



TABLE OF CONTENTS

ROLL CALL	Page 2
APPROVAL OF MINUTES	Page 2
PRESENTATIONS	Page 2
PUBLIC COMMENT	Page 2
PUBLIC HEARING ON THE SUPERINTENDENT'S CONTRACT	Page 2-3
CORRESPONDENCE	Page 3
REPORTS	Page 3
COMMITTEE REPORTS:	
FACILITIES	Page 3
STRATEGIC/COMMUNITY AWARENESS	Page 3
FINANCE	Page 3-4
POLICY	Page 4
TRANSPORTATION	Page 5
CAFETERIA	Page 5
CURRICULUM	Page 5
PERSONNEL	Page 6-7
NEW BUSINESS	Page 7
OLD BUSINESS	Page 7
EXECUTIVE SESSION	Page 7
NEW BUSINESS	Page 8
ADJOURNMENT	Page 8



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 7:15 p.m. by President Jones. Following the flag salute, a moment of silent reflection was observed.

ROLL CALL:

Roll call was taken with the following members present: Becker, Cavalieri, Jones, Licciardello, O'Brien, and Starks. Absent: Cosentino, Nevius, and Schonewise. Also present were the Superintendent, the Business Administrator, the Supervisor of Instruction for Math, Science, Social Studies, and SOAR and twenty (20) plus members of the public.

APPROVAL OF MINUTES:

On motion by Licciardello, second by O'Brien, and carried by unanimous voice vote, the following minutes were approved:

- Regular Session & Executive Session of July 20, 2022

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.
- The Supervisor of Instruction and Summer Keegan from the East Greenwich Township Public Works Department presented the Storm Water Pollution poster contest winners.

PUBLIC COMMENT:

- No public comments were shared.

PUBLIC HEARING ON THE SUPERINTENDENT'S CONTRACT:

- The public was given the opportunity to ask questions and express any concerns regarding the proposed Superintendent's Contract. No questions or concerns were shared.

On motion by Jones, second by Licciardello, and carried by unanimous roll call vote, the Board approved the following resolution:

WHEREAS, Andrea Evans and the East Greenwich Township Board of Education ("Board") are parties to an employment contract covering the period February 1, 2020 through June 30, 2023; and

WHEREAS, Ms. Evans has indicated her agreement to rescind this present employment contract, replacing it with a new employment contract and the Board agrees that such rescission and approval of a new employment contract is in the best interest of the School District; and

WHEREAS, the public was given thirty (30) days' notice of the Board's intention to consider a new contract for Ms. Evans; and

WHEREAS, the public was given at least ten (10) days' notice of the Board's intention to conduct a public hearing with regard to the new contract, which public hearing was held on August 17, 2022; and

WHEREAS, the Executive County Superintendent, has approved the new employment contract; in accordance with N.J.S.A. 18A:7-8(j) and to determine compliance with the standards as adopted by the Commissioner of Education at N.J.A.C. 6A:23A-3-1,

NOW, THEREFORE, BE IT RESOLVED, that the East Greenwich Township Board of Education hereby rescinds the existing employment contract with Ms. Evans effective August 17, 2022 and concomitantly approves a new employment contract with Ms. Evans covering the period August 18, 2022 through June 30, 2027, effective immediately; and be it



PUBLIC HEARING ON THE SUPERINTENDENT'S CONTRACT: (continued)

FURTHER RESOLVED, that the Board President and Secretary are hereby authorized to execute the new Agreement on the Board's behalf.

ROLL CALL VOTE:		Yea – 6	Nay – 0	Absent – 3
<u>Y</u>	Lori Becker	<u>Y</u>	Todd Jones	<u>Y</u> Jodie O’Brien
<u>Y</u>	Jennifer Cavalieri	<u>Y</u>	Lisa Licciardello	<u>A</u> Mark Schonewise
<u>A</u>	Stephanie Cosentino	<u>A</u>	Jennifer Nevius	<u>Y</u> Lynn Starks

CORRESPONDENCE:

- Letter of request for a maternity/child rearing leave from N.F., Classroom Teacher, referred to personnel.
- Letter of request for a child rearing leave from R.H., Health & PE Teacher, referred to personnel.
- Letter of request for an unpaid leave of absence from K.M., PT Instructional Aide, referred to personnel.
- Letter of resignation from R.E., Beyond the Bell Provider, referred to personnel.
- Letter of resignation from J.G., Classroom Teacher, referred to personnel.
- Letter of resignation from P.K., Beginner Classroom Assistant, referred to personnel.
- Letter of resignation from M.L., Part-time Receptionist, referred to personnel.
- Letter of resignation from C.P., Beginner Classroom Assistant, referred to personnel.
- Letter of resignation from A.Z., Music Teacher, referred to personnel.

REPORTS: (Attachment – 1)

- Principals' reports for review.
- Child Study Team Supervisor's report for review.
- Supervisor of Instruction's report for review.
- Transportation Coordinator & Registrar's report for review.

COMMITTEE REPORTS:

FACILITIES:

- The Jeffrey Clark School held a fire drill on July 20, 2022 at 10:05 a.m. and a security drill on July 27, 2022 at 2:00 p.m. Both drills were supervised by the Assistant Principal, Jessica Loggia, and the School Principal, Dr. Jennifer Connell.
- The Samuel Mickle School held a fire drill on July 19, 2022 at 10:30 a.m. and a security drill on July 27, 2022 at 2:00 p.m. Both drills were supervised by the Assistant Principal, Jessica Loggia, and the School Principal, Dr. Richard Carr.

STRATEGIC/COMMUNITY AWARENESS:

No report.

FINANCE:

On motion by Starks, second by Licciardello, and carried by unanimous roll call vote, the Board approved the following: **(Bill List Attachment – 2)**

- Payment of bills for August 17, 2022:

Custodian Account	\$602,870.78
Cafeteria Account	\$9,206.29
Enterprise Account	\$31,134.67
- Payment of bills for June 2022: \$329,695.16
- Cafeteria Refund Checks for July 2022: \$1,884.93
- Electronic Checks for July 2022:
- Custodial Account \$277,553.05
- Cafeteria and Beyond the Bell Profit & Loss Statement for July 2022. **(Attachment – 3)**

Continues on next page



COMMITTEE REPORTS: (continued)

FINANCE: (continued)

- Line item transfers approved by the Superintendent for July 2022.
(Transfer List Attachment along with Transfer Status Report Attachment – 4)
- Financial Reports A-148, Report of the Board Secretary, and A-149 Bank Reconciliation Report from the Superintendent for June 2022. **(Attachment – 5)**
- Board Secretary's Certification as follows:
Pursuant to N.J.A.C. 6A:23A-16.10(c)3, I certify that as of July 31, 2022, 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

8/17/2022
Date

- Financial Obligations Certification:
Pursuant to N.J.A.C. 6A:23A-16.10(c)4, we certify that as of June 30, 2022, 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 – 6	Nay – 0	Absent – 3
<u>Y</u> Lori Becker		<u>Y</u> Todd Jones	<u>Y</u> Jodie O'Brien
<u>Y</u> Jennifer Cavalieri		<u>Y</u> Lisa Licciardello	<u>A</u> Mark Schonewise
<u>A</u> Stephanie Cosentino		<u>A</u> Jennifer Nevius	<u>Y</u> Lynn Starks

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

- Tuition contract with **Gloucester County Special Services School District** for the 2022-23 ESY program for students SID#5621755113, SID#6304439453, and SID#4930815832 at a cost of \$13,770.
- One-on-one teacher assistant agreement with **Gloucester County Special Services School District** for the 2022-23 ESY program for student SID#6304439453 at a cost of \$3,760.
- Agreement with **Gloucester County Special Services School District** to provide professional services on an as-needed basis, per fee schedule, for the 2022-23 school year.
- Agreement with **NJCAP** for the Jeffrey Clark School Beginner teachers to participate in the Child Assault Prevention Project in Gloucester County for the 2022-23 school year at a cost of \$1,520.
- Agreement with **Star Pediatric Home Care Agency** to provide onsite daily nursing care for student SID# 4793543893 for the 2022-2023 school year.

ROLL CALL VOTE:	Yea – 6	Nay – 0	Absent – 3
<u>Y</u> Lori Becker		<u>Y</u> Todd Jones	<u>Y</u> Jodie O'Brien
<u>Y</u> Jennifer Cavalieri		<u>Y</u> Lisa Licciardello	<u>A</u> Mark Schonewise
<u>A</u> Stephanie Cosentino		<u>A</u> Jennifer Nevius	<u>Y</u> Lynn Starks

POLICY:

On motion by Licciardello, second by O'Brien, and carried by unanimous voice vote, the Board adopted the first reading of the following policies: **(Policy Alert 228 - Attachment – 6)**

P0143.2 High School Student Representative to the Board of Education	P3270 Professional Responsibilities
P0163 Quorum	R3270 Lesson Plans and Plan Book
P1511 Board of Education Website Accessibility	P4216 Dress and Grooming (New)
P2415 Every Student Succeeds Act	P/R5513 Care of School Property
P/R2432 School Sponsored Publications (Abolished)	P5517 School District Issued Student Identification Cards
P3216 Dress and Grooming	P 5722 Student Journalism (New)



COMMITTEE REPORTS: (continued)

TRANSPORTATION:

On motion by O'Brien, second by Licciardello, and carried by unanimous roll call vote, the Board approved the 2022-2023 Jointure Transportation Agreement with Kingsway Regional School District to provide to/from school transportation for an annual estimated contract cost of \$1,197,457.80.

ROLL CALL VOTE: Yea – 6 Nay – 0 Absent – 3

<u>Y</u> Lori Becker	<u>Y</u> Todd Jones	<u>Y</u> Jodie O'Brien
<u>Y</u> Jennifer Cavalieri	<u>Y</u> Lisa Licciardello	<u>A</u> Mark Schonewise
<u>A</u> Stephanie Cosentino	<u>A</u> Jennifer Nevius	<u>Y</u> Lynn Starks

CAFETERIA:

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

- The Penns Grove-Carneys Point Regional School District Joint Purchasing Agreement for Ice Cream, Milk, Juice, and Dairy, and Baked Goods and the acceptance of the following bid results through the joint purchasing agreement: **(Attachment – 7)**

Baked Goods – Deluxe Italian Bakery, Inc.

ROLL CALL VOTE: Yea – 6 Nay – 0 Absent – 3

<u>Y</u> Lori Becker	<u>Y</u> Todd Jones	<u>Y</u> Jodie O'Brien
<u>Y</u> Jennifer Cavalieri	<u>Y</u> Lisa Licciardello	<u>A</u> Mark Schonewise
<u>A</u> Stephanie Cosentino	<u>A</u> Jennifer Nevius	<u>Y</u> Lynn Starks

CURRICULUM:

On motion by Licciardello, second by O'Brien, and carried by unanimous voice vote, the Board approved the following professional development workshops:

Name	Workshop	Location	Date(s)	Cost
Christine Retkovis	Executive Administrative Assistant: A Critical Role	Virtual	8/4/22 & 11/2/22	\$150
Jessica Loggia	Understanding & Addressing Student Behavior	Monroe Twp.	8/25/22	\$150
Bethanne Barousse	Understanding & Addressing Student Behavior	Monroe Twp.	8/25/22	\$150
	Establishing Hib Systems, Protocols, Capacity	Virtual	Self-paced	\$175
	NJ's Anti-Bullying Bill of Rights	Virtual	Self-paced	\$50
	Anti-Bullying Specialist Online Certificate Program V2	Virtual	Self-paced	\$500
Jami Centrella	County Teacher of the Year Retreat	Hasbrouck Heights	10/14/22	\$0

On motion by Licciardello, second by O'Brien, and carried by unanimous voice vote, the Board approved the following:

- The District Grading Policy for the 2022-23 school year. **(Attachment – 8)**
- Existing curriculum guides for grade levels PK-6 for the 2022-23 school year:

Language Arts (K-4)	Science	Gifted & Talented for SOAR	EG Harmony
Social Studies (6)	Math	English Language Learners	

- New curriculum guides for grade levels PK-6 for the 2022-23 school year:

Language Arts (5-6)	Library	Music	Health & PE
Social Studies(K-5)	Art	World Language	STEAM (K-6)



COMMITTEE REPORTS: (continued)

PERSONNEL:

On motion by Licciardello, second by O'Brien, and carried by unanimous roll call vote, on recommendation of the Superintendent, the Board approved the following:

- The hiring of the following for the 2022-23 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:

Rachael O'Loughlin	CST/Curriculum Secretary, effective 8/1/22	
Francesca Benedetto	0.8 Permanent Substitute Teacher	
Ryan Elliott	0.6 Permanent Substitute Teacher	
Amy O'Hara	Beyond the Bell Site Leader	
Vincent Benedetto	Beyond the Bell Aide	
Maddison Moran	Beyond the Bell Aide	
Lindsay Williams	Classroom Teacher	MA, Step 6
Paul Schnetzler	Custodian/Maintenance	Step 8
Deanna Graser	Supervisory Aide	Step 1
Ty Shanklin	Supervisory Aide	Step 1
Natalie Michal	Beginner Classroom Assistant (from Supervisory Aide)	Step 1
Kristen Liberati	Beginner Classroom Assistant	Step 1
Jennifer Hausman	Part-time Instructional Aide	Step 1
Jennifer Roeder	Part-time Instructional Aide	Step 1
Marilynn Schmesser	Part-time Instructional Aide	Step 1
Jennifer Tees	Part-time Instructional Aide	Step 1
- The hiring of substitutes for the 2022-23 school year, pending teaching certifications, tuberculosis test, and background checks:

Nichole Tolley	Substitute Teacher
Dorothy Chila-DiLorenzo	Substitute Custodian
- The hiring of Andrea Salstrom, Substitute Assistant Principal, effective on or about November 1, 2022 until the return of the regular employee from absence, approximately April 5, 2023, with a per diem rate of \$400 per day, not to exceed 3 days per week.

ROLL CALL VOTE:

Yea – 6

Nay – 0

Absent – 3

Y Lori Becker
Y Jennifer Cavalieri
A Stephanie Cosentino

Y Todd Jones
Y Lisa Licciardello
A Jennifer Nevius

Y Jodie O'Brien
A Mark Schonewise
Y Lynn Starks

On motion by Licciardello, second by O'Brien, and carried by unanimous roll call vote, the Board approved the following:

- The request for a maternity leave from Nicole Frank, Classroom Teacher, effective on or about November 9, 2022, allowed under FMLA, immediately followed by a 12 week unpaid child rearing leave covered under FMLA/NJFLA.
- The request for a 12 week unpaid child rearing leave from Roger Humphrey, Health & PE Teacher, effective October 19, 2022, covered under FMLA/NJFLA.
- The request for an unpaid leave of absence from Kim Murray, PT Instructional Aide, effective October 19, 2022 through October 21, 2022.
- The resignation of Ryan Elliott, Beyond the Bell Provider, effective August 31, 2022.
- The resignation of Jillian Garren, Classroom Teacher, effective September 28, 2022.
- The resignation of Patricia Kissel, Beginner Classroom Assistant, effective August 17, 2022.
- The resignation of Mary LeBeau, Part-time Receptionist, effective August 15, 2022.

Continues on next page



COMMITTEE REPORTS: (continued)

PERSONNEL: (continued)

- The resignation of Courtney Pellegrino, Beginner Classroom Assistant, effective August 1, 2022, will remain on the substitute list.
- The resignation of Alexa Zimmerman, Music Teacher, effective October 2, 2022.
- The creation of the Full-time Assistant Director position for Beyond the Bell.

ROLL CALL VOTE:	Yea – 6	Nay – 0	Absent – 3
<u>Y</u> Lori Becker	<u>Y</u> Todd Jones	<u>Y</u> Jodie O’Brien	
<u>Y</u> Jennifer Cavalieri	<u>Y</u> Lisa Licciardello	<u>A</u> Mark Schonewise	
<u>A</u> Stephanie Cosentino	<u>A</u> Jennifer Nevius	<u>Y</u> Lynn Starks	

On motion by Licciardello, second by O'Brien, and carried by unanimous voice vote, the Board approved the attached job descriptions. **(Attachment – 9)**

NEW BUSINESS:

On motion by Jones, second by Licciardello, and carried by unanimous voice vote, the Board approved the following: **(Attachment – 10)**

- Revised 2022-2023 school calendar.
- Revised Organizational Chart, effective August 17, 2022.
- East Greenwich Township School District Professional Development Plan.
- Jeffrey Clark School Professional Development Plan.
- Samuel Mickle School Professional Development Plan.
- The District Mentoring Program.
- The Staff Handbook.
- The Parent Handbook.
- Superintendent Goals.
- The Emergency Response Template.

OLD BUSINESS:

On motion by Jones, second by Licciardello, and carried by unanimous voice vote, the Board approved the revised Safe Return to In-Person Instruction Continuity of Service pursuant to the Federal American Rescue Plan Act, Section 2001(i) for the 2022-2023 school year. **(Attachment – 11)**

EXECUTIVE SESSION:

On motion by Licciardello, second by O'Brien, 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) Residency Hearing

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 7:42 p.m. The following members were present: Becker, Cavalieri, Jones, Licciardello, O'Brien, and Starks. Absent: Cosentino, Nevius, and Schonewise. Also present were the Superintendent and the Business Administrator.

On motion by Jones, second by Licciardello, and carried by unanimous voice vote, the Board reconvened in public session at 8:00 p.m.



NEW BUSINESS:

On motion by Licciardello, second by O'Brien, and carried by unanimous voice vote, the Board approved the disenrollment of student SID#6174037112 in accordance with the provisions of N.J.A.C. 6A:22-4.3. and school district policy 5111 (Eligibility of Resident/Non-Resident Students).

ADJOURNMENT:

There being no further business, on motion by Licciardello, second by O'Brien, and carried by unanimous voice vote, the meeting was adjourned at 8:01 p.m.

Gregory Wilson
School Business Administrator/Board Secretary



Jeffrey Clark School

Principal's Update

Dr. Jennifer Connell

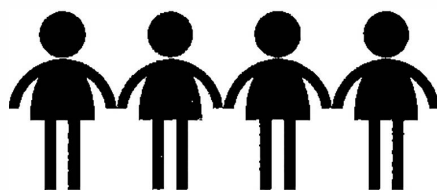
August 2022

Total Enrollment: 533

Preschool	34	Beginners	136
First Grade	187	Second Grade	176

August 2022 Jeffrey Clark Updates

- The Jeffrey Clark building is almost complete with its full summer cleaning and ready for the 2022-2023 school year because of our dedicated custodial staff.
- The playground resurfacing, preschool playground updates, and sensory path activities will be ready for our first day of school.
- Curriculum revisions and updates continue through the summer months for Jeffrey Clark under the direction of Mrs. Giorgianni and Mr. Miller-McGrail. We look forward to a strong start and the beginning of our STEAM program for the 2022-2023 school year.
 - Our building master schedule and individual teaching schedules are complete for the 2022-2023 school year.
- Arrival and dismissal procedures have been updated to maximize building security and safety.
- Opening day staff activities and our professional development plan for the 2022-2023 school year are ready for our staff and will begin on September 1, 2022.
- Our Professional Development goals for the upcoming year include one teacher-selected goal, Practicing Skills, Strategies, and Processes, and Organizing Students to Practice and Deepen Knowledge. All schedules were developed with these goals in mind.
 - A tabletop safety drill for Jeffrey Clark School was held on July 27, 2022.
- Our Open House and Medication Drop Off dates will occur on 8/23/22 from 4:00-5:30 PM and 8/31/22 from 10:30-12:00 PM.
- Our Beginner Basic Information Sessions and Bus Rides will occur on August 31, 2022.
- Our Preschool Orientation and Beginner Orientation will occur on September 2, 2022.



RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE

Samuel Mickle School

Principal's Update

Dr. Richard Carr

August 2022

Total Enrollment: 725

Grade 3	191	Grade 5	174
Grade 4	178	Grade 6	182

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 2022-2023 school year.
- Summer programming (including WIN, ESY, Flex, Social Skills, and Drone Camp) concluded on July 28. 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/Medication Drop-Off building tours are scheduled for August 23 and August 31. The open house offers students and parents an opportunity to visit the school, meet the 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.
- A 3rd Grade Parent Orientation and information session is scheduled for August 29, offering the families of incoming 3rd Grade students to learn more about the school, the student schedule and school day, overviews of content covered over the course of the year, tips to support student success, and more.
- Fire and school security drills have continued over the summer months in accordance with the NJ Office of School Preparedness and Emergency Planning. At Mickle School, a fire drill was held on 7/19/22 and a tabletop security drill was held on 7/27/22.
- Summer curriculum revisions and committee work has been completed, involving the thorough review and updating of documents and pacing in preparation for ongoing improvements to curricula and lessons.
- The Mickle School Professional Development Plan was developed in order to provide this year's focus on: (1) student practice of skills, strategies, and processes; and (2) addressing the needs of students who lack support for schooling. Both goals provide a central focus to further strengthen the positive climate and relationships established last year, as well as utilize that attention to positive relationships in leveraging student learning.
- We eagerly 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 9/1 and 9/2, and then we'll welcome our students back to school with a smile on 9/6 following the Labor Day weekend.

East Greenwich Township Schools

Office of the Child Study Team



◆ A Place for Learning ◆ A Commitment to Excellence ◆

559 Kings Highway, Mickleton, New Jersey 08056

Referrals

Referrals made to the Child Study Team between June 3 and August 10, 2022

Grade	Reason	Referred by	District Entry Date
PS	Aging out of EI	Parents	06/03/2022
PS	Aging out of EI	Parents	06/07/2022
4	Medical Issues	Parents	9/5/2018
PS	Developmental Delays	Parent	6/29/2022
PS	Aging out of EI	Parents	7/18/2022
2	Speech	Parents	09/08/2020
1	Speech	Parents	9/3/2021
PS	Aging out of EI	Parents	7/27/22
PS	Aging out of EI	Parents	8/2/2022
PS	Aging out of EI	Parents	8/3/22

Total Referrals = 10

Evaluations Completed by CST between June 3 and August 10, 2022

Psychological - 13

Speech-11

Learning-11

OT - 4

PT- 3

Total Evaluations completed = 42

Meetings held between June 3 and August 10, 2022

Eligibility meetings held - 26

Evaluation planning meetings held -15

Reeval planning meetings held -2

Parent Meetings =5

Annual Reviews = 48

Speech meetings held =29

Total Meetings held = 125

Students found eligible for special education -16

Students found eligible for speech - 6

Curriculum and Instruction Office Report

Submitted by:

Mrs. Lisa Giorgianni, Supervisor of Instruction for English Language Arts, ELL, and Special Areas

Mr. Jeffrey Miller-McGrail, Supervisor of Math, Science, Social Studies, and Gifted & Talented

Regional Curriculum Meetings:

- Regional meetings have ended for the school year and will resume in the 2022-2023 school year.

Observations:

- Mr. Miller-McGrail and Mrs. Giorgianni are working on creating the observation schedule for the administration to utilize for the new school year.

Testing:

- The district assessment calendar for 2022-2023 is being finalized. Assessments include: Start Strong (now required), NJSLA, LinkIt benchmarks, Aimsweb, IXL, F&P, OLSAT.

New Jersey Tiered Systems of Support - Early Reading Grant:

- The district is in cohort 3 of the NJTSS-ER grant. We have recently received information from the grant about recorded webinars. We look forward to getting together with our cohort to reflect and share information regarding our action plan items for the 2022-2023 school year.

Future Planning and Preparation:

- This summer's WIN program is complete! Our WIN students worked on reinforcing core Math and ELA skills with our WIN teachers! We are proud of their hardwork and dedication throughout the summer.
- Mrs. Giorgianni worked alongside the Special Area teachers to ensure that our curriculum documents are updated with the 2020 New Jersey State Learning Standards. All resources and units will be available on the website once board approved in August.
- Mrs. Giorgianni worked with teachers from fifth and sixth grade to update and revise the Literacy curriculum to include their new novels.
- Mr. Miller-McGrail worked with our district's Social Studies committee to create a new Social Studies curriculum aligned to the NJSLs and our new program resource, Young Citizens.
- Mr. Miller-McGrail worked with the district's new STEAM teacher, Mrs. Meeks, to create an engaging, hands-on STEAM curriculum for our district. We are excited about this new initiative and our new STEAM labs at Clark and Mickle!
- Mrs. Giorgianni is developing informational sessions for parents to introduce the updates the district has made to our Health & Physical Education curriculum based on the revisions made to the Comprehensive Health and Physical Education standards from the NJDOE. This will occur prior to the start of the school year.
- Mrs. Giorgianni and Mr. Miller-McGrail are preparing for the New Staff Orientation. This will take place August 23rd through August 25th. We are looking forward to the meaningful sessions that will support our new staff members as they enter their new roles within the district.

**EAST GREENWICH TOWNSHIP SCHOOL DISTRICT
TRANSPORTATION COORDINATOR AND REGISTRAR'S REPORT**

AUGUST 2022

ANN MARIE ELLIOTT

TRANSPORTATION

2022-23 TRANSPORTATION - Routes have been finalized and bus passes will be sent out the week of August 15th. AS new students are pre registered, some routes need to be adjusted.

I have been working with the administration and the facilities manager to make some changes to the bus lineup in the bus lanes.

Five families have requested changes in bus/bus stop. Four have been granted, one denied but will be revisited after the first few weeks of school.

For the first time, East Greenwich will have a Bus Drivers Meeting with all of the drivers for our routes. Traditionally, this was done with Kingsway each year. The meeting will be held on August 26, 2022, We will review in more detail as has been done in the past, our policies, expectations and procedures.

For the 2022/23 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.

BEGINNER ORIENTATION - Beginner students will be visiting Jeffrey Clark on August 31st and their visit will end with a bus ride. Holcomb will be providing the buses for this event.

REGISTRATION

NEW STUDENTS - I have registered 10 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.

There are 136 registered Beginners and I have the names of 4 Beginners who intend to register before the start of the school year.

RESIDENCY - There is one student that has a lease that expired 3/1/22 and there will be a residency hearing. Two students from one family have a lease that ended 8/1/22 and they anticipate submitting the new lease in the next week.

MISCELLANEOUS

BEYOND THE BELL - I continue to do deposits for Beyond the Bell. I anticipate receiving the list of students attending BTB each afternoon so I can update Realtime with accurate dismissal information for our students for the first day of school.

NJ SMART - The required State snapshot had no errors and on time. All 21/22 6th grade students need to be released from NJ Smart, but I need to wait for Realtime to update the reporting export.

Check Journal
Rec and Unrec checks

East Greenwich Board of Ed
Hand and Machine checks

Page 1 of 4

08/17/22 10:39

Starting date 8/1/2022

Ending date 8/31/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
015000	08/01/22		0959	SCHOOL HEALTH INSURANCE FUND		219,561.25
015010	08/17/22		2853	AC SOLAR I, LLC		32,483.69
015011	08/17/22		0499	AMAZON		1,042.85
015012	08/17/22		1570	AP PLUMBING & HEATING SUPPLY		1,059.47
015013	08/17/22		1212	ASCD		157.70
015014	08/17/22		0385	ATLANTIC CITY ELECTRIC		16,478.74
015015	08/17/22		0148	BARNES & NOBLE - DEPTFORD		87.44
015016	08/17/22		2850	BAYADA HOME HEALTH CARE		1,462.50
015017	08/17/22		0960	BENECARD SERVICES		47,140.51
015018	08/17/22		0422	BLACKBOARD INC.		6,900.00
015019	08/17/22		1447	BROADWAY ELECTRIC		356.40
015020	08/17/22		0258	CASA PAYROLL		277.40
015021	08/17/22		0654	CDW GOVERNMENT		17,746.79
015022	08/17/22		0527	CENGAGE LEARNING		1,350.00
015023	08/17/22		2843	CINTAS CORPORATION #100		492.48
015024	V 08/17/22	08/17/22		00.0 \$ Multi Stub Void	#015025 Stub	
015025	08/17/22		1007	CM3 BUILDING SOLUTIONS		24,251.60
015026	08/17/22		0904	COMCAST BUSINESS		1,410.00
015027	08/17/22		2854	COMPUTER SOLUTIONS, INC		1,482.00
015028	08/17/22		0400	COOPER UNIV HOSPITAL EAP		5,250.00
015029	08/17/22		0441	COREPOINT NETWORKS		4,981.60
015030	08/17/22		1196	COURIER POST		1,266.58
015031	08/17/22		1415	DEMCO, INC.		3,999.45
015032	08/17/22		0676	DISCOUNT SCHOOL SUPPLY		991.35
015033	08/17/22		2846	ESS, LLC		1,198.89
015034	08/17/22		1004	EXCEL COLOR GRAPHICS		188.00
015035	08/17/22		2852	FRANCOTYP-POSTALIA, INC		282.00
015036	08/17/22		0018	GARRISON ARCHITECTS		1,374.50
015037	08/17/22		0366	HEARTLAND PAYMENT SYSTEMS, INC		3,089.00
015038	08/17/22		0339	HEINEMANN PUBLISHING		179.00
015039	08/17/22		2856	HollyDELL SCHOOLS		16,309.80
015040	08/17/22		1072	HOUGHTON MIFFLIN HARCOURT		11,528.60
015041	08/17/22		0351	HUNGERFORD TECHNOLOGIES, LLC		468.75
015042	08/17/22		0467	IXL LEARNING		9,360.00
015043	08/17/22		1331	KINGSWAY LEARNING CENTER		24,744.02
015044	08/17/22		1079	KINGSWAY REGIONAL HS DISTRICT		495.00
015045	08/17/22		0488	KROLL ASSOCIATES, INC.		225.00
015046	08/17/22		1681	LAKESHORE LEARNING MATERIALS		2,532.52
015047	08/17/22		2445	LARC SCHOOL		19,536.66

Check Journal
Rec and Unrec checks

East Greenwich Board of Ed
Hand and Machine checks

Page 2 of 4

08/17/22 10:39

Starting date 8/1/2022

Ending date 8/31/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
015048	08/17/22		0984	LEARNING ALLY		1,999.00
015049	08/17/22		0175	LEARNING A-Z		12,457.57
015050	08/17/22		0009	LEARNING WITHOUT TEARS		553.08
015051	08/17/22		1643	LIMBACH COMPANY LLC		462.00
015052	08/17/22		0663	MARZANO EVALUATION CENTER; THE		4,326.00
015053	08/17/22		0226	METADOT CORPORATION		1,072.80
015054	08/17/22		0939	NATIONAL ASSOC OF SPECIAL ED TEACHERS (N		700.00
015055	08/17/22		0518	NATIONAL INVENTORS HALL OF FAME		930.10
015056	08/17/22		0928	NJ ADVANCE MEDIA		33.91
015057	08/17/22		0280	NJ ASSOCIATION OF DESIGNATED PERSONS		125.00
015058	08/17/22		1102	NJASA		500.00
015059	08/17/22		1197	NJPSA		300.00
015060	08/17/22		1084	NJSBA		7,477.70
015061	08/17/22		0435	NJSchoolJobs.com		2,225.00
015062	08/17/22		0846	OFFICE FURNITURE OUTLET		2,537.00
015063	08/17/22		0212	PEARSON		6,429.40
015064	08/17/22		0197	PETTY CASH - ANDREA EVANS		125.00
015065	08/17/22		2778	PETTY CASH - GREGORY WILSON		125.00
015066	08/17/22		1038	PETTY CASH - JENNIFER CONNELL		125.00
015067	08/17/22		2207	PETTY CASH - RICHARD CARR		125.00
015068	08/17/22		0449	PRESS OF ATLANTIC CITY; THE		531.23
015069	08/17/22		0199	PROFESSIONAL MEDICAL STAFFING		4,183.00
015070	08/17/22		0169	QUEST DIAGNOSTICS INC		165.00
015071	08/17/22		2227	REALLY GOOD STUFF		35.88
015072	08/17/22		0678	RICOH USA, INC		12,179.18
015073	08/17/22		0568	RTR KIDS RUGS		659.90
015074	08/17/22		0312	SAFEGUARD BUSINESS SYSTEMS		536.64
015075	08/17/22		0021	SCHERER, COURTNEY		500.00
015076	08/17/22		0817	SCHOLASTIC INC.		2,912.53
015077	08/17/22		2371	SCHOOL MATES		3,433.25
015078	08/17/22		1391	SCHOOL SPECIALTY, LLC		2,153.23
015079	08/17/22		0940	SCHOOLWIDE INC		13,797.00
015080	08/17/22		0423	SHI INTERNATIONAL CORP.		2,127.00
015081	08/17/22		1562	SOUTH JERSEY GAS COMPANY		10,689.88
015082	08/17/22	08/17/22		00.0 \$ Multi Stub Void	#015083 Stub	
015083	08/17/22		0126	STAPLES ADVANTAGE		1,785.57
015084	08/17/22		0581	STS OF NJ		200.00
015085	08/17/22		0541	TEACHER SYNERGY, LLC		214.20
015086	08/17/22		0642	TIME FOR KIDS		990.00

Check Journal
Rec and Unrec checks

East Greenwich Board of Ed
Hand and Machine checks

Page 3 of 4

08/17/22 10:39

Starting date 8/1/2022

Ending date 8/31/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
015087	08/17/22		2761	TOBII DYNAVOX LLC		1,895.25
015088	08/17/22		2033	TOTALLY PROMOTIONAL		165.00
015089	08/17/22		2422	TRI-COUNTY PEST CONTROL, INC.		100.00
015090	08/17/22		0604	VERIZON WIRELESS		836.90
015091	08/17/22		2833	WASTE MANAGEMENT OF NEW JERSEY		4,841.78
015092	08/17/22		0438	WB MASON		395.00
015093	08/17/22		2855	WEINER LAW GROUP, LLP		2,824.00
015094	08/17/22		1142	WEISS TRUE VALUE HARDWARE		346.32
015095	08/17/22		2103	WILSON LANGUAGE TRAINING CORP		8,280.36
015096	08/17/22		0145	XTEL COMMUNICATIONS, INC.		1,722.58

Starting date 8/1/2022

Ending date 8/31/2022

Fund Totals	
-------------	--

11	GENERAL CURRENT EXPENSE	\$595,807.91
12	CAPITAL OUTLAY	\$1,374.50
20	SPECIAL REVENUE FUNDS	\$5,688.37
Total for all checks listed		\$602,870.78

Prepared and submitted by:

Gregory Wilson

Board Secretary

8/17/22

Date

East Greenwich Township School District Cafeteria
July 2022

Check #	Vendor	Amount
5132	East Greenwich Township BOE(payload)	\$ 5,252.90
5133	Tri- County Pest	\$ 50.00
5134	SafeGuard Business Systems	\$ 220.11
5135	MyFoodSafety	\$ 1,641.00
5136	Heartland Payment Systems	\$ 990.00
5137	UsFoods-Bridgeport	\$ 1,052.28
Total		<u>\$ 9,206.29</u>

I CERTIFY THAT I HAVE EXAMINED THE BILLS COVERED BY NO:5132-5137 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

8/17/2022

BEYOND THE BELL - July 2022

Check #	Vendor	Amount
516	Lincoln Financial	\$534.00
517	Adventure Aquarium	\$940.00
518	Bowlero	\$1,010.64
524	Bowlero	\$290.21
525	Urban Air	\$1,678.99
529	East Greenwich Township Board of Education	\$25,711.56
530	Amazon	\$92.07
531	School Specialty	\$595.02
532	OTC	\$282.18

Total	<hr/>	<hr/>	\$31,134.67
-------	-------	-------	-------------

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

CHECK NUMBERS 516-518, 524-525, 529-532

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

Check Journal
Rec and Unrec checks

East Greenwich Board of Ed
Hand and Machine checks

Page 1 of 3

08/10/22 12:23

Starting date 6/30/2022

Ending date 6/30/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
014943	06/30/22		0385	ATLANTIC CITY ELECTRIC		9,140.53
014944	06/30/22		1110	B SAFE INC		339.00
014945	06/30/22		2850	BAYADA HOME HEALTH CARE		225.00
014946	06/30/22		1447	BROADWAY ELECTRIC		1,223.40
014947	06/30/22		0106	BROWN; EMERY		2,250.00
014948	06/30/22		0914	CASA REPORTING SERVICE		412.50
014949	06/30/22		2843	CINTAS CORPORATION #100		473.13
014950	06/30/22		1007	CM3 BUILDING SOLUTIONS		845.02
014951	06/30/22		2854	COMPUTER SOLUTIONS, INC		1,482.00
014952	06/30/22		1196	COURIER POST		95.44
014953	06/30/22		0416	DOCUVAULT DELAWARE VALLEY, LLC		75.95
014954	06/30/22		1166	EG TOWNSHIP		530.60
014955	06/30/22		0589	ELMER DOOR CO., INC.		1,080.00
014956	06/30/22		0367	EPIC ENVIRONMENTAL		1,050.00
014957	06/30/22		2846	ESS, LLC		513.77
014958	06/30/22		0398	FARRELL; STEPHEN & CHRISTIANNA		1,000.00
014959	06/30/22		0831	FOLLETT SCHOOL SOULTIONS, INC.		1,162.26
014960	06/30/22		2032	FUN & FUNCTION		282.49
014961	06/30/22		0018	GARRISON ARCHITECTS		1,374.50
014962	06/30/22		0303	GATEWAY REGIONAL HS DISTRICT		12,967.31
014963	06/30/22		1628	GCSSSD		23,482.86
014964	06/30/22		0351	HUNGERFORD TECHNOLOGIES, LLC		156.25
014965	06/30/22		1681	LAKESHORE LEARNING MATERIALS		1,726.01
014966	06/30/22		0619	MEDFORD FAMILY PSYCHIATRY LLC		550.00
014967	06/30/22		0928	NJ ADVANCE MEDIA		118.88
014968	06/30/22		0476	NJECC, LLC		305.00
014969	06/30/22		1197	NJPSA		150.00
014970	06/30/22		0435	NJSchoolJobs.com		325.00
014971	06/30/22		0470	PILI; Rocelyn & Eric		500.00
014972	06/30/22		2027	PLATT'S FARM MARKET		32.00
014973	06/30/22		0199	PROFESSIONAL MEDICAL STAFFING		382.50
014974	06/30/22		0678	RICOH USA, INC		2,420.28
014975	06/30/22		0312	SAFEGUARD BUSINESS SYSTEMS		41.50
014976	06/30/22		2371	SCHOOL MATES		321.00
014977	06/30/22		0795	SCIORILLO; Richard & Tiffany		500.00
014978	06/30/22		0126	STAPLES ADVANTAGE		381.00
014979	06/30/22		2422	TRI-COUNTY PEST CONTROL, INC.		100.00
014980	06/30/22		0604	VERIZON WIRELESS		413.42
014981	06/30/22		2855	WEINER LAW GROUP, LLP		577.50

Starting date 6/30/2022 Ending date 6/30/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
014982	06/30/22		0145	XTEL COMMUNICATIONS, INC.		1,135.13
014983	06/30/22		0499	AMAZON		25.49
014984	06/30/22		0252	APPLE INC		378.00
014985	06/30/22		1110	B SAFE INC		257.90
014986	06/30/22		0638	CARAHSOFT		48,796.40
014987	06/30/22		1007	CM3 BUILDING SOLUTIONS		37,616.00
014988	06/30/22		1166	EAST GREENWICH TOWNSHIP		60,880.03
014989	06/30/22		1166	EG TOWNSHIP		9,846.13
014990	06/30/22		1628	GCSSSD		442.00
014991	06/30/22		1877	KEYSTONE FIRE PROTECTION		1,173.45
014992	06/30/22		1079	KINGSWAY REGIONAL HS DISTRICT		46,644.30
014993	06/30/22		702	PENN POWER SYSTEMS		1,285.00
014994	06/30/22		0678	RICOH USA, INC		969.00
014995	06/30/22		0312	SAFEGUARD BUSINESS SYSTEMS		513.64
014996	06/30/22		0423	SHI INTERNATIONAL CORP.		2,133.60
014997	06/30/22		1560	TREASURER, STATE OF NJ		19,008.00
014998	06/30/22		1142	WEISS TRUE VALUE HARDWARE		247.65
015001	06/30/22		0459	BANYAN SCHOOL; THE		600.00
015002	06/30/22		8601	EG TWP SCHOOLS CAFETERIA		527.15
015003	06/30/22		2846	ESS, LLC		4,538.13
015004	06/30/22		1197	NJPSA		150.00
015005	06/30/22		0019	PESI, INC		900.00
015006	06/30/22		1562	SOUTH JERSEY GAS COMPANY		6,102.81
015007	06/30/22		0473	FIRST EDUCATIONAL RESOURCES LLC		2,445.00
015008	06/30/22		2052	POSITIVE PROMOTIONS		684.40
015009	06/30/22		2853	AC SOLAR I, LLC		13,389.85

Starting date 6/30/2022

Ending date 6/30/2022

Fund Totals	
-------------	--

11	GENERAL CURRENT EXPENSE	\$232,511.26
12	CAPITAL OUTLAY	\$14,659.90
20	SPECIAL REVENUE FUNDS	\$82,524.00
	Total for all checks listed	\$329,695.16

Prepared and submitted by:

Gregory Wilson

Board Secretary

8/10/22
Date

EAST GREENWICH TOWNSHIP SCHOOLS
6TH GRADE REFUNDS/LEFT DISTRICT LISTING

Date	Name	Child Name	Check	Amount
July 2022	parent/guardian	Amis, Alyssa	5074	\$5.60
July 2022	parent/guardian	Back, Emily	5075	\$34.05
July 2022	parent/guardian	Baker, Ava	5076	\$62.40
July 2022	parent/guardian	Bernhisel, Lyah	5077	\$26.30
July 2022	parent/guardian	Blemngs, Christopher	5078	\$33.80
July 2022	parent/guardian	Breen. Ailish&Shane	5079	\$53.50
July 2022	parent/guardian	Calandro, vitali	5080	\$9.60
July 2022	parent/guardian	Cantagallo, James	5081	\$17.05
July 2022	parent/guardian	Carbone, Jordan	5082	\$24.30
July 2022	parent/guardian	Caulfield, Camille	5083	\$57.70
July 2022	parent/guardian	Cinousis, Christopher	5084	\$6.40
July 2022	parent/guardian	Collins, Margaret	5085	\$71.85
July 2022	parent/guardian	Cusack, Cameron	5086	\$28.45
July 2022	parent/guardian	Dhillon, Nishana	5087	\$129.65
July 2022	parent/guardian	Eisenhardt, Austin	5088	\$19.00
July 2022	parent/guardian	Ellison, Cooper	5089	\$9.65
July 2022	parent/guardian	Frey, Brianna	5090	\$16.35
July 2022	parent/guardian	Giorgianni, Dante	5091	\$6.90
July 2022	parent/guardian	Helder, Cali	5092	\$22.50
July 2022	parent/guardian	Hercker, Jax	5093	\$37.40
July 2022	parent/guardian	Hicks, Caitlyn	5094	\$13.25
July 2022	parent/guardian	Horner, Amanda	5095	\$5.75
July 2022	parent/guardian	Houseman. Logan	5096	\$6.80
July 2022	parent/guardian	Ingram, Allison	5097	\$6.70
July 2022	parent/guardian	Janney, Kaelynn	5098	\$3.90
July 2022	parent/guardian	Jones, Dessean	5099	\$4.85
July 2022	parent/guardian	Kitchin, Efrain	5100	\$12.98
July 2022	parent/guardian	Klepacz, Caylee	5101	\$258.30
July 2022	parent/guardian	Klimek, Gabrielle	5102	\$3.90
July 2022	parent/guardian	Lionelli, Bria	5103	\$19.95
July 2022	parent/guardian	Martinez Athie, Gavin	5104	\$29.05
July 2022	parent/guardian	McCarthy, Julia	5105	\$17.95
July 2022	parent/guardian	Messick, Landon	5106	\$4.30
July 2022	parent/guardian	Mock, Kalyn	5107	\$15.80
July 2022	parent/guardian	Moore, Aassante"	5108	\$28.55
July 2022	parent/guardian	Murohy, Kellen	5109	\$49.90
July 2022	parent/guardian	Nelson, Dejah	5110	\$9.95
July 2022	parent/guardian	Nevius,Ryan & William	5111	\$33.05
July 2022	parent/guardian	Patel, Krish	5112	\$58.65
July 2022	parent/guardian	Porter, Raymond	5113	\$30.00
July 2022	parent/guardian	Pine, John	5114	\$15.10
July 2022	parent/guardian	Ramos, Jacquelyn	5115	\$8.60

July 2022	parent/guardian	Richardson, Ava	5116	\$10.20
July 2022	parent/guardian	Rivera, Isabella	5117	\$26.10
July 2022	parent/guardian	Scott, Shane	5118	\$27.65
July 2022	parent/guardian	Smith, Grace	5119	\$13.30
July 2022	parent/guardian	Smith, Mia	5120	\$17.70
July 2022	parent/guardian	Sorochen, Jack	5121	\$32.90
July 2022	parent/guardian	Stapell, Jacob	5122	\$35.45
July 2022	parent/guardian	Tarum, Zane	5123	\$27.95
July 2022	parent/guardian	Tomar, Prince	5124	\$7.75
July 2022	parent/guardian	Troiano, Delanie	5125	\$13.80
July 2022	parent/guardian	Turner, Haniyyah& Yasmir	5126	\$6.85
July 2022	parent/guardian	Verratti, Isabella	5127	\$30.00
July 2022	parent/guardian	White, Aimee	5128	\$19.20
July 2022	parent/guardian	Wolosin, Alexandra	5129	\$25.55
July 2022	parent/guardian	Zavuholnik, Palina	5130	\$6.05
July 2022	parent/guardian	Zheng, Elise	5131	\$274.75

Total				\$1,884.93
--------------	--	--	--	-------------------

Check Journal
Rec and Unrec checks

East Greenwich Board of Ed
Hand and Machine checks

Page 1 of 1

08/10/22 12:22

Starting date 7/1/2022

Ending date 7/31/2022

Chk#	Date	Rec date	Code	Vendor name	Check Comment	Check amount
B34192	V 07/31/22	07/31/22	1059	AGENCY ACCOUNT		
B34193	V 07/31/22	07/31/22	1059	AGENCY ACCOUNT		
B34194	07/31/22	07/31/22	1059	AGENCY ACCOUNT		13,890.38
F34191	07/31/22	07/31/22	PAY	Payroll		263,662.67

Fund Totals

11	GENERAL CURRENT EXPENSE	\$275,876.80
20	SPECIAL REVENUE FUNDS	\$1,676.25
	Total for all checks listed	\$277,553.05

Prepared and submitted by:

Gregory Wilson

Board Secretary

8/10/22

Date

EAST GREENWICH TOWNSHIP SCHOOL CAFETERIA
PROFIT AND LOSS STATEMENT FOR THE MONTH OF July 2022

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

Jeffrey Clark

Samuel Mickle

45%

OPERATING COST	Food	Supplies	TOTAL
Opening Inventory	\$ 19,765.07	\$ 4,890.56	\$ 24,655.63
Purchases	\$ 1,052.28		\$ 1,052.28
Closing Inventory	\$ 20,622.27	\$ 4,890.56	\$ 25,512.83
Cost for Food & Supplies	\$ 195.08	\$ -	\$ 195.08
Purchased Services(Pest Control)			\$ 50.00
Labor Cost			\$ 5,252.90
Miscellaneous Expense			\$ 2,851.25
TOTAL OPERATING COST			\$ 8,349.23

MONTHLY SALES

Pupil Lunch	\$ -	
Pupil Ala Carte	\$ -	
Adult Sales	\$ -	
Miscellaneous (rebates)	\$ -	
Interest Revenue	\$ 1.80	
Lunch Sales	\$ 1.80	
Government Subsidy	\$ -	
Government PEBT	\$ -	
Beyond the Bell Sales	\$ 271.08	
TOTAL MONTHLY SALES	\$ 272.88	
MONTHLY PROFIT/LOSS		\$ (8,076.35)

Yearly Cash Sales	\$ 272.88
Yearly Expenses	\$ 8,349.23
Cumulative Profit	\$ (8,076.35)

CASH REPORT

Opening Balance		206,285.02
Electronic Payments Received	\$ 25.00	
Cash Deposits	\$ 264.39	
Interest	\$ 1.80	
Government Subsidy Received	\$ 35,144.17	
BTB Received	\$ 3,041.30	
Total Cash Received	\$ 38,476.66	
Interfund transfer payable disbursed	\$ 10,000.00	
Refund Checks	\$ 1,884.93	
Monthly Bills	\$ 33,181.04	
Total Disbursements	\$ 45,065.97	
Ending Balance	\$ 199,695.71	

EAST GREENWICH TOWNSHIP SCHOOLS
BEYOND THE BELL PROGRAM
Profit and Loss Statement
For the Month of July 2022

Income

Cash Sales	
Camp Sales	43,366.00
Return Deposit	
Interest	
Total Sales	43,366.00

Cost

Labor	25,711.56
Entertainment	4,453.84
Supplies	969.27
Food	
Maintenance & Tech fee	
Bank Charge	0.10
Total Expenses	31,134.77

Monthly Profit	12,231.23
-----------------------	------------------

Yearly Cash Sales	43,366.00
Yearly Expenses	31,134.77
Cumulative Profit	12,231.23

CASH REPORT

Opening Balance	209,653.49
Cash Received	43,366.00
Cash Disbursed	(\$46,244.55)
End of Month Balance	206,774.94

District: East Greenwich Board of Ed

Monthly Transfer Report NJ

Page 1 of 2

Month / Year: Jul 31, 2022

08/10/22

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
			Date	Date	Col1+Col2	Col3 * .1	7/31/2022 + or - Data	Col5/Col3	Col4+Col5	Col4-Col5
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	11-1XX-100-XXX	6,498,574	60,263	6,558,837	655,884	0	0.00%	655,884	655,884
10300 11160	Total Special Education - Instruction, Total Basic Skills/Remedial - Instruct., Total Bilingual Education - Instruction, Total Undistributed Expend - Speech, OT,, Total Undist. Expend. - Other Supp. Serv	11-2XX-100-XXX 11-000-216, 217	4,132,287	0	4,132,287	413,229	0	0.00%	413,229	413,229
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 School-Sponsored Athletics - Instr, Total Before/After School Programs, Total Summer School, Total Instructional Alternative Educatio, Total Other Supplemental/At-Risk Program, Total Other Alternative Education Progra, Total Other Instructional Programs - Ins	11-4XX-X00-XXX	0	0	0	0	0	0.00%	0	0
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	507,555	0	507,555	50,756	0	0.00%	50,756	50,756
29680 30620	Total Undistributed Expenditures - Atten, Total Undistributed Expenditures - Healt, Total Undist. Expend. - Guidance, Total Undist. Expend. - Child Study Team, Total Undist. Expend. - Edu. Media Serv.	11-000-211, 213, 218, 219, 222	1,199,701	0	1,199,701	119,970	0	0.00%	119,970	119,970
43200 44180	Total Undist. Expend. - Improvement of I, Total Undist. Expend. - Instructional St	11-000-221, 223	379,379	2,099	381,478	38,148	0	0.00%	38,148	38,148
45300	Support Serv. - General Admin	11-000-230-XXX	459,925	2,500	462,425	46,243	0	0.00%	46,243	46,243
46160	Support Serv. - School Admin	11-000-240-XXX	670,535	0	670,535	67,054	0	0.00%	67,054	67,054
47200 47620	Total Undist. Expend. - Central Services, Total Undist. Expend. - Admin. Info. Tec	11-000-25X-XXX	371,230	0	371,230	37,123	0	0.00%	37,123	37,123
51120	Total Undist. Expend. - Oper. & Maint. O	11-000-26X-XXX	1,804,875	26,165	1,831,040	183,104	(57,160)	-3.12%	125,944	240,264
52480	Total Undist. Expend. - Student Transpor	11-000-270-XXX	1,793,275	0	1,793,275	179,328	0	0.00%	179,328	179,328
71260	TOTAL PERSONNEL SERVICES -EMPLOYEE	11-XXX-XXX-2XX	3,653,670	0	3,653,670	365,367	0	0.00%	365,367	365,367
72020	Total Undistributed Expenditures - Food	11-000-310-XXX	0	0	0	0	0	0.00%	0	0
72120 72122	Transfer of Property Sale Proceeds Res., Transfer of Property Sale Proceeds CDL	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 Adv. Res. for Fuel Costs, Increase in IMPACT Aid Reserve (General), Increase in IMPACT Aid Reserve (Capital)	10-607	0	0	0	0	0	0.00%	0	0
72260	TOTAL GENERAL CURRENT EXPENSE		21,473,006	91,027	21,564,033	2,156,403	(57,160)	-0.27%	2,099,243	2,213,563

District: **East Greenwich Board of Ed**

Monthly Transfer Report NJ

Page 2 of 2

Month / Year: **Jul 31, 2022**

08/10/22

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	7/31/2022 + or - Data	Col5/Col3	Col4+Col5	Col4-Col5
75880	TOTAL EQUIPMENT	12-XXX-XXX-73X	20,000	0	20,000	2,000	0	0.00%	2,000	2,000
76260	Total Facilities Acquisition and Constr	12-000-4XX-XXX	627,615	70,245	697,860	69,786	57,160	8.19%	126,946	12,626
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		647,615	70,245	717,860	71,786	57,160	7.96%	128,946	14,626
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		22,120,621	161,272	22,281,893	2,228,189	0	0.00%	2,228,189	2,228,189



School Business Administrator Signature


Date

Start date 7/1/2022

Period date

7/1/2022

End date 7/31/2022

Expenditure

			Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
Fund 11 GENERAL CURRENT EXPENSE							
11-000-100-565-06-0	TUITION-CNTY SSD,D/S		\$315,092.00	\$0.00	(\$98,721.71)	\$216,370.29	-31.3%
16	- - - - -	Monthly Transfers		07/31/22	(\$98,721.71)		
11-000-100-566-06-0	TUITION-PRIV-IN NJ		\$169,431.00	\$0.00	\$98,721.71	\$268,152.71	58.3%
16	- - - - -	Monthly Transfers		07/31/22	\$98,721.71		
11-000-213-100-06-E	PERSONAL SERVICES - SALARIES		\$4,500.00	\$0.00	(\$3,000.00)	\$1,500.00	-66.7%
16	- - - - -	Monthly Transfers		07/31/22	(\$3,000.00)		
11-000-213-390-06-0	OTHER PROF/TECH SERV		\$2,000.00	\$0.00	\$3,000.00	\$5,000.00	150.0%
16	- - - - -	Monthly Transfers		07/31/22	\$3,000.00		
11-000-219-320-06-0	PURCH PROF/EDUC SRV		\$26,000.00	\$0.00	(\$2,521.92)	\$23,478.08	-9.7%
16	- - - - -	Monthly Transfers		07/31/22	(\$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%
16	- - - - -	Monthly Transfers		07/31/22	\$2,521.92		
11-000-222-610-02-0	GENERAL SUPPLIES		\$2,500.00	\$0.00	\$1,594.48	\$4,094.48	63.8%
16	- - - - -	Monthly Transfers		07/31/22	\$1,594.48		
11-000-222-610-02-L	GENERAL SUPPLIES		\$6,000.00	\$0.00	(\$1,594.48)	\$4,405.52	-26.6%
16	- - - - -	Monthly Transfers		07/31/22	(\$1,594.48)		
11-000-223-580-01-0	TRAVEL		\$6,000.00	\$0.00	\$249.00	\$6,249.00	4.2%
1	- - - - -	* CARRY OVER *		07/01/22	\$249.00		
11-000-223-580-06-0	TRAVEL		\$10,000.00	\$0.00	\$1,850.00	\$11,850.00	18.5%
1	- - - - -	* CARRY OVER *		07/01/22	\$1,850.00		
11-000-230-339-06-0	OTHER PROFESSIONAL SERVICES		\$15,000.00	\$0.00	\$2,000.00	\$17,000.00	13.3%
1	- - - - -	* CARRY OVER *		07/01/22	\$2,000.00		
11-000-230-890-06-0	MISCELLANEOUS EXPENDITURES		\$6,000.00	\$0.00	\$500.00	\$6,500.00	8.3%
1	- - - - -	* CARRY OVER *		07/01/22	\$500.00		
11-000-261-610-01-0	GENERAL SUPPLIES		\$25,000.00	\$0.00	(\$1,920.00)	\$23,080.00	-7.7%
1	- - - - -	* CARRY OVER *		07/01/22	\$13,080.00		
16	- - - - -	Monthly Transfers		07/31/22	(\$15,000.00)		
11-000-261-610-02-0	GENERAL SUPPLIES		\$25,000.00	\$0.00	(\$1,915.00)	\$23,085.00	-7.7%
1	- - - - -	* CARRY OVER *		07/01/22	\$13,085.00		
16	- - - - -	Monthly Transfers		07/31/22	(\$15,000.00)		
11-000-262-110-06-0	OTHER SALARIES		\$505,604.00	\$0.00	(\$17,160.00)	\$488,444.00	-3.4%
16	- - - - -	Monthly Transfers		07/31/22	(\$17,160.00)		
11-000-262-420-06-0	CLEANING/REPAIR/MAIN		\$20,000.00	\$0.00	(\$10,000.00)	\$10,000.00	-50.0%
16	- - - - -	Monthly Transfers		07/31/22	(\$10,000.00)		
11-120-100-101-06-S	SALARIES OF TEACHERS		\$123,500.00	\$0.00	(\$25,000.00)	\$98,500.00	-20.2%
16	- - - - -	Monthly Transfers		07/31/22	(\$25,000.00)		
11-190-100-340-06-C	PURCHASED TECHNICAL SERVICES		\$18,000.00	\$0.00	\$12,173.47	\$30,173.47	67.6%
16	- - - - -	Monthly Transfers		07/31/22	\$12,173.47		

Start date 7/1/2022

Period date

7/1/2022

End date 7/31/2022

Expenditure

			Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
Fund 11 GENERAL CURRENT EXPENSE							
11-190-100-340-06-M	PURCHASED TECHNICAL SERVICES		\$18,000.00	\$0.00	(\$6,000.00)	\$12,000.00	-33.3%
16	- - - - -	Monthly Transfers		07/31/22	(\$6,000.00)		
11-190-100-440-06-C	RENTALS		\$28,000.00	\$0.00	(\$8,205.56)	\$19,794.44	-29.3%
16	- - - - -	Monthly Transfers		07/31/22	(\$8,205.56)		
11-190-100-500-06-C	OTHER PURCHASED SERVICES		\$57,000.00	\$0.00	\$7,392.76	\$64,392.76	13.%
16	- - - - -	Monthly Transfers		07/31/22	\$7,392.76		
11-190-100-500-06-M	OTHER PURCHASED SERVICES		\$53,000.00	\$0.00	(\$5,360.67)	\$47,639.33	-10.1%
16	- - - - -	Monthly Transfers		07/31/22	(\$5,360.67)		
11-190-100-610-01-I	General Supplies		\$70,000.00	\$0.00	\$1,000.00	\$71,000.00	1.4%
16	- - - - -	Monthly Transfers		07/31/22	\$1,000.00		
11-190-100-610-02-I	General Supplies		\$75,000.00	\$0.00	(\$1,000.00)	\$74,000.00	-1.3%
16	- - - - -	Monthly Transfers		07/31/22	(\$1,000.00)		
11-190-100-610-06-D	GENERAL SUPPLIES		\$115,270.00	\$0.00	\$85,263.11	\$200,533.11	74.%
1	- - - - -	* CARRY OVER *		07/01/22	\$60,263.11		
16	- - - - -	Monthly Transfers		07/31/22	\$25,000.00		
11-204-100-101-06-E	SALARIES OF TEACHERS		\$25,000.00	\$0.00	(\$8,000.00)	\$17,000.00	-32.%
16	- - - - -	Monthly Transfers		07/31/22	(\$8,000.00)		
11-204-100-106-06-E	OTHER SALARIES FOR INSTRUCTION		\$0.00	\$0.00	\$8,000.00	\$8,000.00	0.%
16	- - - - -	Monthly Transfers		07/31/22	\$8,000.00		
11-213-100-101-06-E	SALARIES OF TEACHERS		\$20,000.00	\$0.00	\$8,000.00	\$28,000.00	40.%
16	- - - - -	Monthly Transfers		07/31/22	\$8,000.00		
11-213-100-101-06-S	SALARIES OF TEACHERS		\$24,500.00	\$0.00	(\$8,000.00)	\$16,500.00	-32.7%
16	- - - - -	Monthly Transfers		07/31/22	(\$8,000.00)		
11-215-100-610-06-0	GENERAL SUPPLIES		\$4,500.00	\$0.00	(\$8.70)	\$4,491.30	-0.2%
16	- - - - -	Monthly Transfers		07/31/22	(\$8.70)		
11-216-100-610-06-0	GENERAL SUPPLIES		\$2,500.00	\$0.00	\$8.70	\$2,508.70	0.3%
16	- - - - -	Monthly Transfers		07/31/22	\$8.70		
Total for Just Accounts Listed			\$1,772,397.00	\$0.00	\$33,867.11	\$1,806,264.11	2%

Start date 7/1/2022 Period date 7/1/2022 End date 7/31/2022 Expenditure

				Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
Fund 12 CAPITAL OUTLAY								
12-000-400-450-06-0	Construction Services			\$565,000.00	\$0.00	\$127,405.20	\$692,405.20	22.5%
		1	* CARRY OVER *		07/01/22	\$70,245.20		
		16	Monthly Transfers		07/31/22	\$57,160.00		
Total for Just Accounts Listed				\$565,000.00	\$0.00	\$127,405.20	\$692,405.20	23%

Start date 7/1/2022

Period date

7/1/2022

End date 7/31/2022

Expenditure

			Original amt	Prior xfer	Period xfer	Adjusted amt	% Chg
Fund 20 SPECIAL REVENUE FUNDS							
20-292-100-300-06-0	Tittle II Carry Over		\$0.00	\$0.00	\$23,139.00	\$23,139.00	0.0%
14	- - - -	Title II Carryover		07/31/22	\$23,139.00		
20-489-100-100-06-0	ARP Summer Learning Salaries		\$0.00	\$0.00	\$25,200.00	\$25,200.00	0.0%
12	- - - -	ARP Summer Learning		07/31/22	\$25,200.00		
20-489-100-610-06-0	ARP Summer Learning Supplies		\$0.00	\$0.00	\$14,800.00	\$14,800.00	0.0%
12	- - - -	ARP Summer Learning		07/31/22	\$14,800.00		
Total for Just Accounts Listed			\$0.00	\$0.00	\$63,139.00	\$63,139.00	0%

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

Assets and Resources

Assets:

101	Cash in bank		\$3,094,699.43
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$1,089,405.00

Accounts Receivable:

132	Interfund	\$81,656.77	
141	Intergovernmental - State	\$739,882.02	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$821,538.79

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$19,188,321.00	
302	Less revenues	(\$19,368,583.67)	(\$180,262.67)

Total assets and resources

\$4,825,380.55

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

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$177.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
	Total liabilities		\$177.00

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$161,272.31
761	Capital reserve account - July	\$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	\$601,939.24
764	Maintenance reserve account - July	\$461,550.54	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$461,550.54
766	Reserve for Cur. Exp. Emergencies - July	\$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
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$35,540.00
601	Appropriations	\$20,658,848.53	
602	Less: Expenditures (\$19,161,657.44)		
	Less: Encumbrances (\$161,272.31)	(\$19,322,929.75)	\$1,335,918.78
	Total appropriated		\$2,666,969.17

Unappropriated:

770	Fund balance, July 1		\$3,554,452.38
771	Designated fund balance		\$0.00
303	Budgeted fund balance		(\$1,396,218.00)
	Total fund balance		\$4,825,203.55
	Total liabilities and fund equity		<u>\$4,825,380.55</u>

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

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$20,658,848.53	\$19,322,929.75	\$1,335,918.78
Revenues	(\$19,188,321.00)	(\$19,368,583.67)	\$180,262.67
Subtotal	<u>\$1,470,527.53</u>	<u>(\$45,653.92)</u>	<u>\$1,516,181.45</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>\$1,470,527.53</u>	<u>(\$647,593.16)</u>	<u>\$2,118,120.69</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>\$1,470,527.53</u>	<u>(\$1,109,143.70)</u>	<u>\$2,579,671.23</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>\$1,470,527.53</u>	<u>(\$1,109,143.70)</u>	<u>\$2,650,419.53</u>
Less: Adjustment for prior year	(\$74,309.53)	(\$74,309.53)	\$0.00
Budgeted fund balance	<u>\$1,396,218.00</u>	<u>(\$721,902.69)</u>	<u>\$2,118,120.69</u>

Gregory Wilson

Prepared and submitted by :

Board Secretary

8/10/22

Date

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

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00370	SUBTOTAL – Revenues from Local Sources	13,100,177	0	13,100,177	13,159,835		(59,658)
00520	SUBTOTAL – Revenues from State Sources	6,065,452	0	6,065,452	6,201,740		(136,288)
00570	SUBTOTAL – Revenues from Federal Sources	22,692	0	22,692	7,009	Under	15,683
Total		19,188,321	0	19,188,321	19,368,584		(180,263)
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
03200	TOTAL REGULAR PROGRAMS - INSTRUCTION	6,437,514	13,189	6,450,703	6,215,948	60,263	174,491
10300	Total Special Education - Instruction	1,938,291	22,012	1,960,303	1,829,613	0	130,690
11160	Total Basic Skills/Remedial – Instruct.	653,581	0	653,581	606,473	0	47,108
27100	Total Community Services Programs/Operat	2,000	0	2,000	0	0	2,000
29180	Total Undistributed Expenditures - Instr	369,829	(0)	369,829	358,652	0	11,177
30620	Total Undistributed Expenditures – Healt	216,278	0	216,278	206,032	0	10,246
40580	Total Undistributed Expend – Speech, OT,	615,116	0	615,116	564,175	0	50,941
41080	Total Undist. Expend. – Other Supp. Serv	529,787	0	529,787	457,007	0	72,780
41660	Total Undist. Expend. – Guidance	186,457	67,932	254,389	194,832	0	59,557
42200	Total Undist. Expend. – Child Study Team	583,973	(65,958)	518,015	467,922	0	50,093
43200	Total Undist. Expend. – Improvement of I	226,559	0	226,559	200,892	0	25,667
43620	Total Undist. Expend. – Edu. Media Serv.	223,580	0	223,580	200,115	0	23,465
44180	Total Undist. Expend. – Instructional St	147,769	0	147,769	122,008	2,099	23,662
45300	Support Serv. - General Admin	453,650	42,576	496,226	451,186	2,500	42,540
46160	Support Serv. - School Admin	637,822	19,310	657,132	630,256	0	26,876
47200	Total Undist. Expend. – Central Services	338,405	33,000	371,405	269,545	0	101,860
47620	Total Undist. Expend. – Admin. Info. Tec	78,804	0	78,804	76,825	0	1,979
51120	Total Undist. Expend. – Oper. & Maint. O	1,809,386	(3,259)	1,806,127	1,645,906	26,165	134,056
52480	Total Undist. Expend. – Student Transpor	1,292,264	50,452	1,342,716	1,342,228	0	487
71260	TOTAL PERSONNEL SERVICES –EMPLOYEE	3,675,859	(172,135)	3,503,725	3,168,472	0	335,253
75880	TOTAL EQUIPMENT	20,000	1,813	21,813	21,813	0	0
76260	Total Facilities Acquisition and Constr	147,615	65,377	212,992	131,758	70,245	10,989
Total		20,584,539	74,310	20,658,849	19,161,657	161,272	1,335,919

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

Revenues:				Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00100	10-1210	Local Tax Levy		13,072,869	0	13,072,869	13,072,869		0
00140	10-1310	Tuition from Individuals		11,305	0	11,305	0	Under	11,305
00150	10-1320	Tuition from LEAs Within State		0	0	0	62,038		(62,038)
00300	10-1___	Unrestricted Miscellaneous Revenues		16,003	0	16,003	24,929		(8,926)
00420	10-3121	Categorical Transportation Aid		593,363	0	593,363	593,363		0
00430	10-3131	Extraordinary Aid		0	0	0	105,548		(105,548)
00440	10-3132	Categorical Special Education Aid		1,082,596	0	1,082,596	1,082,596		0
00460	10-3176	Equalization Aid		4,283,150	0	4,283,150	4,283,150		0
00470	10-3177	Categorical Security Aid		106,343	0	106,343	106,343		0
00500	10-3___	Other State Aids		0	0	0	30,740		(30,740)
00540	10-4200	Medicaid Reimbursement		22,692	0	22,692	7,009	Under	15,683
Total				19,188,321	0	19,188,321	19,368,584		(180,263)

Expenditures:				Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
02080	11-110-___-101	Kindergarten – Salaries of Teachers		816,548	33,852	850,400	846,546	0	3,854
02100	11-120-___-101	Grades 1-5 – Salaries of Teachers		3,959,738	(63,726)	3,896,012	3,864,420	0	31,592
02120	11-130-___-101	Grades 6-8 – Salaries of Teachers		1,019,728	(33,852)	985,876	976,072	0	9,804
02500	11-150-100-101	Salaries of Teachers		3,000	(3,000)	0	0	0	0
02540	11-150-100-320	Purchased Professional – Educational Ser		2,000	22,000	24,000	12,853	0	11,147
03020	11-190-1___-320	Purchased Professional – Educational Ser		15,000	0	15,000	10,795	0	4,205
03040	11-190-1___-340	Purchased Technical Services		36,000	0	36,000	23,582	0	12,418
03060	11-190-1___-[4-5]	Other Purchased Services (400-500 series		155,000	14,608	169,608	145,771	0	23,837
03080	11-190-1___-610	General Supplies		420,000	47,674	467,674	335,909	60,263	71,502
03100	11-190-1___-640	Textbooks		10,000	(4,368)	5,632	0	0	5,632
03120	11-190-1___-8__	Other Objects		500	0	500	0	0	500
04500	11-204-100-101	Salaries of Teachers		150,132	(50,245)	99,887	98,271	0	1,616
04520	11-204-100-106	Other Salaries for Instruction		136,532	(35,765)	100,767	96,201	0	4,565
04600	11-204-100-610	General Supplies		5,500	1,835	7,335	6,916	0	418
04620	11-204-100-640	Textbooks		500	(500)	0	0	0	0
06500	11-212-100-101	Salaries of Teachers		196,957	62,555	259,512	259,038	0	474
06520	11-212-100-106	Other Salaries for Instruction		29,076	0	29,076	27,083	0	1,993
06600	11-212-100-610	General Supplies		12,500	(1,000)	11,500	7,454	0	4,046
06620	11-212-100-640	Textbooks		1,000	0	1,000	0	0	1,000
07000	11-213-100-101	Salaries of Teachers		829,226	6,579	835,805	798,230	0	37,574
07020	11-213-100-106	Other Salaries for Instruction		65,027	130,273	195,300	192,286	0	3,014
07100	11-213-100-610	General Supplies		9,000	287	9,287	7,606	0	1,681
08000	11-215-100-101	Salaries of Teachers		148,828	(12,810)	136,018	136,018	0	0
08020	11-215-100-106	Other Salaries for Instruction		74,178	69,230	143,408	73,019	0	70,389
08040	11-215-100-320	Purchased Professional-Educational Servi		525	0	525	0	0	525
08100	11-215-100-6___	General Supplies		4,500	0	4,500	2,507	0	1,993
08500	11-216-100-101	Salaries of Teachers		129,350	(64,070)	65,280	64,480	0	800
08520	11-216-100-106	Other Salaries for Instruction		143,960	(86,392)	57,568	56,970	0	598

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

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
08600	11-216-100-6__	General Supplies	1,500	2,037	3,537	3,533	0	4
11000	11-230-100-101	Salaries of Teachers	647,581	0	647,581	604,077	0	43,504
11100	11-230-100-610	General Supplies	6,000	0	6,000	2,397	0	3,603
27040	11-800-330-6__	Supplies and Materials	2,000	0	2,000	0	0	2,000
29080	11-000-100-565	Tuition to CSSD & Regular Day Schools	213,236	(60,099)	153,137	152,675	0	462
29100	11-000-100-566	Tuition to Priv. School for the Disabled	94,000	47,803	141,803	131,088	0	10,715
29120	11-000-100-567	Tuition to Priv. Sch. Disabled & Other L	42,210	1,865	44,075	44,075	0	0
29160	11-000-100-569	Tuition – Other	20,383	10,431	30,814	30,814	0	0
30500	11-000-213-1__	Salaries	204,278	(4,367)	199,911	195,410	0	4,501
30540	11-000-213-3__	Purchased Professional and Technical Ser	2,000	4,367	6,367	6,367	0	0
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	9,000	0	9,000	4,256	0	4,744
30600	11-000-213-8__	Other Objects	900	0	900	0	0	900
40500	11-000-216-1__	Salaries	549,116	5,884	555,000	514,346	0	40,654
40520	11-000-216-320	Purchased Professional – Educational Ser	60,000	(5,884)	54,116	45,394	0	8,722
40540	11-000-216-6__	Supplies and Materials	5,500	(53)	5,447	3,882	0	1,565
40560	11-000-216-8__	Other Objects	500	53	553	553	0	0
41000	11-000-217-1__	Salaries	206,287	73,121	279,408	279,408	0	0
41020	11-000-217-320	Purchased Professional – Educational Ser	315,000	(73,121)	241,879	175,787	0	66,092
41040	11-000-217-6__	Supplies and Materials	8,500	0	8,500	1,812	0	6,688
41500	11-000-218-104	Salaries of Other Professional Staff	157,707	67,793	225,500	193,420	0	32,080
41560	11-000-218-320	Purchased Professional – Educational Ser	3,000	0	3,000	169	0	2,831
41580	11-000-218-390	Other Purchased Professional & Technical	9,250	0	9,250	0	0	9,250
41620	11-000-218-6__	Supplies and Materials	16,500	139	16,639	1,243	0	15,396
42000	11-000-219-104	Salaries of Other Professional Staff	479,917	(72,520)	407,397	375,848	0	31,549
42020	11-000-219-105	Salaries of Secretarial and Clerical Ass	62,556	4,727	67,283	65,183	0	2,100
42060	11-000-219-320	Purchased Professional – Educational Ser	26,000	1,250	27,250	19,655	0	7,595
42140	11-000-219-592	Misc. Purch. Svc. (400-500 series O/than	1,500	0	1,500	0	0	1,500
42160	11-000-219-6__	Supplies and Materials	12,500	585	13,085	6,992	0	6,094
42180	11-000-219-8__	Other Objects	1,500	0	1,500	244	0	1,256
43000	11-000-221-102	Salaries of Supervisor of Instruction	185,359	0	185,359	183,561	0	1,798
43060	11-000-221-110	Other Salaries	18,200	0	18,200	12,051	0	6,149
43100	11-000-221-320	Purchased Prof. – Educational Services	20,000	(591)	19,409	1,690	0	17,719
43160	11-000-221-6__	Supplies and Materials	3,000	591	3,591	3,591	0	0
43500	11-000-222-1__	Salaries	139,004	0	139,004	137,879	0	1,125
43520	11-000-222-177	Salaries of Technology Coordinators	53,516	0	53,516	50,051	0	3,465
43540	11-000-222-3__	Purchased Professional and Technical Ser	12,560	0	12,560	3,557	0	9,003
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	8,628	0	9,372
44020	11-000-223-104	Salaries of Other Professional Staff	78,269	0	78,269	77,073	0	1,196
44060	11-000-223-110	Other Salaries	30,000	0	30,000	21,671	0	8,329

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

Expenditures:				Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
44080	11-000-223-320	Purchased Professional – Educational Ser		16,000	(1,500)	14,500	11,850	0	2,650
44120	11-000-223-[4-5]	Other Purch. Services (400-500 series)		22,000	1,500	23,500	10,603	2,099	10,798
44140	11-000-223-6__	Supplies and Materials		1,500	0	1,500	811	0	689
45000	11-000-230-1__	Salaries		209,650	(100)	209,550	209,106	0	444
45040	11-000-230-331	Legal Services		78,000	2,000	80,000	50,654	0	29,346
45060	11-000-230-332	Audit Fees		20,000	2,000	22,000	19,561	0	2,439
45080	11-000-230-334	Architectural/Engineering Services		20,000	(16,500)	3,500	3,500	0	0
45100	11-000-230-339	Other Purchased Professional Services		15,000	(545)	14,455	12,455	2,000	0
45140	11-000-230-530	Communications/Telephone		44,000	3,000	47,000	42,366	0	4,634
45160	11-000-230-585	BOE Other Purchased Services		6,800	(701)	6,099	6,018	0	81
45180	11-000-230-590	Misc Purch Services (400-500 series, O/T		41,700	49,822	91,522	87,653	0	3,869
45200	11-000-230-610	General Supplies		5,000	2,500	7,500	7,213	0	287
45220	11-000-230-630	BOE In-House Training/Meeting Supplies		1,000	500	1,500	935	0	565
45260	11-000-230-890	Miscellaneous Expenditures		6,000	600	6,600	6,083	500	17
45280	11-000-230-895	BOE Membership Dues and Fees		6,500	0	6,500	5,641	0	859
46000	11-000-240-103	Salaries of Principals/Assistant Princip		442,070	7,954	450,024	450,024	0	0
46040	11-000-240-105	Salaries of Secretarial and Clerical Ass		156,052	11,581	167,633	162,033	0	5,600
46080	11-000-240-3__	Purchased Professional and Technical Ser		6,000	(4,536)	1,464	0	0	1,464
46100	11-000-240-[4-5]	Other Purchased Services (400-500 series		8,700	(1,965)	6,735	2,342	0	4,393
46120	11-000-240-6__	Supplies and Materials		20,000	3,806	23,806	8,387	0	15,419
46140	11-000-240-8__	Other Objects		5,000	2,469	7,469	7,469	0	0
47000	11-000-251-1__	Salaries		273,205	0	273,205	220,204	0	53,001
47020	11-000-251-330	Purchased Professional Services		10,000	0	10,000	5,783	0	4,217
47040	11-000-251-340	Purchased Technical Services		42,000	30,000	72,000	33,327	0	38,673
47060	11-000-251-592	Misc. Purch. Services (400-500 Series, O		6,000	0	6,000	1,861	0	4,139
47100	11-000-251-6__	Supplies and Materials		6,000	2,600	8,600	6,769	0	1,831
47180	11-000-251-890	Other Objects		1,200	400	1,600	1,600	0	0
47500	11-000-252-1__	Salaries		78,804	0	78,804	76,825	0	1,979
48520	11-000-261-420	Cleaning, Repair, and Maintenance Servic		150,000	20,147	170,147	155,963	0	14,184
48540	11-000-261-610	General Supplies		50,000	(9,215)	40,785	715	26,165	13,905
49000	11-000-262-1__	Salaries		619,309	(65,651)	553,658	479,741	0	73,917
49020	11-000-262-107	Salaries of Non-Instructional Aides		185,948	35,619	221,567	221,567	0	0
49040	11-000-262-3__	Purchased Professional and Technical Ser		130,000	(19,058)	110,942	110,942	0	0
49060	11-000-262-420	Cleaning, Repair, and Maintenance Svc.		50,000	(22,136)	27,864	18,082	0	9,782
49120	11-000-262-490	Other Purchased Property Services		600	0	600	0	0	600
49140	11-000-262-520	Insurance		35,000	(9,269)	25,731	21,805	0	4,126
49160	11-000-262-590	Miscellaneous Purchased Services		400	398	798	787	0	11
49180	11-000-262-610	General Supplies		112,429	9	112,438	104,450	0	7,988
49200	11-000-262-621	Energy (Natural Gas)		110,000	35,409	145,409	145,409	0	0
49220	11-000-262-622	Energy (Electricity)		310,000	32,808	342,808	342,808	0	0
49280	11-000-262-8__	Other Objects		50,000	(8,000)	42,000	33,735	0	8,265

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

Expenditures:			Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
50040	11-000-263-420	Cleaning, Repair, and Maintenance Svc.	2,800	6,255	9,055	9,055	0	0
50060	11-000-263-610	General Supplies	2,900	(575)	2,325	1,047	0	1,278
52020	11-000-270-160	Sal. For Pupil Trans (Bet Home & Sch) -	25,876	4,313	30,189	30,189	0	1
52120	11-000-270-390	Other Purchased Prof. and Technical Serv	2,000	(1,000)	1,000	555	0	445
52200	11-000-270-503	Contract Serv.-Aid in Lieu Pymts-Non-Pub	80,000	23,687	103,687	103,672	0	14
52260	11-000-270-511	Contract Services (Bet. Home & Sch) -Ven	0	124,720	124,720	124,720	0	0
52300	11-000-270-513	Contr Serv (Bet. Home & Sch) - Joint Agr	724,715	28,073	752,788	752,788	0	0
52320	11-000-270-514	Contract Serv. (Sp Ed Stds) - Vendors	0	12,967	12,967	12,967	0	0
52340	11-000-270-515	Contract Serv. (Sp Ed Stds) - Joint Agre	459,673	(142,309)	317,364	317,337	0	27
71000	11-000-291-210	Group Insurance	25,000	0	25,000	0	0	25,000
71020	11-000-291-220	Social Security Contributions	250,000	2,317	252,317	224,324	0	27,993
71060	11-000-291-241	Other Retirement Contributions - PERS	225,000	7,614	232,614	224,889	0	7,725
71080	11-000-291-242	Other Retirement Contributions - ERIP	75,000	0	75,000	53,755	0	21,245
71160	11-000-291-260	Workmen's Compensation	45,000	0	45,000	40,289	0	4,711
71180	11-000-291-270	Health Benefits	2,870,859	(207,743)	2,663,116	2,427,706	0	235,410
71200	11-000-291-280	Tuition Reimbursement	20,000	0	20,000	6,831	0	13,169
71220	11-000-291-290	Other Employee Benefits	165,000	25,678	190,678	190,678	0	0
75720	12-000-262-73_	Undist. Expend. - Custodial Services	20,000	(11,473)	8,527	8,527	0	0
75760	12-000-266-73_	Undist. Expend. - Security	0	13,285	13,285	13,285	0	0
76040	12-000-400-334	Architectural/Engineering Services	0	42,914	42,914	36,177	0	6,737
76080	12-000-400-450	Construction Services	100,000	22,464	122,464	47,966	70,245	4,252
76210	12-000-400-896	Assessment for Debt Service on SDA Fundi	47,615	0	47,615	47,615	0	0
Total			20,584,539	74,310	20,658,849	19,161,657	161,272	1,335,919

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 20 SPECIAL REVENUE FUNDS

Assets and Resources

Assets:

101	Cash in bank		\$25,378.13
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$35,511.00	
142	Intergovernmental - Federal	\$0.00	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$35,511.00

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$821,046.00	
302	Less revenues	(\$631,974.00)	\$189,072.00

Total assets and resources

\$249,961.13

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 20 SPECIAL REVENUE FUNDS

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$1,016.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$5,760.77
	Other current liabilities		\$0.00
	Total liabilities		\$6,776.77

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$878,407.95	
602	Less: Expenditures (\$635,223.94)		
	Less: Encumbrances \$0.00	(\$635,223.94)	\$243,184.01
	Total appropriated		\$243,184.01

Unappropriated:

770	Fund balance, July 1		\$0.35
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$243,184.36
	Total liabilities and fund equity		<u>\$249,961.13</u>

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 20 SPECIAL REVENUE FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$878,407.95	\$635,223.94	\$243,184.01
Revenues	(\$821,046.00)	(\$631,974.00)	(\$189,072.00)
Subtotal	<u>\$57,361.95</u>	<u>\$3,249.94</u>	<u>\$54,112.01</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>\$57,361.95</u>	<u>\$3,249.94</u>	<u>\$54,112.01</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>\$57,361.95</u>	<u>\$3,249.94</u>	<u>\$54,112.01</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>\$57,361.95</u>	<u>\$3,249.94</u>	<u>\$54,112.01</u>
Less: Adjustment for prior year	(\$57,361.95)	(\$57,361.95)	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>(\$54,112.01)</u>	<u>\$54,112.01</u>

Prepared and submitted by :

Gregory Wilson

Board Secretary

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 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	63,977	63,977	63,977		0
00830	Total Revenues from Federal Sources	300,127	286,942	587,069	563,930	Under	23,139
88740	Total Federal Projects	45,000	0	45,000	4,067	Under	40,933
Total		470,127	350,919	821,046	631,974		189,072

Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
84200	Student Activity Fund	125,000	0	125,000	0	0	125,000
88136	SDA Emergent Needs & Capital Maint.	0	28,466	28,466	28,466	0	0
88740	Total Federal Projects	345,127	379,815	724,942	606,758	0	118,184
Total		470,127	408,281	878,408	635,224	0	243,184

Starting date 7/1/2021 Ending date 6/30/2022 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
00761 20-3257 SDA Emergent Needs & Capital Maint.	0	28,466	28,466	28,466		0
00765 20-32__ Other Restricted Entitlements	0	35,511	35,511	35,511		0
00775 20-441[1-6] Title I	60,505	(8,620)	51,885	51,885		0
00780 20-445[1-5] Title II	10,958	22,141	33,099	9,960	Under	23,139
00803 20-4409 ARP - IDEA Preschool	0	4,840	4,840	4,840		0
00804 20-4419 ARP - IDEA Basic	0	56,712	56,712	56,712		0
00806 20-442[0-9] I.D.E.A. Part B (Handicapped)	203,664	34,145	237,809	237,809		0
00806 20-4541 ARP ESSER Accel. Learning Coaching Supt	0	114,724	114,724	114,724		0
00809 20-4544 ARP ESSER NJTSS Mental Health Support	0	45,000	45,000	45,000		0
00814 20-4540 ARP - ESSER	0	18,000	18,000	18,000		0
00824 20-4535 CRRSA Act - Learning Acceleration Grant	25,000	0	25,000	25,000		0
88711 20-485-__-__ CRRSA Act - Mental Health Grant	45,000	0	45,000	4,067	Under	40,933
Total	470,127	350,919	821,046	631,974		189,072

Expenditures:	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
84200 20-475-__-__ Student Activity Fund	125,000	0	125,000	0	0	125,000
88136 20-492-__-__ SDA Emergent Needs & Capital Maint.	0	28,466	28,466	28,466	0	0
88500 20-__-__-__ Title I	60,505	10,980	71,485	71,485	0	0
88520 20-__-__-__ Title II	0	12,028	12,028	8,960	0	3,068
88620 20-__-__-__ I.D.E.A. Part B (Handicapped)	203,664	34,145	237,809	237,809	0	0
88641 20-223-__-__ ARP-IDEA Basic Grant Program	0	56,712	56,712	56,712	0	0
88642 20-224-__-__ ARP-IDEA Preschool Grant Program	0	4,840	4,840	4,840	0	0
88700 20-__-__-__ Other	10,958	45,744	56,702	35,631	0	21,071
88709 20-483-__-__ CRRSA Act - ESSER II Grant Program	0	37,642	37,642	37,642	0	0
88710 20-484-__-__ CRRSA Act - Learning Acceleration Grant	25,000	0	25,000	24,005	0	995
88711 20-485-__-__ CRRSA Act - Mental Health Grant	45,000	0	45,000	4,067	0	40,933
88713 20-487-__-__ ARP-ESSER Grant Program	0	18,000	18,000	18,000	0	0
88714 20-488-__-__ ARP ESSER Accel. Learning Coaching Supt	0	114,724	114,724	76,573	0	38,151
88717 20-491-__-__ ARP ESSER NJTSS Mental Health Support	0	45,000	45,000	31,034	0	13,966
Total	470,127	408,281	878,408	635,224	0	243,184

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

Assets and Resources

Assets:

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

Accounts Receivable:

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

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$0.00

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

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
	Total liabilities		\$0.00

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$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>

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

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$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 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>
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

8/10/22

Date

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

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 40 DEBT SERVICE FUNDS

Assets and Resources

Assets:

101	Cash in bank		\$2.16
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

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

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$1,579,456.00	
302	Less revenues	(\$1,579,456.50)	(\$0.50)

Total assets and resources

\$1.66

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 40 DEBT SERVICE FUNDS

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
	Total liabilities		\$0.00

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$1,579,456.25	
602	Less: Expenditures	(\$1,579,456.25)	
	Less: Encumbrances	\$0.00	(\$1,579,456.25)
	Total appropriated		\$0.00

Unappropriated:

770	Fund balance, July 1		\$1.66
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$1.66
	Total liabilities and fund equity		<u>\$1.66</u>

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 40 DEBT SERVICE FUNDS

Recapitulation of Budgeted Fund Balance:

	<u>Budgeted</u>	<u>Actual</u>	<u>Variance</u>
Appropriations	\$1,579,456.25	\$1,579,456.25	\$0.00
Revenues	(\$1,579,456.00)	(\$1,579,456.50)	\$0.50
Subtotal	<u>\$0.25</u>	<u>(\$0.25)</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>\$0.25</u>	<u>(\$0.25)</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>\$0.25</u>	<u>(\$0.25)</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>\$0.25</u>	<u>(\$0.25)</u>	<u>\$0.50</u>
Less: Adjustment for prior year	(\$0.25)	(\$0.25)	\$0.00
Budgeted fund balance	<u>\$0.00</u>	<u>(\$0.50)</u>	<u>\$0.50</u>

Gregory Wilson

Prepared and submitted by :

Board Secretary

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 40 DEBT SERVICE FUNDS

Revenues:		Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00885	Total Revenues from Local Sources	1,579,456	0	1,579,456	1,579,457		(1)
	Total	1,579,456	0	1,579,456	1,579,457		(1)
Expenditures:		Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89660	Total Regular Debt Service	1,579,456	0	1,579,456	1,579,456	0	0
	Total	1,579,456	0	1,579,456	1,579,456	0	0

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 40 DEBT SERVICE FUNDS

Revenues:

	Org Budget	Transfers	Budget Est	Actual	Over/Under	Unrealized
00860 40-1210 Local Tax Levy	1,579,456	0	1,579,456	1,579,457		(1)
Total	1,579,456	0	1,579,456	1,579,457		(1)

Expenditures:

	Org Budget	Transfers	Adj Budget	Expended	Encumber	Available
89600 40-701-510-834 Interest on Bonds	484,456	0	484,456	484,456	0	0
89620 40-701-510-910 Redemption of Principal	1,095,000	0	1,095,000	1,095,000	0	0
Total	1,579,456	0	1,579,456	1,579,456	0	0

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 60 Enterprise Fund

Assets and Resources

Assets:

101	Cash in bank		\$206,285.02
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$0.00	
141	Intergovernmental - State	\$776.48	
142	Intergovernmental - Federal	\$34,367.69	
143	Intergovernmental - Other	\$0.00	
153, 154	Other (net of estimated uncollectable of \$_____)	\$0.00	\$35,144.17

Loans Receivable:

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

Other Current Assets

\$10,463.47

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$251,892.66

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 60 Enterprise Fund

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$33,988.92
	Total liabilities		\$33,988.92

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$13,643.52
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$13,643.52

Unappropriated:

770	Fund balance, July 1		\$204,260.22
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$217,903.74
	Total liabilities and fund equity		<u>\$251,892.66</u>

Starting date 7/1/2021 Ending date 6/30/2022 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 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>
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>

Gregory Wilson

Prepared and submitted by :

Board Secretary

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 60 Enterprise Fund

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 61 Enterprise

Assets and Resources

Assets:

101	Cash in bank		\$209,653.49
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

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

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$209,653.49

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 61 Enterprise

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$38,127.85
	Total liabilities		\$38,127.85

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$0.00

Unappropriated:

770	Fund balance, July 1	\$171,525.64	
771	Designated fund balance	\$0.00	
303	Budgeted fund balance	\$0.00	
	Total fund balance		\$171,525.64
	Total liabilities and fund equity		\$209,653.49

Starting date 7/1/2021 Ending date 6/30/2022 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 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>
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

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 61 Enterprise

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 62 62

Assets and Resources

Assets:

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

Accounts Receivable:

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

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$0.00

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 62 62

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
	Total liabilities		\$0.00

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$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>

Starting date 7/1/2021 Ending date 6/30/2022 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 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>
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

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 62 62

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 70 70

Assets and Resources

Assets:

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

Accounts Receivable:

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

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$0.00

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 70 70

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$0.00
	Total liabilities		\$0.00

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$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>

Starting date 7/1/2021 Ending date 6/30/2022 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 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>
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

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 70 70

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 80 TRUST FUNDS

Assets and Resources

Assets:

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

Accounts Receivable:

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

Loans Receivable:

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

Other Current Assets

\$25,587,112.19

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$25,587,112.19

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 80 TRUST FUNDS

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$25,587,112.19
	Total liabilities		\$25,587,112.19

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$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 **\$25,587,112.19**

Starting date 7/1/2021 Ending date 6/30/2022 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 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>
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

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 80 TRUST FUNDS

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 90 AGENCY FUNDS

Assets and Resources

Assets:

101	Cash in bank		\$292,586.20
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

132	Interfund	\$17,633.03	
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	\$17,633.03

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$310,219.23

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 90 AGENCY FUNDS

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$47,199.70
	Total liabilities		\$47,199.70

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$93,124.59
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$93,124.59

Unappropriated:

770	Fund balance, July 1		\$169,894.94
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$263,019.53
	Total liabilities and fund equity		<u>\$310,219.23</u>

Starting date 7/1/2021 Ending date 6/30/2022 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 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>
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

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 90 AGENCY FUNDS

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 95 Student Activity

Assets and Resources

Assets:

101	Cash in bank		\$25,210.31
102 - 106	Cash Equivalents		\$0.00
111	Investments		\$0.00
116	Capital Reserve Account		\$0.00
117	Maintenance Reserve Account		\$0.00
118	Emergency Reserve Account		\$0.00
121	Tax levy Receivable		\$0.00

Accounts Receivable:

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

Loans Receivable:

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

Other Current Assets

\$0.00

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$25,210.31

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 95 Student Activity

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$21,848.32
	Total liabilities		\$21,848.32

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$0.00	
602	Less: Expenditures	\$0.00	
	Less: Encumbrances	\$0.00	\$0.00
	Total appropriated		\$0.00

Unappropriated:

770	Fund balance, July 1		\$3,361.99
771	Designated fund balance		\$0.00
303	Budgeted fund balance		\$0.00
	Total fund balance		\$3,361.99
	Total liabilities and fund equity		<u>\$25,210.31</u>

Starting date 7/1/2021 Ending date 6/30/2022 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 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>
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

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 95 Student Activity

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 99 Long Term Debt

Assets and Resources

Assets:

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

Accounts Receivable:

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

Loans Receivable:

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

Other Current Assets

\$15,551,952.02

Resources:

301	Estimated revenues	\$0.00	
302	Less revenues	\$0.00	\$0.00

Total assets and resources

\$15,551,952.02

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 99 Long Term Debt

Liabilities and Fund Equity

Liabilities:

411	Intergovernmental accounts payable - state		\$0.00
421	Accounts payable		\$0.00
431	Contracts payable		\$0.00
451	Loans payable		\$0.00
481	Deferred revenues		\$0.00
	Other current liabilities		\$15,551,952.02
	Total liabilities		\$15,551,952.02

Fund Balance:

Appropriated:

753,754	Reserve for encumbrances		\$0.00
761	Capital reserve account - July	\$0.00	
604	Add: Increase in capital reserve	\$0.00	
307	Less: Bud. w/d cap. reserve eligible costs	\$0.00	
309	Less: Bud. w/d cap. reserve excess costs	\$0.00	\$0.00
764	Maintenance reserve account - July	\$0.00	
606	Add: Increase in maintenance reserve	\$0.00	
310	Less: Bud. w/d from maintenance reserve	\$0.00	\$0.00
766	Reserve for Cur. Exp. Emergencies - July	\$0.00	
607	Add: Increase in cur. exp. emer. reserve	\$0.00	
312	Less: Bud. w/d from cur. exp. emer. reserve	\$0.00	\$0.00
762	Reserve for Adult Education		\$0.00
750-752,76x	Other reserves		\$0.00
601	Appropriations	\$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>\$15,551,952.02</u>

Starting date 7/1/2021 Ending date 6/30/2022 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 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>
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

8/10/22

Date

Starting date 7/1/2021 Ending date 6/30/2022 Fund: 99 Long Term Debt

**BANK RECONILIATION REPORT
TO THE BOARD OF EDUCATION
East Greenwich Township Board of Education
All Funds
June-22**

Funds	Beginning Cash Balance	Cash Receipts This Month	Cash Disbursements This Month	Ending Cash Balance
General Fund - Fund 10	\$ 4,988,656.49	\$ 574,156.94	\$ 2,468,114.00	\$ 3,094,699.43
Special Revenue Fund - Fund 20	\$ (101,832.88)	\$ 239,430.50	\$ 112,219.49	\$ 25,378.13
Capital Projects Fund - Fund 30	\$ -	\$ -	\$ -	\$ -
Debt Service Fund - Fund 40	\$ 2.16	\$ -	\$ -	\$ 2.16
Total Government Fund	\$ 4,886,825.77	\$ 813,587.44	\$ 2,580,333.49	\$ 3,120,079.72
Enterprise Fund (Fund 60)	\$ 174,791.61	\$ 78,069.09	\$ 46,575.68	\$ 206,285.02
Enterprise Fund (Fund 61)	\$ 184,089.84	\$ 51,375.60	\$ 25,811.95	\$ 209,653.49
Total Enterprise Funds	\$ 358,881.45	\$ 129,444.69	\$ 72,387.63	\$ 415,938.51
Payroll - Fund 90	\$ -	\$ 845,892.03	\$ 845,892.03	\$ -
Payroll Agency - Fund 90	\$ 375,192.27	\$ 609,091.06	\$ 881,288.39	\$ 102,994.94
Unemployment Reserve - Fund 90	\$ 166,910.11	\$ 3,491.93	\$ -	\$ 170,402.04
FSA - Fund 90	\$ 17,923.47	\$ 3,738.50	\$ 2,472.75	\$ 19,189.22
Other : Student Activity - Fund 95	\$ 43,961.56	\$ 19,408.62	\$ 38,159.87	\$ 25,210.31
Total Trust/Agency Funds	\$ 603,987.41	\$ 1,481,622.14	\$ 1,767,813.04	\$ 317,796.51
Total All Funds	\$ 5,849,694.63	\$ 2,424,654.27	\$ 4,420,534.16	\$ 3,853,814.74

Submitted by:

Andrea Evans

8/7/22
Date

Bank Reconciliation
East Greenwich Township Board of Education

Bank Name: Fulton Bank
Account Number: 46065368 12
Statement Date: 6/30/2022
Fund/Funds: Custodian - Combined

Balance per Bank		\$ 2,870,152.89
Reconciling Items		
ADDITIONS:		
Deposits in Transit	\$ -	
Due from Payroll Interest	\$ 100.00	
Due from Cap Proj	\$ 100.00	
Irrc Diff/Charge	\$ 0.72	
Due from Payroll		
TOTAL ADDITIONS	\$ 200.72	
DEDUCTIONS:		
Outstanding Cks. (Listed below)	\$ 351,530.60	
Due to Payroll	\$ -	
Due to Cafeteria Lunch	\$ 628.00	
TOTAL DEDUCTIONS	\$ 352,158.60	
Net Reconciling Items		\$ 351,957.88
Adjusted Balance per Bank as of:	6/30/2022	\$ 2,518,195.01

Balance per Board Secretary's Records as of:	6/1/2022	\$ 4,684,941.06
Reconciling Items		
ADDITIONS:		
Interest Earned	\$ -	
Deposits	\$ 696,016.39	
TOTAL ADDITIONS	\$ 696,016.39	
DEDUCTIONS:		
Bank Charges	\$ -	
Disbursements by Check	\$ 2,862,762.44	
TOTAL DEDUCTIONS:	\$ 2,862,762.44	
Net Reconciling Items		\$ (2,166,746.05)
Adjusted Board Secretary's Balance as of:	6/30/2022	\$ 2,518,195.01
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>
14410	\$25.00	14970	\$325.00
14422	\$25.00	14971	\$500.00
14594	\$1,800.00	14972	\$32.00
14759	\$1,800.00	14973	\$382.50
14795	\$339.00	14974	\$2,420.28
14821	\$850.00	14975	\$41.50
14838	\$2,892.50	14976	\$321.00
14852	\$4,416.09	14977	\$500.00
14856	\$1,482.00	14978	\$381.00
14858	\$500.85	14979	\$100.00
14859	\$2,025.00	14980	\$413.42
14868	\$5,680.00	14981	\$577.50
14943	\$9,140.53	14982	\$1,135.13
14944	\$339.00	14983	\$25.49
14945	\$225.00	14984	\$378.00
14946	\$1,223.40	14985	\$257.90
14947	\$2,250.00	14986	\$48,796.40
14948	\$412.50	14987	\$37,616.00
14949	\$473.13	14988	\$60,880.03
14950	\$845.02	14989	\$9,846.13
14951	\$1,482.00	14990	\$442.00
14952	\$95.44	14991	\$1,173.45
14953	\$75.95	14992	\$46,644.30
14954	\$530.60	14993	\$1,285.00
14955	\$1,080.00	14994	\$969.00
14956	\$1,050.00	14995	\$513.64
14957	\$513.77	14996	\$2,133.60
14958	\$1,000.00	14997	\$19,008.00
14959	\$1,162.26	14998	\$247.65
14960	\$282.49	15001	\$600.00
14961	\$1,374.50	15002	\$527.15
14962	\$12,967.31	15003	\$4,538.13
14963	\$23,482.86	15004	\$150.00
14964	\$156.25	15005	\$900.00
14965	\$1,726.01	15006	\$6,102.81
14966	\$550.00	15007	\$2,445.00
14967	\$118.88	15008	\$684.40
14968	\$305.00	15009	\$13,389.85
14969	\$150.00		
	<u>\$84,847.34</u>		<u>\$266,683.26</u>
Total Outstanding Checks:	<u><u>\$351,530.60</u></u>		

Bank Reconciliation

East Greenwich Township Board of Education

Bank Name: Fulton Bank
 Account Number: 46068952 12
 Statement Date: 6/30/2022
 Fund/Funds: Capital Reserve Account

Balance per Bank \$ 601,884.71

Reconciling Items

ADDITIONS:

Deposits in Transit \$ -
 Due from \$ -
TOTAL ADDITIONS \$ -

DEDUCTIONS:

Outstanding Cks. (Listed below) \$ -
 Other (Explanation below) \$ -

TOTAL DEDUCTIONS

Net Reconciling Items \$ -

Adjusted Balance per Bank as of: 6/30/2022 \$ **601,884.71**

Balance per Board Secretary's Records as of: 6/1/2022 \$ 201,884.71

Reconciling Items

ADDITIONS:

Interest Earned \$ -
 Deposits \$ 400,000.00
TOTAL ADDITIONS \$ 400,000.00

DEDUCTIONS:

Bank Charges \$ -
 Disbursements by Check \$ -

TOTAL DEDUCTIONS:

Net Reconciling Items \$ 400,000.00

Adjusted Board Secretary's Balance as of: 6/30/2022 \$ **601,884.71**

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

Outstanding Cks.: CHECK NO. AMOUNT CHECK NO. AMOUNT

\$ - \$ -

Total Outstanding Checks: \$ -

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

Bank Name: Fulton Bank
 Account Number: 12000224 16
 Statement Date: 6/30/2022
 Fund/Funds: Capital Projects Account

Balance per Bank		\$	100.00
Reconciling Items			
ADDITIONS:			
Deposits in Transit			
Due from Custodial			
TOTAL ADDITIONS		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to Custodial	\$	100.00	
TOTAL DEDUCTIONS		\$	100.00
Net Reconciling Items		\$	100.00
Adjusted Balance per Bank as of:	6/30/2022	\$	-

Balance per Board Secretary's Records as of:	6/1/2022	\$	-
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	-	
Deposits	\$	-	
TOTAL ADDITIONS		\$	-
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements by Check	\$	-	
TOTAL DEDUCTIONS:		\$	-
Net Reconciling Items		\$	-
Adjusted Board Secretary's Balance as of:	6/30/2022	\$	-

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

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

\$	-	\$	-
----	---	----	---

Total Outstanding Checks:	\$	-
----------------------------------	-----------	----------

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

Bank Name: Fulton Bank
 Account Number: 4607044212
 Statement Date: 6/30/2022
 Fund/Funds: Enterprise Beyond the Bell

Balance per Bank		\$	209,653.49
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
TOTAL ADDITIONS		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Other (Service Fee)	\$	-	
TOTAL DEDUCTIONS		\$	-
Net Reconciling Items		\$	-
Adjusted Balance per Bank as of:	6/30/2022	\$	209,653.49

Balance per Board Secretary's Records as of:	6/1/2022	\$	184,089.84
Reconciling Items			
ADDITIONS:			
Interest Earned			
Deposits	\$	51,375.60	
Return Deposit			
TOTAL ADDITIONS		\$	51,375.60
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements	\$	25,811.95	
TOTAL DEDUCTIONS:		\$	25,811.95
Net Reconciling Items		\$	25,563.65
Adjusted Board Secretary's Balance as of:	6/30/2022	\$	209,653.49

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

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

	<u>\$0.00</u>	<u>\$</u>	<u>-</u>
--	---------------	-----------	----------

Total Outstanding Checks: \$ -

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

Bank Name: Fulton Bank
Account Number: 46065368 13
Statement Date: 6/30/2022
Fund/Funds: School Lunch

Balance per Bank			\$	206,554.65
Reconciling Items				
ADDITIONS:				
Deposits in Transit				
Due from	\$	-		
TOTAL ADDITIONS			\$	-
DEDUCTIONS:				
Outstanding Cks. (Listed below)	\$	269.63		
Other-Bank Error				
TOTAL DEDUCTIONS			\$	269.63
Net Reconciling Items			\$	(269.63)
Adjusted Balance per Bank as of:	6/30/2022		\$	206,285.02

Balance per Board Secretary's Records as of:	6/1/2022		\$	174,791.61
Reconciling Items				
ADDITIONS:				
Interest Earned	\$	-		
Deposits	\$	78,069.09		
TOTAL ADDITIONS			\$	78,069.09
DEDUCTIONS:				
Other				
Disbursements by Check	\$	46,575.68		
TOTAL DEDUCTIONS:			\$	46,575.68
Net Reconciling Items			\$	31,493.41
Adjusted Board Secretary's Balance as of:	6/30/2022		\$	206,285.02
Difference between Bank and Board Secretary's Records			\$	-

Ck. #

Amount

Ck. #

Amount

4821	100.00
------	--------

4890 14.20

4893 3.50

4895 6.85

4897	29.40
------	-------

4901 32.90

4907 12.60

4915 37.75

4919 1.65

4929 10.33

4930 10.10

4937 9.05

4944 1.30

Total Outstanding Checks:

269.63

269.63

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

Bank Name: Fulton Bank
 Account Number: 4607044212
 Statement Date: 6/30/2022
 Fund/Funds: Payroll

Balance per Bank \$ 2,884.91
 Reconciling Items

ADDITIONS:

Deposits in Transit \$ -
 Due from Custodial
TOTAL ADDITIONS \$ -

DEDUCTIONS:

Outstanding Cks. (Listed below) \$ 2,784.91
 Due to Custodial \$ 100.00
 ACH Reversal
TOTAL DEDUCTIONS \$ 2,884.91

Net Reconciling Items \$ (2,884.91)

Adjusted Balance per Bank as of: 6/1/1931 \$ -

Balance per Board Secretary's Records as of: 6/1/2022 \$ -
 Reconciling Items

ADDITIONS:

Interest Earned \$ -
 Deposits \$ 845,892.03
 Other - Due to Custodial
TOTAL ADDITIONS \$ 845,892.03

DEDUCTIONS:

Bank Charges
 Disbursements \$ 845,892.03
TOTAL DEDUCTIONS: \$ 845,892.03

Net Reconciling Items \$ -

Adjusted Board Secretary's Balance as of: 6/30/2022 \$ -

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

Outstanding Cks.:	CHECK NO.	AMOUNT	CHECK NO.	AMOUNT
	26182 (26074)	\$ 1,828.57		
	26213	\$ 208.15		
	26225	\$ 419.55		
	26226	\$ 328.64		

\$ 2,784.91	\$ -
-------------	------

Total Outstanding Checks: \$ 2,784.91

Bank Reconciliation
East Greenwich Township Board of Education

Bank Name:	Fulton Bank
Account Number:	46065368 14
Statement Date:	6/30/2022
Fund/Funds:	Agency

Balance per Bank		\$	313,816.76
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$ -		
Due from Unemployment	\$ -		
TOTAL ADDITIONS	<u>\$ -</u>		
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$ 210,821.82		
Due to Custodial			
TOTAL DEDUCTIONS	<u>\$ 210,821.82</u>		
Net Reconciling Items		\$	(210,821.82)
Adjusted Balance per Bank as of:	6/30/2022	\$	102,994.94

Balance per Board Secretary's Records as of:	6/1/2022	\$	375,192.27
Reconciling Items			
ADDITIONS:			
Interest Earned	\$ -		
Deposits	\$ 609,091.06		
Other	\$ -		
TOTAL ADDITIONS	<u>\$ 609,091.06</u>		
DEDUCTIONS:			
Bank Charges	\$ -		
Disbursements	\$ 881,288.39		
TOTAL DEDUCTIONS:	<u>\$ 881,288.39</u>		
Net Reconciling Items		\$	(272,197.33)
Adjusted Board Secretary's Balance as of:	6/30/2022	\$	102,994.94

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

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
	11307	78.74		
	11311	78.74		
	11312	131.11		
	11313	17,628.70		
	11314	24,731.97		
	11315	7,648.42		
	11316	1,120.32		
	Federal/State Tax	157,304.50		
	5445	2,099.32		
		<u>\$ 210,821.82</u>		<u>\$ -</u>
Total Outstanding Checks:		<u><u>\$ 210,821.82</u></u>		

Bank Reconciliation

East Greenwich Township Board of Education

Bank Name: Fulton Bank
 Account Number: 11009357 68
 Statement Date: 6/30/2022
 Fund/Funds: FSA

Balance per Bank \$ 19,189.22

Reconciling Items

ADDITIONS:

Deposits in Transit \$ -

Due from Unemployment

TOTAL ADDITIONS \$ -

DEDUCTIONS:

Outstanding Cks. (Listed below) \$ -

Due to \$ -

TOTAL DEDUCTIONS \$ -

Net Reconciling Items \$ -

Adjusted Balance per Bank as of: 6/30/2022 \$ 19,189.22

Balance per Board Secretary's Records as of: 6/1/2022 \$ 17,923.47

Reconciling Items

ADDITIONS:

Interest Earned \$ -

Deposits \$ 3,738.50

TOTAL ADDITIONS \$ 3,738.50

DEDUCTIONS:

Bank Charges \$ -

Disbursements by Check \$ 2,472.75

TOTAL DEDUCTIONS: \$ 2,472.75

Net Reconciling Items \$ 1,265.75

Adjusted Board Secretary's Balance as of: 6/30/2022 \$ 19,189.22

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

Outstanding Cks.: CHECK NO. AMOUNT CHECK NO. AMOUNT

\$ -

\$ -

Total Outstanding Checks:

\$ -

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

Bank Name: Fulton Bank
 Account Number: 46065368 15
 Statement Date: 6/30/2022
 Fund/Funds: Unemployment

Balance per Bank		\$	170,402.04
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
TOTAL ADDITIONS		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to FSA			
TOTAL DEDUCTIONS		\$	-
Net Reconciling Items		\$	-
Adjusted Balance per Bank as of:	6/30/2022	\$	170,402.04

Balance per Board Secretary's Records as of:	6/1/2022	\$	166,910.11
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	1.39	
Deposits	\$	3,490.54	
TOTAL ADDITIONS		\$	3,491.93
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements by Check	\$	-	
TOTAL DEDUCTIONS:		\$	-
Net Reconciling Items		\$	3,491.93
Adjusted Board Secretary's Balance as of:	6/30/2022	\$	170,402.04

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

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

\$ -

\$ -

Total Outstanding Checks:

\$ -

Bank Reconciliation
East Greenwich Township Board of Education

Bank Name: Fulton Bank
 Account Number: 46071155-18
 Statement Date: 6/30/2022
 Fund/Funds: Student Activity - Clark

Balance per Bank \$ 24,171.13

Reconciling Items

ADDITIONS:

Deposits in Transit

\$ -

Due from

\$ -

TOTAL ADDITIONS

\$ -

DEDUCTIONS:

Outstanding Cks. (Listed below)

\$ 8,890.85

Due to FSA

\$ -

TOTAL DEDUCTIONS

\$ 8,890.85

Net Reconciling Items

\$ 8,890.85

Adjusted Balance per Bank as of:

6/30/2022

\$ 15,280.28

Balance per Board Secretary's Records as of:

6/1/2022

\$ 20,102.71

Reconciling Items

ADDITIONS:

Interest Earned

\$ 0.20

Deposits

\$ 7,102.22

TOTAL ADDITIONS

\$ 7,102.42

DEDUCTIONS:

Bank Charges

\$ -

Disbursements by Check

\$ 11,924.85

TOTAL DEDUCTIONS:

\$ 11,924.85

Net Reconciling Items

\$ (4,822.43)

Adjusted Board Secretary's Balance as of:

6/30/2022

\$ 15,280.28

Difference between Bank and Board Secretary's Records

\$ -

Outstanding Cks.:

CHECK NO.

AMOUNT

CHECK NO.

AMOUNT

1381 \$12.00

1385 \$340.00

1386 \$7,071.05

1387 \$1,257.80

1388 \$210.00

\$8,890.85

\$0.00

Total Outstanding Checks:

\$ 8,890.85

Bank Reconciliation
East Greenwich Township Board of Education

Bank Name: Fulton Bank
 Account Number: 46071104-18
 Statement Date: 6/30/2022
 Fund/Funds: Student Activity - Mickle

Balance per Bank		\$	6,855.69
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$ -		
Due from	\$ -		
TOTAL ADDITIONS		\$ -	
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$ 980.00		
Due to FSA	\$ -		
TOTAL DEDUCTIONS		\$ 980.00	
Net Reconciling Items		\$	980.00
Adjusted Balance per Bank as of:	6/30/2022	\$	5,875.69

Balance per Board Secretary's Records as of:	6/1/2022	\$	19,804.54
Reconciling Items			
ADDITIONS:			
Interest Earned	\$ 0.17		
Deposits	\$ 12,306.00		
TOTAL ADDITIONS		\$ 12,306.17	
DEDUCTIONS:			
Bank Charges	\$ -		
Disbursements by Check	\$ 26,235.02		
TOTAL DEDUCTIONS:		\$ 26,235.02	
Net Reconciling Items		\$	(13,928.85)
Adjusted Board Secretary's Balance as of:	6/30/2022	\$	5,875.69

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

Outstanding Cks.:	<u>CHECK NO.</u>	<u>AMOUNT</u>	<u>CHECK NO.</u>	<u>AMOUNT</u>
	2266	\$980.00		

	\$ 980.00		\$0.00
Total Outstanding Checks:	\$ 980.00		

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

Bank Name: Fulton Bank
 Account Number: 46070442-12
 Statement Date: 6/30/2022
 Fund/Funds: Wild Site

Balance per Bank		\$	4,054.34
Reconciling Items			
ADDITIONS:			
Deposits in Transit	\$	-	
Due from	\$	-	
TOTAL ADDITIONS		\$	-
DEDUCTIONS:			
Outstanding Cks. (Listed below)	\$	-	
Due to FSA	\$	-	
TOTAL DEDUCTIONS		\$	-
Net Reconciling Items		\$	-
Adjusted Balance per Bank as of:	6/30/2022	\$	4,054.34

Balance per Board Secretary's Records as of:	6/1/2022	\$	4,054.31
Reconciling Items			
ADDITIONS:			
Interest Earned	\$	0.03	
Deposits	\$	-	
TOTAL ADDITIONS		\$	0.03
DEDUCTIONS:			
Bank Charges	\$	-	
Disbursements by Check	\$	-	
TOTAL DEDUCTIONS:		\$	-
Net Reconciling Items		\$	0.03
Adjusted Board Secretary's Balance as of:	6/30/2022	\$	4,054.34

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

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

	<u>\$0.00</u>	<u>\$0.00</u>
--	---------------	---------------

Total Outstanding Checks: \$ -



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

No. 228
June 2022

P 0143.2	High School Student Representative to the Board of Education (M) (Revised)
P 0163	Quorum (Revised)
P 1511	Board of Education Website Accessibility (M) (Revised)
P 2415	Every Student Succeeds Act (M) (Revised)
P & R 2432	School Sponsored Publications (Abolished)
P 3216	Dress and Grooming (Revised)
P 3270	Professional Responsibilities (Revised)
R 3270	Lesson Plans and Plan Books (Revised)
P 4216	Dress and Grooming (New)
P & R 5513	Care of School Property (M) (Revised)
P 5517	School District Issued Student Identification Cards (M) (Revised)
P 5722	Student Journalism (M) (New)

This POLICY ALERT replaces and/or adds Policy and/or Regulation Guides in the following sections: 0000, 1000, 2000, 3000, 4000, and 5000.

Please note the comments below are organized as follows:

0000 NAME OF POLICY

This paragraph describes a development at the State or Federal level.

This paragraph describes the effect of the development on local Board policy. Local policy is **MANDATED** by law or monitoring standards, (these policies will be designated with a “M” in the upper right hand corner), **RECOMMENDED** by sound management practices, or merely **SUGGESTED** as may be appropriate to meet your district needs.

These Policy and Regulation Guides should be used to update the Policy and Regulation Manuals of the school district. If your district manual(s) contain any of the policies or regulations provided in this Policy Alert, they must be updated for your district manual(s) to remain current and in compliance with law. It does not matter whether or not the policy or regulation is MANDATED, all policies and regulations in district manuals contained in this Alert should be updated.

Subscribers to Strauss Esmay’s Policy Alert & Support System (PASS) receive new and/or revised policies and regulations in paper copy and through download from Strauss Esmay’s website, www.straussesmay.com. For your convenience, the revised policies and regulations have changes indicated by ~~strike throughs~~ to denote required text deletions and **bolded text** to indicate new material. The **Policy Alerts** tab on our website contains two different folders: one titled “Alert in one Word document” with



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

~~strike-throughs~~ and **bolded text**; and the second titled “Alert in one Word document - NO BOLDS OR STRIKETHROUGHS” with ~~strike-throughs~~ and **bolded text** removed for a clean document. Policy and Regulation Guides enclosed in this mailing are double sided as a cost containment and paper conservation measure.

P 0143.2 – High School Student Representative to the Board of Education (M) (Revised)

Bylaw Guide 0143.2 has been rewritten to reflect the requirements outlined in P.L. 2021, c.446, which was signed into law on January 18, 2022 and codified at N.J.S.A. 18A:12-1.3 and N.J.S.A. 18A:36A-11.2. This new law requires school districts with any of the grades nine through twelve to include a minimum of one student selected by the student body to serve as a nonvoting student representative on the Board of Education. This new law states the student body shall appoint or elect the student representative in a process to be determined by the Superintendent and shall consider input from the student body. N.J.S.A. 18A:12-1.3 and N.J.S.A. 18A:36A-11.2 also outline the duties of the student representative to the Board. A school district with Bylaw 0143.2 adopted in their district should replace it with this new Bylaw Guide 0143.2. Bylaw Guide 0143.2 is now mandated for any district with grades nine through twelve and optional for all others.

Bylaw Guide 0143.2 is **MANDATED**

P 0163 – Quorum (Revised)

Bylaw Guide 0163 establishes the minimum number of Board members that make a quorum of the Board to conduct official Board business. Bylaw Guide 0163 also addresses when and how the Doctrine of Necessity shall be invoked. The Board does not have a quorum to participate in the discussion of a matter or act upon a matter when too many Board members have a legal conflict. In this situation, the Doctrine of Necessity, when invoked appropriately, allows the Board to act upon the matter involving the conflicting Board members. Bylaw Guide 0163 has been revised to provide additional details and procedures when a Board invokes the Doctrine of Necessity. Advisory Opinion A11-96 indicates the Board does not have to adopt a resolution to invoke the Doctrine of Necessity and may announce the Doctrine of Necessity has been invoked. However, a subsequent 2018 School Ethics Commission resolution on invoking the Doctrine of Necessity indicates the Board **should**: adopt a Resolution invoking the Doctrine of Necessity; read the Resolution at the regularly scheduled meeting; post the Resolution for thirty days; and provide a copy of the Resolution to the School Ethics Commission. Revised Bylaw Guide 0163 recommends “will” rather than “should”, as requiring a conservative, more open approach provides the most protection for a Board and the actions it takes under the Doctrine of Necessity, if challenged. Bylaw Guide 0163 is also revised to align with the statutory language in N.J.S.A. 18A:10-6 regarding commencement times for Board meetings. Adoption of Bylaw Guide 0163 is not mandated, but is highly recommended.

Bylaw Guide 0163 is **RECOMMENDED**



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

P 1511 – Board of Education Website Accessibility (M) (Revised)

Policy Guide 1511 was developed in 2017 as a result of the United States Department of Education (USDOE), Office of Civil Rights (OCR) requirement for a school district's website content and functionality to be accessible for people with disabilities. Policy Guide 1511 was accepted by the OCR as part of a settlement agreement with several New Jersey school districts. School districts that receive Federal funding have been required to comply with the provisions of the Federal Law and the provisions of Policy Guide 1511. Recently, N.J.S.A. 18A:36-35.1 was approved by the New Jersey legislature and signed by the Governor requiring a school district's Internet website or webservice be in compliance with the same Web Content Accessibility Guidelines as required by the USDOE OCR. In summary, school district websites, including online content offered by third-party vendors to the public, must be in compliance with these Guidelines as per Federal regulations and State statute. The existing OCR requirements and recent New Jersey requirements outlined in this Policy Guide 1511 are technical and require additional information technology (IT) work for a school district to be in compliance. The OCR regulations provide an exception for a school district when compliance would impose an undue burden or create a fundamental alteration of the district's websites. However, the New Jersey statute, N.J.S.A. 18A:36-35.1, does not provide such exception. Therefore, the exception provision in the Federal OCR regulations has been removed as an option for school districts. In addition, the OCR regulations and N.J.S.A. 18A:36-35.1 require compliance by third party vendors who provide web services to students and the public on behalf of the school district. Strauss Esmay's website was recently upgraded to be in compliance with these Guidelines.

The OCR regulations and N.J.S.A. 18A:36-35.1 do not mandate a policy, but compliance is required; therefore, Policy Guide 1511 is mandated.

Policy Guide 1511 is **MANDATED**

P 2415 – Every Student Succeeds Act (M) (Revised)

Policy Guide 2415 has been revised to reflect the recently updated Title I Policy Guides 2415.04 and 2415.50 concerning Parent and Family Engagement. In Alert 227 – April 2022, Policy Guide 2415.04 was updated and Policy Guide 2415.50 was developed. "Parental Involvement" was revised to "Parent and Family Engagement" and the Policy numbers and titles were also updated. Policy Guide 2415 is mandated for schools that receive Title I funding.

Policy Guide 2415 is **MANDATED**



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

P 3216 – Dress and Grooming (Revised)

P 4216 – Dress and Grooming (New)

Policy Guide 3216 – Dress and Grooming has been updated to reflect best practices for teaching staff members. Policy Guide 4216 – Dress and Grooming has been developed to address dress and grooming for support staff members. Strauss Esmay has removed gender specific rules for the dress of teaching staff members and support staff members. Policy Guides 3216 and 4216 are not required by any applicable statute or administrative code; therefore, a school district can make revisions to Policy Guides 3216 and 4216 as necessary or use their own locally developed dress code policies. Policy Guides 3216 and 4216 are not mandated, but it is recommended a Board of Education adopt dress code policies to assist school districts in establishing expectations for the dress of teaching and support staff members.

Policy Guide 3216 is **RECOMMENDED**

Policy Guide 4216 is **RECOMMENDED**

P 3270 – Professional Responsibilities (Revised)

R 3270 – Lesson Plans and Plan Books (Revised)

Policy and Regulation Guides 3270 have been updated to reflect current best practices in education. Policy Guide 3270 has been revised to remove the blanks and require the Principal or designee to review lesson plans, assign extra or alternative duties to teaching staff members, and excuse teaching staff members from faculty meetings. Regulation Guide 3270 has been rewritten to incorporate updates to make Regulation Guide 3270 current and applicable to school districts. Policy and Regulation Guides 3270 are not required by any applicable statute or administrative code; therefore, a school district may make revisions to these Guides as necessary or use their own locally developed policies and regulations. Policy and Regulation Guides 3270 are not mandated, but it is recommended a Board of Education adopt a professional responsibilities policy and regulation to assist school districts in developing procedures for teaching staff members' lesson plans and plan books.

Policy Guide 3270 is **RECOMMENDED**

Regulation Guide 3270 is **RECOMMENDED**

P 5513 – Care of School Property (M) (Revised)

R 5513 – Care of School Property (M) (Revised)

Policy Guide 5513 has been revised to update language and include an updated legal citation. N.J.A.C. 6A:23-6.6 has been moved to N.J.A.C. 6A:23A-20. This code section addresses the school district's right to reimbursement for damaged, lost, or destroyed textbooks loaned to a student. There are also several minor revisions to the language of Policy Guide 5513. In addition, Regulation Guide 5513 has been revised to include an updated process used to assess and collect textbook fines. The schedule of fines included in E.1. of the Regulation Guide has been removed and the schedule is now addressed in C.8. of the Regulation Guide indicating fines may be assessed for lost and damaged textbooks in accordance with a schedule as



NEW JERSEY POLICY ALERT Policy Alert and Support System

approved by the Superintendent or designee. Most provisions in the Regulation Guide are not governed by statute or administrative code. Therefore, a district may revise Regulation Guide 5513 to address local district practice regarding book fines. Policy and Regulation Guides 5513 are mandated.

Policy Guide 5513 is **MANDATED**
Regulation Guide 5513 is **MANDATED**

P 5517 – School District Issued Student Identification Cards (M) (Revised)

P.L. 2021, c.261 was approved and codified at N.J.S.A. 18A:6-113.1 and N.J.S.A. 18A:3B-73.2. These new statutes require a Board of Education that has any of the grades seven through twelve and that issues student identification cards shall print on the back of the student identification cards the telephone number for the New Jersey Suicide Prevention Hopeline (NJ Hopeline) and the contact information for a crisis text line. Revised Policy Guide 5517 includes this requirement for a school district that has any of the grades seven through twelve. A school district with any of the grades seven through twelve that issues student identification cards must include this option in their Policy. Policy Guide 5517 is now mandated for a school district that issues or wants to issue student identification cards.

Policy Guide 5517 is **MANDATED**

P 5722 – Student Journalism (M) (New)

P 2432 – School Sponsored Publications (Abolished)

R 2432 – School Sponsored Publications (Abolished)

P.L. 2021, c. 309 was recently signed into law and codified at N.J.S.A. 18A:36-44 and N.J.S.A. 18A:36-45. The new statutes require school districts to adopt a written policy concerning student freedom of expression in accordance with the provisions of the new statutes. The new statutes include definitions; indicates a student journalist has the right to exercise freedom of speech and of the press in school-sponsored media; provides student expression that is not protected expression by a student journalist; includes a process school officials must follow when it is believed the student expression in school-sponsored media is not protected; and provides an appeal process of a school official's decision restraining student expression. In accordance with the new statutes, the Superintendent or designee shall determine reasonable provisions for the time, place, and manner of student expression for the purposes of school-sponsored media. Schools continue to have the right to determine the time, place, and manner of school-sponsored media as these provisions are locally determined and are unique to each school district's student media program.

Many of the provisions in the new statutes are currently addressed in Strauss Esmay's current Policy Guide 2432 – School Sponsored Publications; however, now that New Jersey statutes address school-sponsored publications and student journalists, Strauss Esmay recommends Policy and Regulation 2432 be abolished and the Board adopt this new Policy Guide 5722. Most of the information included in Strauss Esmay's existing Policy and Regulation 2432 has been incorporated into the new Policy Guide 5722.



**NEW JERSEY
POLICY ALERT**
Policy Alert and Support System

Many New Jersey school districts recently received an email and Model Policy on this subject from the Student Press Law Center (SPLC), a Washington, D.C. non-profit organization that promotes, supports, and defends the First Amendment and press freedom of student journalists and their advisors. Sections of the SPLC Model Policy are directly from the New Jersey statutes and are included in this new Policy Guide 5722, while some sections in the SPLC Model Policy are not included in the New Jersey statutes. Strauss Esmay's Policy Guide 5722 incorporates all the provisions in the New Jersey statutes with the addition of a student appeal process, which is not a requirement in the New Jersey statutes, but makes sense to include in Policy Guide 5722.

Policy Guide 5722 is new and is mandated for a school district that has student journalists and school-sponsored media as defined in the New Jersey statutes and this Policy Guide.

Policy Guide 5722 is **MANDATED**
Policy Guide 2432 is **ABOLISHED**
Regulation Guide 2432 is **ABOLISHED**

DeLuxe Italian Bakery Inc.

680 E. Clements Bridge Rd.
Runnemede, New Jersey 08078
856-939-0675 fax
856-939-5000
orders @deluxebakery.com

School Year 2022-2023

Food Service Pricing

ITALIAN BREAD & ROLLS

Product Code	Product Description	Order By	Dozen Weight	Roll Weight	Grams of grain per 1 oz serving	Cost
6060	PLAIN LONG ITALIAN BREAD 20"	Piece		16 oz	8 grams	\$ 2.50
6080	SEEDED LONG ITALIAN BREAD 20"	Piece		16 oz	8 grams	\$ 2.50
6110	LONG SUB 18"	Piece		8 oz per roll	8 grams	\$ 1.03
6140	HOAGIE ROLL 9"	Dozen	36 oz	3 oz per roll	8 grams	\$ 5.32
6160	CAPRI ROLL 11"	Dozen	60 oz	5 oz per roll	8 grams	\$ 6.22
6200	KAISER ROLL 4.5"	Dozen	33 oz	2.75 oz per roll	8 grams	\$ 4.88
6400	TORPEDO ROLL 7"	Dozen	33 oz	2.75 oz per roll	8 grams	\$ 4.88
6520	HAMBURGER SESAME	Dozen	22 oz	1.8 oz per roll	8 grams	\$ 3.96
6500	HAMBURGER	Dozen	22 oz	1.8 oz per roll	8 grams	\$ 3.96
6600	SNOWFLAKE ROLL	Dozen	22 oz	1.8 oz per roll	8 grams	\$ 3.96
6280	CATER KAISER 3.5"	Dozen	24 oz	2 oz per roll	8 grams	\$ 3.96
6300	PARTY ROLL 5"	Dozen	24 oz	2 oz per roll	8 grams	\$ 4.42
6800	DINNER ROLL LONG	Dozen	15 oz	1.25 oz per roll	8 grams	\$ 3.21
6830	DINNER ROLL ROUND	Dozen	15 oz	1.25 oz per roll	8 grams	\$ 3.21
6440	CATER TORPEDO	Dozen	24 oz	2 oz per roll	8 grams	\$ 3.96

WHOLE GRAIN PRODUCTS

Product Code	Product Description	Order By	Dozen Weight	Roll Weight	Grams of grain per 1 oz serving	Cost
6090	WHOLE GRAIN FRENCH BREAD 20"	Loaf		16 oz	16 grams	\$ 2.70
6420	WHOLE GRAIN TORPEDO 7"	Dozen	33 oz	2.75 oz per roll	16 grams	\$ 5.47
6650	WHOLE GRAIN KAISER 4.5"	Dozen	33 oz	2.75 oz per roll	16 grams	\$ 5.47
6310	WHOLE GRAIN CATER KAISER 3.5"	Dozen	24 oz	2 oz per roll	16 grams	\$ 4.51
6220	WHOLE GRAIN HAMBURGER Deluxe	Dozen	22 oz	1.8 oz per roll	16 grams	\$ 4.51
6430	WHOLE GRAIN PARTY ROLL 5"	Dozen	24 oz	2 oz per roll	16 grams	\$ 4.83
6860	WHOLE GRAIN DINNER ROLL	Dozen	15 oz	1.25 oz per roll	16 grams	\$ 3.71
9750	WHOLE GRAIN WHITE BREAD 20 slices	Loaf	20 oz	1 oz per slice	16 grams	\$ 2.67
9860	WHOLE GRAIN WHITE HOTDOG	8-pk	16 oz	2 oz per roll	16 grams	\$ 2.28
9870	WHOLE GRAIN WHITE HAMBURGER	8-pk	16 oz	2 oz per roll	16 grams	\$ 2.28
6290	WHOLE GRAIN CATER TORPEDO	Dozen	24 oz	2 oz per roll	16 grams	\$ 4.51

Please Note that we now have a 10 item minimum for all daily deliveries

Serving the food industry since 1949

PASTRIES

Product Code	Product Description	Order By	Weight	Cost
9000	ASSORTED RING DONUTS	Dozen		\$ 10.34
9010	ASSORTED FILLED DONUTS	Dozen		\$ 10.34
9020	GLAZED RING DONUTS	Dozen		\$ 10.34
9030	POWDERED JELLY DONUTS	Dozen		\$ 10.34
9050	CREAM FILLED DONUTS	Dozen		\$ 10.34
9070	BOSTON FILLED DONUTS	Dozen		\$ 10.34
9150	CHOCOLATE RING DONUTS	Dozen		\$ 10.34
9160	VANILLA RING DONUTS	Dozen		\$ 10.34
9360	ASSORTED MUFFINS	6-pack		\$ 8.38
9380	BLUEBERRY MUFFINS	6-pack		\$ 8.38
9410	ASSORTED MEDIUM DANISH	Dozen		\$ 11.09

BAGELS

Product Code	Product Description	Order By	Weight	Weight	Cost
7320	RAISEN BAGEL	6-pack	18 oz	3 oz bagels	\$ 3.36
7350	PLAIN BAGEL	6-pack	18 oz	3 oz bagels	\$ 3.36
7360	POPPYSEED BAGEL	6-pack	18 oz	3 oz bagels	\$ 3.36
7370	SESAME BAGEL	6-pack	18 oz	3 oz bagels	\$ 3.36
7380	WHEAT BAGEL	6-pack	18 oz	3 oz bagels	\$ 3.36
7400	ONION BAGEL	6-pack	18 oz	3 oz bagels	\$ 3.36
7420	ALL TOPPING BAGEL	6-pack	18 oz	3 oz bagels	\$ 3.36

WHITE BREAD & RYE BREADS

Product Code	Product Description	Order By	Weight	Weight	Cost
8360	RYE 1/2 SPLITS	Piece	24 OZ	14 Slices	\$ 3.67
8470	LARGE PLAIN RYE	Piece	42 oz	30 Slices	\$ 6.53
8570	LARGE MARBLE RYE	Piece	42 oz	30 Slices	\$ 6.53
8670	LARGE PUMPERNICKLE RYE	Piece	42 oz	30 Slices	\$ 6.53
9700	HOT DOG ROLLS	12-pack	18 oz		\$ 2.48
9720	HAMBURGER ROLLS	12-pack	24 oz		\$ 2.48
9760	TEXAS TOAST	Piece	24 oz	16 Slices	\$ 2.70
9770	CLUB WHITE BREAD	Piece	27 oz	22 Slices	\$ 2.70
9780	CLUB WHEAT BREAD	Piece	27 oz	22 Slices	\$ 2.70
9650	RAISEN BREAD	Piece	16 OZ	12 Slices	\$ 3.80
9840	ENGLISH MUFFINS	12-pack	24 oz		\$ 3.10
9850	SPLIT TOP DINNER ROLLS	12-pack	18 oz		\$ 3.10

Please send all Orders by Email, Fax or Phone
All orders must be sent in by Thursday for the following week

orders@deluxebakery.com

856-939-5000

856-939-0675 Fax

Please Note that we now have a 10 item minimum for all daily deliveries

Serving the food industry since 1949

East Greenwich Township School District
District Grading Policy
2022-2023

What makes up a trimester grade?

A **trimester** grade is composed of a 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?

Category	Rationale and Sample	Minimum Requirements
Summative/ Primary Assessments	Purpose: Summative assessments evaluate mastery/comprehension of a period of instruction. Examples Grades B-6: Tests, writing assignments, performance-based assessments, major projects (school-	Grades B-4 English Language Arts- minimum of 4 Math minimum of 4 Science minimum of 2 Social Studies minimum of 2

	based), extensive labs	Grades 5-6 English Language Arts minimum of 4 Math minimum of 4 Science minimum of 4 Social Studies minimum of 4
Formative/ Secondary Assessments	Purpose: Secondary assessments provide formative or ongoing assessment to guide instruction. Examples Grades B-6: Quizzes, graded practice, STEAM lesson rubric, smaller labs, minor written responses, journal entries, outlines, smaller home-based projects	Grades B-4 English Language Arts minimum of 4 Math minimum of 4 Science minimum of 3 Social Studies minimum of 3
		Grades 5-6 English Language Arts minimum of 4 Math minimum of 4 Science minimum of 4 Social Studies minimum of 4
Practice/ Supportive Assessments	Purpose: Supportive assessments reinforce instruction with practice opportunities. Examples Grades B-6: Homework, guided practice, outlines, center work, binder checks/notebook checks	Grades B-4 English Language Arts minimum of 6 Math minimum of 6 Science minimum of 4 Social Studies minimum of 4
		Grades 5-6 English Language Arts minimum of 10 Math minimum of 10 Science minimum of 6 Social Studies 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 given seven days 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.
- Study guides will be provided to students one week prior to a primary assessment in Math, Social Studies and Science. 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. Comments, as needed, are provided for mid-trimester progress reports. 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.



EAST GREENWICH TOWNSHIP SCHOOL DISTRICT
SAMUEL MICKLE BUILDING, 559 KINGS HIGHWAY, MICKLETON, NJ 08056
PHONE: 856-423-0412 FAX: 856-224-0144

Title: BEYOND THE BELL ASSISTANT DIRECTOR – Full Time 12 month position

Qualifications:

- High School Diploma required
- Associates Degree preferred

Position Purpose: Under the direct supervision of the Director of Beyond the Bell, to assist in maintaining an orderly and safe atmosphere in the cafeteria, on the playground and in other designated locations by helping and supervising students before and after school in accordance with Board policy and established district procedures, assists the director with administrative functions and serves as director in the director's absence.

Essential Functions:

- Assist the Director of Beyond the Bell with administrative functions of the program
- Serve as director in the absence of the Director of Beyond the Bell
- Assists in supervising students in the cafeteria before and after school making sure that tables and surrounding areas are clean; helping with distribution of snacks, disposal of food waste, and homework as needed
- Assists in supervising on the playground/gym during playtime
- Reports to the director regarding infractions, safety concerns, injuries, or other issues involving students
- Assists students with non-instructional classroom needs including safety and recreation
- Performs other related tasks as assigned

Knowledge, Skills and Abilities

- 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
- Must pass criminal background check and fingerprints, pre-employment drug screening and TB test

Physical and Mental Demands, Work Hazards: Works in standard school environment and in outdoor weather. The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The duties of this job are normally performed in the following manner: the employee is regularly required to stand and is regularly required to talk and to hear. The employee frequently is required to walk. The employee is occasionally required to sit; to use hand to finger, handle or feel; to reach with hands and arms; to stoop; kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and ability to adjust focus.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Note: Qualified candidates/incumbents must be able to perform the essential duties and responsibilities with or without reasonable accommodations. As required under the Americans with Disabilities Act (ADA), reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions or duties. It is the responsibility of the incumbent in the position or the candidate once offered the position to inform the East Greenwich Superintendent of any and all reasonable accommodations that may be required. Candidates who need accommodations to complete the application process must inform the Superintendent of their need.

Equipment: Ability to use standard office equipment such as personal computers, printer, copy and fax machines, and telephone

Qualifications Profile:

- Any combination of education and experience providing the required skill and knowledge for successful performance would be qualifying.
- Motor Vehicle Operator's (DMV) License or ability to provide own transportation.

The East Greenwich Township School District is an Equal Opportunity Employment, Educational and Service Organization.

Revised: 8/17/22



EAST GREENWICH TOWNSHIP SCHOOL DISTRICT

SAMUEL MICKLE BUILDING, 559 KINGS HIGHWAY, MICKLETON, NJ 08056

PHONE: 856-423-0412

FAX: 856-224-0144

Title: ASSISTANT PRINCIPAL

Qualifications:

Education/Certification:

- Master's degree
- New Jersey Principal Certification
- Must pass criminal background check and fingerprints, pre-employment drug screening and TB test

Special Knowledge/Skills:

- Thorough understanding of school operations
- Strong organizational, communication and interpersonal skills
- Ability to coordinate campus support operations

Experience:

- Four years experience as a classroom teacher preferred

Reports To: Building Principal

Purpose: Assist the School Principal in the overall administration of instructional program and campus level operations. Coordinate assigned student activities and services.

Performance Responsibilities:

Instructional Management:

- Participate in development and evaluation of educational programs
- Encourage and support development of innovative instructional programs, helping teachers pilot such efforts when appropriate
- Promote the integration of technology in teaching/learning process

School/Organization Climate:

- Promote a positive, caring climate for learning
- Deal sensitively and fairly with persons from diverse cultural backgrounds
- Communicate effectively with students, parents and staff

School/Organizational Improvement:

- Participate in development of school improvement plans with staff, parents and community members
- Help Principal develop, maintain and use information systems and records to track progress on school performance objectives and academic excellence indicators

Personnel Management:

- Observe employee performance, record observations and conduct evaluation conferences as assigned
- Assist Principal in interviewing, selecting and orienting new staff

Administrative and Fiscal/Facilities Management:

- Supervise operations in Principal's absence
- Help plan daily school activities by participating in the development of class schedules, teacher assignments and extracurricular activity schedules
- Supervise reporting and monitoring of student attendance and on follow-up investigations
- Work with grade level team leaders to compile annual budget requests based on documented program needs

- Requisition supplies, textbooks and equipment; check inventory; maintain records; and verify receipts for materials
- Assist with safety inspections and safety-drill practice activities
- Comply with federal and state laws, State Board of Education rule and board policy

Student Management:

- Ensure that students are adequately supervised during non-instructional periods
- Help to develop and implement a student discipline management system that results in positive student behavior
- Ensure that school rules are uniformly followed and that student discipline is appropriate and equitable
- Conduct conferences on student and school issues with parents, students, and teachers

Professional Growth and Development:

- Participate in professional development to improve skills related to job assignment

School/Community Relations:

- Articulate the school's mission to community and solicit its support in realizing mission
- Demonstrate awareness of school-community needs and initiate activities to meet those needs
- Use appropriate and effective techniques to encourage community and parent involvement

Miscellaneous:

- Attend assigned evening school events
- Other duties as assigned

Evaluation: By Superintendent

Physical Demands: The physical demands described here are representative of those that must be met by an employee to successfully perform the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

The duties of this job are normally performed in the following manner: the employee is regularly required to stand and is regularly required to talk and to hear. The employee frequently is required to walk. The employee is occasionally required to sit; to use hand to finger, handle or feel; to reach with hands and arms; to stoop; kneel, crouch, or crawl. The employee must occasionally lift and/or move up to 25 pounds. Specific vision abilities required by this job include close vision, distance vision, peripheral vision, and ability to adjust focus.

Work Environment: The work environment characteristics described here are representative of those an employee encounters while performing the essential functions of this job. Reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions.

While performing the duties of this job, the employee is occasionally exposed to outside weather conditions. The noise level in the work environment is usually moderate.

Note: Qualified candidates/incumbents must be able to perform the essential duties and responsibilities with or without reasonable accommodations. As required under the Americans with Disabilities Act (ADA), reasonable accommodations may be made to enable individuals with disabilities to perform the essential functions or duties. It is the responsibility of the incumbent in the position or the candidate once offered the position to inform the East Greenwich Superintendent of any and all reasonable accommodations that may be required. Candidates who need accommodations to complete the application process must inform the Superintendent of their need.

Terms of Employment: In accordance with the Collective Bargaining Agreement

The East Greenwich Township School District is an Equal Opportunity Employment, Educational and Service Organization.

East Greenwich Township 2022 - 2023 School Year Calendar - DRAFT

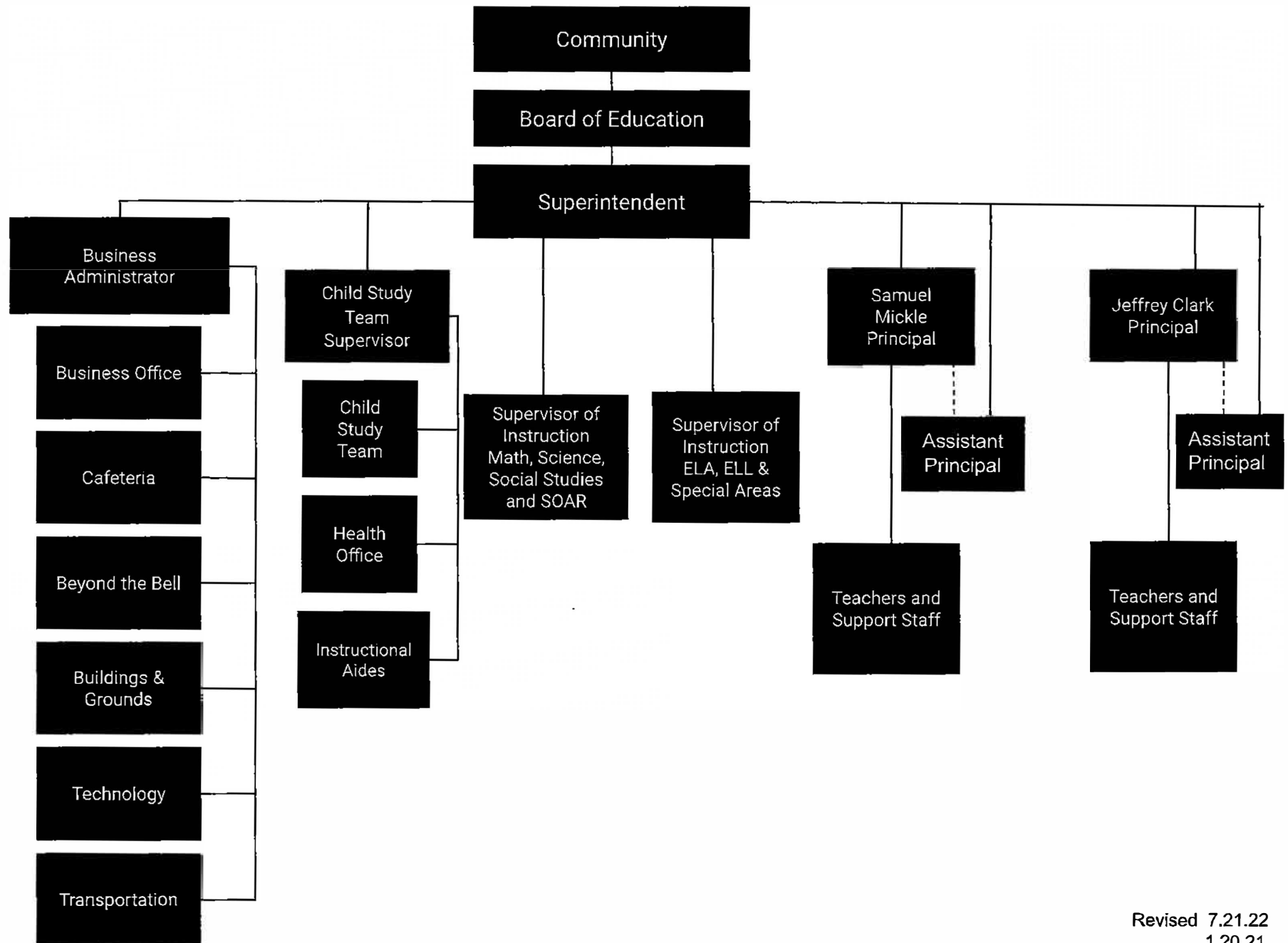
July -2022					January -2023				
M	T	W	T	F	M	T	W	T	F
				1		3	4	5	6
	5	6	7	8	9	10	11	12	13
11	12	13	14	15		17	18	19	20
18	19	20	21	22	23	24	25	26	27
25	26	27	28	29	30	31			
August -2022					February -2023				
M	T	W	T	F	M	T	W	T	F
1	2	3	4	5			1	2	3
8	9	10	11	12	6	7	8	9	10
15	16	17	18	19	13	14	15	16	17
22	23	24	25	26		21	22	23	24
29	30	31			27	28			
September -2022					March -2023				
M	T	W	T	F	M	T	W	T	F
			1	2			1	2	3
	6	7	8	9	6	7	8	9	10
12	13	14	15	16	13		15	16	17
19	20	21	22	23	20	21	22	23	24
26	27	28	29	30	27	28	29	30	31
October -2022					April -2023				
M	T	W	T	F	M	T	W	T	F
3	4	5	6	7	3	4	5		
10	11	12	13	14		11	12	13	14
17	18	19	20	21	17	18	19	20	21
24	25	26	27	28	24	25	26	27	28
31									
November -2022					May -2023				
M	T	W	T	F	M	T	W	T	F
	1	2	3	4	1	2	3	4	5
7	8	9			8	9	10	11	12
14	15	16	17	18	15	16	17	18	19
21	22	23	24	25	22	23	24	25	26
28	29	30				30	31		
December -2022					June -2023				
M	T	W	T	F	M	T	W	T	F
			1	2				1	2
5	6	7		9	5	6	7	8	9
12	13	14	15	16	12	13	14	15	16
19	20	21	22			20	21	22	23
					26	27	28	29	30

Board approved 2.16.22

Key: Early Dismissal Staff in-service Closed to Students Last Day of Trimester State Testing Window

District Information: Emergency school closings will be made up at the end of the year beginning June 13. New Jersey Student Learning Standard Assessment (NJSLSA) dates are April - May; specific dates TBD. Summer hours are 8 to 4 Monday through Thursday. The district is closed on Fridays. The summer hours for the Summer of 2023 begin June 23, 2023 and end August 18, 2023.

East Greenwich Township School District Organizational Chart



East Greenwich Township School District Professional Development Plan (PDP)

East Greenwich Township School District	Andrea Evans	9/2022-6/2023
---	--------------	---------------

Professional Learning Goals

1	In correlation with <i>Marzano, Domain 1, Element 19: Practicing Skills, Strategies, and Processes</i> , continue to grow our staff's ability to use formative data to guide instruction and strengthen the ability to differentiate lessons based on immediate student needs.	All Staff	<ul style="list-style-type: none"> • Aligned with our teacher evaluation system, Marzano. • Analyzing and using data more effectively in the classroom will lead to better-targeted interventions in the classroom, improving student performance. • Students need consistent opportunities to engage in whole-class, small-group, and individual learning activities that are appropriate to their needs to execute skills, strategies, and processes. • Supports the district's goal of solidifying a tiered system of support. • A new Social Studies curriculum will be implemented this year which will be supported by professional development in the curriculum.
2	In correlation with <i>Marzano, Domain 1, Element 15: Organizing Students to Practice and Deepen Knowledge</i> , continue to provide training and time for staff to build capacity with differentiating curriculum and generating meaningful practice activities in order to meet student needs.	All Jeffrey Clark Staff	<ul style="list-style-type: none"> • Aligned with our teacher evaluation system, Marzano. • Analyzing and using data more effectively in the classroom will lead to better-targeted interventions in the classroom, improving student performance. • This goal supports the district's work with the NJTSS-ER grant and NJIETA grant to provide a tiered system of support and differentiation to reach all learners

3	In correlation with Marzano, <i>Domain 2, Element 8: Needs of Students Who Lack Support for Schooling</i> , continue to grow our school and teaching staff's capacity to enrich the Social-Emotional Learning of our students.	All Samuel Mickle Staff	<ul style="list-style-type: none"> • Aligned with our teacher evaluation system, Marzano • Corresponds with state regulations on teaching social-emotional learning and equity • Intended to help teachers make students feel safe and welcome during a new school year, especially students who may not have support for schooling at home. • This goal also demonstrates alignment and supports efforts, with District Goal 1 (<i>Domain 1, Element 19: Practicing Skills, Strategies, and Processes</i>), continuing our staff's ability to utilize data to inform differentiated and targeted instruction based upon student needs, as well as district and school efforts
4	Continue to build the capacity of all teachers to utilize benchmark data to make data-informed decisions to drive instructional framework.	Teaching Staff	<ul style="list-style-type: none"> • Analyzing and using data more effectively in the classroom will lead to better-targeted interventions in the classroom, improving student performance. This will lead to improved pedagogy and student performance. • In conjunction with our 1st goal (listed above), our district uses multiple benchmark tools to drive instructional frameworks. These include LinkIt, Aimsweb, F&P, and IXL. Also includes state-required assessments, such as Start Strong, NJSLA, DLM, and WIDA. • Continue to refine communication methods of results for various stakeholders.

2: Professional Learning Activities

1	<ul style="list-style-type: none"> • Marzano Training Refresher • Observation Pre and Post Conference • Collaboration with I&RS Teams, Team Leaders, BSI Teachers, NJTSS-ER Grant Team, NJIETA Grant Team, Leadership Team 	<ul style="list-style-type: none"> • Utilize professional learning opportunities, such as faculty meetings and team meetings focus on targeted, differentiated, and data-informed instruction. • Continued support, training, and coaching through the NJTSS-ER and NJIETA grants. • Administration will provide needed PD
---	---	---

2	<ul style="list-style-type: none"> ● Marzano Training Refresher ● Observation Pre and Post Conference ● Collaboration with I&RS Teams, Team Leaders, BSI Teachers, NJTSS-ER Grant Team, NJIETA Grant Team, Leadership Team 	<ul style="list-style-type: none"> ● Utilize professional learning opportunities, such as faculty meetings and team meetings focus on targeted, differentiated, and data-informed instruction. ● Teachers will analyze data in their classroom to inform instruction, interventions, student grouping, etc. ● Administration will provide needed PD
3	<ul style="list-style-type: none"> ● Marzano Training Refresher ● Observation Pre and Post Conference ● Collaboration with I&RS Teams, Team Leaders, BSI Teachers, PBSIS, Equity Committee, Leadership Team 	<ul style="list-style-type: none"> ● Utilize professional learning opportunities, such as faculty meetings and team meetings focus on targeted, differentiated, and data-informed instruction. ● Teachers will incorporate SEL strategies each day into their classrooms to create positive classroom environments ● Administration will provide needed PD
4	<ul style="list-style-type: none"> ● PD Sessions held during in-services ● Consultation services with program representatives will be offered ● Administration will attend team meetings to help with benchmarks, as needed ● Scheduled district benchmarks occur 3x per year (Linkit, Aimsweb, F&P, & IXL) ● Collaboration with: I&RS Teams, Team Leaders, BSI Teachers, NJTSS-ER Grant Team, NJIETA Grant Team, Leadership Team 	<ul style="list-style-type: none"> ● PD training in relation to benchmarking tools will be provided time for reflection and implementation ● Teacher questions about benchmarking tools will be referred to program contacts and/or district experts ● Teachers will analyze data in their classroom to inform instruction, interventions, student grouping, etc. ● Student data from benchmark assessments will be analyzed and discussed ● Administration will provide needed PD

3: PD Required by Statute or Regulation

See attached link here.

4: Resources and Justification

<ul style="list-style-type: none"> ● Marzano Training ● Social Studies Curriculum Training ● Team Meetings

- Faculty Meetings
- Professional Development Trainings
- NJTSS-ER grant state-level coach and team
- NJIETA grant coach and team
- PBSIS grant team

The goals of this plan allow us to focus on using data to guide and differentiate instruction, enriching the Social-Emotional learning of our students, and utilizing benchmark data to drive instructional frameworks. The goals directly tie into our district evaluation tool, Marzano. Providing PD time, meeting time, consultation services, and support, along with all of the resources outlined above, will allow our district to achieve these goals.

Signature:


Superintendent Signature


Date

Professional Development Plan

East Greenwich Township	Jeffrey Clark School	Jennifer Connell	9/2022-6/2023
-------------------------	----------------------	------------------	---------------

1: Professional Learning Goals

1	In correlation with Marzano, <i>Domain 1, Element 19: Practicing Skills, Strategies, and Processes</i> , continue to grow our staff's ability to use formative data to guide instruction and strengthen the ability to differentiate lessons based on immediate student needs.	Teaching Staff	<ul style="list-style-type: none"> ● Aligned with our teacher evaluation system, Marzano. ● Analyzing and using data more effectively in the classroom will lead to better-targeted interventions in the classroom, improving student performance. ● Students need consistent opportunities to engage in whole-class, small-group, and individual learning activities that are appropriate to their needs to execute skills, strategies, and processes. ● Supports the district's goal of solidifying a tiered system of support. ● A new Social Studies curriculum will be implemented this year which will be supported by professional development in the curriculum. ● This goal supports the school PD goal <i>Domain 1, Element 19: Practicing Skills, Strategies, and Processes</i>
2	In correlation with Marzano, <i>Domain 1, Element 15: Organizing Students to Practice and Deepen Knowledge</i> , continue to provide training and time for staff to build capacity with differentiating curriculum and generating meaningful practice	Teaching Staff	<ul style="list-style-type: none"> ● Aligned with our teacher evaluation system, Marzano. ● Analyzing and using data more effectively in the classroom will lead to better-targeted interventions in the classroom, improving student performance. ● This goal supports the district's work with the NJTSS-ER grant and NJIETA grant to provide a tiered system of support and differentiation to reach all learners ● Supports the district's goal of working towards a tiered system of support. ● This goal specifically supports the district's work with year four of the NJTSS grant and the school goal to provide tiered support effectively for all students to reach all learners in the 2022-2023 school year. ● This goal supports the district PD goal <i>Domain 1, Element 15: Organizing Students to Practice and Deepen Knowledge</i>

	activities in order to meet student needs.		
3	Continue to build the capacity of all teachers to utilize benchmark data to make data-informed decisions to drive instructional framework.	Teaching Staff	<ul style="list-style-type: none"> Analyzing and using data more effectively in the classroom will lead to better-targeted interventions in the classroom, improving student performance. This will lead to improved pedagogy and student performance. In conjunction with our 1st goal (listed above), our district uses multiple benchmark tools to drive instructional frameworks. These include LinkIt, Aimsweb, F&P, and IXL. Also includes state-required assessments, such as WIDA. Continue to refine communication methods of results for various stakeholders.

2: Professional Learning Activities

1	<p>Provide teachers with ongoing professional development in the area of literacy instruction.</p> <ul style="list-style-type: none"> Marzano Training Refresher Observation Pre and Post Conference Collaboration with I&RS Teams, Team Leaders, BSI Teachers, NJTSS-ER Grant Team, NJIETA Grant Team, Leadership Team 	<ul style="list-style-type: none"> Support all learning through flexible small group instruction with specific and targeted schedules. Schedule Intentional Read Aloud time daily Utilize Literacy Look Fors to support instructional goals to raise student achievement <ul style="list-style-type: none"> This will develop through the year pending learning models and observation techniques used to support instruction. Build confidence and celebrate success with Caught Being Amazing feedback forms. Continued support, training, and coaching through the NJTSS-ER and NJIETA grants.
1	Provide meaningful professional development opportunities throughout the year for staff.	<ul style="list-style-type: none"> Utilize professional learning opportunities, such as faculty meetings and team meetings focus on targeted, differentiated, and data-informed instruction. Utilize team meeting time for individual team goals and opportunities. Teachers will analyze data in their classroom to inform instruction, interventions, student grouping, etc.

	<ul style="list-style-type: none"> • Marzano Training Refresher • Observation Pre and Post Conference • Collaboration with I&RS Teams, Team Leaders, BSI Teachers, NJTSS-ER Grant Team, NJIETA Grant Team, Leadership Team 	
2	<p>Provide teachers with professional development to enhance student achievement.</p> <ul style="list-style-type: none"> • Collaboration with I&RS Teams, Team Leaders, BSI Teachers, NJTSS-ER Grant Team, NJIETA Grant Team, Leadership Team 	<ul style="list-style-type: none"> • Develop math schedules to enhance student achievement with curriculum work and Mr. Miller-McGrail. • Develop literacy-rich schedules to enhance student achievement with the NJTSS work, curriculum work, and Mrs. Giorgianni. • Attend team meetings to discuss effective practices and support instruction for all learners. • Utilize faculty meetings to provide meaningful time for instructional conversations. • Utilize professional learning opportunities, such as faculty meetings and team meetings focus on targeted, differentiated, and data-informed instruction. • Continued support, training, and coaching through the NJTSS-ER and NJIETA grants.
2	<p>Provide teachers with professional development to enhance student achievement through formative assessment.</p> <ul style="list-style-type: none"> • Collaboration with I&RS Teams, Team Leaders, BSI Teachers, NJTSS-ER Grant Team, NJIETA Grant Team, Leadership Team 	<ul style="list-style-type: none"> • New Teacher Orientation will provide time for a review of formative assessment and offer this as professional development. • Share formative assessment examples and practices that are quick and useful during staff meetings • Work with Jamie Dubuque from the New Jersey Coalition for Inclusive Education to develop goals for Jeffrey Clark Staff. • Continued support, training, and coaching through the NJTSS-ER and NJIETA grants.
3	<p>Provide PD sessions and workshops as needed for staff</p>	<ul style="list-style-type: none"> • PD training in relation to benchmarking tools will be provided time for reflection and implementation

	<ul style="list-style-type: none"> ● PD Sessions held during in-services ● Consultation services with program representatives will be offered ● Administration will attend team meetings to help with benchmarks, as needed ● Scheduled district benchmarks occur 3x per year (Linkit, Aimsweb, F&P, & IXL) ● Collaboration with: I&RS Teams, Team Leaders, BSI Teachers, NJTSS-ER Grant Team, NJIETA Grant Team, Leadership Team 	<ul style="list-style-type: none"> ● PD training in relation to benchmarking tools will be provided time for reflection and implementation ● Teacher questions about benchmarking tools will be referred to program contacts and/or district experts ● Teachers will analyze data in their classroom to inform instruction, interventions, student grouping, etc. ● Student data from benchmark assessments will be analyzed and discussed ● Administration will provide needed PD and attend team meetings to help with benchmarks, as needed ● Scheduled district benchmarks to occur 3x per year (Linkit, Aimsweb, F&P, & IXL) ● Collaboration with: I&RS Teams, Team Leaders, BSI Teachers, NJTSS-ER Grant Team, NJIETA Grant Team, Leadership Team
--	--	--

3: Essential Resources

1	Leadership Team Team Leaders I&RS Team BSI Teachers NJTSS Grant Team	<ul style="list-style-type: none"> ● Provide PD time, meeting time, consultation services, and support, along with all of the resources outlined above, will allow our district to achieve these goals. ● Solicit feedback from team leaders pertaining to areas of additional training.
2	I&RS Team Team Leaders BSI Teachers NJTSS Grant Team NJIETA Grant Team	<ul style="list-style-type: none"> ● Meet regularly with the I&RS Team Leader. ● Plan and hold meetings with individual teachers to discuss learners. ● Meet regularly with NJTSS Grant team to ensure we are focused and meeting best practices. ● Support differentiation through professional development and dialogue in the 2022-2023 school year.

	Leadership Team	
3	Leadership Team Mrs. Loggia Mrs. Giorgianni Mr. Miller McGrail Team Leaders	<ul style="list-style-type: none"> • Support building-based language and lessons with walkthroughs and updated “Caught Being Amazing” forms. • Provide time during faculty and team meetings to discuss and provide tips for implementation. • Support teaching staff as needed with the program. • Provide PD time, meeting time, consultation services, and support, along with all of the resources outlined above, will allow our district to achieve these goals.

4: Progress Summary

1		•
2		•
3		•

Signature:

Jennifer Cornell
Principal Signature

Andrea Evaro

7/1/22

Date

8/11/22

2022-2023 Samuel Mickle School Professional Development Plan

East Greenwich Township	Samuel Mickle School	Richard Carr	9/2022 - 6/2023
-------------------------	----------------------	--------------	-----------------

1. Professional Learning Goals

1	Goal 1: Effectively provide targeted and differentiated instruction to all students that incorporates whole-class, small-group, and individual opportunities to further competencies with skills and strategies.	Teaching Staff	<ul style="list-style-type: none"> Most recently, our district focused on the use of student data to inform impactful instructional decisions. In the 2022-2023 school year, we must continue to focus on the utilization of effective instructional practices that are driven and centered on students' academic and learning needs. Students need consistent opportunities to engage in whole-class, small-group, and individual learning activities that are appropriate to their needs to execute skills, strategies, and processes. Goal 1 is aligned with the Marzano teacher evaluation model framework. Goal 1 connects to the current district goal of solidifying tiered systems of support for students, utilizing small-group and individual opportunities for targeted instruction. Goal 1 aligns with a district strategic planning objective to provide opportunities to enrich and reach students both academically and social-emotionally. Goal 1 directly addresses District Professional Learning Goal 1, aligning with focus element Domain 1, Element 19: Practicing Skills, Strategies, and Processes. Goal 1 also supports District Professional Learning Goal 3, which is focused on building the capacity of all teachers to utilize the LinkIt Benchmark Assessments and corresponding data to guide and drive instructional decision-making.
2	Goal 2: Ensure considerations are in place to support and effectively reach students that may lack	Teaching Staff Principal Assistant-Principal Supervisors	<ul style="list-style-type: none"> Educators must make appropriate considerations for all students, ensuring high expectations for academic and social development that is attained through supports occurring both inside and outside of the classroom. Goal 2 provides a direct continuation of last year's goal focused on establishing positive respect and rapport with student, prompting a targeted focus on students who exhibit particular needs. Considerations and attention to targeted strategies to address the needs of students who may lack external support aligns with state requirements and recommendations regarding equitable practices and instruction, as well as explicit social-emotional efforts.

	support for schooling at home.	Counselors	<ul style="list-style-type: none"> ● Goal 2 is aligned with the Marzano teacher evaluation model framework. ● Goal 2 directly addresses an element in our teacher evaluation system, Marzano - Domain 2, Element 8: Needs of Students Who Lack Support for Schooling. ● Goal 2 also demonstrates alignment, and supports efforts, with District Goal 1 (Domain 1, Element 19: Practicing Skills, Strategies, and Processes), continuing our staff's ability to utilize data to inform differentiated and targeted instruction based upon student needs, as well as district and school efforts focused on social-emotional development and wellness.
3	Goal 3: Continue to build the capacity of all teachers to analyze benchmark data and utilize data-informed practices to drive lesson planning and instructional decision-making.	Teaching Staff Principal Assistant-Principal Supervisors	<ul style="list-style-type: none"> ● Effective analysis of data and the use of data-informed practices in the classroom will further targeted planning and instruction, improving student learning and academic performance. ● With multiple benchmark (e.g., LinkIt, Aimsweb, F&P, and IXL) and state assessment (e.g., Start Strong, NJSLA, DLM, and WIDA) data sources available, a focus remains of utilizing such data in meaningful and actionable ways to benefit student learning. ● Continue to refine effective methods of communicating student performance results to staff, students, and families.

2: Professional Learning Activities

1	<ul style="list-style-type: none"> ● Provide professional learning opportunities focused on targeted, differentiated, and data-informed instruction, as well as instructional practices appropriate to furthering student execution of skills, strategies, and processes. ● Collaboration with Team Leaders, BSI Teachers, I&RS Team, and Leadership Team 	<ul style="list-style-type: none"> ● Utilize faculty meetings and team meetings as opportunities to provide professional learning opportunities focused on targeted, differentiated, and data-informed instruction. ● Administration will attend team meetings to support focus on utilization of effective instructional and data-informed practices. ● Discuss student data in decision-making at observation pre- and post-conferences, as well as through team and staff meetings. ● Utilize classroom walkthroughs to consider instructional approaches and student activities aimed at furthering student execution of skills, strategies, and processes. ● Ensure appropriate time allocations are embedded in master schedules to support opportunities for whole-class and small-group instruction and learning activities. Utilize Math and ELA schedules built upon a structure of designated time allocated for both whole-group and small-group, targeted instruction. ● Support data analysis of multiple measures, district benchmark data (i.e., LinkIt, Aimsweb, F&P, IXL) and state assessments (i.e., Start Strong, NJSLA, DLM, WIDA).
---	---	---

		<ul style="list-style-type: none"> ● Provide professional and research-based practices during staff meetings and through staff correspondences and newsletters.
2	<ul style="list-style-type: none"> ● Provide ongoing professional learning and development focused on ways to support students who may lack support for schooling at home. ● Collaboration with Team Leaders, BSI Teachers, I&RS Team, and Leadership Team 	<ul style="list-style-type: none"> ● Utilize faculty meetings and team meetings as opportunities to provide professional learning opportunities focused on strategies to support students who may exhibit a lack of external supports for school success. ● Ensure lesson planning and instructional design that demonstrates differentiation and the use of data for small-group and flexible grouping. ● Provide professional learning opportunities focused on overcoming barriers to learning, quality independent and homework practices that ensure consideration of home supports and resources, and data-informed instruction and differentiation. ● Teachers will incorporate social-emotional strategies through scheduled classroom lessons and incorporation in routine classroom practices. ● Discuss considerations made for students who may lack home support for schooling during pre- and post-conferences. ● Support classroom lessons and infusion of daily SEL practices to further strengthen positive classroom environments.
3	<ul style="list-style-type: none"> ● Provide ongoing professional learning and development focused on data analysis and data-informed instructional practices. ● Scheduled administration of district benchmark and state-required assessments ● Collaboration with Team Leaders, BSI Teachers, I&RS Team, and Leadership Team 	<ul style="list-style-type: none"> ● Professional development sessions will be provided on district in-service days. ● Utilize faculty meetings and team meetings as opportunities to provide professional learning opportunities focused data analysis and data-informed instructional practices. ● Ensure lesson planning and instructional design that demonstrates differentiation and the use of data for small-group and flexible grouping. ● Utilize classroom walkthroughs to consider instructional approaches and student activities that demonstrate that they are data-informed. ● Administration will attend team meetings to discuss and review benchmark assessment and student performance data.

3: Essential Resources

Strategic Focus	Resources	Implementation Strategies
		<ul style="list-style-type: none"> ● Dedicated common planning time and team meetings for collaboration regarding instructional practices and activities to enhance student skill and strategy development.

1	Leadership Team Teaching Staff Team Leaders I&RS Team BSI Team NJTSS-ER Grant Team	<ul style="list-style-type: none"> ● Hold data reviews and discussions with grade-level teams and BSI team to further connections between classroom and academic support services and ensure communication channels. ● Utilize I&RS team to ensure alignment between I&RS goals and targeted student learning goals and instructional activities. ● Solicit feedback from Team Leaders and ScIP team pertaining to areas of additional professional learning needs. ● Utilized the continued support, training, and coaching through the NJTSS-ER grant. ● Provide Marzano training to ensure appropriate understanding of Marzano focus elements
2	Leadership Team Teaching Staff Counselor Comprehensive Mental Health Coordinator I&RS Team BSI Team	<ul style="list-style-type: none"> ● Dedicated common planning time and team meetings for collaboration regarding strategies to meet the needs of students. ● Hold data reviews and discussions with grade-level teams and BSI team to further connections between classroom and academic support services and ensure communication channels. ● Utilize I&RS team to ensure alignment between I&RS goals and targeted student learning goals and instructional activities. ● Utilize collaboration opportunities for teachers and counselors to determine barriers to student success and concerted efforts to meet student needs. ● Solicit feedback from Team Leaders and ScIP team pertaining to areas of additional professional learning needs ● Provide Marzano training to ensure appropriate understanding of Marzano focus elements
3	Leadership Team Teaching Staff Team Leaders I&RS Team BSI Team NJTSS-ER Grant Team	<ul style="list-style-type: none"> ● PD training in relation to benchmarking tools will be provided time for reflection and implementation ● Teacher questions about benchmarking tools will be referred to program contacts and/or district experts ● Teachers will analyze data in their classroom to inform instruction, interventions, student grouping, etc. ● Student data from benchmark assessments will be analyzed and discussed ● Utilize the continued support, training, and coaching provided through the NJTSS-ER grant. ● Administration will provide needed PD

4: Progress Summary

1		●
---	--	---

2		•
3		•

Signature:

Principal Signature

Andrea Evans

Date

8/11/22

EAST GREENWICH TOWNSHIP SCHOOL DISTRICT

District Mentoring for Quality Induction Program 2022-2023



Submitted to BOE on August 17, 2022

RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE

East Greenwich Township School District
District Mentoring for Quality Induction Program
Mentoring Plan Checklist

REQUIRED R	COMPONENTS OF MENTORING PLAN	INCLUDED R
R	Title Page	R
R	Table of Contents	R
R	Section 1: District Profile	R
R	District profile sheet	R
R	LPDC signoff sheet	R
R	Board of Education approval form	R
R	Section 2: Needs Assessment	R
R	Current assessment of the mentoring for quality education program	R
R	Current needs of district mentoring plan	R
R	Section 3: Vision and Goals	R
R	Mentoring program vision	R
R	Mentoring program goals	R
R	Section 4: Mentor Selection	R

R	Guidelines for selection of mentors	R
R	Application process and criteria for selection of mentors	R
R	Section 5: Roles and Responsibilities for Mentors	R
R	Section 6: Professional Learning Components for Mentors	R
R	Section 7: Professional Learning Components for Novice Teachers	R
R	Section 8: Action Plan for Implementation	R
R	Section 9: Resource Options Used	R
R	Section 10: Funding Resources	R
R	Section 11: Program Evaluation	R
R	Section 12: 20-Day Mentoring	R

East Greenwich Township School District

Table of Contents

District Mentoring for Quality Induction Program

Title	Page
Preface	
1. Local mentoring plan checklist	2
2. Table of contents	4
District Profile	
1. District Profile sheet	5
2. LPDC sign off sheet	6
3. Board of Education approval: sign off sheet	8
Needs Assessment	
1. Current assessment of mentoring program	10
2. Current needs of District Mentoring for Quality Induction Program	12
Vision and Goals	
1. Mentoring program vision	13
2. Mentoring program objectives and goals	14
Mentor Selection	
1. Guidelines for selection of mentors	15
2. Application process and criteria for selection of mentors	16
Roles and Responsibilities of the Mentor Teacher	17
Professional Learning Components for Mentors	
1. List of professional learning opportunities	18
2. Alignment with N.J. Professional Standards for Teachers	18
Professional Learning Components for Novice Teachers	
1. List of professional learning opportunities	19
2. Alignment with N.J. Professional Standards for Teachers	19
Action Plan for Implementation	21
Resource Options Used	27
Funding Resources	27
Program Evaluation	28
20-Day Mentoring	30

East Greenwich Township School District

District Profile Sheet – Section 1

The district profile sheet reflects the mentoring data from the 2021-2022 school year.

Name of District: East Greenwich Township School District

District Code: 1180

County Code: 15

District Address: 559 Kings Highway, Mickleton NJ 08056

Chief School Administrator: Andrea Evans, Superintendent of Schools

Mentoring Program Contact: Ms. Jessica Loggia, District Assistant Principal

Mentoring Program Contact Phone: 856.423.0412 Ext: 1080

Mentoring Program Contact Email: loggiaj@eastgreenwich.k12.nj.us

Type of District: Pre-6

Number of novice teachers with a Certificate of Eligibility: 0

Number of novice teachers with a Certificate of Eligibility with Advanced Standing: 3

Number of new to district teachers with Standard License: 2

Number of novice special education teachers with a standard license: 1

Number of Mentors: 10

Identify the number of provisional novice teachers in the following areas:

K-5: 5

6-8: 0

Special education (all grades): 1

List of School Buildings, Grade, Enrollment, & Professional Staff

Name of Building	Grade	Enrollment	Number of Professional Staff
Clark School	PK-2	575	72
Mickle School	3-6	725	83
Child Study Team	PK - 6	263	38

East Greenwich Township Schools

LPDC Sign Off Sheet

Name of District: East Greenwich Township **District Code:** 1180

County: Gloucester

County Code: 15

Names of Professional Staff Members Elected to Committee:

East Greenwich Township Schools

LPDC Sign Off Sheet

Name of District: East Greenwich Township

District Code: 1180

County: Gloucester

County Code: 15

Names of Professional Staff Members Elected to Committee:

Caroline Capasso

Name (please print)

Signature

Teacher/Mentor

Position

Jamie Centrella

Name (please print)

Signature

Teacher/Mentor

Position

Kelsey Connor

Name (please print)

Signature

Teacher/Mentor

Position

Katelyn Gaughan

Name (please print)

Signature

Teacher/Mentor

Position

Jennifer Clune

Name (please print)

Signature

LDTC/Mentor

Position

Bleigh Gamber

Name (please print)

Signature

Teacher/Mentor

Position

Maureen Gray

Name (please print)

Signature

Teacher/Mentor

Position

Holly Minner

Name (please print)

Signature

Teacher/Mentor

Position

Jessica McCarthy

Name (please print)

Signature

Teacher/Mentor

Position

Suzanne Putnam

Name (please print)

Signature

Teacher/Mentor

Position

Names of Administrators Appointed to Committee:

Andrea Evans

Name (please print)

Signature

Superintendent

Position

Jennifer Connell

Name (please print)

Signature

Principal

Position

Jessica Loggia

Name (please print)

Signature

Assistant Principal

Position

Contact Person: Jessica Loggia

Phone: 856-423-0412 Ext: 1080

Fax: 856-224-0144

E-mail: loggiaj@eastgreenwich.k12.nj.us

East Greenwich Township Schools

District Board of Education Approval and Comment Form

Date Plan received: _____

Date Plan reviewed: _____

Date Plan returned for revision: _____

Date Plan accepted: _____

Name of District: East Greenwich Township School District

District Code: 1180

County: Gloucester

County Code: 15

Sections	Completed Yes	Completed No	Comments
Section 1: District Profile a. District profile sheet b. Board of Education approval form	Yes	-----	
Section 2: Needs Assessment a. Current assessment of mentoring program b. Current needs of district mentoring program	Yes	-----	
Section 3: Vision and Goals a. Mentoring program vision b. Mentoring program goals	Yes	-----	
Section 4: Mentor Selection a. Guidelines for selection of mentors b. Application process and criteria for selection of mentors	Yes	-----	
Section 5: Roles and Responsibilities	Yes	-----	

Section 6: Professional Learning Components for Mentors	Yes	-----	
Section 7: Professional Learning Components for Novice Teachers	Yes	-----	
Section 8: Action Plan for Implementation	Yes	-----	
Section 9: Resource Options Used	Yes	-----	
Section 10: Funding Resources	Yes	-----	
Section 11: Program Evaluation	Yes	-----	
Section 12: 20-Day Mentoring	Yes	-----	

East Greenwich Township School District

Self-Assessment Tool for

District Mentoring for Quality Induction Program – Section 2

Place an "X" in the area that is appropriate for each item.

District-wide Planning Process	Yes	No	Partially
<ul style="list-style-type: none"> · Has our district engaged a broad-based group of teachers and school leaders, including representation from teacher associations, as members of the local Professional Development Committee (LPDC) to develop a mentoring plan aligned with state regulations? 	X		
<ul style="list-style-type: none"> · Does the LPDC monitor implementations of the mentoring program and use feedback to adjust and make improvements? 	X		
Criteria-based Selection and Matching of Mentors			
<ul style="list-style-type: none"> · Does our district mentoring plan include at least the criteria for mentor selection in state regulations? 	X		
<ul style="list-style-type: none"> · Are mentors selected based on the criteria stated in the regulations? 	X		
<ul style="list-style-type: none"> · Does our district have criteria for matching mentors and novice teachers? 	X		
<ul style="list-style-type: none"> · Are the matches between mentors and novice teachers based on criteria stated in the mentoring plan? 	X		
Mentor Services			

<ul style="list-style-type: none"> • Do mentors receive training in the skills of conferencing and feedback? 	X		
<ul style="list-style-type: none"> • Do mentors receive training in the skills of providing support in areas of curriculum, instruction, and assessment? 	X		
<ul style="list-style-type: none"> • Is there a specified expectation regarding the frequency of interactions (conferences, observations) between the mentor and novice teacher? 	X		
Novice Teacher Services			
<ul style="list-style-type: none"> • Do the novice teachers in the district participate in professional development activities (on topics such as classroom management, parent communication, diversity, lesson planning) that are specifically tailored to meet the needs of novice teachers? 	X		
<ul style="list-style-type: none"> • Are novice teachers brought together regularly during the year for networking opportunities? 	X		
<ul style="list-style-type: none"> • Are novice teachers given time and support to observe their mentors and other colleagues and to be observed by their mentors and other teachers? 	X		

(Self-assessment tool continued on next page)

(Self-assessment tool continued from previous page)

Place an "X" in the area that is appropriate for each item.

School Leader Services	Yes	No	Partially
<ul style="list-style-type: none"> • Do school leaders model a range of ways to support novice teachers at their schools? • Do school leaders use a wide range of approaches to engage all staff in supporting novice teachers? • Do school leaders use supervision and evaluation as a growth-oriented experience for novice teachers aligned with the New Jersey Professional Standards for Teachers? 	X X X		
District Board of Education and Community			
<ul style="list-style-type: none"> • Do all district staff and parents know that there is a rigorous mentoring for quality induction program in schools to support novice and veteran teachers for professional growth aligned with New Jersey Professional Standards for Teachers? • Is the community invited to support district efforts to nurture novice teachers? 	 X		X
On-going Program Evaluation	X		
<ul style="list-style-type: none"> • Do the LPDC engage in ongoing assessment (process/formative evaluation) of the mentoring for quality induction program? • Does the LPDC gather outcome/summative information on the impact of the mentoring for quality induction program and is this information shared with staff and community? 	X X		

East Greenwich Township School District
Current Needs of District Mentoring
for Quality Induction Program

1. As experience in the program is gained, additional improvements within the mentor training program can be made. Professional Development (PD) is needed for all mentors prior to beginning the mentoring process, with ongoing support throughout the mentoring year.
2. Formal data collection processes are needed to judge the quality of the growing mentoring program. Once this information is established, a communication tool is needed to share it with administrators, staff, and the community at large.
3. Coordination between members of the following committees: DEAC, SCiP, mentors, is needed in order to support the mentoring program and provide/plan professional development. Regular meetings are needed for revised coordination practice to streamline the overall process.
4. Professional development and support on how the iObservation (Marzano) Evaluation Model informs the mentoring process from both the mentor and mentee perspective.

East Greenwich Township School District
District Mentoring for Quality Induction Program
Section 3

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 dialog 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.

East Greenwich Township School District

District Mentoring for Quality Induction Program

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.

East Greenwich Township School District

District Mentoring for Quality Induction Program

Guidelines for Selection of Mentors

Section 4

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.

East Greenwich Township School District District Mentoring for Quality Induction Program

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.

East Greenwich Township School District District Mentoring for Quality Induction Program

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.

East Greenwich Township School District District Mentoring for Quality Induction Program

Roles and Responsibilities for Mentors* Section 5

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.

Mentor Training

The East Greenwich Township School District believes that a key element to implementing an exemplary teacher mentoring program is the provision of ongoing training for its teacher mentors. The training program affords mentors with opportunities to develop their skills and to collaborate with one another in order to provide consistent mentoring experience for all novice teachers. Components of mentor training include:

- Roles and responsibilities
- NJ Professional Standards for Teachers
- Informal observation skills
- Demographics and needs of a novice teacher
- Communication and listening skills
- Confidentiality
- Conferencing skills
- Observation skills
- Reviewing common problems of a novice teacher and how best to support them
- Peer coaching model
- Designing and effective Professional Growth Plan
- Professional Development Strategies
- Reflective practice

East Greenwich Township School District
District Mentoring for Quality Induction Program

Professional Learning Components for Mentors
Alignment with New Jersey
Professional Standards for Teachers
Section 6

- 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 expected to review and analyze New Jersey standardized test results at each designated grade level. Upon completion, mentors collaborate with building supervisors and administrators to identify areas of strengths and weaknesses. Yearly district-wide and building initiatives and objectives are developed based on this information. *(Standard one and five)*
- 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)*
- Formal mentors take part in a variety of multicultural activities that allow for the celebration of diverse groups and individuals. This process aids in the equitable education of students from all backgrounds and ethnicities. *(Standard two through four, seven, eight, eleven)*

East Greenwich Township School District District Mentoring for Quality Induction Program

Professional Learning Components for Novice Teachers and Alignment with New Jersey

Professional Standards for Teachers

Section 7

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. This New Teacher Induction Program 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

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 Google Sites page dedicated to training modules 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.

East Greenwich Township School District District Mentoring for Quality Induction Program

Standards-Based Action Plan – Section 8

Professional Learning Opportunities	Teacher discussions between veteran and novice teachers through various communication venues including grade level meetings.	Novice teacher visits the classrooms of veteran teachers Veteran teacher conducts informal observations of the novice teacher.	Novice teacher participates in grade level meetings.
--	--	---	--

Alignment with Professional Standards for Teachers	Possible standards one through eleven depending on discussion elements	Standards one through eleven	Standards one through eleven
Participants	Novice teachers and mentors; veteran teachers in the same discipline or building; supervisors; coaches	Novice teachers, mentors, veteran teachers within same building or discipline; supervisors; coaches	Novice teachers, mentors, other novice teachers within same building or discipline; other veteran teachers in the same building or discipline; supervisors; coaches; building administrators
Resources	Release time; substitute coverage; possible printed hand-outs; webinars; PLC; voluntary PD after school; scheduled professional development days; model lessons by Math and Literacy Coaches	Release time; substitute coverage	Release time; substitute coverage; scheduled as part of the work day
Program Evaluation	Discussion; Question and Answer Session; Workshop Evaluation Form	Reflection questions	Reflection questions; discussion between novice peer teachers; PLC logs

Person in Leadership Role	District Assistant Principal- Traci Bowles.; Building Administrators; District Supervisors	Mentor; Building Administrators; Veteran teachers; Coaches; Supervisors	Mentor, Building Administrators; Veteran teachers; Coaches; Supervisors
Timeline	Implemented in 2006; ongoing	Implementation in 2006; ongoing	Implementation in 2006; ongoing updated annually Last update 8/16/2021

**East Greenwich Township School District
District Mentoring for Quality Induction Program**

Action Plan (Continued)

GOAL:	
Task/Action Steps What will be done?	Provide Professional Development for all mentors prior to beginning the formal mentoring process, with ongoing support throughout the mentoring year. Informal mentors are encouraged to attend.
Responsibilities Who will do it?	District Supervisors and Administration

Resources Funding, time, people, materials	Staff Development budget, after school hours
Timeline	Summer 2022-June 2023

Implications for Professional Development: Improved effectiveness of the mentor/mentee relationship and process

Evidence of Success: Increased retention of tenured faculty; higher evaluation scores for novice teachers

Evaluation Process: Reflection on year-to-year retention of new teachers; increased evaluation scores of novice teachers; SGO achievement level.

(Action Plan continued on next page)

District Mentoring for Quality Induction Program

Action Plan *(Continued)*

GOAL:	
Task/Action Steps What will be done?	Formal data collection processes are needed to judge the quality of the mentoring program. Once this information is established, a communication tool is needed to share it with administrators, staff, and the community at large.
Responsibilities Who will do it?	District Supervisors and Administrators

Resources Funding, time, people, materials	Staff Development budget
Timeline	June 2022-June 2023

(Action Plan continued on next page)

District Mentoring for Quality Induction Program Action Plan *(Continued)*

GOAL:	
Task/Action Steps What will be done?	Coordination between members of the following committees: DEAC, SCIP is needed in order to support the mentoring program and provide/plan professional development. Regularly scheduled meetings are needed for this revised coordination practice to streamline the overall process.

Responsibilities Who will do it?	All involved staff
Resources Funding, time, people, materials	Staff Development budget, committee meeting time
Timeline	Sept 2022-June 2023

Implications for Professional Development: An improved professional development program tailored to the needs of the certified staff.

Evidence of Success: Increased retention of tenured faculty; higher evaluation scores for novice teachers and improved student outcomes.

Evaluation Process: Workshop evaluation surveys; staff feedback surveys.

District Mentoring for Quality Induction Program Action Plan *(Continued)*

GOAL:	
Task/Action Steps What will be done?	Professional development, guidance, and support on how the Marzano Evaluation Model informs the mentoring process from both the mentor and mentee perspective.

Responsibilities Who will do it?	District Administration
Resources Funding, time, people, materials	Staff Development budget
Timeline	Sept 2022-June 2023

Implications for Professional Development: An improved professional development program tailored to the needs of the certified staff; enhanced teacher practice and professionalism

Evidence of Success: Increased retention of tenured faculty; higher evaluation scores for novice teachers and improved student outcomes

Evaluation Process: Workshop evaluation surveys; staff feedback surveys

East Greenwich Township School District

District Mentoring for Quality Induction Program

Resource Options Used

Section 9

- Release time for formal mentors and informal mentors
- Release time for novice and new-to-the-district teachers

- District administrators and Literacy/Math Coaches meeting and involvement time
- Cooperation of veteran teachers
- In-service workshops and volunteer Professional Development opportunities
- Professional Learning Communities
- Marzano Teacher Practice Model
- Use of district secretarial staff
- Copy equipment and supplies
- Internet Websites provided by the *New Jersey Mentoring for Quality Induction Toolkit*, NJEA, and the DOE

East Greenwich Township School District **District Mentoring for Quality Induction Program** **Funding Resources Used** **Section 10**

The East Greenwich Township School District mentoring program is funded from the following budget resources:

- District Curriculum and Instruction budget

The mentoring funds were used as outlined in state and grant regulations providing:

- Professional development workshops
- Reference and training materials and supplies
- Substitute coverage for release time

East Greenwich Township School District **District Mentoring for Quality Induction Program**

Program Evaluation **Section 11**

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.

In the short term, the New Teacher Induction Workshop which takes place just before the beginning of each school year uses the following assessment tool to rate participants' reactions.

New Teacher Induction Program Entry/Mid-Year Survey

Directions: Answer this survey based on your grasp and understanding of each topic. Provide input on training and guidance that would benefit your instruction. Rate your comfort level from 1-5 (1 being uncomfortable, 5 being most comfortable).

1. Parent Communication and Conferences
2. Classroom Management
3. Student Growth Objectives (SGOs)
4. Marzano and Evaluations
5. Data Analysis
6. I&RS and Tiered Support
7. Special Education
8. Differentiated Instruction
9. School Policies and Procedures
10. Technology Training
11. Please add any additional topics of which were not included above that you feel you need more support.

Mentor Induction Program Entry/Mid-Year Survey

Directions: Please rate how skilled you feel you are in each of the following areas, 1 being the least and 5 being the most. Please only choose "not applicable" (NA) when a skill cannot be applied to your mentee.

1. Active Listening
2. Providing Constructive Feedback
3. Identifying and Accommodating Different Communication Styles
4. Employing Strategies to Improve Communication with Mentee
5. Aligning your Expectations with your Mentees
6. Working with Mentee to Set Goals
7. Building Mentee's Confidence
8. Acknowledging your Mentee's Professional Contributions

9. Negotiating a Path to Professional Independence with your Mentee
10. Helping Mentee Acquire Resources
11. To what extent do you feel that you are currently meeting your mentee's expectations and needs? (Mid-year)
12. Please add any ways that I can better support your mentoring process. (Mid-year)
13. Please indicate any specific PD for our mentees that would best support them through the year.

New Teacher Induction Program Exit Survey

1. How relevant was the program to your work needs?
2. Are there any components you feel would be useful to teachers next year?
3. How useful was the presented material?
4. Did you understand the integration of the material?
5. How effective was the overall program?
6. Specifically, was there anything else you enjoyed about the overall program?
7. Can you name one thing you learned which you plan to use?
8. Do you feel any important area has been overlooked by the mentoring program?
9. Can you provide us with three recommendations for next year?

Mentor Induction Program Exit Survey

1. How relevant was the program to helping prepare you for the roles and responsibilities of a mentor?

1. Which presentation did you find most helpful?
1. What were your expectations of the mentor teacher program and did the program meet your expectations?
1. What component of the mentor process has been most positive? What needs improvement?
1. Would you consider being a mentor again?

East Greenwich Township School District District Mentoring for Quality Induction Program

20-Day Mentoring (Requirement for Alternate Route)

Section 12

The East Greenwich Township School District will provide the 20-day clinical experience NJAC 6A:9-8.2(b)1 as required. The 20-day requirement will be satisfied by immediate assistance of a veteran teacher to the novice teachers for all situations requiring the following:

- New Jersey Core Curriculum Content Standards
- State and district policies
- Strategies for differentiating instruction to meet the needs of our students, including high-risk and exceptional students.
- New Jersey Student Learning Standards
- SGO process
- iObservation (Marzano)Teacher Practice Model
- Classroom management and discipline
- State and district assessment of student progress and achievement
- Lesson planning, including setting goals, meeting objectives and developing assessment tools
- District policies and procedures
- New Jersey Professional Standards for Teachers

To achieve the 20-day requirement, the district will provide new staff orientation and induction program hours, pre-service or summer clinical experiences, along with in-class mentor support.

Modifications to the 20-day mentoring plan will be addressed individually to take advantage of previous experiences such as:

- Candidates will receive credit for summer services, private school teaching experiences and out- of-state teaching.
- New teachers will be given opportunities to observe veteran teachers and attend formal instruction through state sponsored training centers.
- Novice teachers will have contact with multiple veteran teachers and other staff able to provide direction and assistance.
- P-3 candidates will have modified 20-day mentoring if documentation is provided that they have served as either assistant or lead teacher in a pre-school setting.
- Veteran teachers will be given class coverage to free them to support the novice teacher in the classroom setting.

EAST GREENWICH TOWNSHIP SCHOOL DISTRICT

STAFF HANDBOOK 2022-2023



RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE

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 IEP's.

Any student who needs (or is suspected of needing) special accommodations may 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 OF STUDENTS

The following procedures are for the student absences:

- 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.
- 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 the Parent Handbook, teachers are not to send student work in advance of an absence due to vacation.
- Excused absences occur for personal illness, legal matters, death in the family, and religious holidays.
- Teachers are to help students make up missed work due to an excused absence. (see HOMEWORK)

ABSENCES

Staff are to report absences through Frontline (formerly Aesop) online. 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 days cannot be taken either before or after scheduled district closures or on professional development days.. Reference the Collective Bargaining Agreement for a detailed description of the types of absences and the approval process.

ATTENDANCE

Homeroom teachers, complete your attendance through Real Time by 9:00am. Please be accurate with attendance reporting. If a parent does not report a child absent, the office will call the parent to confirm the child's absence.

In case of 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. 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. During the 2022-2023 school year, the event may not resemble the way it has looked in the past. The event is dependent upon CDC guidelines and guidelines from the Health Department.

ARRIVAL AND DEPARTURE TIME – CLARK

Teachers' start time is 8:20 AM. All homeroom teachers must report to their classrooms by 8:25 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 and remain at their post until 8:40.

At dismissal, teachers are to dismiss their students according to the schedule on the announcements. Teachers are to walk their bus students to the gym in a quiet and orderly fashion. Teachers will be assigned a bus number in which they are responsible for dismissing. Teachers who are not assigned a bus number will be assigned 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.

ARRIVAL AND DEPARTURE TIME- MICKLE

Teachers' start time is 8:20 AM. All homeroom teachers must report to their classrooms by 8:25 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 and remain at their post until 8:40.

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.

All students 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 library or 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 and/or teaching artist.
- may not be turned on or used during lunch or recess.
- may not be turned on or used in the bathroom or locker room.
- may not be turned on or used during field trips, fire drills, or lockdown drills.
- may not be turned on or used during exams.

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.

Parents are encouraged to help us enforce this policy by encouraging them to not text 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 in and outside of the building.

If an electronic device is discovered, please follow the district Code of Conduct.

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 2022-2023 school year, character education lessons are required to be taught weekly. 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. 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, consult with the school counselor immediately. The counselor will guide you through the process of reporting the suspected abuse. 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

Teachers will be responsible for supplying information to assist in formulating class lists. These lists 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.

Develop group dynamics in the classroom, allowing for interchange of ideas and encouraging pursuit of investigation. Use chalkboard/whiteboard, Smartboard, computers, and other visual means to reinforce verbal instructions. Vary class grouping by incorporating cooperative learning strategies, small group and large group instructional patterns and one to one conferencing.

Under no circumstances should children mark or grade papers of their classmates.

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.

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 rules 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. A schedule and lesson plan will be 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 should be 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 referral form and send that 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. *No pupil is to be left unsupervised at any time either in the classroom or hallways.*

Levels of Severity	Examples
Level 1- Disruptive behaviors- interfere with learning and functioning but are not directly harmful	Swearing, teasing, door slamming, asking repetitive questions
Level 2- Dangerous Behaviors- are potentially harmful	Scratching, slapping, biting, running away
Level 3- Very dangerous behaviors- have a significant likelihood of causing serious harm	Choking, hitting someone with significant intensity, using weapons, forceful head banging

COMMUNICATING WITH PARENTS AND GUARDIANS

Plan to communicate with individual parents and guardians through school email. 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 should be communicated through school-issued email.

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

Supervisors of Instruction shall develop and the Superintendent of Schools will oversee development of 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 Network 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 to the classroom

- Parent Pick Up to the Library
- Buses 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. Bus riders will dismiss through the gym.

After all students are dismissed to their dismissal locations, classroom teachers with bus duties 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.

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.

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 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, 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 corrected 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.

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 ten 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: active shooter, evacuation (non-fire), bomb threat and lockdown. New employees shall be 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. However, as per state mandate, active shooter, bomb threat, and evacuation emergency drills will be suspended until the health crisis is over. Teachers are expected to review, and not practice, drill procedures with their students.

The East Greenwich Township School District is adopting the Standard Response Protocol from the I Love U Guys Foundation beginning September 2022. Staff will be trained on the SRP during in-service training prior to the start of the school year. 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.

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 the seriousness without frightening the children. Stress the importance of following directions, walking in a single file, keeping silent and walking quickly, not running, during the entire duration of the drill. 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 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 the fire alarm sounds (hallway, restroom, cafeteria, etc.) Outside, count the students to be certain everyone is present. 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 also take their emergency folders with them as they exit. 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. 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 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>

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. These measures include components of both student achievement and teacher practice. Teachers of non-tested grades and subjects will be evaluated based on teacher practice and Student Growth Objectives. Teachers of tested subjects and grades who met the criteria for a Student Growth Percentile will be evaluated based on teacher practice, Student Growth Objectives and Student Growth Percentile. Category weights are determined yearly by the NJDOE and communicated in writing to staff each September.

The iObservation program will be used for teacher evaluation through the use of the Marzano Evaluation System. Non-tenured teachers will have a minimum of three observations each year, and tenured teachers will have a minimum of two observations each year. Observations will be a minimum of 20 minutes each. For all instructional staff there will be a minimum of at least one announced observation with a pre-conference.

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.

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 one month before the trip. 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.

GO GUARDIAN

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. 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.

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. 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

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 fobs/keys with them at all times. In case of an emergency, the key and fob may be required to ensure student/staff safety.

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 related 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

Students are not permitted to distribute birthday invitations at school. It is suggested that teachers compile a voluntary class data sheet during BTSN 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. Birthday party invitations may be distributed in the classroom if all students in the classroom receive an invitation.

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 parent. Also, students kept after school for disciplinary reasons must have prior arrangements made with parents.

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 needs lamination.

LAMINATING- Mickie

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 needs lamination.

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 administrator 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. 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 8:20AM 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 Mickie 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 (such as Study Island, Mystery Science, Reading A-Z, etc.), advance approval is required by the principal.

LOST AND FOUND

The Lost & Found in the Samuel Mickle School is located in the cafeteria and outside of the main office at the Jeffrey Clark School.

LUNCH

Daily student and staff lunch orders must be placed in Realtime by 9:00am. To submit a lunch order, complete your attendance. When you submit class attendance, click submit and order lunch. On next screen, select "Lunch" in the drop down box (lunch is the only option). Enter the correct quantity for 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 in the event of an emergency. 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.

MIDTERM PROGRESS REPORT

Midterm reports are available in Realtime to parents of all students. These reports available during the middle of every trimester to notify parents of progress and encourage a conference. Be proactive; if a student is struggling in your classroom, reach out and talk with the parent. Do not wait until the midterm report to notify parents of students who are having difficulty in your class.

MORNING ANNOUNCEMENTS- Clark

Every morning announcements will be made over the loudspeaker. The announcement will include the date, character trait, rotation day (1, 2, 3 etc), any important school news, and begin 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.

MORNING ANNOUNCEMENTS- Mickle

Every morning announcements will be available over the loudspeaker. The announcements will include the date, rotation day (1, 2, 3, etc.), and the Pledge of Allegiance, as well as any important school news. 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. Watch your grammar and spelling. 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 picture 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.

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 Clark parties include: Halloween, Winter , Valentine's Day, spring, and end of the year. The approved Mickle parties with parent volunteers include: Halloween, Winter, spring, 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 including Linkit scores & AIMSweb results for Jeffrey Clark, and NJSLA and Linkit scores for Samuel Mickle, 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. Personal days are not approved before or after a holiday/district break or on a professional development day, and they generally limited to five employees on a given day in each employee group. 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 NJ Professional Standards for Teachers and 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 urged 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 and are covered under the current teachers' contract. Requests for these must also be submitted to the building principal. (See teachers' contract). 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.

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.

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. 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.
- Do wash your blackboard/whiteboards often.
- The custodians will appreciate your help in facilitating their job.
- All hanging decorations need to be fire retardant.
- Do check lavatories daily to ensure proper cleanliness and sanitary habits of students.
- 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. During inclement weather, such as extreme cold (32 degrees or below), rain, heavy snow, or icy conditions, children are not to be exposed to the elements. 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.

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.

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. 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. 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.

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 at the start of the school year. 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.

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.

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 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, another staff member or principal is to be notified so that class is covered. 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, 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 maintain 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, 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

All children who are transported by bus to school will be dropped off in the morning by the gym doors 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. The location of each bus line will be indicated by a sign with the bus number and a specific color. Bus students will have coordinating color bracelets. Walkers will be dismissed from the main lobby. Parent pick up students will dismiss through designated exit location.

Note: Teacher should never transport students in their vehicles.

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. Teachers can also submit a Discipline Referral Form found in the Google Drive for a more prompt form of notification when it is not an emergency.

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 Lobby GuardSystem. Any visitor to the building 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.

**EAST GREENWICH TOWNSHIP
2022-2023 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

TABLE OF CONTENTS

East Greenwich BOE	2	Electronics	17
Administration	3	Acceptable Use Policy	17
Report Cards	4	District-Wide Student Code of Conduct	20
Mid Term Progress Reports	4	Chain of Command	22
Parent-Teacher Conferences	4	Social Emotional Learning and Character Education	23
District Grading Policy	4	Character Education	24
Homework	4	Character Development throughout the year	29
COVID 19 Related Safety Precautions	4	Student Discipline for 5th and 6th Grade	30
Hazard Communication Training	4	Harassment, Intimidation & Bullying Policy	30
Contact Tracing	4	Cafeteria	40
School Library	5	Lost and Found	41
Health Services Department	5	Selling in School	41
Emergency School Closing	8	Use of Telephone	41
School Property	9	School Counselors	41
Accident Insurance	9	Intervention and Referral Service (I&RS)	41
Communication	9	Child Study Team	41
Dismissal- Parent Pickup	9	Child Custody	41
Board Residency Policy	10	Affirmative Action	41
School Safety Policy	12	School volunteers	42
Pest Management Notification	12	Responsibilities of Field Trip Chaperones	42
Student Attendance Regulations	13	School Visitors	42
Bicycles/Transportation Information	15	Parties	43
Registration Procedures	16	Beyond the Bell	43
Dress Code	16		

2022 - 2023 EAST GREENWICH TOWNSHIP BOARD OF EDUCATION

W. Todd Jones, President

Mark Schonewise, Vice President

***Lori Becker, Jennifer Cavalieri, Stephanie Cosentino, Lisa Licciardello, Jenn Nevius,
Jodie O'Brien 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 7:15 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. Should you still have concerns after following the chain of command, please feel free to contact the Director of Curriculum and Instruction and/or the Superintendent.

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

Dr. Richard Carr, Samuel Mickle Principal	Bethanne Barousse, Samuel Mickle Assistant Principal
Dr. Jennifer Connell, Jeffrey Clark Principal	Jessica Loggia, Jeffrey Clark Assistant Principal
Beth Ann Godfrey, Supervisor of Special Education	Lisa Giorgianni, Supervisor of Instruction
Jeffrey Miller-McGrail, Supervisor of Instruction	

Board Appointed Officers

Affirmative Action	Dr. Jennifer Connell
Alternative Affirmative Action	Mrs. Beth Ann Godfrey
Asbestos/AHERA Coordinator	Mr. Gregory Wilson
Board Secretary	Mr. Gregory Wilson
Custodian of Records	Mr. Gregory Wilson
District Anti-Bullying Coordinator	Mrs. Jessica Loggia
District Testing Coordinator- Dynamic Learning Maps & English Language Learners	Mrs. Lisa Giorgianni
District Testing Coordinator - NJ Student Learning Assessments	Mr. Jeffrey Miller-McGrail
Equity Officer Responsible for the Comprehensive Equity Plan	Mrs. Jessica Loggia
Homeless Liaison	Mrs. Beth Ann Godfrey
Issuing Officer	Dr. Richard Carr
Public Agency Compliance	Mr. Gregory Wilson
Purchasing Agent	Mr. Gregory Wilson
Right to Know Coordinator	Mr. Gregory Wilson
School Safety Specialist	Mrs. Jessica Loggia

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 may be scheduled online through the district's website.

Mid Term Progress Reports

Progress reports are intended to give an indication of how your child is achieving academically midway through the trimester. You 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.

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 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.

COVID-19 Related Safety Precautions:

- Standard procedures will be utilized for the routine and frequent cleaning of bathrooms and common surfaces, as well as the specific and timely clearing and disinfection of occupied areas if there has been an individual who has tested positive or exhibited COVID-19 compatible symptoms.
- Regular handwashing is a simple, but effective, practice for personal health and a way to mitigate the transmission of COVID-19. Signage for handwashing has been placed in every bathroom and classroom with a sink. Students will have multiple opportunities to wash hands over the course of each school day.
- Masks are not required and mask-wearing is optional while in school and on school buses. Please note that, in accordance with NJDOH recommendations, mask-wearing may be required for a period of days following a COVID-positive individual's return to school.
- Parents or guardians are responsible for monitoring signs and symptoms of infectious illness. Students who are sick or have tested positive for COVID-19 should stay home and consult the school nurse regarding the timeline for returning to school in-person.

Hazard Communication Training

All staff will be trained with Hazard Communication Training in the first week of school. The training prepares staff with information and guidelines for proper use of chemicals. This training is important as teachers and staff will be expected to clean surfaces on a frequent basis.

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 book, 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: \$1.00 for paperbacks and \$5.00 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:

- Emergency health services
- NJ mandated screenings (measurements of growth, vision and hearing screenings, scoliosis screening)
- NJ mandated immunizations
- Health assessments
- 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 EGT 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 and the parent will be notified prior to the administration of acetaminophen and ibuprofen.

General Guidelines Regarding Exclusion

- *Any suspected viral/infectious disease the student should be isolated and parents contacted. The child should 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.*
- *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.*
- *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.), the school nurse should be advised 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.

If you have symptoms of COVID-19 or you test positive for the virus, you must notify the school nurse immediately.

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 another day or so. 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.

Students are required to have Tetanus, diphtheria, acellular pertussis (Tdap) and meningococcal vaccinations after their 11th birthday. **Students will not be permitted into 6th grade without these immunizations.** Please refer to N.J.A.C. 8:57-4, Immunizations of Pupils in School found on the NJDOH website.

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.

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.

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.

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 card 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 and provide educational packets.
- 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. Please refer to the school website for more information on head lice guidelines for diagnosis and treatment.

Emergency School Closing: You will receive a phone call by the Realtime System indicating the school's status as to a school closing or a 1-hour or 2-hour delay. Please make sure your phone numbers are updated through the parent portal.

The school's website will also list the school's status and any closings, www.eastgreenwich.k12.nj.us.

The following radio and TV stations will announce school closings caused by adverse weather conditions or other serious reasons. Listen for number 818, which is the East Greenwich Township school number. If school will open late, the following code is used: 5-818, one hour late; 6-818, two hours late.

TV Channels: 3, 6, 10 & 29 (KYW, WCAU, WPVI & WTXF)

If an emergency forces us to close school once children have arrived, we will put into effect the Realtime system to alert our families.

If school is closed during the day, all other school 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 are lost or destroyed through carelessness, a nominal charge will be made.

Skateboarding is prohibited on school grounds.

No pets are permitted on school property during school hours.

Accident 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 answered 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 assignment book.

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.
- 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 should be provided on the change of dismissal form.
- The school will require a photo I.D. at the time they arrive.
- 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.
- 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.

Board Residency Policy

File Code: 5118

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.

<u>Former Residents</u>	<u>Future Residents</u>	<u>Temporary Nonresidents</u>
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.	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.	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.

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.

Date: May 26, 1999

Amended: June 20, 2001

Legal References:

N.J.S.A. 18A:11-1 General mandatory powers and duties N.J.S.A. 18A:38-1 et seq. Attendance at school free of charge

See particularly:

<u>N.J.S.A. 38-2, 38-3, 38-8, 38-9</u>	<u>N.J.A.C. 6:20-3.1 et seq.</u> Method of determining tuition rates for regular public schools
<u>N.J.S.A. 18A:46-20</u> Receiving pupils from outside district; establishment of facilities	<u>N.J.A.C. 6:20-5.3</u> Method of determining the district of residence
<u>N.J.S.A. 18A:54-20</u> Powers of Board (county vocational schools)	<u>N.J.S.A. 6:20-5.4</u> Address submission for determining the district of residence

Board of Education of the Borough of Englewood Cliffs v. Board of Education of the City of Englewood, N.J. The Supreme Court decided June 9, 1993.

Possible Cross References:

3240 Tuition income	6142.5 Travel and exchange programs
5111 Admission	6151 Class size
5114 Suspension and expulsion	

SCHOOL SAFETY POLICY

Accidents are undesirable, unplanned occurrences that may be prevented and which often result in bodily harm, loss of school time, property damage, possibility of expensive legal action, and even death. Thus, it shall be the policy of the East Greenwich Township Board of Education to take 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, 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, school site selection, emergency procedures and traffic safety problems related to employees, pupils and the community. Staff safety concerns should be reported to the School Safety Specialist.

ANNUAL SCHOOL INTEGRATED PEST MANAGEMENT NOTIFICATION FOR EAST GREENWICH TOWNSHIP BOARD OF EDUCATION

As part of a school pest management plan, East Greenwich Township Board of Education 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 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
Gourmet Ant Bait Contrac Rodenticide

Samuel Mickle Building
Gourmet Ant Bait Contrac Rodenticide

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.

Name, Address and Phone Number for our School District IPM Coordinator:

Jeffrey Clark Building, 7 Quaker Road, Mickleton -- Michael Venello, 856-423-0613

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 10:40 am	Half-day absence
Picked up prior to 12:40 pm	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 8:41 am - 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: 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.

Even with the above procedure, the following will be followed as 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 (including COVID-19), will be marked absent if they are unable to attend in-person school. 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 fifteen (15) 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, guidance 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. While some absences can be expected due to illness or emergencies, other absences should be kept to a minimum. 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 bicycles 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 brought to school.

TRANSPORTATION ROUTES AND SERVICES: All pupils for whom district transportation is provided will be assigned by the District Transportation Coordinator to their bus routes prior to the opening of school.

Adjustments to these assignments will be made only under the following circumstances:

- In an emergency situation a parent/guardian may request in writing to the East Greenwich Transportation Coordinator, that a pupil exit from his/her regularly assigned bus at a different established stop along the approved route or may request a change of bus. Such requests shall be handled on an individual, case-by-case basis.
- If a pupil is suspended from bus transportation for disciplinary reasons, his/her parent/guardian is responsible for that pupil's transportation if a student is eligible for transportation, and the student transitions from the 100% remote learning model to the hybrid model.

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. 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."

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.
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 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, silence, 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.

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 by appointment at the office of the registrar located in the Samuel Mickle Building. 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 on the first school day following registration. Please contact the district registrar for any registration questions.

Registrar: Ann Marie Elliott 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 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, 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. 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 in and outside of the building.

If an electronic device is discovered, the following will apply:

1. 1st offense, teacher confiscates it, sends it to the office and the student may come to the office at the end of the day to bring it home.
2. 2nd offense, same as above but the parent must pick it up from the office.
3. 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.
4. Students who violate this procedure may be subject to disciplinary action per the Student Code of Conduct.

ACCEPTABLE USE POLICY: Students and their parents/guardians are reminded that use of technology is a privilege and not a right and that everything done on any device, network, or electronic communications device may be monitored by the school authorities. Inappropriate use of technology can result in limited or banned computer use and/or disciplinary consequences.

Students and their parents/guardians are responsible for reviewing/signing the Chromebook Acceptable Use Policy and returning it to their classroom teacher prior to use.

School-issued Chromebooks are intended to be used by students for academic purposes and should not be used for personal use.

With support from parents and guardians, students are responsible for charging and maintaining care of Chromebooks.

Pupils are not permitted to edit other students' academic work. Students who do so are subject to discipline according to the district code of conduct.

Student assignments should be completed with minimal support from parents/guardians. Any form of assessment, such as tests, quizzes, and essays, should be completed independently by the student. Falsified information results in the teacher's ability to help to academically support the student where they may need it and is in direct violation of the district code of conduct's Academic Integrity Policy (BOE policy 5701). Students are subject to discipline according to the district code of conduct.

OWNERSHIP of the CHROMEBOOK: Samuel Mickle School and Jeffrey Clark School retain sole right of possession of the Chromebook. School administration and faculty retain the right to collect and/or inspect Chromebooks at any time.

TRAINING: Students will be trained on how to use the Chromebook by their classroom teacher.

RESPONSIBILITY for the CHROMEBOOK:

1. Students are solely responsible for the Chromebooks issued to them.
2. Students must comply with the Chromebook Acceptable Use Policy and all policies of the school when using their Chromebook.
3. Students must treat their device with care and never leave it unattended.
4. Students must promptly report any problems with their Chromebook to the teacher leading the lesson.
5. Students may not remove or interfere with the serial number or other identification.
6. Students may not attempt to remove or change the physical structure of the Chromebook, including the keys, screen cover or casing.
7. Students must secure the Chromebook in the case supplied by the school district when they are being moved from classroom to classroom. That case should be completely zipped and carried by the handle or strap.
8. Students should never carry their Chromebook while the screen is open, unless directed to do so by the teacher.
9. Students may not attempt to install or run any operating system on the Chromebook other than the ChromeOS operating system supported by the school.
10. Students must keep their device clean and must not touch the screen with anything (e.g., your finger, pen, pencil, etc.) other than approved computer screen cleaners.
11. No food or drink is allowed next to your Chromebook while the screen is open.
12. Chromebooks should be shut down when not in use to conserve battery life. At the end of the school day it is the student's responsibility to place it into the classroom docking station and plug it into the appropriate charger.
13. Students in grades 3-6 transport their Chromebooks to and from school on a daily basis. It is the student's responsibility to ensure that the Chromebook is charged daily and in working order for each school day.
14. Chromebooks should never be shoved into a desk as this may break the screen.
15. No students shall share passwords or other personal logon information (device sharing is prohibited).

INSURANCE: Parents/Guardians are encouraged to purchase accidental damage coverage for Chromebooks. The policy covers any accidental damage that may happen to a Chromebook. Families who do not opt in to accidental damage insurance may be charged for each instance of accidental damage.

RESPONSIBILITY for ELECTRONIC DATA: Users of school technology have no rights, ownership, or expectations of privacy to any data this is, or was, stored on the Chromebook, school network, or any school-issued applications and are given no guarantees that data will be retained or destroyed.

COPYRIGHT and FILE SHARING: Students are required to follow all copyright laws around all media including text, images, programs, music, and video. Downloading, sharing, and posting online illegally obtained media is against the Acceptable Use Policy.

MANAGING YOUR FILES and SAVING YOUR WORK: Students may save documents to their Google Drive which will make the files accessible from any computer with Internet access. Students using Google Drive to work on their documents will not need to save their work, as Drive will save each keystroke as the work is being completed. Students will be trained on proper file management procedures.

SPARE EQUIPMENT and LENDING: If a student's Chromebook is inoperable, the school has a limited number of spare devices for use while the student's Chromebook is repaired or replaced. This agreement remains in effect for loaner Chromebooks. Loss of privileges and/or disciplinary action may result for failure to turn in the Chromebook.

ORIGINALLY INSTALLED SOFTWARE: Chromebook software is delivered via the Chrome Web Store. These are web-based applications that do not require installation space on a hard drive. Some applications, such as Google Drive, are available for offline use. The software originally installed on the Chromebook must remain on the Chromebook in usable condition and easily accessible at all times. From time to time, the school may add software applications for use in a particular area of study. This process will be automatic with virtually no impact on students. Applications that are no longer needed will automatically be removed by the school. Students are not permitted to add apps or extensions to their Chromebooks and are blocked from this type of function.

INSPECTION: Students may be selected at random to provide their Chromebook for inspection. The purpose for inspection will be to check for proper care, maintenance and inappropriate use.

DIGITAL CITIZENSHIP:

Students must follow the six conditions of being a good digital citizen:

1. **RESPECT YOURSELF** I will show respect for myself through my actions. I will select online names that are appropriate. I will consider the personal information and images that I post online. I will NOT be inappropriate. I will not visit sites that are inappropriate.
2. **PROTECT YOURSELF** I will ensure that the information, images, and materials I post online will not put me at risk. I will not publish my personal details, contact details, or schedule of my activities. I will report any inappropriate behavior directed at me. I will protect passwords, accounts, and resources.
3. **RESPECT OTHERS** I will show respect to others. I will not use electronic mediums to antagonize, bully, harass, or bother other people. I will show respect for other people in my choice of websites.
4. **PROTECT OTHERS** I will protect others by reporting abuse, not forwarding inappropriate materials or communications; I will moderate unacceptable materials and conversations.
5. **RESPECT INTELLECTUAL PROPERTY** I will request permission to use resources. I will cite any and all use of websites, books, media, etc. I will acknowledge all primary sources. I will validate information.
6. **PROTECT INTELLECTUAL PROPERTY** I will request to use the software and media others produce. I will use free and open source alternatives rather than pirating software. I will act with integrity.

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:

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.

GO GUARDIAN BEACON:

GoGuardian Beacon helps notify the East Greenwich Township's counselors and/or other school support staff if the system detects that a child searches, creates, views, or interacts with online content that could be related to suicide or self-harm, or potential harm to others. When the district receives such an alert, the parent or guardian will be notified and provided with mental health resources and support. It is possible that the district may require the student to be cleared by a mental health professional prior to a return to school.

DISTRICT-WIDE STUDENT CODE OF CONDUCT

The district's main concern is the education and safety of the children. For any school to be successful, it is imperative that all children have a stake in that success. In order to ensure that this takes place, all students must obey the rules and regulations that have been established by the Board of Education, administration, and teachers. Each teacher will also provide specific discipline guidelines for their classroom, which include behavioral expectations, consequences, and rewards. The school also has a set of rules that are to be followed. The school wide rules incorporate the district slogan: What we say and do affects both me and you. The rules incorporate safety, responsibility, and respect.

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-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

East Greenwich Township School District Response to Code of Conduct Infractions

(Level 1) Classroom-Level Behaviors	Teacher Actions
<p>Not following expected behaviors under teacher supervision. (ie. disruptive behavior, not following directions or off-task behavior, leaving classroom/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 including pushing, shoving, hitting and/or kicking).</p>	<ul style="list-style-type: none"> *parent phone call *conference with student *log Incident Into Realtime *Clark Reset & Repair/Mickle Mindfulness *apology restitution *positive reinforcement/praise *teach/ reteach student expectations *behavioral contract *connect and reflect assignment *privilege loss *in-class time out *detention *warning

If the student has three incident reports for the same classroom-level behavior with the same staff member and the staff member has attempted three interventions, the staff member will complete an office referral.

(Level 2) Administrative Referral	Administrator Actions	(Level 3) Administrative Referral	Administrator Actions
<ul style="list-style-type: none"> *disruptive behavior *leaving classroom/ assigned area *Refusal to return to classroom/assigned area *Unkind behaviors to others *Unsafe body including pushing, shoving, hitting, and/or kicking *Inappropriate/unkind/ disrespectful language or gestures *Knowingly making false accusations *Insubordination/ non-compliance *Violation of Acceptable Use Policy (BOE Policy 2361) *Violation of Bicycle Safety Rules *Theft (Under \$10) *Violation of dress code policy (BOE Policy 5511) *Use of unauthorized electronic device on bus, in school, or at school events (BOE Policy 2363) *Unauthorized recording or photography of students or staff (BOE Policy 5516) *Failure to serve detention 	<ul style="list-style-type: none"> *parent contact *conference with student *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 *after school detention *before school detention *recess detention (not to exceed 20 minutes) *privilege loss *lunch detention *financial restitution (theft) 	<ul style="list-style-type: none"> *leaving building/ school grounds *Instigation/ incitement to fight *physical altercation (close list 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 	<ul style="list-style-type: none"> *behavioral contract *connect and reflect assignment *corrective restitution *plan review meeting *referral to I&RS, health services, counselor, CST *threat assessment (threat) *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) *suspension *expulsion

Chain of Command

On matters involving instruction at your child's school:

1. Classroom teacher
2. Principal
3. Supervisors of 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. Child Study Team Supervisor
4. Superintendent
5. Board of Education

On matters involving school safety and security:

1. School Safety Specialist (Assistant Principal)
2. Principal
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

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.

Social Emotional Learning

Kimochis

Kimochis is an instructional resource that we use for our preschool students. The *Kimochis® Educator's Tool Kit* is a universal, school-based, social and emotional learning program designed to give children the knowledge, skills, and attitudes they need to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and handle challenging situations constructively.

These skills have been identified by leading researchers in the field of social and emotional learning as necessary for school success, academic achievement, positive social relationships, and the development of emotional competence.

Kimochis incorporates innovative, fun, and exciting lessons and activities that were developed to teach children how to manage challenging social situations with skill, character, and confidence.

Zones of Regulation

The Zones of Regulation is a resource that is infused in the social emotional curriculum for grade pre-K to 3. The Zones of Regulation consists of 18 lessons that systematically teaches self-regulation strategies for students. The Zones framework categorizes the different ways we feel and enhances student awareness of their own emotions and coping strategies in order to self-regulate. Self-contained and grade 4-6 students who struggle with self-regulation will continue to be supported with the language, strategies, and tools as a means of intervention.

There are four zones of color that reflect different states of emotional levels. Green is "good to go", yellow is "caution", red is "stop and regain control", and blue is "need to recharge". Students learn to identify the different zones, reflect on their body language and feelings while in each zone, and develop tools and strategies to regulate themselves.

Sanford Harmony

The Sanford Harmony Program is an award-winning program developed by the National University. Sanford Harmony is an instructional program with a curriculum designed for pre-K to 6th grade to develop social-emotional skills.

The program consists of two components: daily practices and weekly lessons. All curriculum aligns with CASEL's five core competencies of social emotional learning.

The Sanford Harmony lessons consist of five units: diversity & inclusion, empathy & critical thinking, communication, problem solving, and peer relationships. There will be one lesson instruction with extension activities during each week. In grades pre-K to 2, students typically participate in exercises and activities or read a story to connect their learning to the experiences of the characters in the story. The students are able to make real-life connections through the activities and stories in order to apply their learning to their own interactions. In grades 3-6, the students exclusively participate in exercises and activities that allow them to make connections to apply to their own lives. Activities and exercises rely on partner or group work to allow for students to have authentic interactions with their peers.

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 for more information.

Digital Citizenship

As a result of our lives relying significantly on technology, digital citizenship has been a new addition to our SEL curriculum. The lessons and materials have been taken from Common Sense Education for grades 4-6. The lessons provide interactive lessons and activities for students to address timely topics and prepare students to take ownership of their digital lives.

Growth Mindset

The growth mindset unit is paired with the character trait of perseverance. The goal of growth mindset is to be aware of a fixed mindset versus a growth mindset and develop strategies and mantras that allow students to develop strategies of positive self-talk and goal setting.

Tier One Counselor Lessons

For additional tier one support to our students, each school counselor from our schools pushes into classrooms to provide one lesson a month for our students. Lesson topics include regulating emotion, respecting differences, positive communication, kindness and friendship, positive self-talk, goal setting, and bullying prevention.

Character Education

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 at our school board meetings. Buzzworthy students are nominated by their grade level or special area teachers for each of our six character traits. 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.

Character Dare Choice Boards

The Jeffrey Clark School and the Samuel Mickle School participate in character dares for students, staff and families. This year, character dare choice boards will be provided to students, staff, families, and administrators that correspond with each of our Buzzworthy character traits. Incentives will be provided to those who complete the most dares!






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.

Jeffrey Clark

East Greenwich School District

Jeffrey Clark Code of Conduct

C	L	A	R	K
Care and "Bee" Kind 	Learn and Grow Responsibl 	Accept, Forgive, & Tell the Truth 	Respect Yourself & Others, Too 	Keep Trying your Best in All You Do! 
RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE				

Samuel Mickle

HORNET'S CODE

TODAY A HORNET, TOMORROW A LEADER

HAVE INTEGRITY IN THOUGHTS, WORDS, AND ACTIONS.	OWN RESPONSIBLE ACTIONS AND PROMOTE PEACEFUL PROBLEM-SOLVING.	RESPECT SELF AND OTHERS.	NOURISH AN ENVIRONMENT OF KINDNESS.	ENCOURAGE ACCEPTANCE AND INCLUSION.	TRY TO PERSEVERE EVERY DAY.
---	---	--------------------------	-------------------------------------	-------------------------------------	-----------------------------



RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE

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.

Jeffrey Clark School

Clark Kids Pledge



**Care and Be Kind.
Learn and Grow Respectfully.
Accept, Forgive & Tell the Truth.
Respect Yourself & Others, Too.
Keep Trying Your Best in All You Do.
We are Hornets!**



RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE

Samuel Mickle School

Samuel Mickle School Pledge



**This day is mine fresh and new.
I can learn from it and you can, too.
I will have integrity in thoughts, words, and actions.
I will own responsible actions and nourish an
environment of kindness.
I will encourage acceptance and inclusion and try
to persevere every day.
We are Hornets!**



RESPECT * KINDNESS * RESPONSIBILITY * ACCEPTANCE * INTEGRITY * PERSEVERANCE

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.

In the Building and Bus

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.

Hornets can be Leaders in the Hallway:

- Have a quiet mouth, listening ears, and a safe body.
- Respect others' personal space.
- Stay to the right.
- Walk in a straight line with your eyes forward.

Hornets can be Leaders in the Bathroom:

- Wash your hands.
- Have a quiet voice and a safe body.
- Respect others' personal space.
- Keep water and trash off of the floor.

Hornets can be Leaders on the Bus:

- Have a safe body and an inside voice.
- Wear a seatbelt and remain seated at all times.
- Stay in assigned seat and keep aisle clear.
- Follow adult directions.

Hornets can be Leaders in the Bus Line (Clark):

- Have a safe body and an inside voice.
- Remain seated in a single file line.
- Stay in assigned seat until dismissed.
- Follow adult directions.
-

Hornets can be Leaders in the Cafeteria:

- Have a calm voice, listening ears, and a safe body.
- Stay in your assigned seat.
- Respect others' personal space.
- Be responsible with your food and trash.

Hornets can be Leaders at Recess:

- Use listening ears.

- Have a safe body.
- Stay in assigned area.
- Use kind words and actions.
- Line up when asked.

Hornets can be Leaders at the Water Fountain:

- Have a safe body.
- Wait your turn.
- Respect others' personal space.
- Return to class in a timely manner.

Hornets can be Leaders in an Assembly:

- Use listening ears and look at the speaker.
- Sit on your bottom.
- Follow adult directions.
- Applaud appropriately.

Logical Interventions and Restorative Justice

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:

- **Clark Reset & Repair:** sensory/brain/gross motor break to reset
- **Mickle Mindfulness:** mindfulness break to reset, staff member involved can assist or request help
- **Sanford Harmony Community Check-Ins:** class community check-ins that are conducted daily and as needed in order to address conflicts or problems within the class community.
- **Reflect & Connect:** 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.

Character Development Throughout the Year

Week of Respect

The Week of Respect is scheduled for October 3-7, 2022. 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 24-28, 2022. 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 23-27, 2023. 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 10, 2023. 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.

Abilities Awareness Week

Abilities Awareness Week will be held from April 11-14, 2023. This week 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.

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.

STUDENT DISCIPLINE

5th and 6th 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.

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 or 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."

Week of Respect: The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The district, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as

defined by law (N.J.S.A. 18A:37-14). Throughout the school year the district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation or bullying in accordance with the Core Curriculum Content Standards.

Training:

<p><u>A. School Leaders:</u></p> <p>Any school leader who holds a position that requires the possession of a chief school administrator, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation or bullying (<u>N.J.S.A. 18A:26-8.2</u>).</p>	<p><u>Teaching Staff Development</u></p> <p>Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed healthcare professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (<u>N.J.S.A. 18A:6-112</u>).</p>
<p><u>Board Members:</u></p> <p>Within one year after being newly elected or appointed or being re-elected or re-appointed to the Board of Education, a board member shall complete a training program on harassment, intimidation or bullying in schools, including a school district's responsibilities as required by law (<u>N.J.S.A. 18A:37-13 et seq.</u>). A board member shall be required to complete the program only once (<u>N.J.S.A. 18A:12-33</u>).</p>	<p><u>Staff, Student and Volunteer Training:</u></p> <p>The school district shall:</p> <ol style="list-style-type: none"> 1. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students 2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements 3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (<u>N.J.S.A. 18A:37-14</u>) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation or bullying 4. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

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. Prices are subject to change. The cost for milk only is **\$.60** per carton. 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; if you have a beginner or first grader who is a fussy eater, now is the time for training. Be positive in your approach.

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 instituted an Intervention & Referral Service 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 the meeting.

CHILD STUDY TEAM: The Child Study Team, whose services in every school district are required by New Jersey State law, consists of specialists trained to diagnose educational problems and prescribe possible solutions. Working with children, teachers, and parents, these specially prepared educators often prevent a minor difficulty from becoming a major handicap. Parents are invited to discuss with the team any unique or unusual situations concerning their children that may need special attention. The Child Study Team Supervisor is available at the Samuel Mickle Building, 423-0678.

Preschool Handicapped: If you are concerned that your preschool child (ages 3-5) may have a developmental delay, please contact the Child Study Team at 423-0678 to obtain further information. Your child may be eligible for preschool handicapped services.

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.

Classroom Helpers: Volunteers work under the direct supervision of the classroom teacher. Duties would include, but not be limited to, assembling bulletin boards, duplication of work sheets, assisting in assembling class books, assisting with special projects and other duties designed by the teacher.

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. 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 the 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. Have you ever been convicted of a crime? Yes _____ No _____

SCHOOL VISITORS: School visitors entering the school must report to the office first. All visitors must be cleared through the Lobby Guard 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. Do not call teachers at home unless requested to do so.

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 Party and parade for Preschool, Beginners, Grades 1 and 2; Winter, Spring, and 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 or 856.423.0412 ext. 1075.



STATE OF NEW JERSEY
DEPARTMENT OF EDUCATION

LEA Plan for Safe Return to In-Person Instruction and Continuity of Service Pursuant to the Federal American Rescue Plan Act, Section 2001(i)

Introduction and Background

As announced in the New Jersey Department of Education (NJDOE)'s April 28, 2021 broadcast, in March 2021 President Biden signed the Federal American Rescue Plan (ARP) Act, Public Law 117-2, into law. The ARP Act provides an additional \$122 billion in Elementary and Secondary School Emergency Relief (ARP ESSER) to States and school districts to help safely reopen, sustain the safe operation of schools, and address the impacts of the COVID-19 pandemic on the nation's students. As with the previous ESSER funds available under the Coronavirus Aid, Relief and Economic Security (CARES) Act, and the Coronavirus Response and Relief Supplemental Appropriations Act (CRRSA), the purpose of the additional funding is to support local educational agencies (LEAs) in preparing for and responding to the impacts of COVID-19 on educators, students, and families. Additional information on ARP ESSER may be found in the NJDOE's funding comparison fact sheet.

Section 2001(i)(1) of the ARP Act requires each LEA that receives ARP ESSER funds to develop and make publicly available on the LEA's website, no later than 30 days after receiving ARP ESSER funds, a plan for the safe return to in-person instruction and continuity of services for all schools (Safe Return Plan). A Safe Return Plan is required of all fund recipients, including those that have already returned to in-person instruction. Section 2001(i)(2) of the ARP Act further requires that the LEA seek public comment on the Safe Return Plan and take those comments into account in finalization of the Safe Return Plan. Under the interim final requirements published in Volume 86, No. 76 of the Federal Register by the U.S. Department of Education (USDE), an LEA must periodically, but no less frequently than every six months through September 30, 2023, review and, as appropriate, revise its Safe Return Plan.

Pursuant to those requirements, **LEAs must submit to the NJDOE and post on their website their Safe Return Plans by June 24, 2021.** The NJDOE intends to make LEA ARP ESSER Fund applications available in EWEG on May 24, 2021 and LEAs will submit their Safe Return Plans to the NJDOE via EWEG. To assist LEAs with the development of their Safe Return Plans, the NJDOE is providing the following template.

This template incorporates the federally-required components of the Safe Return Plan. The questions in the template below will be included in the LEA ARP ESSER Fund application in EWEG. LEAs will submit responses to the questions within the LEA ARP ESSER Fund application in EWEG by June 24, 2021. The NJDOE hopes that this template will allow LEAs to effectively plan for that submission and to easily post the information to their websites as required by the ARP Act.

Note that on May 17, 2021, Governor Murphy announced that upon the conclusion of the 2020-2021 school year, portions of Executive Order 175 allowing remote learning will be rescinded, meaning that schools will be required to provide full-day, in-person instruction, as they were prior to the COVID-19 Public Health Emergency. The NJDOE and New Jersey Department of Health will share additional information regarding State requirements or guidance for health and safety protocols for the 2021-2022 school year as it becomes available.

Template: LEA Plan for Safe Return to In-Person Instruction and Continuity of Services

LEA Name: East Greenwich Township School District

Date (mm/dd/yyyy): June 8, 2021

Date Revised (mm/dd/yyyy): July 21, 2021 (See italics.)

August 25, 2021

September 22, 2021

March 16, 2022

August 17, 2022

1. Maintaining Health and Safety

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

- A. Universal and correct wearing of masks – ~~Universal and correct wearing of masks will be required in accordance with relevant Executive Orders signed by the Governor of New Jersey and/or legislation as well as in accordance with current requirements/recommendations from the New Jersey Department of Health and the New Jersey Department of Education.~~

~~Due to the expiration of Executive Order 175, mask wearing will continue to be optional on campus unless there is an executive order requiring masks or a significant change in local health conditions. Due to a federal order, masks continue to be required on buses.~~

~~In accordance with Executive Order 251, masks are required for all individuals in indoor school settings with the following exceptions: } When doing so would inhibit the individual's health, such as when the individual is exposed to extreme heat indoors; } When the individual has trouble breathing, is unconscious, incapacitated, or otherwise unable to remove a face covering without assistance; } When a student's documented medical condition or disability, as reflected in an Individualized Education Program (IEP) or Educational Plan pursuant to Section 504 of the Rehabilitation Act of 1973, precludes use of a face covering; } When the individual is under two (2) years of age; } When the individual is engaged in activity that cannot physically be performed while wearing a mask, such as eating or drinking, or playing a musical instrument that would be obstructed by a face covering; } When the individual is engaged in high-intensity aerobic or anaerobic activity; } When a student is participating in high-intensity physical activities during a physical education class in a well-ventilated location and able to maintain a physical distance of six feet from all other individuals; or } When wearing a face covering creates an unsafe condition in which to operate equipment or execute a task.~~

Mask-wearing is optional for staff and students.

- B. ~~Physical distancing (e.g., including use of cohorts/podding) – Physical distancing requirements/recommendations from the New Jersey Department of Health and the New Jersey Department of Education will be followed to the degree possible for five full days of in-person learning. The use of cohorts/podding will be implemented where feasible.~~

Physical distancing will be implemented where feasible.

- C. Handwashing and respiratory etiquette – Handwashing and respiratory etiquette posters are posted in learning spaces and common spaces. Hand sanitizer stations will be available in learning spaces and common spaces.
- D. Cleaning and maintaining healthy facilities, including improving ventilation- The custodial/maintenance staff will perform daily cleaning of all learning spaces and common spaces. More frequent cleaning is provided on frequently touched surfaces, such as door handles. The district will continue to use electrostatic sprayers to disinfect classroom surfaces. A custodial/maintenance position is added to accommodate more frequent cleaning and sanitizing.

Bottle filling stations have been purchased and will be installed.

The HVAC system is serviced regularly through a maintenance contract with CM3. Airflow has been increased by opening outside dampers to increase the percentage of fresh air inside the buildings, and the system is purged nightly. Air purifiers are in place in learning spaces and office spaces.

- E. Contact tracing in combination with isolation and quarantine, in collaboration with the State, local, territorial, or Tribal health departments- Contract tracing will be conducted in accordance with relevant Executive Orders signed by the Governor of New Jersey and/or legislation as well as in accordance with current requirements/recommendations from the New Jersey Department of Health and the New Jersey Department of Education. Every effort will be made to minimize the need to quarantine individuals from the school setting.
- F. Diagnostic and screening testing- Screening be conducted in accordance with relevant Executive Orders signed by the Governor of New Jersey and/or legislation as well as in accordance with current requirements/recommendations from the New Jersey Department of Health and the New Jersey Department of Education.
- G. Efforts to provide vaccinations to educators, other staff, and students, if eligible- We have shared information on available vaccine sites to our employees. We partnered with Shop Rite of Mullica Hill to provide vaccinations to our staff, and we also partnered with the Gloucester County Department of Health to secure access to vaccination appointments for our staff. Parents were notified of a vaccination opportunity for students ages 12 and up at our regional high school.
- H. Appropriate accommodations for children with disabilities with respect to the health and safety policies- Accommodations for children with disabilities who were unable to comply with or utilize or health and safety policies will be addressed based upon applicable regulations and laws.

2. Ensuring Continuity of Services

- A. Describe how the LEA will ensure continuity of services, including but not limited to services to address students' academic needs and students' and staff's social, emotional, mental health, and other needs, which may include student health and food services. (1000 character limit) Cont
- Students' social and emotional needs will continue to be addressed by the school counselors, school psychologists, nurses and behaviorist. A comprehensive mental health specialist position was added for the 2021-2022 school year to provide additional supports for students. Services are delivered to all students through whole group lessons. Interventions are provided through small group and 1:1 sessions. The district will design and implement a tiered system of mental health supports and services for all students.
- These supports will continue in the 2022-2023 school year.

- Academic needs will be addressed by using data to focus instruction and monitor students' progress. All staff provided feedback for curricula and assessment revisions. This feedback, along with spring 2021 data will be used to make instructional adjustments and plan for September 2021. Benchmark assessments and screening tools, such as Link It! and Aimsweb, will be employed to identify and monitor students' academic strengths and weaknesses. Through professional learning communities, staff will work together to adjust pacing based on students' needs and identify intervention and enrichment strategies and materials to support students' learning. Work will continue with the New Jersey Tiered System of Supports grant in K-3. A basic skills math position was added for the 2021-2022 school year.
- These supports will continue in the 2022-2023 school year. Based on student data, a basic skills reading position was added for the 2022-2023 school year, and interventions will target 2nd and 3rd grade students.

3. Public Comment

A. Describe how the LEA sought public comment on its plan, and how it took those public comment into account in the development of its plan. Note, the ARP requires that LEAs seek public comment for each 60-day revision to the plan. (1000 character limit) The district posted the plan on our website: [here](#). The plan was listed as an agenda item for the June 16, 2021, July 21, 2021 and August 25, 2021 board meetings. The plan was listed as an agenda item for our August 17, 2022 board meeting.

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

to that parent. (1000 character limit) The plan is completed in the template provided by the NJDOE, and it is available to all members of the school community on our website: [here](#).

2022-2023 Superintendent Goals for Consideration

District Goal A: Provide a safe and secure learning environment for staff and students.

Action Steps:

Implement the iloveyouguys.org standard response protocols for safety drills district wide.
Expand safety and security training opportunities to include the district's School Safety Team.
Plan for an offsite reunification drill in coordination with the site location, law enforcement and the Gloucester County Safety Task Force.
Serve on the Gloucester County School Safety Task Force.
Continue to evaluate current safety practices in collaboration with the East Greenwich Township Police Department and other law enforcement agencies.

District Goal B: Provide timely and relevant communication to stakeholders.

Action Steps:

Implement the Realtime Parent app in September 2022.
Ensure consistent community communications from both the school and district levels.
Provide parents with a paper monthly calendar of school events.
Collaborate with the township to develop a collaborative communication plan.
Provide educational programs to facilitate parent/guardian engagement.
Continue to provide regular communication to families and staff on district programs, activities, accomplishments and challenges.
Initiate and promote positive stories highlighting the accomplishments of staff, students and the district.
Continue to cultivate professional relationships with regional district leaders.

District Goal C: Implement a district wide STEAM program to provide enrichment to all students.

Action Steps:

Create a position and budget for materials.
Develop a curriculum around capstone project-based learning by grade level.
Secure materials and provide professional development to the STEAM teacher.
Develop a schedule which integrates STEAM into students' schedules on a basis which maximizes STEAM learning and coordinates with other content areas.
Communicate the purpose and process for STEAM learning to all stakeholders.
Evaluate the impact of the STEAM program at the student, parent and teacher levels.

District Goal D: Implement the Strategic Plan, Year 1: Action Plans.

Action Steps:

Articulate the goals and action plans to all stakeholders.
Develop measurable benchmarks and provide updates on progress towards goals.
Evaluate and refine, if necessary, Year 2 Action Plans.
At the end of the 2022-2023 school year, summarize progress and share action steps for Year 2.