

Chesterfield Public Education Fund
P.O. Box 67
Crosswicks, NJ 08515

Thecpef@gmail.com

Your Name(s) Carla Rigolizzo

Date of Request: 2/1/19

SUMMARY OF PROJECT (ONE PARAGRAPH) PLEASE INCLUDE WHO, WHAT, WHY & HOW

WHAT: Kinderlab's KIBO coding robot Project.

Who,Why & How: I attended a webinar on 1-26-19 in which I was introduced to KIBO the Robot by Kinderlab Robotics. This Robot uses wooden blocks to code and many other features to get children involved in problem solving through coding. This is also a screen-free coding system that does not require an iPad or tablet. The webinar showed how KIBO can be used cross-circularly through the many attachments (art platform for example) that come with the KIBO 21 Kit. My plan for KIBO in my classroom is to be used during my WIN time stations. Children would have a challenge or task each week to complete with KIBO. Of course, the first few weeks would be a training of how to code KIBO and interchange all of its parts, but after a few weeks, I am sure my Kinders would take off on their coding, STEM & STEAM adventures.

The Webinar also offered ideas to use KIBO during math and reading classes, some examples were: coding KIBO to act out a scene in a book, coding KIBO to knock over bowling pins.

Technology and coding are all around us. I am excited to bring a robot into my Kindergarten class and expand their experiences with coding and robotics. I am also excited at the many ways that I can use KIBO in all areas of the day, not just STEM.

DETAILS OF PROJECT (INCLUDE PROJECT SPECIFICS, TARGETED POPULATION, COSTS, ETC.)

At this time, I am requesting 1 KIBO kit. It is 1 robot and many modules, motors, programming blocks and platforms needed to get started using KIBO right away in my Kindergarten class. The cost is \$499.00 plus shipping for the unit. The KIBO would be used daily during my WIN station rotations as well as be integrated in to other lessons when applicable.

The Targeted population would be students in my Kindergarten class. Once I am familiar with the KIBO, I have no problem introducing coding to the other classes if the other K teachers are interested.

EVALUATION (HOW WILL YOU MEASURE STUDENT GROWTH)

Growth will be observed by completion of STEM tasks, creativity as we use KIBO cross-curricularly. Familiarity and success will also be measured. At first, students may build basic codes, but as we get more familiar the coding and interactions with KIBO will become more advanced.

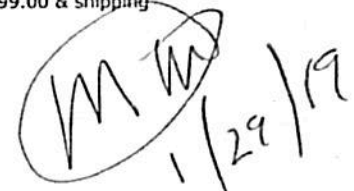
I have discussed this with the following two colleagues:

Victoria WOlochow Joan Muller & Sue Woodruff

Please attach any additional information that would assist the CPEF in making a determination as to your Grant Proposal.

TOTAL GRANT AMOUNT
REQUESTED:

\$499.00 & shipping

A handwritten signature, possibly 'M W', is written over the date '1/29/19'.

Please submit completed Grant applications for approval to:
mmazzoni@chesterfieldschool.com

it will then be forwarded to the CPEF



Mary Merrick <mmerrick@chesterfieldschool.com>

Approved grants

1 message

Carol Cooper-Braun <cooperbrauncpef@gmail.com>
To: Mary Merrick <mmerrick@chesterfieldschool.com>

Wed, Feb 6, 2019 at 10:39 PM

Hello Mary,

I've attached two grants that were approved at tonight's CPEF meeting.

Please add \$15.47 for shipping to the grant request from Carla Rigolizzo, making the total \$514.47

Thank you so much!

TEACHER'S GRANT APPLICATION

Chesterfield Public Education Fund
P.O. Box 67
Crosswicks, NJ 08515

Thecpef@gmail.com

Your Name(s) Bethann Molesky

Date of Request: 1/10/2019

SUMMARY OF PROJECT (ONE PARAGRAPH) PLEASE INCLUDE WHO, WHAT, WHY & HOW

As a special education teacher, the students coming into my classroom have diverse needs. Many of these students are unable to sit in traditional chairs for even a short amount of time and will choose to sit or lay on the floor while working. I would like to provide my students more comfortable seating options to meet their needs while working in my classroom rather than laying on the floor. In addition, since all of my students' needs vary so greatly, they work in small groups. While I am at the table working with one group, the other students need a place to sit to do their work. Having some other seating options will help them to be comfortable and focused on their work.

In addition, many of my students have sensory needs. These students require breaks to calm and refocus themselves back to task. Having a variety of sensory supplies will help aide this process without having to lose valuable instruction time by walking students to the sensory room.

Every year, my placement in this district changes. This year, I see 30 students in my classroom every day. If my placement changes next year and I don't have students with the same types of needs, these supplies will be passed to another special education teacher which will guarantee the supplies be used in the most effective way.

DETAILS OF PROJECT (INCLUDE PROJECT SPECIFICS, TARGETED POPULATION, COSTS, ETC.)

Flexible Seating

4 Stansport "Go Anywhere" Chair (blue)- \$18.00 each
2 Giantex Wobble Chair Adjustable Height- \$59.99 each

Sensory Materials

1 Impresa Products 5 pack stretchy string fidget-\$9.99 each
1 The one and only kinetic sand, 3lbs- \$11.38 each

EVALUATION (HOW WILL YOU MEASURE STUDENT GROWTH)

Student focus and attention will increase and they will be able to remain on task for longer periods of time. Instructional time will increase for those leaving the class for regular sensory breaks.

I have discussed this with the following two colleagues:

NAME: Janet Red

NAME: Therapy AM

Please attach any additional information that would assist the CPEF in making a determination as to your Grant Proposal.

TOTAL GRANT AMOUNT
REQUESTED:

\$224.26 with Amazon prime

Please submit completed Grant applications for approval to:
mmazzoni@chesterfieldschool.com

it will then be forwarded to the CPEF

OK
mm
2/5/19

Checkout (8 items)



1 Shipping address Bethann molesky
32 WEATHERLY RD
RIVERSIDE, NJ 08075-2880
[Add delivery instructions](#)

[Change](#)

Place your order

By placing your order, you agree to Amazon's privacy notice and conditions of use.

2 Payment method **VISA** Visa ending in 8739
Billing address: Same as shipping address.

[Change](#)

[Add a gift card or promotion code](#)

3 Review items and shipping

Get a \$1 Digital reward by choosing **FREE No-Rush shipping** below.
Choose **FREE No-Rush Shipping** and receive a \$1 reward towards your next purchase or rental of select Prime Video content, digital music, eBooks, or apps when this order ships.

Guaranteed delivery date: Jan. 12, 2019 If you order in the next 11 hours and 55 minutes ([Details](#))
Items shipped from Amazon.com



Impresa Products 5-Pack of Stretchy String Fidget / Sensory Toys (BPA/Phthalate/Latex-Free) - Stretches from 10 Inches to 8 Feet!

Andier
\$9.99

Qty: 1

Sold by: Impresa Products

[and see other gift options](#)



The One and Only Kinetic Sand, 3lbs Beach Sand for Ages 3 and Up (Packaging May Vary)

Spin Master
\$11.38

Qty: 1

Sold by: Amazon.com Services, Inc

[and see other gift options](#)

Choose your Prime delivery option:

- ☐ Friday, Jan. 11
\$11.98 - One-Day Shipping
- ☒ Saturday, Jan. 12
FREE Two-Day Shipping
- ☐ 6 business days
FREE No-Rush Shipping
Get a \$1 reward for select digital items.
[Details](#)

Order Summary

Items (8):	\$213.35
Shipping & handling:	\$0.00
Your Coupon Savings:	-\$3.00
Total before tax:	\$210.35
Estimated tax to be collected:	\$13.91

Order total: \$224.26

Qualifying offers:

- Your Coupon Savings

[How are shipping costs calculated?](#)

Prime shipping benefits have been applied to your order. (Why aren't all my items eligible?)

[Why didn't I qualify for Prime FREE Same/One Day?](#)



Get a \$60 Amazon.com Gift Card instantly
upon approval for the Amazon.com Store Card. See details and restrictions.
[Apply now](#)

Estimated delivery: Jan. 16, 2019 - Jan. 22, 2019

Items shipped from Giantex



Giantex Wobble Chair Adjustable-Height Active Learning Stool Sitting Balance Chair for Office Stand Up Desk (Style 1)
\$59.99

Choose a delivery option:

- ☒ Wednesday, Jan. 16 - Tuesday, Jan. 22
FREE Standard Shipping

Qty: 2

Sold by: Giantex

See order summary for discounts applied

Gift options not available.

Get a \$1 Digital reward by choosing FREE No-Rush shipping below.

Choose FREE No-Rush Shipping and receive a \$1 reward towards your next purchase or rental of select Prime Video content, digital music, eBooks, or apps when this order ships.

Estimated delivery: Jan. 24, 2019 - Feb. 8, 2019

Items shipped from Amazon.com



Stansport "Go Anywhere

Chair (Blue)

\$18.00

Qty: 4

Sold by: Amazon.com Services, Inc

Usually ships within 2 to 4 weeks.

[Add a gift receipt](#)

and see other gift options

Choose your Prime delivery option:

- ☐ 1 business day
\$35.96 - One-Day Shipping
- ☒ 2 business days
FREE Two-Day Shipping
- ☐ 6 business days
FREE No-Rush Shipping

Get a \$1 reward for select digital items.

[Details](#)

[Place your order](#)

Order total: \$224.26

By placing your order, you agree to Amazon.com's privacy notice and conditions of use.

*Why has sales tax been applied? See tax and seller information.

Need help? Check our Help pages or contact us

For an item sold by Amazon.com: When you click the "Place your order" button, we'll send you an email message acknowledging receipt of your order. Your contract to purchase an item will not be complete until we send you an email notifying you that the item has been shipped.

Important information about sales tax you may owe in your state

You may return new, unopened merchandise in original condition within 30 days of delivery. Exceptions and restrictions apply. See Amazon.com's Returns Policy.

Need to add more items to your order? Continue shopping on the Amazon.com homepage.

BOARD MEMBERS TRAINING

Year	<u>Elected/Appointed</u>	<u>Term Ends</u>		<u>Orientation-Gov I</u>	<u>Gov II</u>	<u>Gov III</u>	<u>Gov IV</u>
2019				<u>term 1/year 1</u>	<u>term 1/year 2</u>	<u>term 1/year 3</u>	<u>Advanced Legal</u>
<u>School Ethics</u>			(term #/year#)				<u>Re1-All</u>
1/2018	11/7/2017	12/31/2020	Christina Hoggan (1/2)	1/2018			
1/2018	11/7/2017	12/31/2020	Amy Jablonski (1/2)	1/2018			2/2018
4/2018	11/8/2016	12/31/2019	Terran Brown (3/9)	6/2009	5/2010	10/2011	10/2012, 5/2014, 10/2017
1/2019	11/6/2018	12/31/2021	Jaclyn Halaw (1/1)	1/2019			
	2/13/2019	12/31/2019	Matthew Litt (1/1)				

CHESTERFIELD TOWNSHIP BOARD OF EDUCATION
Chesterfield, New Jersey

FILE CODE: 6162.5

<u> X </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

Policy

RESEARCH

The Chesterfield Township Board of Education recognizes that educational research can be a valuable tool in identifying and applying strategies to enhance student achievement and in identifying factors that could prevent students from becoming contributing members of society. Surveys among student populations can be an important part of this research.

Students and parents/guardians retain certain rights, however, in the administration of surveys. The board shall ensure a copy of the survey is available for viewing and that prior written consent is obtained from parents/guardians or emancipated students before any survey is administered in whole or in part by any state or federal source, if the survey (analysis or evaluation) is designed to reveal information on any of the following:

- A. Political affiliations or beliefs of the student or the student's parents/guardians;
- B. Mental and psychological problems of the student or the student's family;
- C. Sex behavior or attitudes;
- D. Illegal, anti-social, self-incriminating, or demeaning behavior;
- E. Critical appraisals of other individuals with whom respondents have close family relationships;
- F. Legally recognized privileged or analogous relationships, such as those of lawyers, physicians, or ministers;
- G. Religious practices, affiliations, or beliefs of the student or the student's parent/guardian;
- H. Income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program); or
- I. Social security number.

Parents/guardians shall be given the opportunity to inspect any survey, analysis or evaluation that solicits information in any of the above areas, including surveys funded by other than state or federal sources. If parents/guardians object to their child(ren)'s participation in a survey regarding the above matters, the child(ren) shall be allowed to opt out. The superintendent shall adopt regulation to protect the confidentiality of all survey respondents.

Prior approval of the superintendent is required for all other surveys on topics not listed. Anyone seeking approval of a proposed survey must provide the superintendent with details of the survey methodology, its specific educational purpose and a description of how results will be disseminated and applied.

The superintendent shall develop regulations to implement this policy that include reasonable timelines for parents/guardians to access and review surveys as prescribed by law, and arrangements to protect student privacy in the administration of a survey.

This policy and the regulations shall be made available to the public at least annually at the beginning of the

RESEARCH (continued)

school year, especially to parents/guardians and to district staff. The public shall be informed within a reasonable period of time if substantive change is made to policy and regulations. The public shall also be informed of specific or approximate dates, if known, when surveys may be administered.

Parent/Guardian Notification

Annual parental/guardian notice shall include an opportunity for the parent/guardian to opt the student out of the following activities:

- A. Activities involving the collection, disclosure, or use of personal information collected from students for the purpose of marketing or for selling that information, or otherwise providing that information to others for that purpose.
- B. The administration of any third party (non-Department of Education funded) survey containing one or more of the above described nine items of information.

Adopted: May 10, 2004
 NJSBA Review/Update: April 2011, March 2017
 Readopted: September 21, 2011
 Revised:

Key Words

Student Privacy, Research, Surveys

Legal References: N.J.S.A. 18A:36-34 Written approval required prior to acquisition of certain survey information from students

20 U.S.C.A. 1232g – Family Educational Rights and Privacy Act

20 U.S.C.A. 1232h – Protection of Student Rights Amendment

Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

In re: Application of Charles V. Reilly, Robert A. Hutton and Sean Reilly to Contest the Validity of the Enactment of Assembly Bill 3359 (P.L. 2001, c. 364), Superior Court of New Jersey, Appellate Division, Docket No. A-0163-02T2, 2003 N.J. Super. Lexis 376

Possible

Cross References:

*1140	Distribution of materials by students and staff
1315	Distribution of materials to students and staff
4132	Publications/materials
*5020	Role of parents/guardians
*5124	Reporting to parents/guardians
*5125	Student records
*5141.3	Health examinations and immunizations
*6147.1	Evaluation of individual student performance

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

CHESTERFIELD TOWNSHIP BOARD OF EDUCATION
Chesterfield, New Jersey

FILE CODE: 6164.2

Policy

☐ **Monitored**
☒ **Mandated**
☒ **Other Reasons**

COUNSELING GUIDANCE SERVICES

A counseling guidance program shall be incorporated into the Chesterfield Township School District's educational program to aid students in making informed and responsible decisions and in using effective decision making processes. The counseling guidance program shall be developed and coordinated by the superintendent in consultation with school counselor, the child study team, and teaching staff members who possess the necessary skills and abilities, to help students acquire the insights and knowledge they need to become successful and productive members of society in and out of the school setting.

The board shall ensure all students have access to adequate and appropriate counseling services. When informing students about possible careers or professional or vocational opportunities, the options presented to students shall not be restricted or limited on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status. No biased or stereotyped tests or guidance or counseling materials shall be used.

The purpose of the guidance program shall be to help students in learning to make their own decisions concerning life's many choices—personal and educational.

The counseling guidance program shall provide, as fully as possible, the information needed to make the best decisions concerning the student's educational program. Such information shall include facts such as test scores, grades and educational history. Student records may also include anecdotes, but shall not carry judgments, opinions and other advice.

Students shall be encouraged to avail themselves of the help of the guidance department's personnel.

Counseling services shall include establishment of a referral system that guards the privacy of the student and monitors the efficacy of such referrals, when district resources are not sufficient, as in drug or alcohol counseling.

Adopted: May 13, 2002
NJSBA Review/Update: June 2011, March 2017
Readopted: September 21, 2011
Revised:

Key Words

Guidance Services

Legal References: N.J.S.A. 18A:354.2
N.J.S.A. 18A:3619
N.J.S.A. 18A:3619.1
N.J.S.A. 18A:3836
N.J.S.A. 18A:465.1

Career development program
Student records; creation, maintenance and retention, security and access; regulations; nonliability
Military recruiters; access to schools and student information directories
Employment certificates to part-time students; revocation
Basic child study team services; provision by boards of education and state operated programs

GUIDANCE SERVICES (continued)

<u>N.J.A.C. 6A:71.7</u>	Equality in school and classroom practices
<u>N.J.A.C. 6A:8-1.1 et seq.</u>	Standards and Assessment
<u>See particularly:</u>	
<u>N.J.A.C. 6A:8-3.2</u>	
<u>N.J.A.C. 6A:9B-14.2</u>	Substance awareness coordinator
<u>N.J.A.C. 6A:9B-14.7</u>	Director of school counseling services
<u>N.J.A.C. 6A:9B-14.8</u>	School counselor
<u>N.J.A.C. 6A:14-3.4</u>	Evaluation
<u>N.J.A.C. 6A:16-4.1</u>	Adoption of policies and procedures for the intervention of student alcohol and other drug abuse
<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts
<u>N.J.A.C. 6A:327.1 et seq.</u>	Student Records
<u>N.J.A.C. 6A:12.2</u>	Guidance and counseling

Possible

<u>Cross References:</u>	5000	Concepts and roles in student personnel
	5010	Personal goals and objectives for students
	*5020	Role of parents/guardians
	*5113	Absences and excuses
	*5114	Suspension and expulsion
	*5120	Assessment of individual needs
	*5124	Reporting to parents/guardians
	*5125	Student records
	*5131	Conduct/discipline
	*5131.1	Harassment, intimidation and bullying
	*5131.6	Drugs, alcohol, tobacco (substance abuse)
	*6142.12	Career education
	*6145	Extracurricular activities
	*6146	Graduation requirements
	*6164.4	Child study team
	*6171.1	Remedial instruction
	*6171.2	Gifted and talented
	*6171.4	Special education
	*6172	Alternative educational programs
	*6173	Home instruction

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

CHESTERFIELD TOWNSHIP BOARD OF EDUCATION
Chesterfield, New Jersey

FILE CODE: 6164.4

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

Policy

CHILD STUDY TEAM

The Chesterfield Township Board of Education shall provide the services of child study team personnel in numbers sufficient to ensure implementation of pertinent law and regulation. The superintendent shall present to the board for approval job descriptions, qualifications and evaluation criteria for positions required, and shall present to the board for hiring the best qualified applicants. The child study team shall consist of a school psychologist, a learning disability teacher consultant and a school social worker, and for the purposes of evaluation and classification shall include pertinent information from certified school personnel making the referral.

When complete evaluations of students are necessary, the superintendent shall recommend for board approval qualified persons or agencies to supplement the district team. Appropriate staff members, such as the nurse and teachers assigned to the student, shall also be involved.

Students who have been identified by any professional staff member, the parents/guardians of the child, a child welfare agency or by the health services staff as possibly having an educational disability shall be considered for evaluation.

The Chesterfield Township School District's Intervention and Referral Services Team (I&RS) shall review all student referrals for educational disability or at-risk behavior patterns, made by professional staff, parents/guardians, child welfare agencies, and/or health service staff. The review procedure is detailed in the *Resource Manual for Intervention and Referral Services*, Part III.

Teachers and administrators shall provide intervention resources (e.g., adaptive teaching methods and materials, schedule changes, modified workloads, corrective or remedial instruction, etc.) in order to discover whether an observed difficulty is the result of problems within the educational delivery system. Parents/ guardians shall be notified of such interventions. The members of the child study team shall be available to discuss problems informally with teachers and parents/guardians.

If the problems persist despite these intervention techniques and are supported by data collected through the I&RS process, a formal referral, requiring due process procedures, shall be initiated. The examination of each such student shall proceed promptly in strict accordance with law. The board shall review and adopt the regulations governing the referral process.

Examination of each identified child shall consist of a physical examination, a psychological examination, an educational examination, a social case study, and such other examinations as may be deemed necessary by the child study team.

Any decision by the basic child study team concerning the evaluation, classification and placement of a student shall include the full participation of that student's parents or guardian.

Students at Risk

In addition to the students with disabilities, the child study team shall consider and recommend appropriate remedies and/or programs for students at risk for school failure. Child study team members may participate as part of the multidisciplinary team in making decisions regarding a student's placement in an alternative education program.

CHILD STUDY TEAM (continued)

All staff members shall be familiar with and implement the discipline policies and procedures adopted by the board (see board policy 5131 Conduct and Discipline). This implementation of the student code of conduct combined with consistent documentation shall provide data that may be used to identify students that are at risk for school failure due to emotional and behavior issues. Staff members shall report the names of students who disrupt the educational program to the appropriate administrator who shall initiate actions that will ensure the involvement of the student's family and the provision of counseling and assessment services, so as to determine the causes of the student's disruptive behavior. A request for pre-referral intervention or for referral for evaluation may be made to the child study team. Throughout this process, administrators, support staff, teachers, parents/guardians, and if prudent, the student shall be involved. If all strategies prove unsuccessful, referral to the appropriate outside agency may be made.

Students whose continuing attendance interrupts the educational program and/or threatens harm to themselves and others may be suspended and considered for expulsion.

Adopted: June 10, 2002
 NJSBA Review/Update: June 2011, March 2017
 Readopted: September 21, 2011
 Revised:

Key Words

Child Study Team, Referrals, Disaffected Students, Disruptive Students,

Legal References: N.J.S.A. 18A:463.1 Regional consultants for hearing impaired; appointment; duties
N.J.S.A. 18A:465.1 Basic child study team services; provision by boards of education and state operated programs
N.J.S.A. 18A:46-5.2 Participation by parent or guardian
N.J.A.C. 6A:9B-14.5 School social worker
N.J.A.C. 6A:9B-14.6 Speech/language specialist
N.J.A.C. 6A:9B-14.7 Director of school counseling services
N.J.A.C. 6A:9B-14.8 School counselor
N.J.A.C. 6A:9B-14.9 School psychologist
N.J.A.C. 6A:9B-14.10 Learning disabilities teacher/consultant
N.J.A.C. 6A:14-1.1 et seq. Special Education
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

20 U.S.C.A. 1400 et seq. - 1990 Individuals with Disabilities Education Act, P.L. 101-476 (formerly Education for All Handicapped Children Act - Part B)

29 U.S.C.A. 794 et seq. - Section 504 of the Rehabilitation Act of 1973

Possible

Cross References: *4111 Recruitment, selection and hiring
 *5114 Suspension and expulsion
 *5120 Assessment of individual needs
 *5131 Conduct/discipline
 *5200 Nonpublic school students
 *6010 Goals and objectives

CHILD STUDY TEAM (continued)

- *6146.2 Promotion/retention
- *6164.2 Guidance services
- *6171.4 Special education
- *6172 Alternative educational programs

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

CHESTERFIELD TOWNSHIP BOARD OF EDUCATION
Chesterfield, New Jersey

FILE CODE: 4111.2/4211.2

Policy

<u> </u>	Monitored
<u> X </u>	Mandated
<u> X </u>	Other Reasons

DOMESTIC VIOLENCE

The Chesterfield Township Board of Education is committed to ensuring that all staff are supported in the event that they experience domestic violence as defined by law (N.J.S.A. 2C:25-19). Victims of domestic violence can suffer devastating physical, emotional and psychological effects and economic disruption. The board encourages employees who are victims of domestic violence to contact the School Social Worker. Employees disclosing their experiences with domestic violence shall be supported in the work environment to an extent that is feasible and practical for the employee to maintain and perform their job and for the effective operation of the educational program.

Reporting Domestic Violence

Any disclosure of domestic violence by an employee shall be taken seriously and according to the following guidelines:

- A. Employees are encouraged to meet with the human resources officer in person. Requests to meet may be made by cell phone or telephone. Email may not be confidential and should not be used when private information is being discussed or disclosed unless this is the only safe method of communication available;
- B. The human resources officer shall ensure that an employee's disclosure of domestic violence be kept confidential unless there exists an emergent danger to the employee or other staff;
- C. The human resources officer shall ensure that such conversations are held in a room or office that can be closed off from the hearing range of other staff members to the extent possible;
- D. The human resource officer shall ensure that any sharing of confidential information is only done with the written authorization of the employee. This excludes reported incidents of violence or abuse against children;
- E. The human resources officer shall ensure that any records pertaining to domestic violence be kept separate from the personnel record and in strict confidentiality. Only the employee, the human resources officer and the superintendent shall have access to an employee's confidential file; and
- F. The human resources officer will assemble a list of resources available to victims of domestic violence. These resources shall include but may not be limited to information on domestic violence (books, web resources, etc.), legal resources available such as advocacy and law enforcement options, medical and psychological treatment and counseling referral sources, food and housing options and local support groups.

Work Support

In order to help prevent occupational disruption, loss of employment and financial hardship that may occur when an employee experiences domestic violence the human resources officer may investigate the following options to support the employee's continued performance of their job responsibilities, including but not limited to:

- A. Adjusting work assignments;
- B. Temporary or permanent job restructuring;
- C. Temporary adjustment to the employee's work schedule;
- D. Work from home options;

DOMESTIC VIOLENCE (continued)

- E. Flexible approval of paid sick leave, personal time and vacation time;
- F. Other reasonable options.

The employee shall work with the human resources officer and the supervisor when requesting employment changes that affect the normal schedule. The superintendent or, as necessary and required by law, the board shall approve such support measures. Notice to the appropriate collective bargaining unit covering the employee may be necessary where required by the contract or State law. Approval may be granted when reasonable and practical. Approval shall not be granted when such request places a hardship on the board and/or the educational program. Approval of requested employment modifications shall include the following considerations:

- A. The overall size of the school district's program with respect to the number of employees, number and type of facilities and the size of the budget;
- B. The type of employment responsibilities and the effect on the educational program; and
- C. The nature and expected duration of the request and cost to the district.

Teaching staff members shall not be granted schedule changes that frequently interfere with their assigned class schedule. All changes in employment responsibilities and schedule shall be consistent with the appropriate collective bargaining agreement.

Leave

In accordance with the New Jersey Security and Financial Empowerment Act (SAFE Act) an employee of this district shall be entitled to up to 20 days of unpaid leave in a 12-month period when the employee or his or her child, parent, spouse, domestic or civil union partner has been the victim of a domestic violence incident or a sexually violent offense. This entitlement applies to any employee that has been employed by the district for at least 12 months and has worked 1,000 hours during the 12 month period immediately preceding the leave.

Leave may be taken under the SAFE Act to:

- A. Seek medical attention or recover from physical or psychological injuries resulting from a domestic violence or a sexually violent offense for the employee or the employee's child, parent, spouse, domestic partner or civil union partner;
- B. Obtain services from a victim services organization for the employee or the employee's child, parent, spouse, domestic partner or civil union partner;
- C. Obtain psychological or other counseling for the employee or the employee's child, parent, spouse, domestic partner or civil union partner;
- D. Participate in safety planning, relocating or other actions to increase the safety of the employee or to ensure economic security of the employee or the employee's child, parent, spouse, domestic partner or civil union partner;
- E. Seek legal assistance or remedies to ensure the health and safety of the employee or the employee's child, parent, spouse, domestic partner, or civil union partner, including preparing for or participating in any civil or criminal legal proceeding related to or derived from domestic violence or sexual violence; or
- F. Attend, participate in or prepare for a civil or criminal court proceeding relating to an incident of domestic or sexual violence of which the employee or the employee's child, parent, spouse, domestic partner, or civil union partner, was a victim.

DOMESTIC VIOLENCE (continued)

Employees eligible to take leave under the NJ SAFE Act must, if the necessity for the leave is foreseeable, provide the employer with written notice of the need for the leave. The employee must provide the district written notice as far in advance as reasonable and practicable under the circumstances.

The district may require the employee to provide documentation of the domestic violence or sexually violent offense that is the basis for the leave. Documentation may include a restraining order, a letter from the prosecutor's office, documentation regarding the conviction of the abuser, medical documentation, a certification from a domestic violence specialist or rape crisis center, or documentation from a religious or social services professional who has assisted the employee or the employee's family member.

Any documentation required by the district and provided by the employee shall be maintained in the strictest confidentiality, unless the disclosure is voluntarily authorized in writing by the employee or is authorized by a federal or State law, rule or regulation.

The SAFE Act prohibits the district from discharging, harassing or otherwise discriminating or retaliating or threatening to discharge, harass or otherwise discriminate against an employee with respect to the compensation, terms, conditions or privileges of employment on the basis that the employee took or requested any leave that the employee was entitled to under the NJ SAFE Act, or on the basis that the employee refused to authorize the release of information deemed confidential under the NJ SAFE Act.

Employees may take leave under the SAFE Act for each incident of domestic violence or sexually violent offense, so long as the employee has not exhausted the maximum permissible leave time of 20 days within the 12-month period. Leave may be taken in blocks of time or intermittently in minimum intervals of one day.

If the employee requests leave for a reason covered by both the NJ SAFE Act and the Family Leave Act, N.J.S.A. 34:11B-1 et seq., or the federal Family and Medical Leave Act, 20 U.S.C. 2601 et seq., the leave shall count simultaneously against the employee's entitlement under each respective law.

Violations of the SAFE Act

Any employee alleging a violation of the NJ SAFE Act must file a private cause of action in the Superior Court within one year of the date of the alleged violation (N.J.S.A. 34:11C-1 et seq.).

Adopted:

Key Words

Domestic Violence, Abuse, Leave

Legal References:

N.J.S.A. 11A:2-6a
N.J.S.A. 34:11B-1 et seq.
N.J.S.A. 34:11C-1 et seq.
N.J.S.A. 2C:25-19
N.J.S.A. 34:19-1 et seq.
N.J.A.C. 6A:7-1.1 et seq.
See particularly:
N.J.A.C. 6A:7-1.8
N.J.A.C. 6A:16-11.1
29 U.S.C. 2601 et seq.
29 C.F.R. 825.200 et seq.

Civil Service, domestic violence policies
 New Jersey Family Leave Act
 New Jersey Security and Financial Empowerment Act
 Definition of Domestic Violence and Victim of Domestic Violence
 Conscientious Employee Protection Act
 Managing for Equality and Equity in Education -
 Equality in Employment and Contract Practices
 District policies and procedures; reporting potentially missing or abused children
 Family and Medical Leave Act

DOMESTIC VIOLENCE (continued)**Resources:**

NJSBA Legally Speaking Article <https://www.njsba.org/news-publications/school-leader/may-june-2018-vol-48-no-6/legally-speaking-domestic-violence-victims-are-focus-of-new-law/>

Local Finance Notice <https://www.nj.gov/dca/divisions/dlgs/lfns/18/2018-17.pdf>

Fox Rothchild LLP, The New Jersey Security and Financial Empowerment Act, Eileen Oakes Muskett, 2013.
<https://www.foxrothschild.com/publications/the-new-jersey-security-and-financial-empowerment-act/>

https://uhr.rutgers.edu/sites/default/files/userfiles/New%20Jersey%20SAFE%20Act%20Poster_10-1-13.pdf

Possible

<u>Cross References:</u>	*2224	Nondiscrimination/affirmative action
	*3320	Purchasing procedures
	*4111	Recruitment, selection and hiring
	*4112.8	Nepotism
	*4147	Employee safety
	*5145.4	Equal educational opportunity
	*6121	Nondiscrimination/affirmative action

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

GENDER IDENTITY AND EXPRESSION

The Chesterfield Township Board of Education believes that a school culture that supports student achievement, respects the values of all students and fosters understanding of gender identity and expression within the school community is a safe learning environment. New Jersey law and district policy require that all programs, activities, and employment practices be free from discrimination based on sex, sexual orientation, gender identity or gender expression. Therefore, in keeping with these mandates the board is committed to creating a safe learning environment for all students and to ensuring that every student has equal access to all school programs and activities.

The board believes that fostering this understanding successfully requires cooperation and good communication between the parents/guardians, school administration, school staff and the school community. The superintendent shall ensure that students with gender identity or expression concerns and their parents/guardians shall be given the opportunity to discuss these issues and participate in the educational planning and programing for their student. The superintendent may consult the experiences and expertise of qualified school staff as well as external resources where appropriate.

To proactively plan for a safe learning environment free of discrimination and harassment, students and parents/guardians of students with gender identity and expression concerns are encouraged to alert the school district and schedule a meeting with the superintendent. Upon request, the superintendent shall schedule a meeting with the parent/guardian and the student for the purpose of evaluating the needs of the student and planning any accommodations that may be considered to facilitate a respectful and comfortable school program that supports the student's achievement.

Definitions:

- A. "Gender identity" is a person's internal, deeply held sense of gender. All people have a gender identity, not just transgender people. For transgender people, the individual's internal gender identity is not the same as the gender assigned at birth.
- B. "Transgender" is a term which describes an individual whose gender identity and/or gender expression differs from those typically associated with the sex and gender assigned at birth.
- C. "Gender expression" means external manifestations of gender, expressed through a person's name, pronouns, clothing, haircut, behavior, voice, and/or body characteristics. Society identifies these cues as masculine and feminine, although what is considered masculine or feminine changes over time and varies by culture.
- D. "Assigned sex at birth (ASAB)" refers to the biological sex designation recorded on a person's birth certificate upon the initial issuance of that certificate, should such a record be provided at birth.
- E. "Gender assigned at birth" refers to the gender a child is assigned at birth or assumed to be, based on their biological sex assigned at birth.
- F. "Sexual orientation" describes a person's enduring physical, romantic, and/or emotional attraction to another person. Gender identity and sexual orientation are not the same. A transgender person may be straight, lesbian, gay, bisexual, or asexual. For example, a person who transitions from male to female and is attracted solely to men may identify as a straight woman.
- G. "Gender non-conforming" describes a person whose gender expression does not conform to the gender expectations of their family or community. Gender nonconformity is not necessarily an indication that a youth is transgender; many non-transgender youth do not conform to stereotypical expectations.
- H. "Transition" is the process by which a transgender person recognizes that their authentic gender identity is not the same as the gender assigned at birth, and develops a more affirming gender expression that feels authentic. Some individuals socially transition, for example, through dress, use of names and/or pronouns. Some individuals may undergo a physical transition, which might include hormone treatments and surgery. School district personnel

GENDER IDENTITY OR EXPRESSION (continued)

should avoid the phrase “sex change,” as it is an inaccurate description of the transition process; the process is more accurately described as “gender-confirming.”

- I. “LGBTQ” is an acronym for “lesbian, gay, bisexual, transgender, and queer/questioning.”
- J. “Gender expansive/gender diverse/gender fluid/gender non-binary/agender/gender queer” are terms that convey a wider, more flexible range of gender identity and/or expression than typically associated with the binary gender system. For example, students who identify as gender queer or gender fluid might not identify as boys or girls; for these students, the non-binary gender identity functions as the student’s gender identity.
- K. “Cisgender” refers to individuals whose gender identity, expression, or behavior conforms with those typically associated with their sex assigned at birth.

Harassment, Intimidation and Bullying

The board shall make every effort to maintain a safe and supportive learning and educational environment that is free from harassment, intimidation, and/or bullying and free from discrimination on account of actual or perceived race, color, national origin, ancestry, age, sex, affectional or sexual orientation, gender identity or expression, marital status, domestic partnership status, nationality, atypical hereditary cellular or blood trait of any individual, genetic information, or refusal to submit to a genetic test or make the results of a genetic test known, disabilities, social or economic status, pregnancy, childbirth, pregnancy-related disabilities, actual or potential parenthood, family status or other distinguishing characteristic.

Complaints alleging discrimination shall be reported to the school affirmative action officer according to board policies (2224, 4111.1/4211.1 and 6121 Nondiscrimination/Affirmative Action).

Any student experiencing or observing harassment, intimidation and bullying is encouraged to report the incident to a member of school staff. Any staff member observing or receiving a report of harassment, intimidation or bullying shall report the incident to the principal the same day the incident is observed or the report received according to board policy 5131.1 Harassment, Intimidation and Bullying. All reported incidents of discrimination, harassment, intimidation, and bullying shall be promptly investigated and resolved according to law and board policy.

During a harassment, intimidation, or bullying investigation the district is obligated to implement procedures, pursuant to law (N.J.A.C. 6A:16-7.7(a)2viii) to report, verbally and in writing, an act of harassment, intimidation, and bullying (HIB) committed by an adult or youth against a student. The anti-bullying specialist shall inform the student of the school’s obligation to report the findings of the HIB investigation pursuant to law (N.J.S.A. 18A:37-15(d)) and board policy 5131.1 Harassment, Intimidation and Bullying. In accordance with law and board policy the parents or guardians of the students who are parties to the investigation are permitted to receive information about the investigation limited to the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, or whether disciplinary action was imposed or services provided to address the incident of harassment, intimidation, or bullying.

The anti-bullying specialist shall take into account the circumstances of the incident when providing notification to parents or guardians of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense, pursuant to law (N.J.A.C. 6A:16-7.7(a)2viii(2)).

Confidentiality and Privacy

School personnel may not disclose information that may reveal a student’s transgender or gender non-conforming status, except as allowed by law. Under the Family Education Rights and Privacy Act (FERPA), only those school employees with a legitimate educational need may have access to a student’s records or the information contained within those records. Disclosing confidential student information to other employees, students, parents, or other third parties may violate privacy laws, including but not limited to FERPA. Transgender students have the ability, as do all students, to discuss and express their gender identity and expression openly and decide when, with whom, and how much of their private information to share with others. The school counselor shall work with the student to create an appropriate confidentiality plan regarding the student’s transgender or transitioning status.

The board shall not be responsible for the disclosure of information that may reveal a student’s transgender or gender

GENDER IDENTITY OR EXPRESSION (continued)

non-conforming status made by community members or any other party that are not under the employment or direction of the board. The board directs the counseling staff to address the limitations of confidentiality with the student as it pertains to community members and other parties that are not under the employment or direction of the board.

Due to a specific and compelling need, such as the health and safety of a student or an incident of bias-related crime, a school district may be obligated to disclose a student's status. The school district should inform the student that the school intends to disclose the student's transgender status for the student's protection and well-being. Prior to disclosure, the student should be given the opportunity to personally disclose that information. School districts should make every effort to ensure that any disclosure is made in a way that reduces or eliminates the risk of re-disclosure and protects the transgender student from further harassment. Those measures may include the facilitation of counseling for the student and the student's family to facilitate the family's acceptance and support of the student's transgender status.

School personnel shall keep confidential a current, new, or prospective student's transgender status. When a student uses a chosen name, the student's birth name shall be kept confidential by school and district staff.

Students who do not want their parents/guardians to know about their transgender status shall be addressed on a case-by-case basis. In some cases, notifying parents/guardians carries risks for the student, such as being kicked out of the home. Prior to notification of any parent or guardian regarding the transition process, school staff should work closely with the student to assess the degree to which, if any, the parents/guardians will be involved in the process and must consider the health, well-being, and safety of the transitioning student. The school counselor shall balance the rights of the student needing support and the requirement that parents/guardians be kept informed about their child. In accordance with law, parents/guardians and/or the appropriate local officials shall be informed when there is any suspicion of injury or harm to the student or other students.

Coordination of School Accommodations

In planning appropriate accommodations for a student who is transitioning, the superintendent, parents/guardians and the student and other qualified staff or consultants as necessary shall meet to discuss actions that the district and school personnel may take to create safe learning environment, including:

A. Names/Pronouns

School staff shall be directed to address the student by the name and pronoun corresponding to their gender identity that is consistently asserted at school. Students are not required to obtain a court ordered name and/or gender change or to change their pupil personnel records as a prerequisite to being addressed by the name and pronoun that corresponds to their gender identity. To the extent possible and consistent with these guidelines, school personnel shall make efforts to maintain the confidentiality of the student's transgender status.

School documentation such as student IDs shall be issued in the name that reflects a student's gender identity that is consistently asserted at school.

B. Sports and Physical Education

Transgender students shall be provided the same opportunities to participate in physical education as are all other students. Generally, students may be permitted to participate in physical education and sports in accordance with the student's gender identity that is consistently asserted at school.

Restroom Accessibility

The district aims to support transgender students while also ensuring the safety and comfort of all students. The superintendent, together with the parents/guardians, student and other qualified staff or consultants shall evaluate options for the use of restrooms by the transgender students and consider the following factors, including, but not limited to:

1. The transgender student's preference;
2. Protecting the student's privacy;
3. Maximizing social integration of the transgender student;
4. Minimizing stigmatization of the student;
5. The student's age; and

GENDER IDENTITY OR EXPRESSION (continued)

6. Protecting the safety of the student involved.

Generally, the student may have access to the restroom that corresponds to the gender identity or expression that he/she consistently asserts at school, and no student shall be forced to accept an accommodation with which he/she disagrees. A transgender or transitioning student who expresses a need or desire for increased privacy may be provided with reasonable alternative arrangements. Reasonable alternative arrangements may include the use of a single stall or gender neutral restroom. Any alternative arrangement shall be provided to the extent possible in a way that protects the student's ability to keep his or her transgender status confidential.

A transgender student should not be required to use a restroom that conflicts with the student's gender identity or expression consistently asserted at school.

C. Gender Segregation in Other Areas

As a general rule, in any other circumstances where students are separated by gender in school activities (i.e. overnight field trips), students may be permitted to participate in accordance with the gender identity or expression consistently asserted at school. Activities that may involve the need for accommodations to address student privacy concerns will be addressed on a case-by-case basis considering the factors set forth above.

D. Dress Code

Students have the right to dress in accordance with their gender identity or expression that is consistently asserted at school, within the constraints of the school policy for student dress (5132 Student Dress). School staff shall not enforce a school's dress code more strictly against transgender and gender nonconforming students than other students.

E. Privacy

The superintendent and/or his or her designees are expected to work closely with the student and his or her parents/guardians in formulating an appropriate plan regarding the confidentiality of the student's transgender or transitioning status that works for both the student and the school. Privacy considerations may also vary with the age of the student.

Where the transgender or transitioning student feels more supported and safe when other students are aware that they are transgender or transitioning, school staff shall be given guidance and training appropriate for facilitating a respectful school climate. School personnel may be directed to work closely with the student, parents/guardians, other family members and other staff members on a plan to inform and educate the student's peers. It may also be appropriate to engage external resources to assist with educational efforts.

Resources for Transgender or Transitioning Students

If a school staff member observes that a gender identity issue is creating challenges for a student at school or if a student indicates an intention to transition, the staff member shall alert the school counselor and encourage the student to meet with the school counselor if appropriate. School staff shall make every effort to support the student and encourage the support and respect of student peers and staff during school.

When a student indicates an intention to transition, the school counselor, as appropriate, shall offer assistance and provide the student, and/or their parents/guardians as appropriate, with information, resources and referral services regarding the issues associated with gender identity and expression and/or formal gender transition. The school counselor shall also provide information regarding gender transition planning at school. The counselor shall coordinate the measures planned and taken at school for supporting the student and creating a sensitive supportive environment at school. These measures may include:

- A. Making resources available to parents/guardians who have additional questions or concerns;
- B. Developing age-appropriate lessons for students about gender diversity and acceptance; and
- C. Staff training surrounding vigilance to prevent possible harassment, intimidation and bullying issues that may arise for transgender or transitioning students.

GENDER IDENTITY OR EXPRESSION (continued)

Reports of harassment, intimidation and bullying shall be promptly investigated and resolved according to board policy 5131.1 Harassment, Intimidation and Bullying.

Official Records

When a student has expressed a preference to be called by a name other than their birth name, the permanent student records containing the student's birth name shall be kept in a separate, confidential file. This file shall only be shared with appropriate school staff after consultation with a student. A separate file containing records bearing the student's chosen name may also be kept.

If the student has previously been known at school or in school records by a birth name, the principal shall direct school personnel to use the student's chosen name and not the student's birth name. To ensure consistency among teachers, school administrators, substitute teachers and other staff, every effort shall be made to immediately update student education records (for example, attendance records, transcripts, individualized education programs, etc.) with the student's chosen name and gender pronouns, consistent with the student's gender identity and expression, and not circulate records with the student's birth name, unless directed by the student:

- A. The district shall report to the New Jersey Department of Education through NJ SMART a student's name or gender based upon that student's chosen name and corresponding gender identity. Changing the name or gender identity from what was reported in previous years will not affect the reliability of the data reported;
- B. If a district changes a student's name or gender identity, it must also maintain locally a separate record reflecting the student's legal name and sex assigned at birth until receipt of documentation of a legal change of name or gender.

The separate record reflecting the student's legal name and sex assigned at birth may be changed to reflect a change in legal name or gender only upon receipt of documentation that such legal name and/or gender have been changed pursuant to applicable law. The following documentation may be provided:

- A. A court order or birth certificate demonstrating the student's new name;
- B. For a legal change of gender, the student must provide a birth certificate indicating the student's legal gender, or a valid passport indicating the student's legal gender.

Adopted:

Key Words

Gender Identity, Transgender, Gender Expression, Gender Non-conforming

<u>Legal References:</u>	<u>N.J.S.A.</u> 2C:16-1	Bias intimidation
	<u>N.J.S.A.</u> 2C:33-4	Harassment
	<u>N.J.S.A.</u> 10:5-1 <u>et seq.</u>	Law Against Discrimination
	<u>N.J.S.A.</u> 18A:6-5	Inquiry as to religion and religious tests prohibited
	<u>N.J.S.A.</u> 18A:6-6	No sex discrimination
	<u>N.J.S.A.</u> 18A:26-1	Citizenship of teachers, etc.
	<u>N.J.S.A.</u> 18A:26-1.1	Residence requirements prohibited
	<u>N.J.S.A.</u> 18A:29-2	Equality of compensation for male and female teachers
	<u>N.J.S.A.</u> 18A:37-14	Harassment, intimidation, and bullying defined;
	through -19	definitions
	<u>N.J.S.A.</u> 18A:36-20	Discrimination; prohibition
	<u>N.J.S.A.</u> 18A:36-41	Development, distribution of guidelines concerning transgender students
	<u>N.J.A.C.</u> 6A:7-1.1 <u>et seq.</u>	Managing for Equality and Equity in Education
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	<u>N.J.A.C.</u> 6A:32-12.1	Reporting requirements
	<u>N.J.A.C.</u> 6A:32-14.1	Review of mandated programs and services

GENDER IDENTITY OR EXPRESSION (continued)

Executive Order 11246 as amended

29 U.S.C.A. 201 - Equal Pay Act of 1963 as amended

20 U.S.C.A. 1681 - Title IX of the Education Amendments of 1972

42 U.S.C.A. 2000e et seq. - Title VII of the Civil Rights Act of 1964 as amended by the Equal Employment Opportunities Act of 1972

Comprehensive Equity Plan, New Jersey Department of Education

Doe v. Regional School Unit 26, No. 12-582 (Me. Jan. 30, 2014)

New Jersey Department of Education, Transgender Student Guidance for School Districts, September 2018. <https://nj.gov/education/students/safety/sandp/transgender/Guidance.pdf>.
NJSIAA, Constitution, Bylaws, Rules and Regulations, Transgender Policy (pg. 75),
<http://www.njsiaa.org/resources/njsiaa-handbook>

PossibleCross References:

*2224	Nondiscrimination/affirmative action
*4111	Recruitment, selection and hiring
*4111.1	Nondiscrimination/affirmative action
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4211.1	Nondiscrimination/affirmative action
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5145.4	Equal educational opportunity
*6121	Nondiscrimination/affirmative action
*6145	Extracurricular activities

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

The following organizations provide support to transgender individuals:

- GLSEN (The Gay, Lesbian, Straight Education Network) model policy. GLSEN is a prominent organization supporting GLBT youth. They have resources about creating safe and supportive environments for students.
- The Trevor Project is the leading national organization focused on crisis and suicide prevention efforts among lesbian, gay, bisexual, transgender and questioning youth.

Resources For Parents, Educators, And Service Providers:

Founded in 1972 with the simple act of a mother publicly supporting her gay son, PFLAG is the nation's largest family and ally organization.

PFLAG Resources

- Welcoming our Trans Families and Friends

Download this free guide (PDF) to get the basics on what being transgender means, how to talk about it, and how to find the resources that can support you.

- Find a PFLAG Chapter

There are more than 350 chapters of Parents, Families and Friends of Lesbians and Gays (PFLAG) across the U.S. Find one near you right now.

GENDER IDENTITY OR EXPRESSION (continued)**Partner Organizations Resources**

- National Center for Transgender Equality

Knowing and using correct language can be very important to transgender and gender non-conforming people, just like everyone else. Here is a handy terminology guide regarding gender identity.

- American Psychological Association

This downloadable pamphlet from the APA answers questions about transgender people, gender identity and gender expression.

Parent and Educator Resources

- Gender Spectrum

Raising children who don't fit neatly into male or female boxes brings a wealth of questions and uncertainties. Here you will find information and support to assist you in your search for answers.

- Trans Youth Equality Foundation

The Trans Youth Equality Foundation is based in Maine, but offers education, advocacy and support for transgender and gender non-conforming children and youth and their families everywhere by sharing information about the unique needs of this community and partnering with families, educators and service providers to help foster a healthy, caring, and safe environment for all transgender children.

- Families in TRANSition: A Resource Guide for Parents of Trans Youth

Families in TRANSition: A Resource Guide for Parents of Trans Youth is the first comprehensive Canadian publication (created by Central Toronto Youth Services) to address the needs of parents and families supporting their trans children. It summarizes the experiences, strategies, and successes of a working group of community consultants – researchers, counselors, parents, advocates as well as trans youth themselves.

- Matt Kailey, author of My Child is Transgender: 10 Tips for Parents of Adult Trans Children

This gentle and easy-to-use FAQ gives people an accessible set of guidelines that can be used in everyday life.

- Working with Transgender Youth (Lambda Legal & Child Welfare League of America)

Like all young people in care, transgender youth are entitled to bias-free attention to their unique needs and to be safe in their placements and services. This guide, created by Lambda Legal and the Child Welfare League of America, provides child welfare professionals who work with transgender young people with education about transgender issues and tools to help prepare them to work sensitively with these clients.

- Trans Youth Family Allies (TYFA)

TYFA works to empower children and families by partnering with educators, service providers and communities, to develop supportive environments in which gender may be expressed and respected. They envision a society free of suicide and violence in which all children are respected and celebrated.

EXTRACURRICULAR ACTIVITIES

The board believes that the educational goals and objectives of the district are best achieved by a diversity of learning experiences, some of which are more appropriately conducted outside the regular classroom program.

The purpose of extracurricular activities shall be:

- A. To develop useful new capabilities in students that can lead to extension of career opportunities;
- B. To develop student initiative and provide for the exercise of responsibility;
- C. To develop leadership capabilities and good organizational skills;
- D. To aid students in the social skills;
- E. To enable students to explore a wider range of individual interests than might be available in the regular program.

For purposes of this policy, "extracurricular activities" shall be those activities that are sponsored or approved by the board. Such activities shall generally be conducted outside the regular school day, available to students who voluntarily elect to participate, marked by student participation in the processes of initiation, planning, organizing and execution and shall ordinarily include band, clubs, dramatic or musical presentations, and intramural and interscholastic sports.

Equal access to school facilities shall be granted to all activities that meet this definition.

The superintendent shall prepare procedures to implement an extracurricular program which shall:

- A. Assess the needs and interests of the students of this district;
- B. Ensure the provision of competent guidance and supervision by staff;
- C. Guard against the exploitation of students;
- D. Provide for a variety of experiences and a diversity of organizational models;
- E. Provide for the continuing evaluation of the extracurricular program and staff;
- F. Ensure that all extracurricular activities are open to all eligible students and that all students are fully informed of the opportunities open to them.

The guidance goal for each student shall be a balanced program of appropriate academic studies and activities to be determined by the school, the parents/guardians and the student. Guidance is necessary to encourage nonparticipants, and to prevent the overenthusiastic from emphasizing activities at the cost of their academic performance.

Only persons in the employ of a board of education shall be permitted to organize district students during school time or during any recess in the school day for purposes of instruction or coaching or for conducting games, events, or contests in physical education or athletics.

No activity shall be considered to be under the sponsorship of this board unless it has been approved by the board on recommendation of the superintendent. Fundraising activities of extracurricular groups must be approved by the board.

All students in good disciplinary and academic standing shall have equal access to all extracurricular activities regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender

EXTRACURRICULAR ACTIVITIES (continued)

identity and expression, religion, disability, immigration status, English proficiency, housing status or socioeconomic status. The district shall ensure equity in educational programs including extracurricular activities and provide opportunities for students to interact positively with others on a nondiscriminatory basis.

Good Disciplinary Standing

Good disciplinary standing shall mean that a student is not eligible to participate while serving a detention or suspension.

When a student already participating in an extracurricular activity is reported for an infraction of the rules for student conduct, the principal shall consider whether the student shall be removed from any or all extracurricular activities.

Attendance

The district's attendance policy shall also apply.

Implementation

The superintendent shall direct development of detailed regulations to ensure equitable implementation of this policy. Particular care shall be taken to ensure that all extra-curricular programs and their operation comply with district equity requirements. Participation in academically related coaching or tutoring groups may be exempt from the eligibility requirement at the superintendent's discretion.

Adopted: March 22, 2004
 NJSBA Review/Update: June 2011, March 2017
 Readopted: September 21, 2011
 Revised: May 14, 2014
 Revised:

Key Words

Extracurricular Activities, Cocurricular Activities, Student Activities, Student Activities

<u>Legal References:</u>	<u>N.J.S.A.</u> 10:5-1 et seq. <u>N.J.S.A.</u> 18A:11-3 <u>N.J.S.A.</u> 18A:19-14 <u>N.J.S.A.</u> 18A:35-20 <u>N.J.S.A.</u> 18A:42-5, -6 <u>N.J.S.A.</u> 34:13A-1 et seq. <u>N.J.A.C.</u> 6A:7-1.1 et seq. <u>N.J.A.C.</u> 6A:8-3.2 <u>N.J.A.C.</u> 6A:9B-5.16 <u>N.J.A.C.</u> 6A:16-2.2 <u>N.J.A.C.</u> 6A:30-1.1 et seq. <u>N.J.A.C.</u> 6A:32-9.1 et seq.	Law Against Discrimination Voluntary associations regulating conduct of student activities; membership; rules and regulations; appeals Funds derived from student activities Participation in courses in which verbalization unessential to understanding of subject matter; location of and children in bilingual programs Certain student organizations declared harmful ... <u>New Jersey Employer-Employee Relations Act</u> Managing for Equality and Equity in Education Career education and counseling Athletics personnel Required health services Evaluation of the Performance of School Districts Athletics Procedures
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20 U.S.C.A. 4071-4074 - Equal Access Act

20 U.S.C.A. 1681 et seq. - Title IX of the Education Amendments of 1972

Krupp v. Bd. of Ed. of Union County Reg. H.S. Dist. #1, 278 N.J. Super. 31 (App. Div.

EXTRACURRICULAR ACTIVITIES (continued)1994) cert. den. 140 N.J. 277 (1994)Good News Club v. Milford Central School, 121 U.S. 2093 (2001)

The Comprehensive Equity Plan, New Jersey Department of Education

NJSIAA Constitution, Bylaws, Rules and Regulations

PossibleCross References:

1210	Community organizations
1320	Participation in out of school community activities
*1322	Contests for students
*2224	Nondiscrimination/affirmative action
*3453	School activity funds
4143/4243	Extra pay for extra work
*5113	Absences and excuses
*5126	Awards for achievement
*5131	Conduct/discipline
*5136	Fund-raising activities
5143	Insurance
*5145.4	Equal educational opportunity
*6010	Goals and objectives
*6142	Subject fields
6142.5	Travel and exchange programs
*6142.12	Career and technical education
*6145.1/6145.2	Intramural competition; interscholastic competition
6145.4	Public performances and exhibitions
6145.5	Student organizations
6145.7	Social events/meetings
*6146	Graduation requirements
*6153	Field trips

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

CHESTERFIELD TOWNSHIP BOARD OF EDUCATION
Chesterfield, New Jersey

FILE CODE: 6146.2

Policy

<input type="checkbox"/>	Monitored
<input checked="" type="checkbox"/>	Mandated
<input checked="" type="checkbox"/>	Other Reasons

PROMOTION/RETENTION

The Chesterfield Township Board of Education recognizes that personal, social, physical and educational growth of children will vary and that they should be placed in the educational setting most appropriate to their needs at the various stages of their growth.

The superintendent shall direct development of and the board shall adopt detailed regulations to govern progress of students through levels K6. The regulations shall include:

- A. Standards of proficiency based on the district curricula and related to district goals and objectives and student proficiency;
- B. Sufficient academic progress as evidenced by report card grades;
- C. Satisfactory performance on district administered standardized tests;
- D. A satisfactory record of attendance;
- E. Timely efforts to help all students achieve acceptable levels of proficiency;
- F. Immediate consultation with the student's parent or guardian if, in the teacher's judgment, there is any indication that the student's progress may not be sufficient to meet these standards;
- G. Procedures for parents/guardians and adult students to appeal promotion/retention decisions;
- H. Procedures for involving parents/guardians, teachers and students, where appropriate, to participate in the development of the policy.

A student shall be promoted to the next grade level when he/she has demonstrated the degree of academic, social, and emotional growth necessary for a successful learning experience in the next grade.

If a student is having significant chronic academic difficulty to the degree that he/she may not be ready to proceed to the next grade, teachers may recommend retention. Such recommendations shall set forth specific reasons why the student should not progress to the next grade level. All retentions shall be approved by the superintendent.

Any decisions to change a student's grade placement during the school year shall be done with the consultation of the child study team, the student's teacher, and with the involvement of the student's parents/guardians. The decision shall be subject to the approval of the superintendent.

Parents/guardians will be promptly notified whenever a recommendation is made for a student's retention, and exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with superintendent and/or those members of staff whose input the superintendent requests.

Progress reports for students in in bilingual, ESL, or English language services programs shall be made to parents/guardians on the same schedule as the reports of all students enrolled in the district. Progress reports shall be in writing and in both English and their primary speaking language unless doing so places unreasonable burden on the board.

Parents/guardians will be notified whenever exceptions are contemplated in a student's normal progression from level to level. The final decision in all cases will rest with school authorities.

PROMOTION/RETENTION (continued)

Adopted: October 20, 2003
 NJSBA Review/Update: June 2011, March 2017
 Readopted: September 21, 2011
 Revised:

Key Words

Promotion, Retention, Bilingual

Legal References: N.J.S.A. 18A:424 Determining efficiency of schools; report to state board
 N.J.S.A. 18A:7C2 Boards of education; establishment of standards
 N.J.S.A. 18A:354.9 Student promotion and remediation; policies and procedures
 N.J.A.C. 6A:84.1 Statewide assessment system
 N.J.A.C. 6A:8-4.2 Documentation of student achievement
 N.J.A.C. 6A:8-5.1 Graduation requirements
 N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts

Wheatley v. Board of Education of City of Burlington, 1974 S.L.D. 851

Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

Possible

Cross References: *5113 Attendance, absences and excuses
 *5120 Assessment of individual needs
 *5124 Reporting to parents/guardians
 *6142 Subject fields
 *6142.2 English as a second language; bilingual/bicultural
 *6143 Curriculum guides
 *6145 Extracurricular activities
 *6146 Graduation requirements
 6146.1 Acceleration
 *6147 Standards of proficiency
 *6147.1 Evaluation of individual student performance
 *6171.1 Remedial instruction
 *6171.3 At-risk and Title 1

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

CHESTERFIELD TOWNSHIP BOARD OF EDUCATION
Chesterfield, New Jersey

FILE CODE: 6147

<input type="checkbox"/>	Monitored
<input checked="" type="checkbox"/>	Mandated
<input checked="" type="checkbox"/>	Other Reasons

Policy

STANDARDS OF PROFICIENCY

The superintendent, in consultation with teaching staff, shall develop criteria for evaluation, indicators of achievement of the criteria, and acceptable standards of achievement for all grade levels, courses and programs offered by the district. The criteria, indicators and standards must be related to district goals and objectives. Parents/guardians shall be notified in a timely manner whenever their child appears in danger of failing to meet required proficiency levels. Parents/guardians shall be strongly encouraged to participate in designing remedial plans for their children.

These standards of proficiency shall include but not be limited to those New Jersey Student Learning Standards identified by the State Department of Education and shall form the basis for the district's grading system.

By the date required by law, the superintendent shall annually report to the board and the community at a regularly scheduled meeting an evaluation of student achievement toward meeting district and school goals and objectives.

The superintendent shall consider additional factors contributing to student achievement such as indicators of student and educator engagement, school climate and/or safety. The superintendent may consult with the appropriate staff member in the development and assessment of indicators of engagement, school climate and/or safety, such as teaching staff, the affirmative action officer and the anti-bullying coordinator and/or specialist.

The board shall administer the applicable Statewide assessments, including the elementary assessment component for grades three through five, the middle school assessment component for grade six and the Department of Education approved alternate proficiency assessment for students with severe cognitive disabilities. The Statewide assessments shall be administered according to a schedule prescribed by the Commissioner.

Low student achievement shall be regarded by the board as an indication that revisions are needed in educational programming, general strategy, staff resource use, staff evaluation, and/or other aspects of the learning program.

NJSBA Review/Update: June 2011, March 2017
Adopted: September 21, 2011
Revised:

Key Words

Proficiencies, Standards of Proficiency

<u>Legal References:</u>	<u>N.J.S.A. 18A:7C-1</u> through -5 <u>N.J.S.A. 18A:7F-46</u> <u>N.J.S.A. 18A:354.9</u> <u>N.J.A.C. 6A:8-1.1 et seq.</u> <u>See particularly:</u> <u>N.J.A.C. 6A:8-1.1, -1.3, -2.1,</u> <u>-4.1, -4.4, -5.1</u> <u>N.J.A.C. 6A:14-4.10, 11</u> <u>N.J.A.C. 6A:15-1.1 et seq.</u> <u>See particularly:</u> <u>N.J.A.C. 6A:15-1.11</u> <u>N.J.A.C. 6A:23A-9.5</u>	Commissioner of Education to develop a program of standards and guidelines <u>N.J.S.A. 18A:7E-2</u> School report card program Review, update of the Core Curriculum Content Standards; Educational Adequacy Report Student promotion and remediation; policies and procedures Standards and Assessment Statewide assessment Bilingual Education Commissioner to ensure achievement of the Core Curriculum Content Standards
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STANDARDS OF PROFICIENCY (continued)

N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts
N.J.A.C. 6A:32-2.1 Definitions
N.J.A.C. 6A:32-12.1 et seq. Student Behavior

Abbott v. Burke, 149 N.J. 145 (1997) (Abbott IV)

Abbott v. Burke, 153 N.J. 480 (1998) (Abbott V)

Abbott v. Burke, 163 N.J. 95 (2000) (Abbott VI)

Every Student Succeeds Act, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

PossibleCross References:

*1120	Board of education meetings
*5113	Attendance, absences and excuses
*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
*5125	Student records
6000	Concepts and roles in instruction
*6010	Goals and objectives
*6140	Curriculum adoption
*6141	Curriculum design/development
*6146	Graduation requirements
*6146.2	Promotion/retention
*6171.1	Remedial instruction
*6171.3	At-risk and Title I
*6300	Evaluation of the instructional program

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

Chesterfield Township School HEALTH OFFICE REPORT

Date:1/31/2019

Student Visits:	Category	Number
	First Aid	104
	Medications	317
	Medical	319
	Other	92
	Counseling	1
	Health Screenings	0
	Health screenings for I&RS or CST	4
	Head lice checks	24
	DYFS	2
	Staff Visits	18
	Parent Communication	18
	Documentation of records	1

Health Office Visits:	Total: 900	Per Day: 43
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Communicable Diseases:	Disease	Number of cases
	Strep Throat	4
	Conjunctivitis	0
	Lice	2
	Flu	6
	Impetigo	0
	Ringworm	0
	Chicken Pox	0

Accident Reports	1
Students on daily medication / treatment	13
Telephone Calls to parents for illness or injury at school	200
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	4
DYFS	2
Home Visits	0
Students on Homebound Instruction	0

Comments:

- Preparing and finalizing FVL paperwork
 - Medical issues, allergies etc.
 - Medications
 - Emergency numbers
 - Issues
- Scheduling subs to work in health office
- Working with subs and training them to work in office

School Nurse: Stacey Farreny, BSN,RN,CSN	<i>Stacey L Farreny</i>
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Emergency Drill Log for 2018-2019 School Year

[illegible]

2018/2019: School Disciplinary Incidents

[illegible]

CHESTERFIELD TOWNSHIP SCHOOL DISTRICT
Chesterfield, New Jersey 08515

RFP NO: 19-01
SUBSTITUTE STAFFING SERVICES & MANAGEMENT
February 2019

RFP Responses

1. EDUStaff
2. ESS
3. Insight
4. Precision HR

RFP Highlights

	Service Percentage	Fill Rate	Frontline Software Included	Detailed Transition Plan	Background Check & Training Included	Local Districts
EDUStaff	30%	Meet 90%	No	Yes	Yes	Limited
ESS	33%	90%+	Yes	Yes	Yes	BC = 14
Insight	35%	Meet 90%	No	Yes	Yes	BC = 4
Precision HR	30%	97%	Yes	Yes	Yes	BC = 12

RFP Eliminations

1. EDUStaff (75 Points)
 - Limited New Jersey clients as compared to the other proposals
 - Frontline Software not included

2. Insight (80 Points)

- Limited Burlington County clients as compared to the other proposals
- Frontline Software not included
- Highest service percentage (35%)

RFP Finalist

1. ESS (97 Points)

- 14 local districts including Bordentown, North Hanover, Northern Burlington, and Springfield
- Frontline Software included
- Recommended by neighboring districts

2. Precision HR (95 Points)

- 12 local districts
- Frontline Software included
- 30% service percentage
- Quality paraprofessional services
- 97% fill rate

Recommendation

After reviewing the proposals, it is recommended to accept the proposal from ESS. ESS has proven to be effective in providing substitute staffing services to neighboring districts and the company is established in Burlington County. ESS services several neighboring districts indicating the company has built a significant pool of local candidates. ESS has been recommended by neighboring districts. ESS has included the Frontline Software with their service.

Patrick Pisano
Business Administrator/Board Secretary

CC:
Scott Heino
Superintendent

FACILITY REPORT

February 13, 2019

- **PARTS STILL BACK ORDERED FOR ERV REPAIR.**
- **RECEIVED QUOTE FOR CONCRETE WORK FOR PAVERS STILL WAITING FOR OTHER QUOTE. STILL REACHING OUT TO OTHER VENDORS FOR MORE QUOTES.**
- **ORDERED FIVE MORE CAFETERIA TABLES AND BENCHES.**
- **LED LIGHTING PROJECT GOING VERY WELL.**

Robert Carter
Building and Grounds Supervisor

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

Status: Closed Work Orders

12476	30 Saddle Way			1/28/2019		0.5	\$15.57
Medium	Pingitor, Larry			2	1/30/2019		
				1/28/2019 1:53:02 AM	2/13/2019		
Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details.			generator run time 242.7 transfer test				
Robert Carter							
12481	30 Saddle Way			1/29/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom			1/29/2019		
Custodial		B217		1/29/2019 8:49:12 AM	2/13/2019		
Can someone help with getting two items down from the top of my cabinets. I cannot reach them. (a bean bag and a tennis ball)			removed items fro top of closet				
annemarie petty							
12482	30 Saddle Way			1/29/2019		5	\$155.65
High	Pingitor, Larry	Cafeteria			1/29/2019		
				1/29/2019 11:27:48 AM	2/13/2019		
repair all table and bench latches all are bent will not close properly			repaired 40 latches				
Larry Pingitor							
12483	30 Saddle Way			1/29/2019		0.25	\$7.78
Medium	Pingitor, Larry	Main Entrance			1/29/2019		
				1/29/2019 1:19:00 PM	2/13/2019		
install solar sign outside main entrance for fire inspection			installed solar sign as requested				
Robert Carter							
12488	30 Saddle Way			1/31/2019		0.25	\$7.78
Medium	Pingitor, Larry			7	2/7/2019		
Heating/Ventilation /Air				1/31/2019 3:16:16 AM	2/13/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			water room heat was on				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor	Total
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date	Hours	Costs
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12489	30 Saddle Way			1/31/2019		0.25	\$7.78
Medium	Pingitor, Larry			7	2/7/2019		
Heating/Ventilation /Air				1/31/2019 3:16:16 AM	2/13/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			fire pump room heat was on				
Robert Carter							
12490	30 Saddle Way			1/31/2019		0.5	\$15.57
Medium	Pingitor, Larry	Restroom (Girls)		11	2/11/2019		
Plumbing				1/31/2019 8:05:49 AM	2/13/2019		
girls room by cafe. first stall not flushing right			replaced flush valve				
Dan Cardona							
12491	30 Saddle Way			1/31/2019		0.5	\$15.57
Medium	Pingitor, Larry	Restroom (Girls)			1/31/2019		
Plumbing				1/31/2019 8:11:14 AM	2/13/2019		
girls room by gym 1st stall not flushing right			replaced flush valve working ok				
Dan Cardona							
12492	30 Saddle Way			1/31/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		1	2/1/2019		
Doors and Hardware		323		1/31/2019 8:41:47 AM	2/13/2019		
Locker #9 handle is lose and has difficulty staying shut			replaced broken clip locker #9 working ok				
Krista Metz							
12467	30 Saddle Way			1/23/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		5	1/28/2019		
Doors and Hardware		B246		1/23/2019 2:44:15 PM	2/13/2019		
Our classroom door does not close properly. The door handle in broken.			adjusted latch				
Courtney Kovac							
12468	30 Saddle Way			1/24/2019		0.25	\$7.78
Medium	Pingitor, Larry				1/24/2019		
Heating/Ventilation /Air				1/24/2019 1:01:58 AM	1/24/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			water room heat was on pumps were ok				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

12469	30 Saddle Way			1/24/2019		0.25	\$7.78
Medium	Pingitor, Larry				1/24/2019		
Heating/Ventilation /Air				1/24/2019 1:02:01 AM	1/24/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			fire pump room heat was on				
Robert Carter							
12470	30 Saddle Way			1/25/2019		1	\$31.13
High	Pingitor, Larry	Classroom		3	1/28/2019		
Custodial		b108		1/25/2019 7:31:47 AM	2/13/2019		
lice in classroom			room was cleaned and rug removed for deep cleaning. rug put back in room				
Colleen McDermott							
12471	30 Saddle Way			1/25/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom			1/25/2019		
Carpet Cleaning		229		1/25/2019 8:32:01 AM	2/13/2019		
I had a small blue rug cleaned a week or two ago and was wondering if it is ready yet? If so, it goes in the back corner where all the bean bags are. There is a mat leaning against the corner too. Thanks!			delivered rug to classroom				
Liz Schauer							
12479	30 Saddle Way			1/28/2019		0.25	\$7.78
Medium	Pingitor, Larry	Restroom (Boys)		1	1/29/2019		
Plumbing				1/28/2019 9:17:55 PM	2/13/2019		
boys RR by cafe 1st urinal is leaking. it is dripping at the bottom, but i think it's coming from the top.			tightened up packing nut				
Dan Cardona							
12480	30 Saddle Way			1/28/2019		0.25	\$7.78
Medium	Pingitor, Larry	Restroom (Girls)		2	1/30/2019		
General Maintenance				1/28/2019 9:18:44 PM	2/13/2019		
girls RR by gym, plate coming off the wall in last stall.			refastened chrome cover for sewer clean out				
Dan Cardona							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12428	30 Saddle Way			1/10/2019		0.25	\$7.78
Medium	Pingitor, Larry				1/10/2019		
Heating/Ventilation /Air				1/10/2019 1:03:41 AM	1/13/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			water room heat was on pumps were ok				
Robert Carter							
12429	30 Saddle Way			1/10/2019		0.25	\$7.78
Medium	Pingitor, Larry				1/10/2019		
Heating/Ventilation /Air				1/10/2019 1:03:41 AM	1/13/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			fire pump room heat was on				
Robert Carter							
12431	30 Saddle Way			1/10/2019		0.25	\$7.78
Medium	Carter, Robert	Classroom		4	1/14/2019		
Custodial		B233		1/10/2019 12:50:33 PM	1/15/2019		
My sink is leaking			faucet tightened aerator				
jennifer feder							
12432	30 Saddle Way			1/11/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom			1/11/2019		
Moving		2333		1/11/2019 9:52:39 AM	1/13/2019		
If there's one more desk in the building that can be moved into my room,that would be great! I'm okay on chairs.Thanks so much!!!! Time Available: any			delivered student desk				
Judy Schwartz							
12433	30 Saddle Way			1/11/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		3	1/14/2019		
General Maintenance		B242		1/11/2019 11:51:05 AM	1/15/2019		
Can you please check the individual student desks in my classroom. Some are very wobbly. Thank you!			adjusted student desks				
Shannon McGettigan							
12434	30 Saddle Way			1/11/2019		0.5	\$15.57
Medium	Pingitor, Larry	Classroom			1/11/2019		
Carpet Cleaning		229		1/11/2019 11:52:14 AM	1/13/2019		
There is a rolled up carpet by the door that a student had an accident on.			Dan shampooed rug				
Liz Schauer							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12473	30 Saddle Way			1/25/2019		0.25	\$7.78
Medium	Pingitor, Larry	Computer Lab			1/25/2019		
General Maintenance		209		1/25/2019 1:45:03 PM	2/13/2019		
Need hand sanitizer. Thanks!			Refilled dispenser				
Angela Manning							
12474	30 Saddle Way			1/28/2019	1/31/2019	0.25	\$7.78
Medium	Pingitor, Larry			2	1/30/2019		
				1/28/2019 1:53:01 AM	2/13/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground1 checked trash no new problems at this time				
Robert Carter							
12475	30 Saddle Way			1/28/2019	1/31/2019	0.25	\$7.78
Medium	Pingitor, Larry			2	1/30/2019		
				1/28/2019 1:53:01 AM	2/13/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 2 trash was pulled no new issues found at this time				
Robert Carter							
12477	30 Saddle Way			1/28/2019		0.25	\$7.78
Medium	Pingitor, Larry				1/28/2019		
Landscaping				1/28/2019 1:53:02 AM	2/13/2019		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			courtyard				
Robert Carter							
12437	30 Saddle Way			1/14/2019	1/17/2019	0.25	\$7.78
Medium	Pingitor, Larry			3	1/17/2019		
				1/14/2019 1:35:08 AM	1/24/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 1 no new issues found				
Robert Carter							
12438	30 Saddle Way			1/14/2019	1/17/2019	0.25	\$7.78
Medium	Pingitor, Larry			10	1/24/2019		
				1/14/2019 1:35:08 AM	2/13/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 2 no new issues found				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12439	30 Saddle Way			1/14/2019			\$0.00
Medium	Pingitor, Larry			8	1/22/2019		
				1/14/2019 1:35:09 AM	1/24/2019		
Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details.			generator no test needed at this time				
Robert Carter							
12440	30 Saddle Way			1/14/2019		0.25	\$7.78
Medium	Pingitor, Larry			9	1/23/2019		
Landscaping				1/14/2019 1:35:10 AM	1/24/2019		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			courtyard no issues found at this time				
Robert Carter							
12441	30 Saddle Way			1/14/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		1	1/15/2019		
Heating/Ventilation /Air		221		1/14/2019 10:31:57 AM	1/24/2019		
OUr water fountain is not coming up very much. I told the students not to drink from it until it comes up higher Time Available: any!			adjusted presser				
Sue Woodruff							
12464	30 Saddle Way			1/21/2019		0.25	\$7.78
Medium	Pingitor, Larry			1	1/22/2019		
Landscaping				1/21/2019 1:16:17 AM	1/24/2019		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			no issues found at this time				
Robert Carter							
12444	30 Saddle Way			1/14/2019		0.25	\$7.78
Medium	Pingitor, Larry	Office		3	1/17/2019		
Plumbing				1/14/2019 6:23:10 PM	1/24/2019		
toilet in the board office leaking at the base of flushing pipe.			tightened up packing nut				
Dan Cardona							
12449	30 Saddle Way			1/16/2019			\$0.00
Medium		Classroom		1	1/17/2019		
Pumps		b117		1/16/2019 10:28:59 AM	1/17/2019		
My room is cold. I have thermostat turned all the way to warm.			CM3 FIXED UNIT NEEDS END SWITCH				
jen cirillo							
2/13/2019 7:44:15 AM							
Page 6 of 20							

2/13/2019 7:44:15 AM

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12452	30 Saddle Way			1/16/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		1	1/17/2019		
Equipment Maintenance		B323		1/16/2019 12:48:41 PM	1/24/2019		
Desk is very wobbly. Desk is numbered #17- in the back right of my room.			adjusted desk				
Krista Metz							
12453	30 Saddle Way			1/16/2019		0.25	\$4.57
Medium	Cardona, Dan	Classroom			1/16/2019		
IT/Technology		305		1/16/2019 3:38:49 PM	1/24/2019		
We are out of paper towels by the sink.			put papertowels				
karen stryker							
12458	30 Saddle Way			1/18/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		1	1/19/2019		
Custodial		227		1/18/2019 9:32:08 AM	1/24/2019		
we are out of paper towels in the main floor teachers room.			paper towels were jammed				
Joan mueller							
12459	30 Saddle Way			1/18/2019		0.25	\$7.78
Medium	Pingitor, Larry	Media Center		1	1/19/2019		
General Maintenance		203		1/18/2019 10:30:15 AM	1/24/2019		
One of the kids spilled the pencil shavings all over the carpet in the back of the library. Can we please have a vaccuum to clean it up? Thank you			vacuumed up shavings				
Laura DiMeola							
12460	30 Saddle Way			1/21/2019	1/24/2019	0.25	\$7.78
Medium	Pingitor, Larry			3	1/24/2019		
				1/21/2019 1:16:14 AM	1/24/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			no new issues found at this time				
Robert Carter							
12461	30 Saddle Way			1/21/2019	1/24/2019		\$0.00
Medium	Pingitor, Larry			3	1/24/2019		
				1/21/2019 1:16:15 AM	1/24/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 2 no new issues at this time				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12462	30 Saddle Way			1/21/2019			\$0.00
Medium	Pingitor, Larry			1	1/22/2019		
Equipment Maintenance				1/21/2019 1:16:16 AM	1/24/2019		
Weekly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			steamer was delimed by kitchen staff				
Robert Carter							
12463	30 Saddle Way			1/21/2019		0.5	\$15.57
Medium	Pingitor, Larry			1	1/22/2019		
				1/21/2019 1:16:16 AM	1/24/2019		
Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details.			generator test with load run time 240.0				
Robert Carter							
12391	30 Saddle Way			1/1/2019	1/31/2019	0.75	\$23.35
Medium	Pingitor, Larry			1	1/2/2019		
				1/1/2019 3:32:43 AM	1/13/2019		
Monthly - Fire Extinguishers - Refer to PM schedule details.			fire extinguishers checked out ok				
Robert Carter							
12392	30 Saddle Way			1/1/2019		0.25	\$7.78
Medium	Pingitor, Larry			1	1/2/2019		
				1/1/2019 3:32:44 AM	1/13/2019		
Monthly - PM Schedule created on 1/26/2012 - Refer to PM schedule details.			diesel fuel level for generator . 824. gal.				
Robert Carter							
12393	30 Saddle Way			1/1/2019		0.25	\$7.78
Medium	Pingitor, Larry			1	1/2/2019		
				1/1/2019 3:32:44 AM	1/13/2019		
Monthly - PM Schedule created on 1/30/2012 - Refer to PM schedule details.			solar readings for dec.429732				
Robert Carter							
12394	30 Saddle Way			1/1/2019		0.25	\$7.78
Medium	Pingitor, Larry			1	1/2/2019		
Plumbing				1/1/2019 3:32:45 AM	1/13/2019		
Yearly - PM Schedule created on 9/5/2012 - Refer to PM schedule details.			eye wash tested out ok				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12395	30 Saddle Way			1/1/2019		0.25	\$7.78
Medium	Pingitor, Larry			1	1/2/2019		
Plumbing				1/1/2019 3:32:45 AM	1/13/2019		
Yearly - PM Schedule created on 9/5/2012 - Refer to PM schedule details.			science lab shower tested out ok				
Robert Carter							
12396	30 Saddle Way			1/1/2019		0.5	\$15.57
Medium	Pingitor, Larry			6	1/7/2019		
Pest Control				1/1/2019 3:32:45 AM	1/13/2019		
Monthly - PM Schedule created on 9/25/2012 - Refer to PM schedule details.			ipm no findings at at this time				
Robert Carter							
12405	30 Saddle Way			1/4/2019			\$0.00
Medium	Pingitor, Larry	Classroom		4	1/8/2019		
Equipment Maintenance		112B		1/4/2019 1:28:29 PM	1/13/2019		
I have a filing cabinet that I would like to open but the keys I have do not work.			teacher found key				
Erin Casey							
12406	30 Saddle Way			1/4/2019		0.25	\$7.78
Medium	Pingitor, Larry	Restroom (Staff)		4	1/8/2019		
Plumbing				1/4/2019 8:19:04 PM	1/13/2019		
teachers restroom by gym leaking water possibly from the base of flush handle.			TIGHTENED UP PACKING NUT				
Dan Cardona							
12407	30 Saddle Way			1/7/2019	1/10/2019	0.25	\$7.78
Medium	Pingitor, Larry			3	1/10/2019		
				1/7/2019 3:36:08 AM	1/13/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 1 no new issues found				
Robert Carter							
12408	30 Saddle Way			1/7/2019	1/10/2019	0.25	\$7.78
Medium	Pingitor, Larry			3	1/10/2019		
				1/7/2019 3:36:08 AM	1/13/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 2 no new issues found at this time				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor	Total
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date	Hours	Costs
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12409	30 Saddle Way			1/7/2019			\$0.00
Medium	Pingitor, Larry			2	1/9/2019		
Equipment Maintenance				1/7/2019 3:36:09 AM	1/13/2019		
Weekly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			steamer was deilmed by kitchen staff				
Robert Carter							
12410	30 Saddle Way			1/7/2019			\$0.00
Medium	Pingitor, Larry			15	1/22/2019		
				1/7/2019 3:36:10 AM	1/24/2019		
Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details.			no test needed at this time				
Robert Carter							
12411	30 Saddle Way			1/7/2019		0.25	\$7.78
Medium	Pingitor, Larry			18	1/25/2019		
Equipment Maintenance				1/7/2019 3:36:10 AM	2/13/2019		
Monthly - PM Schedule created on 8/6/2012 - Refer to PM schedule details.			vacuum 1 runs ok changed bag and blew out beater bar				
Robert Carter							
12412	30 Saddle Way			1/7/2019		0.25	\$7.78
Medium	Pingitor, Larry			17	1/24/2019		
Equipment Maintenance				1/7/2019 3:36:10 AM	2/13/2019		
Monthly - PM Schedule created on 8/6/2012 - Refer to PM schedule details.			replaced bag and belt				
Robert Carter							
12413	30 Saddle Way			1/7/2019		0.5	\$15.57
Medium	Pingitor, Larry			22	1/29/2019		
Equipment Maintenance				1/7/2019 3:36:11 AM	2/13/2019		
Monthly - PM Schedule created on 8/6/2012 - Refer to PM schedule details.			cleaned out vacuum changed bag and belt. running ok				
Robert Carter							
12414	30 Saddle Way			1/7/2019		0.5	\$15.57
Medium	Pingitor, Larry			22	1/29/2019		
Equipment Maintenance				1/7/2019 3:36:11 AM	2/13/2019		
Monthly - PM Schedule created on 8/6/2012 - Refer to PM schedule details.			changed bag and belt and cleaned unit				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12415	30 Saddle Way			1/7/2019		0.25	\$7.78
Medium	Pingitor, Larry			22	1/29/2019		
Equipment Maintenance				1/7/2019 3:36:11 AM	2/13/2019		
Monthly - PM Schedule created on 8/6/2012 - Refer to PM schedule details.			changed bag cleaned unit running ok				
Robert Carter							
12416	30 Saddle Way			1/7/2019		0.25	\$7.78
Medium	Pingitor, Larry			2	1/9/2019		
Landscaping				1/7/2019 3:36:12 AM	1/13/2019		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			no issues found				
Robert Carter							
12418	30 Saddle Way			1/7/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom			1/7/2019		
Custodial		B116		1/7/2019 8:56:12 AM	1/13/2019		
Out of paper towels in my classroom. Time Available: any time			filled dispenser				
Mike McCann							
12419	30 Saddle Way			1/7/2019		0.5	\$15.57
Medium	Pingitor, Larry	Classroom		2	1/9/2019		
General Maintenance		327		1/7/2019 9:10:21 AM	1/13/2019		
6th grade is ready for the Fairview Lake bins to be delivered to Judy Schwartz's room 333.			fair view lake bins delivered to Judy room				
melissa sakimura							
12446	30 Saddle Way			1/15/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		1	1/16/2019		
General Maintenance		220		1/15/2019 12:53:41 PM	1/24/2019		
We are out of paper towels in the classroom (by the sink, Not the roll in the bathroom).			dave took care of it				
Melissa Hillman							
12455	30 Saddle Way			1/17/2019		0.25	\$7.78
Medium	Pingitor, Larry			5	1/22/2019		
Heating/Ventilation /Air				1/17/2019 12:52:31 AM	1/24/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			water room heat was on				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor	Total
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date	Hours	Costs
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12456	30 Saddle Way			1/17/2019		0.25	\$7.78
Medium	Pingitor, Larry				1/17/2019		
Heating/Ventilation /Air				1/17/2019 12:52:32 AM	1/24/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			fire pump room heat was on				
Robert Carter							
12400	30 Saddle Way			1/3/2019		0.25	\$7.78
Medium	Pingitor, Larry				1/3/2019		
Heating/Ventilation /Air				1/3/2019 2:27:26 AM	1/13/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			water room heat was on pumps running ok				
Robert Carter							
12401	30 Saddle Way			1/3/2019		0.25	\$7.78
Medium	Pingitor, Larry				1/3/2019		
Heating/Ventilation /Air				1/3/2019 2:27:27 AM	1/13/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			fire pump room heat was on no issues were found				
Robert Carter							
12398	30 Saddle Way			1/1/2019			\$0.00
Medium	Pingitor, Larry			34	2/4/2019		
				1/1/2019 3:32:46 AM	2/13/2019		
Monthly - PM Schedule created on 5/22/2018 - Refer to PM schedule details.			geo. vault. could not pump water to cold. icy conditions not safe				
Robert Carter							
12424	30 Saddle Way			1/8/2019		0.5	\$9.14
Medium	Cardona, Dan	Office			1/8/2019		
General Maintenance				1/8/2019 6:43:32 PM	1/13/2019		
coffee spills needs to be shampooed.			dan shampooed.				
Dan Cardona							
Count: 69 Work Orders		Avg. Age of WO's 4		Total for Closed Work Orders		23.75	\$729.69

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

Status: Forwarded

12426	30 Saddle Way			1/9/2019			\$0.00
Medium	,			35			
IT/Technology		B314		1/9/2019 11:33:44 AM	1/9/2019		
Ran out of toner.Toner- TN-330Printer ID #-TP90321							
Amber Clark							
12427	30 Saddle Way			1/9/2019			\$0.00
Medium	,	Classroom		35			
IT/Technology		112A		1/9/2019 1:45:11 PM	1/9/2019		
Would it be possible to remove the ancillary computers from my office?I would only need one set up.Thank you for your help. Time Available: anytime							
Melody Khalifa							
12430	30 Saddle Way			1/10/2019			\$0.00
Medium	,	Classroom		34			
IT/Technology		315		1/10/2019 9:01:15 AM	1/10/2019		
I have 2 chromebooks not charging and 1 not turning on but is charging. Time Available: asap							
Maria Prince							
12399	30 Saddle Way			1/2/2019			\$0.00
Medium	,	Classroom		42			
IT/Technology		108		1/2/2019 3:47:18 PM	1/2/2019		
can not login to laptop, need to reset password							
Time Available: all day							
Colleen McDermott							
12422	30 Saddle Way			1/8/2019			\$0.00
Medium	,	Classroom		36			
IT/Technology		233B		1/8/2019 8:29:34 AM	1/8/2019		
Request for Jen FederHer computer reads with new log on account disabled and denied access. Please assist her.							
Jen Maicher							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
12423	30 Saddle Way			1/8/2019			\$0.00
Medium	,			36			
IT/Technology		223		1/8/2019 11:25:20 AM	1/8/2019		
I am trying to get my stylus to work... and I'm having difficulties. Please assist. Time Available: ASAP							
Victoria Wolochow							
12402	30 Saddle Way			1/3/2019			\$0.00
Medium	,	Classroom		41			
IT/Technology		112A		1/3/2019 1:26:53 PM	1/3/2019		
Phone works only when on speaker phone Time Available: anytime							
Melody Khalifa							
12457	30 Saddle Way			1/18/2019			\$0.00
Emergency	,	Classroom		26			
IT/Technology		227		1/18/2019 9:31:12 AM	1/18/2019		
My projector just blew out in use...a pop and bulb went out!!! It would be wonderful to repair today, TY!!!							
Joan mueller							
12447	30 Saddle Way			1/15/2019			\$0.00
Medium	,	Classroom		29			
Moving		321		1/15/2019 2:54:04 PM	1/15/2019		
I would like to request that the two computers closes to the classroom windows be removed since we now have a Chromebook Cart. I would like the other two computers to remain for printing purposes. The long table can also remain. Thank You Time Available: Any Time							
John Salamon							
12448	30 Saddle Way			1/16/2019			\$0.00
Medium	,	Office		28			
Copier		B225		1/16/2019 8:57:58 AM	1/16/2019		
Our copier needs toner Aticio SP 3510							
Cindy McNally							

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

12404	30 Saddle Way			1/4/2019			\$0.00
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Medium	,	Classroom		40			
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IT/Technology		112A		1/4/2019 11:45:34 AM		1/4/2019	
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Printer Ink is running low Time Available: anytime

Melody Khalifa

12420	30 Saddle Way			1/7/2019			\$0.00
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Medium	,	Classroom		37			
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IT/Technology		112A		1/7/2019 9:56:26 AM		1/7/2019	
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Copy Code/Account Code says invalid when trying to dial out You are awesome by the way. Thank you for always helping me. Time Available: anytime

Melody Khalifa

12445	30 Saddle Way			1/15/2019			\$0.00
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Medium	,	Classroom		29			
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IT/Technology		108		1/15/2019 11:18:03 AM		1/15/2019	
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Speakers fade in and out. Time Available: anytime

Colleen McDermott

12465	30 Saddle Way			1/22/2019			\$0.00
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Medium	,	Classroom		22			
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IT/Technology		228		1/22/2019 8:23:55 AM		1/22/2019	
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J Mueller (KM RM 227) has NO INTERNET...please help!!

Tara Bobal

12466	30 Saddle Way			1/22/2019			\$0.00
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Medium	,	Classroom		22			
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IT/Technology		B103		1/22/2019 1:08:28 PM		1/22/2019	
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I need new toner for my printer. My printer's ID number is TP90367. Time Available: ASAP

Kristi Boyle

12442	30 Saddle Way			1/14/2019			\$0.00
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Medium	,	Classroom		30			
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IT/Technology		123		1/14/2019 11:12:01 AM		1/14/2019	
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teacher keyboard sticks on letter d, p, t unless I consciously press hard Time Available: any

Laura Garofalo

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

12478	30 Saddle Way			1/28/2019			\$0.00
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Medium	,	Office		16			
IT/Technology		b310		1/28/2019 11:59:09 AM	1/28/2019		

My printer is running very low on ink. It is a HP Laser Pro 400MFP The number on the side is TP90323.

Jeanine May-Sivieri

12472	30 Saddle Way			1/25/2019			\$0.00
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Medium	,	Classroom		19			
IT/Technology		123		1/25/2019 11:07:47 AM	1/25/2019		

printer low on TONER Time Available: any

Laura Garofalo

12493	30 Saddle Way			1/31/2019			\$0.00
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Medium	,	Classroom		13			
IT/Technology		123		1/31/2019 9:33:57 AM	1/31/2019		

need toner asap. cannot print BSI report cards in classroom! Time Available: any

Laura Garofalo

12484	30 Saddle Way			1/30/2019			\$0.00
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Medium	,	Classroom		14			
IT/Technology		321		1/30/2019 9:28:02 AM	1/30/2019		

My classroom printer needs toner. Time Available: Any Time

John Salamon

12485	30 Saddle Way			1/30/2019			\$0.00
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Medium	,	Classroom		14			
IT/Technology		112A		1/30/2019 2:22:42 PM	1/30/2019		

Phone has a buzzing sound (others say that when I call them it bothers them). I wasn't sure if it was just feedback. I also hear something when I am making phone calls (similar to an echo). Time Available: anytime

Melody Khalifa

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

12486	30 Saddle Way			1/30/2019			\$0.00
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Medium	,	Classroom		14			
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Copier		112A		1/30/2019 2:24:06 PM	1/30/2019		
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May I be added to the color printer access for Student of the Month? Time Available: anytime

Melody Khalifa

12487	30 Saddle Way			1/30/2019			\$0.00
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Medium	,	Classroom		14			
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IT/Technology		112A		1/30/2019 2:24:40 PM	1/30/2019		
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My laptop is super slow. Is there any way that I may have a desktop computer? Time Available: anytime

Melody Khalifa

Count: 23 Work Orders		Avg. Age of WO's 27		Total for Forwarded	0	\$0.00	
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Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							
Status:		Open Extended					
12397	30 Saddle Way			1/1/2019			\$0.00
Medium	Pingitor, Larry			43			
				1/1/2019 3:32:46 AM	2/8/2019		
Monthly - PM Schedule created on 12/3/2012 -		roof shingles missing on upper roof					
Refer to PM schedule details.							
Robert Carter							
Count: 1 Work Orders		Avg. Age of WO's 43		Total for Open Extended		0	\$0.00

Work Order Summary List

Selected Date Range for Request Dates: 1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor Hours	Total Costs
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date		
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

Status: Work In Progress

12454	30 Saddle Way			1/16/2019			\$0.00
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Medium	Pingitor, Larry	Restroom (Boys)		28			
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General Maintenance

1/16/2019 7:11:19 PM

1/17/2019

lower level paper towel dispenser is broken on one side.

Dan Cardona

12421	30 Saddle Way			1/7/2019			\$0.00
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Medium	Shafer, David	Classroom		37			
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Custodial 229

1/7/2019 2:29:43 PM

1/8/2019

We started potty training a student today. There were 3 accidents. We wiped it up with the cleaning spray and lysol wipes, but everyday please make sure the floors and bathroom floor get cleaned well since there are accidents happening throughout the day. All 3 accidents today were on the tile floor between the yellow table and window, plus the bathroom floor.

Liz Schauer

12443	30 Saddle Way			1/14/2019			\$0.00
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Medium	Pingitor, Larry	Music Room		30			
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Doors and Hardware

1/14/2019 6:22:02 PM

1/14/2019

left side door lock not working properly.

Dan Cardona

12436	30 Saddle Way			1/11/2019			\$0.00
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Medium	Pingitor, Larry	Restroom (Girls)		33			
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Custodial Lower Level

1/11/2019 1:01:46 PM

1/11/2019

Lower Level Girl's bathroom...1st stall toilet does not flush...and...one of the sinks does not work. replaced flush valve
Time Available: anytime

Mike McCann

12403	30 Saddle Way			1/4/2019			\$0.00
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Safety		Kitchen		40			
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Flooring

1/4/2019 7:21:15 AM

1/13/2019

4 rubber safety mats need to be replaced. tripping hazered

Larry Pingitor

Count: 5 Work Orders	Avg. Age of WO's 34	Total for Work In Progress	0	\$0.00
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2/13/2019 7:44:16 AM

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Work Order Summary List

Selected Date Range for Request Dates:1/1/2019 - 1/31/2019 Order By Status, Location

WOID	Location	Building	Deferred By	Request Date	Target Completion Date	Labor	Total
Priority	Assigned To	Area Description	Reason	Days Aged	Actual Completion Date	Hours	Costs
Craft		Area Number	Deferred Until	Created Date/Time	Last Status Change Date		
Description			Action Taken				
Requester Name							

Count: 98 Work Orders		Avg. Age of WO's 11		Grand Total		23.75	\$729.69
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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		426					
Totals						391		\$77,764.50		35

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