

Policy

PORTABLE COMMUNICATION DEVICES
PERSONAL ELECTRONIC DEVICES/PERSONAL CELL PHONES

Definition

A portable communication device refers to any device, carried, worn or stored by a student or staff member to receive or communicate messages. Such devices may include, but are not limited to, portable pagers, hand-held radios, iPods, and cellular phones. This definition will also include any new technology developed for similar purposes. Excluded from this definition is any device with communication capabilities which has been approved for instructional purposes.

Staff

The Chesterfield Township Board of Education recognizes a school teaching staff member may need to make personal communications during their workday when the such communications are regarding an urgent situation that cannot be foreseen or taken care of before the staff member reports to work and/or after the staff member's workday has concluded.

In the event the staff member must make a personal call during their work day and the call is of such a nature that it cannot be made before the staff member's workday begins or after the workday has concluded, the school staff member may make a personal call using their personal electronic communication device during the staff member's duty free lunch or break periods and/or preparation periods for teaching staff. Personal calls shall be made outside the presence of students either in an area inside or outside the school building designated by the staff member's building principal or immediate supervisor.

A personal call by a school staff member on their personal electronic communication device shall not be made while the staff member is performing assigned school district responsibilities.

In the event the staff member has an emergency requiring immediate attention that requires the use of their personal electronic communication device, the staff member shall inform their building principal or immediate supervisor before or immediately after using the personal electronic communication device.

Students

Students shall not display, use, activate, or permit cell phones to be activated in any school building during the instructional day, without the expressed permission of the teacher and/or the principal or his/her designee. Students causing a disruption to the educational program by using personal electronic communication devices in violation of board policy shall be subject to disciplinary measures according to the code of student conduct.

The instructional day includes, but is not limited to, lunch break, class changes, and any other structured or non-structured instructional activity that occurs during the normal school day. Students are responsible to ensure that their cell phones are in silent mode or turned off and out of sight.

Individual classroom arrangements may be made by teaching staff with the principal for the use of personal communication devices as part of the instructional program.

Because of the threat to privacy and the integrity of individual students and staff members and the educational program, the use of a camera function or other recording function of a cell phone and other electronic devices is strictly prohibited on school premises or at school activities. The use of

PERSONAL ELECTRONIC DEVICES (continued)

cell phones and other electronic devices is prohibited in restrooms.

Permitted Use

Cell phones and other electronic devices may be used before the instructional school day and after the official dismissal at the end of the instructional school day provided such use does not create a distraction or disruption.

Cell phones and other electronic devices are not to be used by students participating in before-school or after-school activities unless approved by the staff member in charge.

Cell phones and other electronic devices are not to be used on the school bus or commercial buses used for field trips or other school activities unless approved by the staff member in charge.

This prohibition does not apply to the to the following case, provided the superintendent, assistant principal or other designated administrator approves, in advance, the presence use of a telephone pager: A student who has a need for a telephone pager due to the medical condition of an immediate family member.

Policy Implementation

Any staff member having knowledge or reasonable suspicion of the unauthorized possession or use of an electronic device/cell phone/pager ("beeper") by a student should promptly report this information to the principal or his/her designee.

Any student who violates this policy will be subject to disciplinary action which may include, but is not limited to, parental/guardian notification, confiscation and privilege denial.

Emergency Use

Cell phone and other electronic communication devices may be used at any time in the event of an emergency. An emergency is defined as any event in which there is imminent danger of bodily injury or loss of life or damage to property.

Responsibility

Chesterfield Township Elementary School will assume no responsibility or liability for loss or for the unauthorized use of any such device.

Adopted:	January 16, 2008
Revised:	August 19, 2009
NJSBA Review/Update:	May 2011
Readopted:	September 21, 2011
Revised:	

Key Words

Cell Phones, Text Messaging, E-Mail

Legal References: N.J.S.A. 18A:6-10 Dismissal and reduction in compensation of persons under tenure in public school system
N.J.S.A. 18A:11-1 General mandatory powers and duties
N.J.S.A. 18A:27-4 Power of boards of education to make rules governing employment of teacher, etc.
N.J.S.A. 18A:54-20 Powers of board (county vocational schools)

PERSONAL ELECTRONIC DEVICES (continued)**Possible**

<u>Cross References:</u>	4117.50/4217.50	Standards for staff discipline
	4119.2/4219.2	Responsibilities
	*4119.21/4219.21	Conflict of interest
	*4119.22/4219.22	Conduct and dress
	*4119.23/4219.23	Employee substance abuse
	*4138/4238	Nonschool employment
	*4138.2	Private tutoring

*Indicates policy is included in the Critical Policy Reference Manual.

Unit: Opinion

Content Area: ESL

Grade Level: K

Unit Summary:

The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language in English for students at the kindergarten level. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The mentor text, *Letters About Pets!* from *Big Book of Mentor Texts* acts as a model to show the structure and features of a persuasive text, along with showing students how to research, collect, organize and illustrate information to persuade someone about a specific topic. They will also be reading a variety of persuasive texts, which use both facts and opinions, students will identify the author's or main character's opinion and the reasons that support his/her opinion. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.

Recommended Pacing:

March-June

State Standards Addressed:

WIDA

Standard 1 – Social and Instructional Language

English language learners communicate for social and instructional purposes within the school setting.

Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 3 – Language of Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Standard 4 – Language of Science

English language learners communicate information, ideas and concepts necessary for academic success in the

content area of science.

Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Reading

RL.K.1 With prompting and support, ask and answer questions about key details in a text.

RL.K.2 With prompting and support, retell familiar stories, including key details.

RL.K.5 Recognize common types of texts (e.g., storybooks, poems).

RI.K.2 With prompting and support, identify the main topic and retell key details of a text.

RI.K.5 Identify the front cover, back cover, and title page of a book.

RI.K.7 With prompting and support, describe the relationship between illustrations and the text in which they appear (e.g., what person, place, thing, or idea in the text an illustration depicts).

RF.K.1 Demonstrate understanding of the organization and basic features of print.

RF.K.1.A Follow words from left to right, top to bottom, and page by page.

RF.K.3.A Demonstrate basic knowledge of one-to-one letter-sound correspondences by producing the primary sound or many of the most frequent sounds for each consonant.

Writing

CCSS.ELA-LITERACY.W.K.1 Use a combination of drawing, dictating, and writing to compose opinion pieces in which they tell a reader the topic or the name of the book they are writing about and state an opinion or preference about the topic or book (e.g., My favorite book is...).

Speaking & Listening

SL.K.1. Participate in collaborative conversations with diverse partners about *kindergarten topics and texts* with peers and adults in small and larger groups.

SL.K.1.A Follow agreed-upon norms for discussions (e.g., listening to others with care and taking turns speaking about the topics and texts under discussion).

SL.K.5. Add drawings or other visual displays to descriptions as desired to provide additional detail.

Language
L.K.1D Understand and use question words (interrogatives) (e.g., <i>who, what, where, when, why, how</i>).
L.K.1F Produce and expand complete sentences in shared language activities.
L.K.4B Use the most frequently occurring affixes (e.g., -ed, -s, -ing) as a clue to the meaning of an unknown word.
L.K.6. Use words and phrases acquired through conversations, reading and being read to, and responding to texts.
L.K.1.A Print many upper- and lowercase letters.
L.K.1.B Use frequently occurring nouns and verbs.
Technology Standards and 21st Century Practices
9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Stage 1 - Desired Results
Transfer
<i>Students will be able to independently use their learning to...</i> Express personal wants and needs through gestures, visual support, use of native language Attending to speaker to demonstrate understanding of routines and directions Gain meaning from both oral and written text Convey meaning through both oral and written language
Meaning
UNDERSTANDINGS <i>Students will understand that ...</i> They can use a variety of ways to communicate. Readers can use texts to gain meaning of words. They actively listen to gain understanding by asking questions, repeating words/phrases, and participating.
ESSENTIAL QUESTIONS How can I communicate in school? How can I become a reader? How can I become a writer? How can I listen for understanding?
Acquisition

Students will know

What are the components of a persuasive text.
Domain specific vocabulary.
Parts of speech.
Letter sound correspondence.
Phonemic Awareness.

Students will be skilled at ...

Identifying the difference between a letter and a word.
Identifying concepts of print.
Synthesizing information across texts using visuals/oral language.
Classifying vocabulary.
Match pictures to short sentences.
Using gestures and physical movement to illustrate vocabulary.
Classifying parts of speech.
Illustrating /writing opinion.

Stage 2 - Evidence**PERFORMANCE TASK(S):**

Based on their ELP level students will create opinion pieces through illustrations, labeling, words or sentences.

OTHER EVIDENCE:

Checking for understanding through the use of:
WIDA Rubrics for the domains
Teacher Prompts
Informal teacher observations

Stage 3 - Learning Plan**Listening:**

- Point to pictures of domain specific vocabulary
- Listen to persuasive texts read aloud
- Point to reasons shown in the illustrations that support the opinion to show understanding of the text
- Classify objects

Speaking:

- Use pronouns when sharing prior knowledge of opinions you or others may have
- Activating Schema about opinions
- Answers *wh* questions from stories read aloud
- Identify familiar objects
- Participate in groups songs, chants or poems using physical movement
- Communicate what they are reading with their peers/teacher

Reading:

- Take a picture walk to activate schema
- Use pictures to help understand academic vocabulary
- Matching/labeling icons and symbols to corresponding pictures
- Concepts of print
- Phonemic Awareness
- Retelling of main idea & supporting details using pictures
- Retelling of opinion and supporting reasons using pictures
- Read decodable stories to practice fluency and beginning comprehension
- Pattern books

Writing:

- Draw and label opinions and reasons about people, animals, places, objects or events
- Dictate opinion and reasons scribed by teacher
- Describe familiar opinions and reasons by drawing or dictating to teacher
- Finish sentence teacher begins
- Produce Letters, posters, or signs to express opinion
- Repeating words to communicate meaning

Core Materials and Resources:

Fundations

Readers & Writer's Workshop Units of Study

WIDA Writing Rubric

Reading A-Z <https://www.readinga-z.com/>

Heinemann Explorations in Nonfiction Writing

WIDA Can Do Descriptors

<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>

Visuals (pictures)

Differentiation:***English Language Learners -***

Retell content information in easier English

Use simple sentence structure (verb-subject-object) as needed

Use high frequency words

Avoid negative phrasing such as all, but, except

Actively help students build connections and associations in order to access background knowledge or previously taught information

Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)

Provide supports in English and home language

Utilize Google translate

Always write assignments on the board
Modify assignments (fewer questions or fewer vocabulary)
Provide audio books
Provide concrete examples of vocabulary words through the use of visuals
Model Think Alouds to increase student comprehension
Directly teach learning strategies
Provide extended wait time
Provide small group instruction
Provide preferential seating
Provide oral reading of test questions in English
Provide oral reading of reading passages in English
Provide extended time
Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
WIDA Can Do Descriptors

504 -

Environmental Strategies

Provide a structured learning environment
Possible adapting of non-academic times such as lunch, recess, and physical education
Change student seating
Alter location of personal or classroom supplies for easier access or to minimize distraction
Provide sensory breaks
Provide a written or picture schedule

Presentation Strategies

Record lessons so the student can review
Use computer-aided instruction and other audiovisual equipment
Select alternative textbooks, workbooks, or provide audio books
Highlight main ideas and supporting details in the book
Vary the method of lesson presentation using multi-sensory techniques
Ask student to repeat/paraphrase context to check understanding
Simplify and repeat instructions
Vary instructional pace
Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"
Reinforce study skill strategies (survey, read, recite, review)
Pre-teach and/or re-teach important concepts
Prepare advanced organizers/study guides for new material

Behavioral Strategies

Use behavioral management techniques consistently within a classroom and across classes
Implement behavioral/academic contracts
Utilize positive verbal and/or nonverbal reinforcements

Utilize logical consequences
Establish a home/school communication system for behavior monitoring
Cooperatively generate rules and consequences for classroom behavior
Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

Model and reinforce organizational systems (i.e. color-coding)
Write out homework assignments, check student's recording of assignments
Set time expectations for assignments
Provide clues such as clock faces indicating beginning and ending times
Teach study/organizational skills
Evaluation Methods
Limit amount of material presented on page
Provide a sample or practice test
Provide for oral testing
Provide tests in segments so that student hands in one segment before receiving the next part
Provide personal copy of test tools and allow for color-coding/highlighting
Adjust time for completion
Modify weights of tests when grading

Special Education -

Seat student near model (student/teacher)
Preferential seating
Use a highlight marker to identify key words, phrases, or sentences for student to read
Provide manipulatives for student to use in solving math problems
Deliver directions or explanations orally and in writing
Chunk tasks
Buddy in class to assist and clarify
Provide specific guidelines for prewriting
Provide mnemonic devices
Repeat major points of information
Modify assignments (fewer questions or fewer vocabulary)
Provide visual cues (posters, number lines, gestures, use of technology)
Provide study guides
Pre-teach new vocabulary and key words
Use advance organizers
Allow for frequent breaks (sensory/brain)
Be aware of student's preferred learning style and provide matching instruction materials

Students At-Risk -

Provide a structured learning environment
Provide sensory breaks
Change student seating
Select alternative textbooks, workbooks, or provide audio books

Vary the method of lesson presentation using multi-sensory techniques
Provide small group or individual instruction
Reinforce the use of compensatory strategies
Reinforce self-monitoring and self-reflecting strategies
Buddy in class to assist and clarify
Actively help students build connections and associations in order to access background knowledge or previously taught information
Directly teach learning strategies
Repeat major points of information
Provide visual cues (posters, number lines, gestures, use of technology)

Gifted and Talented -

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advance or complex concepts, abstractions, and materials
Provide content that is thematic, broad based, and integrative rather than just single-subject areas
Provide opportunities to generalize, integrate, and apply ideas to content
Encourage students to move through content at their own pace
Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
Require students to think about topics in more abstract and complex ways
Activity selection should be based on student interests and encourage self directed learning
Align objectives with Bloom's Taxonomy
Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas
Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

Unit: Opinion

Content Area: ESL

Grade Level:1-2

Unit Summary:

The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language to produce opinion writing in English for students in first and second grade. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The mentor text, *An Apple A Day* and *Washington, D.C.* from *Big Book of Mentor Texts* acts as a model to show the structure and features of a persuasive text, along with showing students how to research, collect, organize and illustrate information to persuade someone about a specific topic. They will also be reading a variety of persuasive texts, which use both facts and opinions, students will identify the author's or main character's opinion and the reasons that support his/her opinion. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.

Recommended Pacing:

March-June

State Standards Addressed:

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Standard 3 – Language of Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Standard 4 – Language of Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Reading

RI.1.1 Ask and answer questions about key details in a text.

RI.1.2 Identify the main topic and retell key details of a text.

RI.1.5 Know and use various text features (e.g., headings, tables of contents, glossaries, electronic menus, icons) to locate key facts or information in a text.

RI.1.7 Use the illustrations and details in a text to describe its key ideas.

RL.1.2 Retell stories, including key details, and demonstrate understanding of their central message or lesson.

RF.1.2.A Distinguish long from short vowel sounds in spoken single-syllable words.

RF.1.2.B Orally produce single-syllable words by blending sounds (phonemes), including consonant blends.

RF.1.2.C Isolate and pronounce initial, medial vowel, and final sounds (phonemes) in spoken single-syllable words.

RF.1.3.B Decode regularly spelled one-syllable words.

RF.1.3.C Know final -e and common vowel team conventions for representing long vowel sounds.

RF.1.3.E Decode two-syllable words following basic patterns by breaking the words into syllables.

RI.2.1 Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.4 Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

RI.2.5 Know and use various text features (e.g., captions, bold print, subheadings, glossaries, indexes, electronic menus, icons) to locate key facts or information in a text efficiently.

RF.2.3.A Know spelling-sound correspondences for common vowel teams

RF.2.3.B Decode regularly spelled two-syllable words with long vowels.

RF.2.3.C Decode words with common prefixes and suffixes.

RF.2.3.D Identify words with inconsistent but common spelling-sound correspondences.

RF.2.3.E Recognize and read grade-appropriate irregularly spelled words.

Writing

W.1.1 Write opinion pieces in which they introduce the topic or name the book they are writing about, state an opinion, supply a reason for the opinion, and provide some sense of closure.

W.2.1 Write opinion pieces in which they introduce the topic or book they are writing about, state an opinion, supply reasons that support the opinion, use linking words (e.g., because, and, also) to connect opinion and reasons, and provide a concluding statement or section.

Speaking & Listening

SL.1.1.A Follow agreed-upon rules for discussions (e.g., listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.1.1.B Build on others' talk in conversations by responding to the comments of others through multiple exchanges.

SL.1.1.C Ask questions to clear up any confusion about the topics and texts under discussion.

SL.1.2 Ask and answer questions about key details in a text read aloud or information presented orally or through other media.

SL.1.3 Ask and answer questions about what a speaker says in order to gather additional information or clarify something that is not understood.

SL.1.4 Describe people, places, things, and events with relevant details, expressing ideas and feelings clearly.

SL.1.5 Add drawings or other visual displays to descriptions when appropriate to clarify ideas, thoughts, and feelings.

SL.1.6 Produce complete sentences when appropriate to task and situation.

SL.2.1.A Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

SL.2.1B Build on others' talk in conversations by linking their comments to the remarks of others.

SL.2.1C Ask for clarification and further explanation as needed about the topics and texts under discussion.

SL.2.2 Recount or describe key ideas or details from a text read aloud or information presented orally or through other media.

SL.2.3 Ask and answer questions about what a speaker says in order to clarify comprehension, gather

additional information, or deepen understanding of a topic or issue.
Language
L.1.1.A Print all upper- and lowercase letters.
L.1.1.D Use personal, possessive, and indefinite pronouns (e.g., I, me, my; they, them, their, anyone, everything).
L.1.1.E Use verbs to convey a sense of past, present, and future (e.g., Yesterday I walked home; Today I walk home; Tomorrow I will walk home).
L.1.1.F Use frequently occurring adjectives.
L.1.1.G Use frequently occurring conjunctions (e.g., and, but, or, so, because).
L.1.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.1.2.D Use conventional spelling for words with common spelling patterns and for frequently occurring irregular words.
L.1.2.E Spell untaught words phonetically, drawing on phonemic awareness and spelling conventions.
L.1.5.A Sort words into categories (e.g., colors, clothing) to gain a sense of the concepts the categories represent.
L.2.1.C Use reflexive pronouns (e.g., myself, ourselves).
L.2.1.D Form and use the past tense of frequently occurring irregular verbs (e.g., sat, hid, told).
L.2.1.E Use adjectives and adverbs, and choose between them depending on what is to be modified.
L.2.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Technology Standards and 21st Century Practices
9.2 Career Awareness, Exploration, and Preparation This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.
Stage 1 - Desired Results
Transfer
<i>Students will be able to independently use their learning to...</i> Express personal wants and needs through gestures, visual support, use of native language Attend to speaker to demonstrate understanding of routines and directions

Gain meaning from both oral and written text
Convey meaning through both oral and written language

Meaning

UNDERSTANDINGS

Students will understand that ...

They can use a variety of ways to communicate.

Readers can use texts to gain meaning of words.

Readers can identify the opinion and supporting reasons in persuasive texts to support understanding.

They actively listen to gain understanding by asking questions, repeating words/phrases, and participating.

Writers can use schema, texts, pictures to assist with writing.

ESSENTIAL QUESTIONS

How can I communicate in school?

How can I become a reader?

How can I comprehend my reading?

How can I listen for understanding?

How can I become a writer?

Acquisition

Students will know

Everyday vocabulary.

Domain specific vocabulary.

Parts of speech.

Letter sounds and spelling patterns.

Phonemic Awareness.

Students will be skilled at ...

Identifying how letter sounds and spelling patterns work to help them read.

Identifying concepts of print.

Synthesizing information across texts using visuals/oral language.

Identifying both facts and opinions in texts.

Identifying the opinion and supporting reasons.

Classifying vocabulary.

Classifying parts of speech.

Illustrating /writing opinion.

Editing their own writing.

Stage 2 - Evidence

PERFORMANCE TASK(S):

Based on their ELP level students will create opinion pieces through illustrations, labeling, words or sentences.

OTHER EVIDENCE:

Checking for understanding through the use of:
WIDA Rubrics for the domains
Teacher Prompts
Informal teacher observations

Stage 3 - Learning Plan**Listening:**

- Point to pictures of domain specific vocabulary
- Listen to a persuasive text read aloud
- Point to reasons shown in the illustrations that support the opinion to show understanding of the text
- Following modeled multi-step directions
- Classify objects by descriptive oral statements
- Sequencing a series of oral statements using pictures

Speaking:

- Use pronouns when sharing prior knowledge of opinions you or others may have
- Activating Schema about opinions
- Identify familiar nouns found in opinion texts
- Ask questions for social & academic purposes
- Participate in group songs, chants or poems, class discussions
- Communicate what they are reading with their peers/teacher

Reading:

- Matching/labeling icons, symbols and environmental print
- Matching phrases and sentences to pictures
- Concepts of print
- Phonemic Awareness
- Take a picture walk to activate schema
- Use pictures to help understand academic vocabulary
- Retelling of opinion and supporting reasons
- Read decodable stories to practice fluency and build comprehension

Writing:

- Dictate opinion and reasons scribed by teacher
- Describe familiar opinions and reasons by dictating, drawing, labeling or writing
- Finish sentence teacher begins
- Copy written language
- Use graphic organizers to organize & present opinion and supporting reasons
- Form simple sentences using word/phrase bank or pictures
- Produce letters, posters, or signs to express opinion
- Produce opinion writing by drawing, labeling, and/or writing

Core Materials and Resources:

Fundations

Readers & Writer's Workshop Units of Study

WIDA Writing Rubric

Reading A-Z <https://www.readinga-z.com/>

Heinemann Explorations in Nonfiction Writing

WIDA Can Do Descriptors

<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>

Visuals (pictures)

Graphic Organizers

Differentiation:

English Language Learners -

Retell content information in easier English

Use simple sentence structure (verb-subject-object) as needed

Use high frequency words

Avoid negative phrasing such as all, but, except

Actively help students build connections and associations in order to access background knowledge or previously taught information

Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)

Provide supports in English and home language

Utilize Google translate

Always write assignments on the board

Modify assignments (fewer questions or fewer vocabulary)

Provide audio books

Provide concrete examples of vocabulary words through the use of visuals

Model Think Alouds to increase student comprehension

Directly teach learning strategies

Provide extended wait time

Provide small group instruction

Provide preferential seating

Provide oral reading of test questions in English

Provide oral reading of reading passages in English

Provide extended time

Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels

WIDA Can Do Descriptors

Environmental Strategies

Provide a structured learning environment

Possible adapting of non-academic times such as lunch, recess, and physical education

Change student seating

Alter location or personal or classroom supplies for easier access or to minimize distraction

Provide sensory breaks

Provide a written or picture schedule

Presentation Strategies

Record lessons so the student can review

Use computer-aided instruction and other audiovisual equipment

Select alternative textbooks, workbooks, or provide audio books

Highlight main ideas and supporting details in the book

Vary the method of lesson presentation using multi-sensory techniques

Ask student to repeat/paraphrase context to check understanding

Simplify and repeat instructions

Vary instructional pace

Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"

Reinforce study skill strategies (survey, read, recite, review)

Pre-teach and/or re-teach important concepts

Prepare advanced organizers/study guides for new material

Behavioral Strategies

Use behavioral management techniques consistently within a classroom and across classes

Implement behavioral/academic contracts

Utilize positive verbal and/or nonverbal reinforcements

Utilize logical consequences

Establish a home/school communication system for behavior monitoring

Cooperatively generate rules and consequences for classroom behavior

Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

Model and reinforce organizational systems (i.e. color-coding)

Write out homework assignments, check student's recording of assignments

Set time expectations for assignments

Provide clues such as clock faces indicating beginning and ending times

Teach study/organizational skills

Evaluation Methods

Limit amount of material presented on page

Provide a sample or practice test

Provide for oral testing

Provide tests in segments so that student hands in one segment before receiving the next part

Provide personal copy of test tools and allow for color-coding/highlighting

Adjust time for completion

Modify weights of tests when grading

Special Education -

Seat student near model (student/teacher)

Preferential seating

Use a highlight marker to identify key words, phrases, or sentences for student to read

Provide manipulatives for student to use in solving math problems

Deliver directions or explanations orally and in writing

Chunk tasks

Buddy in class to assist and clarify

Provide specific guidelines for prewriting

Provide mnemonic devices

Repeat major points of information

Modify assignments (fewer questions or fewer vocabulary)

Provide visual cues (posters, number lines, gestures, use of technology)

Provide study guides

Pre-teach new vocabulary and key words

Use advance organizers

Allow for frequent breaks (sensory/brain)

Be aware of student's preferred learning style and provide matching instruction materials

Students At-Risk -

Provide a structured learning environment

Provide sensory breaks

Change student seating

Select alternative textbooks, workbooks, or provide audio books

Vary the method of lesson presentation using multi-sensory techniques

Provide small group or individual instruction

Reinforce the use of compensatory strategies

Reinforce self-monitoring and self-reflecting strategies

Buddy in class to assist and clarify

Actively help students build connections and associations in order to access background knowledge or previously taught information

Directly teach learning strategies

Repeat major points of information

Provide visual cues (posters, number lines, gestures, use of technology)

Gifted and Talented -

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advance or complex concepts, abstractions, and materials

Provide content that is thematic, broad based, and integrative rather than just single-subject areas

Provide opportunities to generalize, integrate, and apply ideas to content

Encourage students to move through content at their own pace

Provide enrichment activities for content such as critical thinking, problem finding, and problem solving

Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery

Require students to think about topics in more abstract and complex ways

Activity selection should be based on student interests and encourage self directed learning

Align objectives with Bloom's Taxonomy

Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world

Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

Unit: Opinion**Content Area: ESL****Grade Level:3-4****Unit Summary:**

The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language to produce opinion writing in English for students in third and fourth grade. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The mentor text, *Support the New YMCA* and *Persuasive Letter* from *Big Book of Mentor Texts* acts as a model to show the structure and features of a persuasive text, along with showing students how to research, collect, organize and illustrate information to persuade someone about a specific topic. They will also be reading a variety of persuasive texts, which use both facts and opinions, students will identify the author's or main character's opinion and the reasons that support his/her opinion. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.

Recommended Pacing:

March-June

State Standards Addressed:**WIDA****Standard 1 – Social and Instructional Language**

English language learners communicate for social and instructional purposes within the school setting.

Standard 2 – Language of Language Arts

English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.

Standard 3 – Language of Mathematics

English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.

Standard 4 – Language of Science

English language learners communicate information, ideas and concepts necessary for academic success in the content area of science.

Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Reading

RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.

RI.3.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.

RI.3.5 Use text features and search tools (e.g., key words, sidebars, hyperlinks) to locate information relevant to a given topic efficiently.

RI.3.7 Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

RI.3.9 Compare and contrast the most important points and key details presented in two texts on the same topic.

RL.3.2 Recount stories, including fables, folktales, and myths from diverse cultures; determine the central message, lesson, or moral and explain how it is conveyed through key details in the text.

RF.3.3 Know and apply grade-level phonics and word analysis skills in decoding words.

RF.3.4 Read with sufficient accuracy and fluency to support comprehension.

RI.4.1 Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.

RI.4.4 Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
RI.4.7 Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
RF.4.3 Know and apply grade-level phonics and word analysis skills in decoding words.
RF.4.4 Read with sufficient accuracy and fluency to support comprehension.
Writing
W.3.1 Write opinion pieces on topics or texts, supporting a point of view with reasons.
W.3.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 here.)
W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
W.4.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 here.)
Speaking & Listening
SL.3.1.B Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).
SL.3.1.C Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.
SL.3.1.D Explain their own ideas and understanding in light of the discussion
SL.3.2 Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

SL.3.3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.
SL.3.4 Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
SL.4.1.B Follow agreed-upon rules for discussions and carry out assigned roles.
SL.4.1.C Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.
SL.4.1.D Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.
SL.4.4 Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
Language
L.3.1.B Form and use regular and irregular plural nouns.
L.3.1.D Form and use regular and irregular verbs.
L.3.1.G Form and use comparative and superlative adjectives and adverbs, and choose between them depending on what is to be modified.
L.3.1.H Use coordinating and subordinating conjunctions.
L.3.1.I Produce simple, compound, and complex sentences.
L.3.2.E Use conventional spelling for high-frequency and other studied words and for adding suffixes to base words (e.g., sitting, smiled, cries, happiness).
L.3.2.F Use spelling patterns and generalizations (e.g., word families, position-based spellings, syllable patterns, ending rules, meaningful word parts) in writing words.
L.3.4 Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
L.4.1.A Use relative pronouns (who, whose, whom, which, that) and relative adverbs (where, when, why).
L.4.1.B Form and use the progressive (e.g., I was walking; I am walking; I will be walking) verb tenses.

L.4.1.D Order adjectives within sentences according to conventional patterns (e.g., a small red bag rather than a red small bag).

L.4.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

Technology Standards and 21st Century Practices

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Stage 1 - Desired Results

Transfer

Students will be able to independently use their learning to...

Express personal wants and needs through gestures, visual support, use of native language

Attend to speaker to demonstrate understanding of routines and directions

Gain meaning from both oral and written text

Convey meaning through both oral and written language

Meaning

UNDERSTANDINGS

Students will understand that ...

They can use a variety of ways to communicate.

Readers can use texts to gain meaning of words.

Readers can identify the opinion and supporting reasons in persuasive texts to support understanding.

They actively listen to gain understanding by asking questions, repeating words/phrases, and participating.

Writers can use schema, texts and pictures to assist with writing.

ESSENTIAL QUESTIONS

How can I communicate in school?

How can I become a reader?

How can I comprehend my reading?

How can I listen for understanding?

How can I become a writer?

Acquisition

Students will know

Every day vocabulary.

Domain specific vocabulary.

Parts of speech.

Letter sounds and spelling patterns.
Phonemic awareness.

Students will be skilled at ...

Identifying how letter sounds and spelling patterns work to help them read.
Identifying concepts of print.
Synthesizing information across texts using visuals/oral language.
Identifying both facts and opinions in texts.
Identifying the opinion, supporting reasons and facts (evidence).
Classifying vocabulary.
Classifying parts of speech.
Illustrating /writing opinion.
Editing their own writing.

Stage 2 - Evidence

PERFORMANCE TASK(S):

Based on their ELP level students will create opinion pieces through illustrations, labeling, words or sentences.

OTHER EVIDENCE:

Checking for understanding through the use of:
WIDA Rubrics for the domains
Teacher Prompts
Informal teacher observations

Stage 3 - Learning Plan

Listening:

- Point to pictures of domain specific vocabulary
- Listen to a persuasive text read aloud
- Point to reasons shown in the illustrations that support the opinion to show understanding of the text
- Follow multi-step directions
- Classify objects by descriptive oral statements
- Sequencing a series of oral statements using pictures
- Infer from and act on oral information

Speaking:

- Use pronouns when sharing prior knowledge of opinions you or others may have
- Activating Schema about opinions
- Identify familiar nouns found in opinion texts
- Ask questions for social & academic purposes
- Participate in class discussions
- Communicate what they are reading with their peers/teacher
- Express the opinion and the supporting reasons from a text

- Answer opinion questions with supporting details (facts & reasons)
- Justify/defend opinions with evidence

Reading:

- Matching icons or diagrams with words/concepts
- Matching phrases and sentences to pictures
- Read decodable stories to practice fluency and build comprehension
- Concepts of print
- Phonemic Awareness
- Look at the title and the cover to activate schema
- Use pictures to help understand academic vocabulary
- Identify the opinion(s) and reasons in a persuasive text
- Use of opinion and reasons graphic organizer
- Use context clues & illustrations to determine meaning of words/phrases
- Record facts, opinion(s) and reasons using pictures, words, phrases/sentences from persuasive texts

Writing:

- Draw and label people, objects or events from a word/phrase bank
- Dictate opinion and supporting reasons scribed by teacher
- Describe familiar opinions and reasons by dictating, drawing, labeling or writing
- Finish sentence teacher begins
- Copy written language
- Use graphic organizers to organize & present opinion and supporting reasons & facts
- Form sentences using word/phrase bank or pictures
- Support opinion(s) with strong reasons and/or facts (evidence)
- Use linking words
- Produce letters, posters, or signs to express opinion
- Produce opinion writing by drawing, labeling, and/or writing

Core Materials and Resources:

Foundations
 Readers & Writer's Workshop Units of Study
 WIDA Writing Rubric
 Reading A-Z <https://www.readinga-z.com/>
 Heinemann Explorations in Nonfiction Writing
 WIDA Can Do Descriptors
<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>
 Visuals (pictures)
 Graphic Organizers

Differentiation:

English Language Learners -

Retell content information in easier English
Use simple sentence structure (verb-subject-object) as needed
Use high frequency words
Avoid negative phrasing such as all, but, except
Actively help students build connections and associations in order to access background knowledge or previously taught information
Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
Provide supports in English and home language
Utilize Google translate
Always write assignments on the board
Modify assignments (fewer questions or fewer vocabulary)
Provide audio books
Provide concrete examples of vocabulary words through the use of visuals
Model Think Alouds to increase student comprehension
Directly teach learning strategies
Provide extended wait time
Provide small group instruction
Provide preferential seating
Provide oral reading of test questions in English
Provide oral reading of reading passages in English
Provide extended time
Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
WIDA Can Do Descriptors

504 -

Environmental Strategies

Provide a structured learning environment
Possible adapting of non-academic times such as lunch, recess, and physical education
Change student seating
Alter location or personal or classroom supplies for easier access or to minimize distraction
Provide sensory breaks
Provide a written or picture schedule

Presentation Strategies

Record lessons so the student can review
Use computer-aided instruction and other audiovisual equipment
Select alternative textbooks, workbooks, or provide audio books
Highlight main ideas and supporting details in the book
Vary the method of lesson presentation using multi-sensory techniques
Ask student to repeat/paraphrase context to check understanding
Simplify and repeat instructions

Vary instructional pace

Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"

Reinforce study skill strategies (survey, read, recite, review)

Pre-teach and/or re-teach important concepts

Prepare advanced organizers/study guides for new material

Behavioral Strategies

Use behavioral management techniques consistently within a classroom and across classes

Implement behavioral/academic contracts

Utilize positive verbal and/or nonverbal reinforcements

Utilize logical consequences

Establish a home/school communication system for behavior monitoring

Cooperatively generate rules and consequences for classroom behavior

Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

Model and reinforce organizational systems (i.e. color-coding)

Write out homework assignments, check student's recording of assignments

Set time expectations for assignments

Provide clues such as clock faces indicating beginning and ending times

Teach study/organizational skills

Evaluation Methods

Limit amount of material presented on page

Provide a sample or practice test

Provide for oral testing

Provide tests in segments so that student hands in one segment before receiving the next part

Provide personal copy of test tools and allow for color-coding/highlighting

Adjust time for completion

Modify weights of tests when grading

Special Education -

Seat student near model (student/teacher)

Preferential seating

Use a highlight marker to identify key words, phrases, or sentences for student to read

Provide manipulatives for student to use in solving math problems

Deliver directions or explanations orally and in writing

Chunk tasks

Buddy in class to assist and clarify

Provide specific guidelines for prewriting

Provide mnemonic devices

Repeat major points of information

Modify assignments (fewer questions or fewer vocabulary)

Provide visual cues (posters, number lines, gestures, use of technology)

Provide study guides

Pre-teach new vocabulary and key words

Use advance organizers

Allow for frequent breaks (sensory/brain)

Be aware of student's preferred learning style and provide matching instruction materials

Students At-Risk -

Provide a structured learning environment

Provide sensory breaks

Change student seating

Select alternative textbooks, workbooks, or provide audio books

Vary the method of lesson presentation using multi-sensory techniques

Provide small group or individual instruction

Reinforce the use of compensatory strategies

Reinforce self-monitoring and self-reflecting strategies

Buddy in class to assist and clarify

Actively help students build connections and associations in order to access background knowledge or previously taught information

Directly teach learning strategies

Repeat major points of information

Provide visual cues (posters, number lines, gestures, use of technology)

Gifted and Talented -

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials

Provide content that is thematic, broad based, and integrative rather than just single-subject areas

Provide opportunities to generalize, integrate, and apply ideas to content

Encourage students to move through content at their own pace

Provide enrichment activities for content such as critical thinking, problem finding, and problem solving

Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery

Require students to think about topics in more abstract and complex ways

Activity selection should be based on student interests and encourage self directed learning

Align objectives with Bloom's Taxonomy

Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world

Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

Unit: Opinion/Persuasive
Content Area: ESL
Grade Level: 5-6
Unit Summary:
<p>The purpose of the ESL curriculum is to teach and advocate for English Learners so they can become successful within our community both socially and academically. This ESL unit focuses on building language to produce opinion writing in English for students in fifth and sixth grade. Students will develop English proficiency through reading, writing, listening, and speaking opportunities. The main goal of this unit is to support students in learning the language through context and meaningful situations. The mentor text, <i>Martha's Letter</i> from <i>Mentor Text Poster Pack</i> acts as a model to show the structure and features of a persuasive text, along with showing students how to research, collect, organize and illustrate information to persuade someone about a specific topic. They will also be reading a variety of persuasive texts, which use both facts and opinions, students will identify the author's or main character's opinion and the reasons that support his/her opinion. The ESL teacher should use the key uses of English Language proficiency to support each students language ability. The ESL teacher will reinforce word study lessons and sight words learned in their classrooms. Students will gain meaning from text, convey meaning through both oral and written language, and listen effectively; all these skills are vital for students to actively participate in mainstream classrooms.</p>
Recommended Pacing:
March-June
State Standards Addressed:
WIDA
<p>Standard 1 – Social and Instructional Language English language learners communicate for social and instructional purposes within the school setting.</p>
<p>Standard 2 – Language of Language Arts English language learners communicate information, ideas and concepts necessary for academic success in the content area of language arts.</p>
<p>Standard 3 – Language of Mathematics English language learners communicate information, ideas and concepts necessary for academic success in the content area of mathematics.</p>
<p>Standard 4 – Language of Science English language learners communicate information, ideas and concepts necessary for academic success in</p>

the content area of science.

Standard 5 – Language of Social Studies

English language learners communicate information, ideas and concepts necessary for academic success in the content area of social studies.

Reading

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RI.5.2 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

RI.5.4 Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.

RI.5.1 Quote accurately from a text when explaining what the text says explicitly and when drawing inferences from the text.

RF.5.3.A Use combined knowledge of all letter-sound correspondences, syllabication patterns, and morphology (e.g., roots and affixes) to read accurately unfamiliar multisyllabic words in context and out of context.

RF.5.4 Read with sufficient accuracy and fluency to support comprehension.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RI.6.2 Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.

RI.6.3 Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).

RI.6.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.

RI.6.1 Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

Writing

W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.

W.5.1.A Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.

W.5.1.B Provide logically ordered reasons that are supported by facts and details.

W.5.4 Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.

W.5.5 With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.

W.5.6 With some guidance and support from adults and peers, use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others.

W.5.8 Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.

W.6.1 Write arguments to support claims with clear reasons and relevant evidence.

W.6.1.A Introduce claim(s) and organize the reasons and evidence clearly.

W.6.1.B Support claim(s) with clear reasons and relevant evidence, using credible sources and demonstrating an understanding of the topic or text.

W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)

W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 here.)

W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

Speaking & Listening

SL.5.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grade 5 topics and texts*, building on others' ideas and expressing their own clearly.

SL.5.1a Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

SL.5.4 Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

SL.6.1 Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

6.1.A Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

Language

L.5.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

L.5.4.A Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase

L.5.4.B Use common, grade-appropriate Greek and Latin affixes and roots as clues to the meaning of a word (e.g., *photograph*, *photosynthesis*).

L.5.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation and determine or clarify the precise meaning of keywords and phrases.

L.6.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

L.6.4.A Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.6.4.B Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., *audience*, *auditory*, *audible*).

L.6.4.C Consult reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning or its part of speech.

L.6.5.B Use the relationship between particular words (e.g., cause/effect, part/whole, item/category) to better understand each of the words.

Technology Standards and 21st Century Practices

9.2 Career Awareness, Exploration, and Preparation

This standard outlines the importance of being knowledgeable about one's interests and talents, and being well informed about postsecondary and career options, career planning, and career requirements.

Stage 1 - Desired Results
Transfer
<p><i>Students will be able to independently use their learning to...</i> Express personal wants and needs through gestures, visual support, use of native language Attend to speaker to demonstrate understanding of routines and directions Gain meaning from both oral and written text Convey meaning through both oral and written language</p>
Meaning
<p>UNDERSTANDINGS <i>Students will understand that ...</i> They can use a variety of ways to communicate. Readers can use texts to gain meaning of words. Readers can identify both facts and opinions in persuasive texts. Readers can identify the opinion and supporting reasons/facts (evidence) in persuasive texts to support understanding. They actively listen to gain understanding by asking questions, repeating words/phrases, and participating. Writers can use schema, texts and pictures to assist with writing.</p>
<p>ESSENTIAL QUESTIONS How can I communicate in school? How can I become a reader? How can I comprehend my reading? How can I make connections to my reading? How can I listen for understanding? How can I become a writer?</p>
Acquisition
<p><i>Students will know</i> Every day vocabulary. Domain specific vocabulary. Parts of speech. Letter sounds and spelling patterns. Phonemic awareness.</p>
<p><i>Students will be skilled at ...</i> Identifying how letter sounds and spelling patterns work to help them read. Identifying concepts of print. Identifying the difference between facts and opinions in texts. Sequencing nonfiction information using visuals/oral language. Identifying the opinion, supporting reasons and facts/evidence. Identifying text features and how they support facts (evidence)</p>

Classifying vocabulary.
Classifying parts of speech.
Illustrating /writing opinion.
Editing their own writing.

Stage 2 - Evidence

PERFORMANCE TASK(S):

Based on their ELP level students will create opinion/persuasive pieces through illustrations, labeling, words or sentences.

OTHER EVIDENCE:

Checking for understanding through the use of:
WIDA Rubrics for the domains
Teacher Prompts
Informal teacher observations

Stage 3 - Learning Plan

Listening:

- Point to pictures of domain specific vocabulary
- matching instructional and social language with visuals
- Listen to a persuasive text read aloud
- Point to text features that demonstrate facts (evidence)
- Match oral reading of stories to pictures
- Identify opinion(s), reasons and facts/evidence
- Following multi-step directions
- Classify objects by descriptive oral statements
- Sequencing a series of oral statements using pictures
- Infer from and act on oral information

Speaking:

- Use pronouns when sharing prior knowledge of nonfiction information
- Activating schema about nonfiction
- Identify familiar nouns found in nonfiction text features
- Ask questions for social & academic purposes
- Participate in class discussions
- Communicate what they are reading with their peers/teacher
- Retell main idea and supporting details of nonfiction texts
- Compare/Contrast
- Cause/Effect
- Sequence of nonfiction texts

Reading:

- Matching icons or diagrams with words/concepts

- Matching phrases and sentences to pictures
- Concepts of print
- Phonemic Awareness
- Look at the title and the cover to activate schema
- Identify text features that support facts (evidence)
- Use pictures to help understand academic vocabulary
- Identify the opinion, reasons and facts/evidence in a persuasive text
- Use of boxes & bullets graphic organizer
- Use context clues & illustrations to determine meaning of words/phrases
- Record opinion, reasons, facts/evidence, using pictures, words, phrases/sentences from persuasive texts
- Sequence of opinion/persuasive writing
- Identify multiple meanings of words in context
- Support opinion with reasons and facts/evidence

Writing:

- Draw and label people, objects or events from a word/phrase bank
- Dictate opinion, supporting facts and reasons scribed by teacher
- Describe familiar opinions and supporting facts and reasons by dictating, drawing, labeling or writing
- Finish sentence teacher begins
- Copy written language
- Use graphic organizers to organize & present opinion and supporting facts & reasons
- Form simple sentences using word/phrase bank or pictures
- Produce short paragraphs with statement of opinion, support facts (evidence) and reasons to support opinion
- Include text features to support evidence
- Use transition words
- Sequence opinion/persuasive writing
- Produce: advertisements, posters, articles, letters, essays
- Produce opinion/persuasive writing by drawing, labeling, and/or writing

Core Materials and Resources:

Foundations
 Readers & Writer's Workshop Units of Study
 WIDA Writing Rubric
 Reading A-Z <https://www.readinga-z.com/>
 Heinemann Explorations in Nonfiction Writing
 WIDA Can Do Descriptors
<https://wida.wisc.edu/sites/default/files/resource/CanDo-Descriptors-Student-Name-Charts.pdf>
 Visuals (pictures)
 Graphic Organizers

Differentiation:

English Language Learners -

Retell content information in easier English
Use simple sentence structure (verb-subject-object) as needed
Use high frequency words
Avoid negative phrasing such as all, but, except
Actively help students build connections and associations in order to access background knowledge or previously taught information
Present students with written as well as oral messages (provide outlines or a copy of the notes of a classmate)
Provide supports in English and home language
Utilize Google translate
Always write assignments on the board
Modify assignments (fewer questions or fewer vocabulary)
Provide audio books
Provide concrete examples of vocabulary words through the use of visuals
Model Think Alouds to increase student comprehension
Directly teach learning strategies
Provide extended wait time
Provide small group instruction
Provide preferential seating
Provide oral reading of test questions in English
Provide oral reading of reading passages in English
Provide extended time
Assess whether student has the necessary prerequisite skills. Determine whether materials are appropriate to the student's current functioning levels
WIDA Can Do Descriptors

504 -

Environmental Strategies

Provide a structured learning environment
Possible adapting of non-academic times such as lunch, recess, and physical education
Change student seating
Alter location or personal or classroom supplies for easier access or to minimize distraction
Provide sensory breaks
Provide a written or picture schedule

Presentation Strategies

Record lessons so the student can review
Use computer-aided instruction and other audiovisual equipment
Select alternative textbooks, workbooks, or provide audio books
Highlight main ideas and supporting details in the book
Vary the method of lesson presentation using multi-sensory techniques
Ask student to repeat/paraphrase context to check understanding

Simplify and repeat instructions

Vary instructional pace

Reinforce the use of compensatory strategies, i.e. pencil grip, mnemonic devices, "spell check"

Reinforce study skill strategies (survey, read, recite, review)

Pre-teach and/or re-teach important concepts

Prepare advanced organizers/study guides for new material

Behavioral Strategies

Use behavioral management techniques consistently within a classroom and across classes

Implement behavioral/academic contracts

Utilize positive verbal and/or nonverbal reinforcements

Utilize logical consequences

Establish a home/school communication system for behavior monitoring

Cooperatively generate rules and consequences for classroom behavior

Reinforce self-monitoring and self-recording of behaviors

Organizational Strategies

Model and reinforce organizational systems (i.e. color-coding)

Write out homework assignments, check student's recording of assignments

Set time expectations for assignments

Provide clues such as clock faces indicating beginning and ending times

Teach study/organizational skills

Evaluation Methods

Limit amount of material presented on page

Provide a sample or practice test

Provide for oral testing

Provide tests in segments so that student hands in one segment before receiving the next part

Provide personal copy of test tools and allow for color-coding/highlighting

Adjust time for completion

Modify weights of tests when grading

Special Education -

Seat student near model (student/teacher)

Preferential seating

Use a highlight marker to identify key words, phrases, or sentences for student to read

Provide manipulatives for student to use in solving math problems

Deliver directions or explanations orally and in writing

Chunk tasks

Buddy in class to assist and clarify

Provide specific guidelines for prewriting

Provide mnemonic devices

Repeat major points of information

Modify assignments (fewer questions or fewer vocabulary)

Provide visual cues (posters, number lines, gestures, use of technology)

Provide study guides
Pre-teach new vocabulary and key words
Use advance organizers
Allow for frequent breaks (sensory/brain)
Be aware of student's preferred learning style and provide matching instruction materials

Students At-Risk -

Provide a structured learning environment
Provide sensory breaks
Change student seating
Select alternative textbooks, workbooks, or provide audio books
Vary the method of lesson presentation using multi-sensory techniques
Provide small group or individual instruction
Reinforce the use of compensatory strategies
Reinforce self-monitoring and self-reflecting strategies
Buddy in class to assist and clarify
Actively help students build connections and associations in order to access background knowledge or previously taught information
Directly teach learning strategies
Repeat major points of information
Provide visual cues (posters, number lines, gestures, use of technology)

Gifted and Talented -

Modify the content through acceleration, compacting, variety, reorganization, flexible pacing, and the use of more advanced or complex concepts, abstractions, and materials
Provide content that is thematic, broad based, and integrative rather than just single-subject areas
Provide opportunities to generalize, integrate, and apply ideas to content
Encourage students to move through content at their own pace
Provide enrichment activities for content such as critical thinking, problem finding, and problem solving
Modify process to be more intellectually demanding that require a higher level of response or open-ended questions that stimulate inquiry, active exploration, and discovery
Require students to think about topics in more abstract and complex ways
Activity selection should be based on student interests and encourage self directed learning
Align objectives with Bloom's Taxonomy
Modify the learning environment that encourages inquiry and independence. It should include a wide variety of materials, provides some physical movement, and connects the school experiences with the greater world
Modify product expectations and student responses. They should demonstrate what they have learned in a wide variety of forms that both reflect knowledge and ability to manipulate ideas

Assess curriculum effectiveness by accelerating the mastery of basic skills through testing-out procedures and reorganization of the curriculum according to higher level skills and concepts.

CHESTERFIELD TOWNSHIP SCHOOL HEALTH OFFICE REPORT – DECEMBER 2019

Date: January 3, 2020

Student Visits:	Category	Number
	First Aid	126
	Medications	212
	Medical	203
	Other	82
	Counseling	0
	Health Screenings	0
	Health screenings for I&RS or CST	12
	Head lice checks	0
	DYFS	0
	Staff Visits	15
	Parent Communication	51
	Documentation of records	115

Health Office Visits:	Total: 811	Per Day: 54
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Communicable Diseases:	Disease	Number of cases
	Strep Throat	1
	Conjunctivitis	2
	Lice	0
	Flu	0
	Impetigo	0
	Ringworm	0
	Chicken Pox	0

Accident Reports	2
Students on daily medication / treatment	14
Telephone Calls to parents for illness or injury at school	51
Attendance Meeting as Attendance Officer	0
Special Services – I&RS, IEP, 504 meetings attended by nurse	0
Telephone calls to Poison Control	0
Students Out of District	6
DYFS	0
Home Visits	0
Students on Homebound Instruction	0

Comments:

3rd grade trip to Franklin Institute
Safety Meeting
Building level safety meeting
FVL meeting

School Nurse: Marylyn Campanella, BSN,RN,CSN	Marylyn Campanella
Charmaine Ramos, MEd, BSN, RN	Charmaine Ramos

Emergency Drill Log for 2019-2020 School Year

[illegible]

Monthly Summary of Incidents Report for December 2019

Date	Grade	Infraction	Actions
12/04/2019	03	Disruptive/inappropriate behavior	Lunch Detention
12/06/2019	05	Disruptive/inappropriate behavior	Administrative Detention
12/06/2019	05	Disruptive/inappropriate behavior	Administrative Detention
12/09/2019	03	Disruptive/inappropriate behavior	No Action taken

SYNOPSIS OF AUDIT REPORT FOR PUBLIC DISTRIBUTION

CHESTERFIELD TOWNSHIP SCHOOL DISTRICT COUNTY OF BURLINGTON

As required by Title 18A:23-4, the following is a synopsis of the audit of the financial statements and supplementary data of the Governmental Activities for the year ended June 30, 2019.

ASSETS	GENERAL	SPECIAL REVENUE	CAPITAL PROJECTS	DEBT SERVICE	TOTAL
Cash & Cash Equivalents	\$ 1,386,073	\$ -	\$ 7,323	\$ 1	\$ 1,393,397
Accounts Receivable:					
State	102,098	-	-	-	102,098
Federal	-	99,122	-	-	99,122
Interfund	-	-	-	20	20
Other	12,191	-	-	-	12,191
Restricted Cash & Cash Equivalents	1,538,529	-	-	-	1,538,529
Total Assets	\$ 3,038,891	\$ 99,122	\$ 7,323	\$ 21	\$ 3,145,357
LIABILITIES & FUND BALANCES					
Liabilities:					
Cash Deficit	\$ -	\$ 78,173	\$ -	\$ -	\$ 78,173
Accounts Payable	688,896	9,750	-	-	698,646
Interfund Payables	-	-	20	-	20
Payable to Other Governments	-	11,199	-	-	11,199
Total Liabilities	688,896	99,122	20	-	788,038
Fund Balances:					
Restricted for:					
Capital Reserve Account	888,529	-	-	-	888,529
Maintenance Reserve Account	650,000	-	-	-	650,000
Debt Service	-	-	-	21	21
Excess Surplus	328,083	-	-	-	328,083
Excess Surplus Designated for					
Subsequent Year's Expenditures	107,815	-	-	-	107,815
Capital Projects Fund	-	-	7,303	-	7,303
Assigned to:					
Designated for Subsequent					
Year's Expenditures	38,749	-	-	-	38,749
Other Purposes	250,867	-	-	-	250,867
Unassigned Fund Balance	85,952	-	-	-	85,952
Total Fund Balances	2,349,995	-	7,303	21	2,357,319
Total Liabilities & Fund Balances	\$ 3,038,891	\$ 99,122	\$ 7,323	\$ 21	\$ 3,145,357

Facilities Report January 2020

- Delval Equipment replaced one pump on the Tiger Flow geothermal system. The contractor stated that we will need to replace the second pump and the two motors as well. Still waiting on quotes from Deval.
- The State Health inspector came in to inspect the kitchen and there were no findings to address.
- Had a contractor from DCI come in to inspect the roof, he said the roof was in good condition. He suggested having a contractor come out once a year to do some simple preventative maintenance.
- The dish washer in the kitchen was repaired.
- The building was inspected by the state fire inspector; no major issues, but had some minor finding that will need to be corrected within 30 days.

Andrew Polo
Business Administrator
January 20, 2020

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13778	Closed Work Orders	12/17/2019	Lori Wisniewski	Classroom	30 Saddle Way
	cabin-ate doors will not lock	12/17/2019	Pingitor, Larry		b217
	repaired all locks on cabinates	High		Carpentry	
13782	Closed Work Orders	12/18/2019	Dan Cardona	Restroom (Boys)	30 Saddle Way
	boys room by cafeteria urinal valve is leaking	12/18/2019	Pingitor, Larry		
	tightened up all fittings working ok	Medium		Plumbing	
13755	Closed Work Orders	12/6/2019	Nicole Dimaiuta		30 Saddle Way
	I have my thermostat all the way up on warm and it is still a little chilly in my room. Is it possible to make it a bit warmer? Thank you!	12/8/2019	Pingitor, Larry		A256
	Time Available: any time	Medium		Heating/Ventilation /Air Conditioning	
	Adjusted room temp				
13779	Closed Work Orders	12/17/2019	Lauran Gleason	Classroom	30 Saddle Way
	Our room B102, is incredibly cold today. It's usually a bit cool, but it's so cold today that we need to wear our coats. Time Available: anytime	12/17/2019	Pingitor, Larry		B102
	re set unit working ok	Medium		Heating/Ventilation /Air Conditioning	
13764	Closed Work Orders	12/9/2019	Marissa Holloway	Classroom	30 Saddle Way
	I will need an extra chair and desk in my room by January 2nd because I am getting a new student in my class. Feel free to bring this equipment to my room before then! Thanks.	12/10/2019	Pingitor, Larry		B323
	delivered desk and chair	Medium		Custodial	
13744	Closed Work Orders	12/3/2019	Dan Cardona	Custodial Closet	30 Saddle Way
	vacumme #7 not picking up	12/3/2019	Pingitor, Larry		
	replaced broken hose and loose belt	Medium		Custodial	
13780	Closed Work Orders	12/17/2019	Larry Pingitor	Restroom (Boys)	30 Saddle Way
	lower level boys room soap dispenser broken	12/17/2019	Pingitor, Larry		
	replaced soap dispenser	Medium		Custodial	
13777	Closed Work Orders	12/16/2019	Lori Wisniewski	Classroom	30 Saddle Way
	Dr. Booth is requesting that Child Proof Locks be put on the cabinet doors in the sensory room Time Available: 8-4	12/17/2019	Pingitor, Larry		Sensory Room B217
	repaired all locks in room	Medium		General Maintenance	

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13752	Closed Work Orders	12/5/2019	annemarie petty	Classroom	30 Saddle Way
	I have a ball chair in my room that needs to be checked out before i give it to a student. I think the screws may need to be tightened. Annemarie Time Available: any time replaced missing bolts	12/9/2019 Medium	Pingitor, Larry	General Maintenance	B230
13767	Closed Work Orders	12/12/2019	Liz Schauer	Classroom	30 Saddle Way
	There is a white board on wheels right when you walk into my classroom in that alcove. It fell over and it looks like the wood split by the legs. I was wondering if there was any way to fix it or salvage it in anyway. replaced missing bolts and tighten up the rest of them	12/13/2019 Medium	Pingitor, Larry	General Maintenance	229
13763	Closed Work Orders	12/9/2019	Shannon McGettigan	Classroom	30 Saddle Way
	I think there is a mouse that has visited the top drawer (left of my computer) of my desk. I did not see the mouse but he seems to be nibbling on some chocolate. Thank you!! caught mouse in glue board	12/12/2019 Medium	Pingitor, Larry	Pest Control	B242
13768	Closed Work Orders	12/12/2019	Maria Prince	Classroom	30 saddleway
	The metal bar that is part of the supply closet in the classroom fell off the door causing the handle to not work properly. repaired closet door	12/18/2019 Medium	Pingitor, Larry	Doors and Hardware	315
13799	Closed Work Orders	12/30/2019		Storage	30 Saddle Way
	put all old light fixtures in dumpster from lighting project. allied recycling picked up dumpster Larry Dan Stephen Chris. we all got together to fill dumpster	12/30/2019 Medium	Pingitor, Larry	Lighting	
13750	Closed Work Orders	12/5/2019	Krista Metz	Classroom	30 Saddle Way
	classroom water fountain isn't working properly adjusted pressure	12/5/2019 Medium	Pingitor, Larry	Equipment Maintenance	103
13781	Closed Work Orders	12/17/2019	robert cochrane	Classroom	30 Saddle Way
	Lock on the closet door with the stick figure energy poster is broken and will not lock. Time Available: anytime repaired closet door	12/18/2019 Medium	Pingitor, Larry	Equipment Maintenance	B304

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13743	Closed Work Orders	12/2/2019	robert cochrane	Classroom	30 Saddle Way
	Large inflatable ball popped in two spots today. Patched with duct tape, but still leaking. If possible, try to inflate again. Thank you.	12/5/2019	Pingitor, Larry		B304
	Ball Cannot be repaired	Medium		Pumps	
13748	Closed Work Orders	12/5/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.	12/6/2019	Pingitor, Larry		
	water room no issues found at this time heat is on	Medium		Heating/Ventilation /Air Conditioning	UH#11
13793	Closed Work Orders	12/26/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.	12/30/2019	Pingitor, Larry		
	water room heat is on no issues found	Medium		Heating/Ventilation /Air Conditioning	UH#11
13785	Closed Work Orders	12/19/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.	12/19/2019	Pingitor, Larry		
	water room heat was on pumps were ok	Medium		Heating/Ventilation /Air Conditioning	UH#11
13765	Closed Work Orders	12/12/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.	12/12/2019	Pingitor, Larry		
	water room pumps were running ok. heat was on	Medium		Heating/Ventilation /Air Conditioning	UH#11
13766	Closed Work Orders	12/12/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.	12/12/2019	Pingitor, Larry		
	fire pump room no issues found heat was on	Medium		Heating/Ventilation /Air Conditioning	UH#12
13786	Closed Work Orders	12/19/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.	12/19/2019	Pingitor, Larry		
	fire pump room heat was on pumps were ok	Medium		Heating/Ventilation /Air Conditioning	UH#12
13794	Closed Work Orders	12/26/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.	12/30/2019	Pingitor, Larry		
	fire pump room heat was on no issues	Medium		Heating/Ventilation /Air Conditioning	UH#12

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13749	Closed Work Orders	12/5/2019 1:00:00	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.	12/11/2019	Pingitor, Larry		
	fire pump room pump dripping water. tightened up packing nut	Medium		Heating/Ventilation /Air Conditioning	UH#12
13758	Closed Work Orders	12/9/2019 1:22:06	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.	12/10/2019	Pingitor, Larry		
	steamer was delimed by the kitchen staff	Medium		Equipment Maintenance	Steamer #1
13790	Closed Work Orders	12/23/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.	12/26/2019	Pingitor, Larry		
	kitchen is closed for holiday	Medium		Equipment Maintenance	Steamer #1
13624	Closed Work Orders	12/1/2019 5:19:04	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 1/26/2012 - Refer to PM schedule details.	12/3/2019	Pingitor, Larry		
	fuel level for generator 724 gallons	Medium			Fuel#1
13626	Closed Work Orders	12/1/2019 5:19:05	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/3/2019	Pingitor, Larry		
	240 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#64
13627	Closed Work Orders	12/1/2019 5:19:05	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/3/2019	Pingitor, Larry		
	102 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#67
13628	Closed Work Orders	12/1/2019 5:19:05	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/8/2019	Pingitor, Larry		
	103 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#68
13629	Closed Work Orders	12/1/2019 5:19:06	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	hallway by 103 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#84

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13630	Closed Work Orders	12/1/2019 5:19:06	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/9/2019	Pingitor, Larry		
	104 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#69
13631	Closed Work Orders	12/1/2019 5:19:06	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/9/2019	Pingitor, Larry		
	109 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#83
13632	Closed Work Orders	12/1/2019 5:19:06	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	108 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#70
13633	Closed Work Orders	12/1/2019 5:19:06	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/9/2019	Pingitor, Larry		
	110 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#71
13634	Closed Work Orders	12/1/2019 5:19:06	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	111 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#82
13635	Closed Work Orders	12/1/2019 5:19:07	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	b112a filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#72
13636	Closed Work Orders	12/1/2019 5:19:07	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	b112b filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#73
13637	Closed Work Orders	12/1/2019 5:19:07	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	hallway by 112a filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#85

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13638	Closed Work Orders	12/1/2019 5:19:07	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	116 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#74
13639	Closed Work Orders	12/1/2019 5:19:07	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	115 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#81
13640	Closed Work Orders	12/1/2019 5:19:07	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	118 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#75
13641	Closed Work Orders	12/1/2019 5:19:07	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	117 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#80
13642	Closed Work Orders	12/1/2019 5:19:08	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/9/2019	Pingitor, Larry		
	filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#86
13643	Closed Work Orders	12/1/2019 5:19:08	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	119 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#79
13644	Closed Work Orders	12/1/2019 5:19:08	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	122 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#76
13645	Closed Work Orders	12/1/2019 5:19:08	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	123 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#77

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13646	Closed Work Orders	12/1/2019 5:19:08	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	hallway by 122 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#78
13647	Closed Work Orders	12/1/2019 5:19:08	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	217 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#59
13648	Closed Work Orders	12/1/2019 5:19:09	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	220 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#32
13649	Closed Work Orders	12/1/2019 5:19:09	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	221 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#33
13650	Closed Work Orders	12/1/2019 5:19:09	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	222 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#55
13651	Closed Work Orders	12/1/2019 5:19:09	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	hallway by 221 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#37
13652	Closed Work Orders	12/1/2019 5:19:09	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	223 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#34
13653	Closed Work Orders	12/1/2019 5:19:09	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	224 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#54

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13654	Closed Work Orders	12/1/2019 5:19:10	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Lary		
	225 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#35
13655	Closed Work Orders	12/1/2019 5:19:10	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Lary		
	226 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#53
13656	Closed Work Orders	12/1/2019 5:19:10	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Lary		
	227 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#38
13657	Closed Work Orders	12/1/2019 5:19:10	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Lary		
	228 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#52
13658	Closed Work Orders	12/1/2019 5:19:10	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Lary		
	230 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#51
13659	Closed Work Orders	12/1/2019 5:19:10	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Lary		
	229 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#39
13660	Closed Work Orders	12/1/2019 5:19:11	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Lary		
	233a filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#40
13661	Closed Work Orders	12/1/2019 5:19:11	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Lary		
	hallway by 227 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#56

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13662	Closed Work Orders	12/1/2019 5:19:11	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	234 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#50
13663	Closed Work Orders	12/1/2019 5:19:11	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	233b filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#41
13664	Closed Work Orders	12/1/2019 5:19:11	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	hallway by 236 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#57
13665	Closed Work Orders	12/1/2019 5:19:11	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	236 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#42
13666	Closed Work Orders	12/1/2019 5:19:11	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	237 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#43
13667	Closed Work Orders	12/1/2019 5:19:12	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	235 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#49
13668	Closed Work Orders	12/1/2019 5:19:12	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	242 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#36
13669	Closed Work Orders	12/1/2019 5:19:12	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	244 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#48

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13625	Closed Work Orders	12/1/2019 5:19:05	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 1/30/2012 - Refer to PM schedule details.	12/2/2019	Pingitor, Larry		Solar 1
	solar readings for nov.483146	Medium			
13670	Closed Work Orders	12/1/2019 5:19:12	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		HP#44
	243 filters changed	Medium		Heating/Ventilation /Air Conditioning	
13671	Closed Work Orders	12/1/2019 5:19:12	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		HP#47
	245 filters changed	Medium		Heating/Ventilation /Air Conditioning	
13672	Closed Work Orders	12/1/2019 5:19:12	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		HP#45
	246 filters changed	Medium		Heating/Ventilation /Air Conditioning	
13673	Closed Work Orders	12/1/2019 5:19:13	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		HP#58
	hallway by 246 filters changed	Medium		Heating/Ventilation /Air Conditioning	
13674	Closed Work Orders	12/1/2019 5:19:13	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		HP#46
	247 filters changed	Medium		Heating/Ventilation /Air Conditioning	
13738	Closed Work Orders	12/2/2019 3:25:45	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/3/2019	Pingitor, Larry		PLAYGROUND#1
	playground 1 no new issues at this time. trash was pulled	Medium			
13756	Closed Work Orders	12/9/2019 1:22:05	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/11/2019	Pingitor, Larry		PLAYGROUND#1
	playground 1 no new issues at this time, pulled trash	Medium			

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13770	Closed Work Orders	12/16/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	playground 1 trash was pulled no new issues found	Medium			PLAYGROUND#1
13788	Closed Work Orders	12/23/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/26/2019	Pingitor, Larry		
	playground 1 school is closed	Medium			PLAYGROUND#1
13795	Closed Work Orders	12/30/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/30/2019	Pingitor, Larry		
	playground 1 trash was ok no new problems at this time	Medium			PLAYGROUND#1
13623	Closed Work Orders	12/1/2019 5:19:04	Robert Carter		30 Saddle Way
	Monthly - Fire Extinguishers - Refer to PM schedule details.	12/3/2019	Pingitor, Larry		
	fire extinguishers checked out ok	Medium			Fire Exiguishers
13675	Closed Work Orders	12/1/2019 5:19:13	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	receiving filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#63
13676	Closed Work Orders	12/1/2019 5:19:13	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	kitchen filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#61
13677	Closed Work Orders	12/1/2019 5:19:13	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	kitchen filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#62
13678	Closed Work Orders	12/1/2019 5:19:13	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	252 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#60

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13679	Closed Work Orders	12/1/2019 5:19:13	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	hallway by cafeteria filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#112
13680	Closed Work Orders	12/1/2019 5:19:14	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	256 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#109
13681	Closed Work Orders	12/1/2019 5:19:14	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	a224 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#96
13682	Closed Work Orders	12/1/2019 5:19:14	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	a257 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#108
13683	Closed Work Orders	12/1/2019 5:19:14	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	hallway by a260 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#104
13684	Closed Work Orders	12/1/2019 5:19:14	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	stage right filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#113
13685	Closed Work Orders	12/1/2019 5:19:14	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	stage left filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#107
13686	Closed Work Orders	12/1/2019 5:19:15	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	a202a filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#105

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13687	Closed Work Orders	12/1/2019 5:19:15	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	a201d filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#101
13688	Closed Work Orders	12/1/2019 5:19:15	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	main office filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#102
13689	Closed Work Orders	12/1/2019 5:19:15	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	a201a filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#103
13690	Closed Work Orders	12/1/2019 5:19:15	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	a205 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#99
13691	Closed Work Orders	12/1/2019 5:19:15	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	a 205 a filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#98
13692	Closed Work Orders	12/1/2019 5:19:16	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	a205 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#100
13693	Closed Work Orders	12/1/2019 5:19:16	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	203 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#95
13694	Closed Work Orders	12/1/2019 5:19:16	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	203 media center filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#97

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13695	Closed Work Orders	12/1/2019 5:19:16	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	204 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#94
13696	Closed Work Orders	12/1/2019 5:19:16	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	hallway by 207 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#93
13697	Closed Work Orders	12/1/2019 5:19:16	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	hallway by 208 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#111
13698	Closed Work Orders	12/1/2019 5:19:17	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	a208c filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#65
13699	Closed Work Orders	12/1/2019 5:19:17	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	210 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#110
13700	Closed Work Orders	12/1/2019 5:19:17	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	209 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#92
13701	Closed Work Orders	12/1/2019 5:19:17	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	333 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#11
13702	Closed Work Orders	12/1/2019 5:19:17	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	332 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#91

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Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13703	Closed Work Orders	12/1/2019 5:19:18	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	331 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#12
13704	Closed Work Orders	12/1/2019 5:19:18	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	stairway filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#90
13705	Closed Work Orders	12/1/2019 5:19:18	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	327 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#13
13706	Closed Work Orders	12/1/2019 5:19:18	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	329 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#10
13707	Closed Work Orders	12/1/2019 5:19:18	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	326 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#14
13708	Closed Work Orders	12/1/2019 5:19:18	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	328 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#9
13709	Closed Work Orders	12/1/2019 5:19:18	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	325b filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#31
13710	Closed Work Orders	12/1/2019 5:19:19	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	hallway by 325 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#29

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13711	Closed Work Orders	12/1/2019 5:19:19	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	325b filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#15
13712	Closed Work Orders	12/1/2019 5:19:19	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	325 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#30
13713	Closed Work Orders	12/1/2019 5:19:19	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	stairway 3 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#89
13714	Closed Work Orders	12/1/2019 5:19:19	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	322 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#8
13715	Closed Work Orders	12/1/2019 5:19:20	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/12/2019	Pingitor, Larry		
	321 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#17
13716	Closed Work Orders	12/1/2019 5:19:20	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/12/2019	Pingitor, Larry		
	320 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#7
13717	Closed Work Orders	12/1/2019 5:19:20	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	hallway by 324 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#28
13718	Closed Work Orders	12/1/2019 5:19:20	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	317 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#18

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Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13719	Closed Work Orders	12/1/2019 5:19:20	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	315 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#19
13720	Closed Work Orders	12/1/2019 5:19:20	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	316 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#6
13721	Closed Work Orders	12/1/2019 5:19:20	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/16/2019	Pingitor, Larry		
	313 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#20
13722	Closed Work Orders	12/1/2019 5:19:21	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/4/2019	Pingitor, Larry		
	314 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#5
13723	Closed Work Orders	12/1/2019 5:19:21	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/4/2019	Pingitor, Larry		
	hallway by 312 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#27
13724	Closed Work Orders	12/1/2019 5:19:21	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/6/2019	Pingitor, Larry		
	stairway 2 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#88
13725	Closed Work Orders	12/1/2019 5:19:21	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/8/2019	Pingitor, Larry		
	310 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#21
13726	Closed Work Orders	12/1/2019 5:19:21	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/8/2019	Pingitor, Larry		
	307 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#22

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Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13727	Closed Work Orders	12/1/2019 5:19:21	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/11/2019	Pingitor, Larry		
	hallway by 307 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#26
13728	Closed Work Orders	12/1/2019 5:19:22	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/11/2019	Pingitor, Larry		
	305 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#3
13729	Closed Work Orders	12/1/2019 5:19:22	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/11/2019	Pingitor, Larry		
	306 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#23
13730	Closed Work Orders	12/1/2019 5:19:22	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/11/2019	Pingitor, Larry		
	304 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#2
13731	Closed Work Orders	12/1/2019 5:19:22	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/11/2019	Pingitor, Larry		
	303 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#24
13732	Closed Work Orders	12/1/2019 5:19:22	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/2/2019	Pingitor, Larry		
	301 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#25
13733	Closed Work Orders	12/1/2019 5:19:22	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/2/2019	Pingitor, Larry		
	stairway 1 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#87
13734	Closed Work Orders	12/1/2019 5:19:23	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.	12/2/2019	Pingitor, Larry		
	302 filters changed	Medium		Heating/Ventilation /Air Conditioning	HP#1

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13740	Closed Work Orders Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details. generator test with load 268.9	12/2/2019 3:25:47 12/4/2019 Medium	Robert Carter Pingitor, Larry		30 Saddle Way Generator
13759	Closed Work Orders Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details. no test needed at this time	12/9/2019 1:22:06 12/17/2019 Medium	Robert Carter Pingitor, Larry		30 Saddle Way Generator
13772	Closed Work Orders Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details. generator test with load gen serv serviced it run time 269.1	12/16/2019 12/17/2019 Medium	Robert Carter Pingitor, Larry		30 Saddle Way Generator
13791	Closed Work Orders Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details. no test needed at this time	12/23/2019 12/26/2019 Medium	Robert Carter Pingitor, Larry		30 Saddle Way Generator
13797	Closed Work Orders Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details. no test needed at this time	12/30/2019 12/30/2019 Medium	Robert Carter Pingitor, Larry		30 Saddle Way Generator
13735	Closed Work Orders Monthly - PM Schedule created on 9/25/2012 - Refer to PM schedule details. ipm no findings at this time	12/1/2019 5:19:23 12/6/2019 Medium	Robert Carter Pingitor, Larry	Pest Control	30 Saddle Way IPM
13798	Closed Work Orders Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details. court yard no issues at this time	12/30/2019 12/30/2019 Medium	Robert Carter Pingitor, Larry	Landscaping	30 Saddle Way Courtyard
13792	Closed Work Orders Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details. school is closed	12/23/2019 12/26/2019 Medium	Robert Carter Pingitor, Larry	Landscaping	30 Saddle Way Courtyard
13773	Closed Work Orders Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details. no issues found at this time	12/16/2019 12/16/2019 Medium	Robert Carter Pingitor, Larry	Landscaping	30 Saddle Way Courtyard

Work Order Summary List Dec 2019

Work OrderID	Status	Request Date	Requester	Area Type	Location
	Description	Completion Date	Assigned To	Building	Area Number
	Action Taken	Priority		Craft	Equipment
13760	Closed Work Orders	12/9/2019 1:22:07	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.	12/10/2019	Pingitor, Larry		
	no issues found	Medium		Landscaping	Courtyard
13741	Closed Work Orders	12/2/2019 3:25:47	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.	12/2/2019	Pingitor, Larry		
	courtyard no issues at this time	Medium		Landscaping	Courtyard
13771	Closed Work Orders	12/16/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/17/2019	Pingitor, Larry		
	playground 2 trash was pulled no new issues at this time	Medium			Playground#2
13796	Closed Work Orders	12/30/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/30/2019	Pingitor, Larry		
	playground 2 trash was ok no new issues found at this time	Medium			Playground#2
13789	Closed Work Orders	12/23/2019	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/26/2019	Pingitor, Larry		
	playground 2 school is closed	Medium			Playground#2
13757	Closed Work Orders	12/9/2019 1:22:05	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/11/2019	Pingitor, Larry		
	playground 2 no new issues found. trash was pulled	Medium			Playground#2
13739	Closed Work Orders	12/2/2019 3:25:46	Robert Carter		30 Saddle Way
	Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.	12/3/2019	Pingitor, Larry		
	playground 2 no new issues at this time	Medium			Playground#2
13736	Closed Work Orders	12/1/2019 5:19:24	Robert Carter		30 Saddle Way
	Monthly - PM Schedule created on 12/3/2012 - Refer to PM schedule details.	12/18/2019	Pingitor, Larry		
	roof no leaks at this time	Medium			ROOF

E+mon D-mon Meter Readings

Month	Total Generation (kWh) month end	Monthly Generation (kWh)	Cumulative from March 2011	SREC's per month	SREC's Cumulative from March 2011	SREC's sold	Rate per SREC	Total Sale Amount	Date of Sale	Remaining SREC's to sell
February, 2011	2770	2770								
March, 2011	8330	5560		5		5	\$620	\$3,100.00	9/8/11	
April, 2011	12790	4460		6		6	\$620	\$3,720.00	9/8/11	
May, 2011	18580	5790		7		7	\$620	\$4,340.00	9/8/11	
June, 2011	27880	9300	25110	7	25	7	\$100	\$700.00	6/1/12	
July, 2011	36008	8128	33238	8	33	8	\$100	\$800.00	6/1/12	
August, 2011	42832	6824	40062	6	39	6	\$100	\$600.00	6/1/12	
September, 2011	44594	1762	41824	1	40	1	\$100	\$100.00	6/1/12	
October, 2011	49840	5246	47070	5	45	5	\$100	\$500.00	6/1/12	
November, 2011	52780	2940	50010	3	48	3	\$100	\$300.00	6/1/12	
December, 2011	55662	2882	52892	3	51	3	\$100	\$300.00	6/1/12	
January, 2012	58390	2728	55620	3	54	3	\$100	\$300.00	6/1/12	
February, 2012	62012	3622	59242	3	57	3	\$100	\$300.00	6/1/12	
March, 2012	67228	5216	64458	5	62	5	\$100	\$500.00	6/1/12	
March, 2012				2	64	2	\$122.50	\$245.00	5/28/13	
April, 2012	73557	6329	70787	6	70	6	\$122.50	\$735.00	5/28/13	
May, 2012	80249	6692	77479	7	77	7	\$122.50	\$857.50	5/28/13	
June, 2012	86301	6052	83531	6	83	6	\$135.50	\$813.00	5/28/13	
July, 2012	92564	6263	89794	6	89	6	\$135.50	\$813.00	5/28/13	
August, 2012	98918	6354	96148	7	96	7	\$135.50	\$948.50	5/28/13	
September, 2012	103665	4747	100895	4	100	4	\$135.50	\$542.00	5/28/13	
October, 2012	106951	3286	104181	4	104	4	\$135.50	\$542.00	5/28/13	
November, 2012	109775	2824	107005	3	107	3	\$135.50	\$406.50	5/28/13	
December, 2012	111679	1904	108909	1	108	1	\$135.50	\$135.50	5/28/13	
January, 2013	114506	2827	111736	3	111	3	\$135.50	\$406.50	5/28/13	
February, 2013	117268	2762	114498	3	114	3	\$135.50	\$406.50	12/4/13	
March, 2013	120850	3582	118080	4	118	4	\$135.50	\$542.00	12/4/13	
April, 2013	127875	7025	125105	7	125	7	\$135.50	\$948.50	12/4/13	
May, 2013	134826	6951	132056	7	132	7	\$135.50	\$948.50	12/4/13	
June, 2013	141813	6987	139043	7	139	7	\$140.00	\$980.00	12/4/13	
July, 2013	146518	4705	143748	4	143	4	\$140.00	\$560.00	12/4/13	
August, 2013	152478	5960	149708	6	149	6	\$140.00	\$840.00	12/4/13	
September, 2013	158850	6372	156080	7	156	7	\$140.00	\$980.00	12/4/13	
October, 2013	161905	3055	159135	3	159	3	\$140.00	\$420.00	12/4/13	
November, 2013	165060	3155	162290	3	162	3	\$175.00	\$525.00	6/16/14	
December, 2013	166379	1319	163609	1	163	1	\$175.00	\$175.00	6/16/14	
January, 2014	168122	1743	165352	2	165	2	\$175.00	\$350.00	6/16/14	
February, 2014	169528	1406	166758	1	166	1	\$175.00	\$175.00	6/16/14	
March, 2014	173999	4471	171229	5	171	5	\$175.00	\$875.00	6/16/14	
April, 2014	179855	5856	177085	6	177	6	\$175.00	\$1,050.00	6/16/14	
May, 2014	186024	6169	183254	6	183	6	\$196.00	\$1,176.00	12/7/14	
June, 2014	193796	7772	191026	8	191	8	\$197.00	\$1,576.00	12/7/14	
July, 2014	200195	6399	197425	6	197	6	\$197.00	\$1,182.00	12/7/14	
August, 2014	205793	5598	203023	6	203	6	\$197.00	\$1,182.00	12/7/14	
September, 2014	210414	4621	207644	4	207	4	\$197.00	\$788.00	12/7/14	
October, 2014	214312	3898	211542	4	211	4	\$197.00	\$788.00	12/7/14	
November, 2014	216878	2566	214108	3	214	3	\$228.50	\$685.50	6/17/15	
December, 2014	218810	1932	216040	2	216	2	\$228.50	\$457.00	6/17/15	
January, 2015	220903	2093	218133	2	218	2	\$228.50	\$457.00	6/17/15	
February, 2015	223106	2203	220336	2	220	2	\$228.50	\$457.00	6/17/15	
March, 2015	226883	3777	224113	4	224	4	\$228.50	\$914.00	6/17/15	
April, 2015	232854	5971	230084	6	230	6	\$228.50	\$1,371.00	6/17/15	

E+mon D-mon Meter Readings

May, 2015	239646	6792	236876	6	236	6	\$258.00	\$1,548.00	12/1/15	
June, 2015	245524	5878	242754	6	242	6	\$258.00	\$1,548.00	12/1/15	
July, 2015	252536	7012	249766	7	249	7	\$258.00	\$1,806.00	12/1/15	
August, 2015	259153	6617	256383	7	256	7	\$258.00	\$1,806.00	12/1/15	
September, 2015	263908	4755	261138	5	261	5	\$258.00	\$1,290.00	12/1/15	
October, 2015	268273	4365	265503	4	265	4	\$258.00	\$1,032.00	12/1/15	
November, 2015	271026	2753	268256	3	268	3	\$193.00	\$579.00	8/15/17	
December, 2015	273242	2216	270472	2	270	2	\$193.00	\$386.00	8/15/17	
January, 2016	275363	2121	272593	2	272	2	\$193.00	\$386.00	8/15/17	
February, 2016	277983	2620	275213	3	275	3	\$193.00	\$579.00	8/15/17	
March, 2016	283738	5755	280968	5	280	5	\$193.00	\$965.00	8/15/17	
April, 2016	289130	5392	286360	6	286	6	\$193.00	\$1,158.00	8/15/17	
May, 2016	294478	5348	291708	5	291	5	\$193.00	\$965.00	8/15/17	
June, 2016	302274	7796	299504	8	299	8	\$195.00	\$1,560.00	8/15/17	
July, 2016	308004	5730	305234	6	305	6	\$195.00	\$1,170.00	8/15/17	
August, 2016	314445	6441	311675	6	311	6	\$195.00	\$1,170.00	8/15/17	
September, 2016	319354	4909	316584	5	316	5	\$195.00	\$975.00	8/15/17	
October, 2016	323364	4010	320594	4	320	4	\$195.00	\$780.00	8/15/17	
November, 2016	326569	3205	323799	3	323	3	\$195.00	\$585.00	8/15/17	
December, 2016	328851	2282	326081	3	326	3	\$195.00	\$585.00	8/15/17	
January, 2017	330377	1526	327607	1	327	1	\$195.00	\$195.00	8/15/17	
February, 2017	333530	3153	330760	3	330	3	\$195.00	\$585.00	8/15/17	
March, 2017	337510	3980	334740	4	334	4	\$195.00	\$780.00	8/15/17	
April, 2017	342349	4839	339579	5	339	5	\$195.00	\$975.00	8/15/17	
May, 2017	348015	5666	345245	6	345	6	\$195.00	\$1,170.00	8/15/17	
June, 2017	354910	6895	352140	7	352	7	\$225.50	\$1,578.50	6/21/18	
July, 2017	360693	5783	357923	5	357	5	\$225.50	\$1,127.50	6/21/18	
August, 2017	367274	6581	364504	7	364	7	\$225.50	\$1,578.50	6/21/18	
September, 2017	371617	4343	368847	4	368	4	\$225.50	\$902.00	6/21/18	
October, 2017	375258	3641	372488	4	372	4	\$225.50	\$902.00	6/21/18	
November, 2017	378337	3079	375567	3	375	3	\$225.50	\$676.50	6/21/18	
December, 2017	380253	1916	377483	2	377	2	\$225.50	\$451.00	6/21/18	
January, 2018	382604	2351	379834	2	379	2	\$225.50	\$451.00	6/21/18	
February, 2018	385186	2582	382416	3	382	3	\$225.50	\$676.50	6/21/18	
March, 2018	389701	4515	386931	4	386	4	\$225.50	\$902.00	6/21/18	
April, 2018	393945	4244	391175	5	391	5	\$225.50	\$1,127.50	6/21/18	
May, 2018	399873	5928	397103	6	397					6
June, 2018	406148	6275	403378	6	403					6
July, 2018	412093	5945	409323	6	409					6
August, 2018	418417	6324	415647	6	415					6
September, 2018	421469	3052	418699	3	418					3
October, 2018	425118	3649	422348	4	422					4
November, 2018	427655	2537	424885	2	424					2
December, 2018	429732	2077	426962	2	426					2
January, 2019	432133	2401	429363	3	429					3
February, 2019	435366	3233	432596	3	432					3
March, 2019	440432	5066	437662	5	437					5
April, 2019	445995	5563	443225	6	443					6
May, 2019	452163	6168	449393	6	449					6
June, 2019	458474	6311	455704	6	455					6
July, 2019	467987	9513	465217	10	465					10
August, 2019	471540	3553	468770	3	468					3
September, 2019	476427	4887	473657	5	473					5
October, 2019	479948	3521	477178	4	477					4
November, 2019	483146	3198	480376	3	480					3

E+mon D-mon Meter Readings

December, 2019	485137	1991	482367		480					
Totals						391		\$77,764.50		89

****8/3/12:** updated April and June with figures from CEPS website from 24 to 21 SREC's