensive Equity Plan is designed to meet the assessed equality and equity needs at each site, if applicable.
2. The local Board has authorized the submission of the Comprehensive Equity Plan and will support full implementation of the plan within 60 days of certification of completion by the Executive County Superintendent.
3. The school district, charter school or renaissance school project will achieve and maintain compliance with all applicable laws, codes and regulations governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 1997.

### Certification

By signing below, the Chief School Administrator or Charter or Renaissance School Project Lead Person certifies that all statements above are true and correct:

Name and Title: Andrea Evans, Superintendent

Signature: 

Date: June 17, 2025