

Chesterfield Public Education Fund
P.O. Box 67
Crosswicks, NJ 08515.
Thecpef@gmail.com

Your Name(s) Laura Flynn

Date of
Request: 9/5/2019

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

I would like to provide my 4th grade students with seating options during various times of the school day. The opportunity to have flexible seating would be during: independent reading, reader's/writer's workshop, small group work, etc. This type of choice seating will help motivate learners to be engaged and comfortable in their environment. This seating will be available to everyone on a rotating basis, in an effort to meet the needs of each learner.

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

I am requesting 3 different seating options:

Flex-Space Wobble Cushion: 8 X \$16.99 = \$135.92

This durable, vinyl cushion for the floor or on a chair, designed to let students wiggle and wobble while they sit, helping them to focus. The cushions have large nubs on one side and small nubs on the other—students simply select the sensory surface they prefer.

Flex-Space Wobble Chair: 2 X \$59.99 = \$119.98

This stable, plastic chair has a rounded base that allows students a little movement—without tipping over! And the super-lightweight design makes the chairs easy for kids to pick up and carry anywhere in the room.

Flex-Space Comfy Floor Seat: 4 X \$54.99 = \$219.96

This cozy chair provides flexible seating wherever you need it! The chairs feature a cushioned back that adjusts to the perfect position and are easy to store. Removable microfiber covers are machine-washable.

Total: \$475.86

EVALUATION (HOW WILL YOU MEASURE STUDENT GROWTH)

Flexible seating increases student engagement by allowing them to have a choice in what type of seat they use, providing a comfortable learning environment, and allowing students to get up and move around. Research supports the move toward flexible seating, and recognizes the gains in student health and academic success. Student growth will be monitored through observation.

I have discussed this with the following two colleagues:

NAME: Maria Prince, Allan Forsyth, Leia DeLisa
NAME: _____

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




TOTAL GRANT AMOUNT
REQUESTED: \$475.86

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

it will then be forwarded to the CPEF

 8/9/19

My Cart

Item		Price	Qty	Total
	Flex-Space Wobble Cushion - Blue Item # LC511BU	\$16.99	8	\$135.92
	<input checked="" type="radio"/> Ship Item <input type="radio"/> In-Store Pickup In Stock at Cherry Hill, NJ.			
	Flex-Space Wobble Chair - 16" - Gray Item # WC716	\$59.99	2	\$119.98
	<input checked="" type="radio"/> Ship Item <input type="radio"/> In-Store Pickup Not eligible for in-store pickup.			
	Flex-Space Comfy Floor Seat - Gray Item # LC405GA	\$54.99	4	\$219.96
	<input checked="" type="radio"/> Ship Item <input type="radio"/> In-Store Pickup Not eligible for in-store pickup.			

Order Summary

Subtotal	\$475.86
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People Also Purchased



**Flex-Space
Student Lap
Desk**



**Flex-Space
Round Floor
Tables**



**Flex-Space
Rectangular
Floor Tables**



**Flex-Space
Mobile Wedge
Student Desk**

TEACHER'S GRANT APPLICATION

Chesterfield Public Education Fund
P.O. Box 67
Crosswicks, NJ 08515
Thecpef@gmail.com

Your Name(s): (K TEAM) Joan Mueller, Sue Woodruff, Tara Bobal, Carla Rigolizzo, Victoria Wolochow

Date of Request: 8/20/2019

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

We would like to purchase a subscription to RAZZKids for the 4 classes and RAZKids PLUS for Mrs. Mueller. As kindergarten teachers, it is important that our children develop the primary skills that form the foundations in reading. Schooling our little ones, relies on our abilities to help the children, and they must have strong reading skills to thrive and succeed in school. Offering Razz Kids and RAZZ Plus (which includes Reading A to Z) to our students, this will assist them in becoming better readers and help to build their reading skills.

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

Having a subscription to RAZZKids and RAZZ PLUS will allow students to get daily exposure to hundreds of books that are on their independent and instructional reading levels. Each kindergarten student will start at their assessed level of reading and use the program on a laptop/desktop/tablet. They will listen to, read, and answer questions with just right books as well as scaffolded support at their level that is programmed by the teacher. Also, supplemental leveled readers will be available to download to print or view via the Promethean board. The teacher can incorporate stories into their lessons; both fiction and non-fiction.

RAZZKids/class	\$99.95 x 4	= \$399.80
RAZZ PLUS/class	\$174.95 x 1	= \$174.95
TOTAL:		= \$574.75

EVALUATION (HOW WILL YOU MEASURE STUDENT GROWTH)

Aligned to the Common Core and state standards, having RAZZKids (and RAZZ PLUS) available to our students at home will help to set out to increase the amount of independent reading practice outside the classroom, as well as in school. In addition to the huge library, teachers get a detailed view of students' progress even as they read independently.

I have discussed this with the following colleagues:


We have discussed this within our grade level, amongst each other: S. Woodruff, T. Bobal, C. Rigolizzo, V. Wolochow, and J. Mueller

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

TOTAL GRANT AMOUNT REQUESTED: \$574.75

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

it will then be forwarded to the CPEF

 9/9/19

CHESTERFIELD TOWNSHIP BOARD OF EDUCATION
Chesterfield, New Jersey

FILE CODE: 5131.1

Policy

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

HARASSMENT, INTIMIDATION AND BULLYING

The board of education believes that a safe and civil environment in school is necessary for students to learn and achieve high academic standards. Since students learn by example, school administrators, faculty, staff, and volunteers are required to demonstrate appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation or bullying. Harassment, intimidation or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe environment. Therefore, the school district will not tolerate acts of harassment, intimidation or bullying.

The board of education expects all students to treat each other with civility and respect and not to engage in behavior that is disruptive or violent. The board expects students to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other students, for school personnel, for the educational purpose underlying all school activities, and for the care of school facilities and equipment.

The standards of character education are an essential component of the Chesterfield Township School District's Code of Conduct. The board believes that with the appropriate infusion of character education into the school curriculum, modeling of appropriate behavior by adults; support and assistance of students in school, the community and home; our students will achieve the above standards of character education.

The board prohibits acts of harassment, intimidation or bullying against any student. School responses to harassment, intimidation and bullying shall be aligned with the board approved code of student conduct which establishes standards, policies and procedures for positive student development and student behavioral expectations on school grounds, including on a school bus or at school sponsored functions. The chief school administrator shall be responsible for ensuring the prompt investigation and response to all reports of harassment, intimidation and bullying committed on school grounds, at school activities and on school buses. In addition, the chief school administrator shall ensure that this policy is applied to incidents of harassment, intimidation and bullying that are committed off school grounds in cases where a school employee is made aware of such actions. The chief school administrator has the right and authority to impose a consequence on a student for conduct away from school grounds that is consistent with the board's approved code of student conduct, pursuant to N.J.A.C. 6A:16-7.1 and N.J.A.C. 6A:16-7.5.

This authority shall be exercised only when it is reasonably necessary for the student's physical or emotional safety, security and well-being or for reasons relating to the safety, security and well-being of other students, staff or school grounds, pursuant to N.J.S.A. 18A:25-2 and 18A:37-2, and when the conduct which is the subject of the proposed consequence materially and substantially interferes with the requirements of appropriate discipline in the operation of the school. The board directs the chief school administrator or his or her appropriately trained and qualified designee to develop detailed regulations suited to the age level of the students and the physical facilities of the school.

Bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance. Harassment, intimidation or bullying" is defined as any gesture, any written, verbal or physical act, or any electronic communication, whether it be a single incident or a series of incidents, that is reasonably perceived as being motivated either by any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic, that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds, in accordance with law, that substantially disrupts or interferes with the orderly operation of the school or the rights of other students, and that:

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- A. A reasonable person should know, under the circumstances, will have the effect of physically or emotionally harming a student or damaging the student's property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
- B. Has the effect of insulting or demeaning any student or group of students; or
- C. Creates a hostile educational environment for the student by interfering with the student's education or by severely or pervasively causing physical or emotional harm to the student.

"Electronic communication" means a communication that is transmitted by means of an electronic device, including, but not limited to a telephone, cellular phone, computer, or pager.

Consequences and Remedial Measures for Acts of Harassment, Intimidation or BullyingStudents

Consequences and remedial measures for a student who commits an act of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior; the nature of the student's disability, if any and to the extent relevant; the developmental age of the student and the student's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- A. Correct the problem behavior;
- B. Prevent another occurrence of the problem;
- C. Protect and provide support for the victim of the act; and
- D. Take corrective action for documented systemic problems related to harassment, intimidation or bullying.

Consequences and appropriate remedial actions for a student who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to and including short and long-term suspension or expulsion, as permitted by law. The consequences and remedial measures may include, but are not limited to:

1. Parent/Guardian Contact
2. Conference with Certified Staff Member
3. Verbal Warning
4. Confiscation
5. Detention
6. Loss of Privileges
7. Mandatory Conference with Parent/Administrator
8. Police Notification
9. Restitution/Amends
10. Suspension
11. Board of Education Hearing
12. Expulsion
13. Reflection Activity
14. Mediation
15. Parent/Family Conference
16. Problem Solving Conference
17. Counseling
18. Referral to Student Support Team
19. Referral to Community Services
20. Reintegration Plan

Classified students are subject to the same disciplinary procedures as nondisabled students and may be

HARASSMENT, INTIMIDATION AND BULLYING (continued)

disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- A. The student's behavior is not primarily caused by his/her educational disability;
- B. The program that is being provided meets the student's needs.

Staff

Consequences and appropriate remedial actions for any staff member who commits an act of harassment, intimidation or bullying may range from positive behavioral interventions up to disciplinary charges which could result in suspension or termination. The consequences and remedial measures may include, but are not limited to:

- 1. Admonishment
- 2. Temporary removal from the classroom
- 3. Deprivation of privileges
- 4. Referral to disciplinarian
- 5. Withholding of Increment
- 6. Suspension
- 7. Legal action
- 8. Termination
- 9. Restitution and restoration
- 10. Mediation
- 11. Corrective action plan

Reporting Harassment, Intimidation and Bullying Behavior

The chief school administrator, principal and/or their designee shall be responsible for receiving complaints alleging violations of this policy.

The board shall allow reports to be anonymous, but no formal disciplinary action shall be based solely on an anonymous report. Any school employee, board member, contracted service provider, student, visitor or volunteer who has witnessed, or has reliable information that a student has been subject to harassment, intimidation or bullying, must report the incident to the building principal or his/her designee.

The following procedures shall apply to the reporting of incidents of harassment, intimidation and bullying committed by an adult or youth against a student:

- A. All acts of harassment, intimidation, or bullying shall be reported verbally to the school principal on the same day when the school employee or contracted service provider witnessed or received reliable information regarding any such incident;
- B. The principal shall inform the parents or guardians of all students involved in the alleged incident, and may discuss, as appropriate, the availability of counseling and other intervention services; and
- C. All acts of harassment, intimidation, or bullying shall be reported in writing to the school principal within two school days of when the school employee or contracted service provider witnessed or received reliable information that a student had been subject to harassment, intimidation, or bullying.

A board member, school employee, contracted service provider, student or volunteer who has witnessed, or has reliable information that a student has been subject to, harassment, intimidation or bullying shall report the incident to the building principal and any appropriate school official, or to any school administrator or safe schools resource officer, who shall immediately initiate the school district's procedures concerning school bullying.

A board member or a school employee who promptly reports an incident of harassment, intimidation or

HARASSMENT, INTIMIDATION AND BULLYING (continued)

bullying, to the appropriate school official designated by the school district's policy, or to any school administrator or safe schools resource officer, and who makes this report in compliance with the procedures in this policy, shall be immune from a cause of action for damages arising from any failure to remedy the reported incident.

A school administrator who receives a report of harassment, intimidation, or bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

The school administrator shall take into account the circumstances of the incident when providing notification to parents and guardians of all students involved in the reported harassment, intimidation, or bullying incident. The circumstances of the incident shall be considered conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense.

District Anti-Bullying Coordinator

The chief school administrator shall appoint a district anti-bullying coordinator. The chief school administrator shall make every effort to appoint an employee of the school district to this position. The district anti-bullying coordinator shall:

- A. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, and bullying of students;
- B. Collaborate with school anti-bullying specialists in the district, the board of education, and the chief school administrator to prevent, identify, and respond to harassment, intimidation, and bullying of students in the district;
- C. Provide data, in collaboration with the chief school administrator, to the Department of Education regarding harassment, intimidation, and bullying of students; and
- D. Execute such other duties related to school harassment, intimidation, and bullying as requested by the chief school administrator.

The district anti-bullying coordinator shall meet at least twice a school year with the school anti-bullying specialists in the district to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.

School Anti-Bullying Specialist

The principal shall appoint a school anti-bullying specialist. When a school guidance counselor, school psychologist, or another individual similarly trained is currently employed in the school, the principal shall appoint that individual to be the school anti-bullying specialist. If no individual meeting these criteria is currently employed in the school, the principal shall appoint a school anti-bullying specialist from currently employed school personnel. The school anti-bullying specialist shall:

- A. Chair the school safety/school climate team;
- B. Lead the investigation of incidents of harassment, intimidation, and bullying in the school; and
- C. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, and bullying in the school.

School Safety/School Climate Team

The board shall form a school safety/school climate team to develop, foster, and maintain a positive school climate by focusing on the on-going, systemic process and practices in the school and to address school

HARASSMENT, INTIMIDATION AND BULLYING (continued)

climate issues such as harassment, intimidation, or bullying. The school safety team shall meet at least two times per school year.

The school safety/school climate team shall consist of the principal or his or her designee; a teacher in the school; the school anti-bullying specialist; a parent of a student in the school; and other members to be determined by the principal. The school anti-bullying specialist shall serve as the chair of the school safety team.

The school safety/school climate team shall:

- A. Receive any complaints of harassment, intimidation, or bullying of students that have been reported to the principal;
- B. Receive copies of any report prepared after an investigation of an incident of harassment, intimidation, or bullying;
- C. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- D. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- E. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- F. Participate in the training required pursuant to the provisions of (N.J.S.A. 18A:37-13 et seq.) and other training which the principal or the district anti-bullying coordinator may request;
- G. Collaborate with the district anti-bullying coordinator in the collection of district-wide data and in the development of district policies to prevent and address harassment, intimidation, or bullying of students; and
- H. Execute such other duties related to harassment, intimidation, and bullying as requested by the principal or district anti-bullying coordinator.

A parent shall be on the school safety/school climate team only in regard to general school climate issues and shall not participate in activities that may compromise a student's confidentiality. Other members of the school safety/school climate team who are not authorized to access student records (see board policy 5125 Student Records) shall be on the team only in regard to general school climate issues and shall not participate in activities that may compromise a student's confidentiality.

Investigating Reported Harassment, Intimidation and Bullying

To protect the victim, the chief school administrator shall take into account the circumstances of the incident when communicating with parents/guardians and when following the investigation procedures.

All reported incidents of harassment, intimidation and bullying shall be investigated promptly and in accordance with law and the following procedures:

- A. All investigations shall be thorough and complete, and documented in writing, and shall include, but not be limited to:
 - 1. Taking of statements from victims, witnesses and accused;
 - 2. Careful examination of the facts;
 - 3. Support for the victim; and
 - 4. Determination if alleged act constitutes a violation of this policy.

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- B. The investigation shall be initiated by the principal or the principal's designee within one school day of the report of the incident and shall be conducted by a school anti-bullying specialist. The principal may appoint additional personnel who are not school anti-bullying specialists to assist in the investigation.
- C. The investigation shall be completed as soon as possible, but not later than 10 school days from the date of the written report of the incident of harassment, intimidation, or bullying. In the event that there is information relative to the investigation that is anticipated but not yet received by the end of the 10-day period, the school anti-bullying specialist may amend the original report of the results of the investigation to reflect the information.
- D. The results of the investigation shall be reported to the chief school administrator within two school days of the completion of the investigation, and in accordance with law and board policy. The chief school administrator may initiate intervention services, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, order counseling as a result of the findings of the investigation, or take or recommend other appropriate action.
- E. The results of each investigation shall be reported to the board of education no later than the date of the next board meeting following the completion of the investigation, and include:
 - 1. Any services provided;
 - 2. Training established;
 - 3. Discipline imposed; or
 - 4. Other action taken or recommended by the chief school administrator.
- F. The chief school administrator or his or her designee shall ensure that parents or guardians of the students who are parties to the investigation shall receive information about the investigation. This information shall be provided in writing within 5 school days after the results of the investigation are reported to the board and include:
 - 1. The nature of the investigation;
 - 2. Whether the district found evidence of harassment, intimidation, or bullying; or
 - 3. Whether discipline was imposed or services provided to address the incident of harassment, intimidation, or bullying.
- G. Investigations of complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation.

Range of Ways to Respond to Harassment, Intimidation or Bullying

The board of education recognizes that some acts of harassment, intimidation or bullying may be isolated incidents requiring that the school officials respond appropriately to the individuals committing the acts and provide support programs for victims. Other acts may be so serious or parts of a larger pattern of harassment, intimidation or bullying that they require a response either at the classroom, school building or school district levels or by law enforcement officials.

In considering whether a response beyond the individual is appropriate, the principal, in conjunction with the school anti-bullying specialist shall consider the nature and circumstances of the act, the degree of harm, the nature and severity of the behavior, past incidences or past or continuing patterns of behavior, and the context in which the alleged incident(s) occurred. Institutional (i.e., classroom; school building; school district) responses include:

- A. School and community surveys;
- B. Mailings;
- C. Focus groups;

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- D. Adoption of research-based bullying prevention program models;
- E. Training for certificated and non-certificated staff;
- F. Participation of parents and other community members and organizations;
- G. Small or large group presentations for staff, students, and the community for fully addressing a positive school climate and culture as well as the issues surrounding harassment, intimidation and bullying in the school community; and
- H. The involvement of law enforcement officers, including school resource officers.

For every incident of harassment, intimidation or bullying, the district shall respond to the individual who committed the act. Responses may include:

- A. Individual responses can include positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) and punitive actions (e.g., detention, in-school or out-of-school suspension, expulsion);
- B. Classroom responses can include class discussions about an incident of harassment, intimidation or bullying, role plays, research projects, observing and discussing audio-visual materials on these subjects and skill-building lessons in courtesy, tolerance, assertiveness and conflict management;
- C. School responses can include theme days, learning station programs, parent programs and information disseminated to students and parents, such as fact sheets or newsletters explaining acceptable uses of electronic and wireless communication devices;
- D. District-wide responses can include community involvement in policy review and development, professional development programs, adoption of curricula and school-wide programs and coordination with community-based organizations (e.g., mental health; health services; health facilities; law enforcement; faith-based).

The range of ways in which the school shall respond once an incident of harassment, intimidation or bullying is identified shall be defined by the principal in conjunction with the school anti-bullying specialist, and shall include an appropriate combination of counseling, support services, intervention services, and other programs as defined by the commissioner.

Retaliation and Reprisal Prohibited

The board prohibits reprisal or retaliation or false accusation against any person who witnesses and/or reports an act of harassment, intimidation or bullying by any student, school employee, board member, contracted service provider, visitor or volunteer. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation or false accusation shall be determined by the chief school administrator and/or principal or their designee after consideration of the nature, severity and circumstances of the act, in accordance with case law and board policies and procedures.

Any act of retaliation or reprisal or false accusation against any person who reports an act of harassment, intimidation or bullying shall not be tolerated. Any student, school employee, board member, contracted service provider, volunteer or visitor who engages in the act of retaliation or reprisal or who falsely accuses another shall be subjected to consequence and appropriate remedial action. In cases where any state or federal law has allegedly been violated, the local law enforcement agency shall be notified.

A. Students

The consequences and appropriate remedial action for a student found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be varied and graded according to the nature of the behavior, the developmental age of the student and the

HARASSMENT, INTIMIDATION AND BULLYING (continued)

student's history of problem behaviors and performance, and shall be consistent with this policy. Consequences may include positive behavioral interventions, notification of the parents/guardians, up to and including short or long-term suspension or expulsion, as permitted by law;

B. School Employees

Consequences and appropriate remedial action for a school employee found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including suspension or dismissal from service;

C. Board Members

Consequences and appropriate remedial action for a board member found to have committed an act of harassment, intimidation, or bullying; or found to have engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined in accordance with district policies, procedures and agreements, up to and including a public sanction or filed ethics charges;

D. Visitors, Volunteers, Contracted Service Providers, and All Other Persons

Consequences and appropriate remedial action for a visitor, volunteer, contracted service providers and all other persons found to have engaged in harassment, intimidation or bullying; or engaged in retaliation, reprisal and/or falsely accused another as a means of harassment, intimidation or bullying shall be determined by the chief school administrator after consideration of the nature, severity and circumstances of the act, including reports to appropriate law enforcement officials.

Consequences and remediation for students, employees, board members, visitors, volunteers, and contracted service providers, engaging in harassment, intimidation or bullying or engaged in retaliation, reprisal and/or false accusations may include the following:

1. Admonishment
2. Temporary removal from the classroom or school
3. Deprivation of privileges
4. Prohibited from access to the school facilities (visitors, vendors, board members, all other people)
5. Classroom or administrative detention
6. Referral to disciplinarian
7. In-school suspension
8. After-school programs
9. Out-of-school suspension (short-term or long-term);
10. Legal action
11. Withholding of Increment
12. Suspension
13. Expulsion
14. Termination
15. Termination of service agreements or contracts (vendors, volunteers)
16. Public sanction (board members)
17. Ethics charges (some administrators, board members)
18. Restitution and restoration
19. Mediation
20. Corrective instruction or other relevant learning or service experience
21. Supportive student interventions, including participation of the intervention and referral services team;
22. Behavioral assessment or evaluation, including, but not limited to, a referral to the child study team, as appropriate
23. Behavioral management plan, with benchmarks that are closely monitored
24. Assignment of leadership responsibilities (e.g., hallway or bus monitor)
25. Involvement of school disciplinarian

HARASSMENT, INTIMIDATION AND BULLYING (continued)

- 26. Counseling
- 27. Conferences

Appeal Process

The parent or guardian may request a hearing before the board concerning the written information about a harassment, intimidation, or bullying investigation. The request for a board hearing shall be filed with the board secretary no later than 60 calendar days after the written information is received by the parents or guardians. The hearing shall be held within 10 days of the request. The board shall meet in executive session for the hearing to protect the confidentiality of the students. At the hearing the board may hear from the school anti-bullying specialist about the incident, recommendations for discipline or services, and any programs instituted to reduce such incidents.

At the next board of education meeting following its receipt of the report, the board shall issue a decision, in writing, to affirm, reject, or modify the chief school administrator's decision. The board's decision may be appealed to the Commissioner of Education, in accordance with law, no later than the 90 days after the issuance of the board's decision.

A parent, student, guardian, or organization may file a complaint with the Division on Civil Rights within 180 days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination."

Approved Private Schools For Students With Disabilities (PSSDs)

The board is committed to ensuring that all district students that require placement in approved private schools for students with disabilities (PSSD) have the safe and civil environment in their school placement necessary for students to learn and achieve high academic standards. All approved PSSDs receiving students with disabilities from this district shall be committed to treating their students with civility and respect, and shall refuse to tolerate harassment, intimidation or bullying.

When an approved PSSD receives a complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred on a district school bus, at a district school-sponsored function and off school grounds, the approved PSSD shall notify the anti-bullying coordinator of the report or complaint.

The chief school administrator shall assign a school anti-bullying specialist to investigate a complaint or report of harassment, intimidation, or bullying, occurring on district school buses, at district school-sponsored functions, and off school grounds involving a student who attends an approved PSSD. The investigation conducted by the district anti-bullying specialist shall be in consultation with the approved PSSD.

The full-time non-teaching principal of the approved PSSD shall report to the anti-bullying coordinator and the child study team director, any complaint or report of an act of harassment, intimidation, or bullying involving a district student placed in the approved PSSD that occurred at the PSSD or an activity sponsored by the PSSD. The report shall include the names of the district students who are parties to the harassment, intimidation, or bullying investigation and the results of each investigation. The principal of the approved PSSD shall make this report to the district anti-bullying coordinator and to the student's parents/guardians no later than five school days following the investigation's completion. The report to the district shall include information on any service(s) provided; training established; and, discipline imposed or other action taken or recommended by the full-time non-teaching principal of the PSSD.

Once an incident of harassment, intimidation, or bullying is identified, the full-time non-teaching principal of the approved PSSD shall determine the appropriate response to address the individual circumstances in consultation and conjunction with appropriate district staff, as necessary. The approved PSSD shall not, pursuant to N.J.A.C. 6A:14-7.6(f), unilaterally implement disciplinary action involving removal to an interim alternative educational setting, suspension of more than 10 consecutive or cumulative school days in a school year or termination of placement. Disciplinary action involving suspension and expulsion from the approved PSSD shall be implemented in conjunction with the district and according to law (N.J.A.C. 6A:14-2.8) and

HARASSMENT, INTIMIDATION AND BULLYING (continued)

board policies 5114 Suspension and Expulsion and 6171.4 Special Education.

Parents or guardians of students who are parties to a harassment, intimidation, or bullying investigations conducted by this district or an approved PSSD in which their child is placed may request a hearing before the board of education concerning the information received about an investigation. Any request for a hearing before the board of education shall be filed within 60 calendar days after the written information about the harassment, intimidation, or bullying investigation is received by the district and the parents or guardians. The hearing before the board shall be scheduled in collaboration with the approved PSSD and held by the board within 10 business days of the request. The approved PSSD and the board shall coordinate the policies and procedures for conducting such hearings.

Week of Respect

The week beginning with the first Monday in October of each year is designated as a "Week of Respect" in the State of New Jersey. The district, in order to recognize the importance of character education, shall observe the week by providing age-appropriate instruction focusing on preventing harassment, intimidation, or bullying as defined by law (N.J.S.A. 18A:37-14). Throughout the school year the district shall provide ongoing age-appropriate instruction focusing on preventing harassment, intimidation, and bullying in accordance with the New Jersey Student Learning Standards.

Training

A. School Leaders

Any school leader who holds a position that requires the possession of a chief school administrator, principal, or supervisor endorsement shall complete training on issues of school ethics, school law, and school governance as part of the professional development for school leaders required in accordance with State Board of Education regulations. This training shall also include information on the prevention of harassment, intimidation, and bullying (N.J.S.A. 18A:26-8.2).

B. Teaching Staff Development

Each public school teaching staff member shall complete at least two hours of instruction in suicide prevention, to be provided by a licensed health care professional with training and experience in mental health issues, in each professional development period. The instruction in suicide prevention shall include information on the relationship between the risk of suicide and incidents of harassment, intimidation, and bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide (N.J.S.A. 18A:6-112).

C. Board Members

Within one year after being newly elected or appointed or being re-elected or re-appointed to the board of education, a board member shall complete a training program on harassment, intimidation, and bullying in schools, including a school district's responsibilities as required by law (N.J.S.A. 18A:37-13 et seq.). A board member shall be required to complete the program only once (N.J.S.A. 18A:12-33).

D. Staff, Student and Volunteer Training

The school district shall:

1. Provide training on the school district's harassment, intimidation, or bullying policy to school employees and volunteers who have significant contact with students;
2. Provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements;
3. Ensure that the training includes instruction on preventing bullying on the basis of the protected categories as required by law (N.J.S.A. 18A:37-14) and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying; and

HARASSMENT, INTIMIDATION AND BULLYING (continued)

4. Develop a process for discussing the district's harassment, intimidation or bullying policy with students.

The board shall annually examine the training needs of school employees and volunteers who have significant contact with students for the effective implementation of the harassment, intimidation, or bullying policies, procedures, programs, and initiatives of the district board of education and implement training programs for school employees and volunteers who have significant contact with students. The annual examination of training needs shall take into consideration the findings of the annual review and update of the code of student conduct.

Information regarding the school district policy against harassment, intimidation or bullying shall be incorporated into a school's employee training program and shall be provided to full-time and part-time staff, volunteers who have significant contact with students, and those persons contracted by the district to provide services to students.

Throughout the school year, the district shall provide ongoing age-appropriate instruction on preventing harassment, intimidation and bullying, consistent with the New Jersey Student Learning Standards.

Reporting to the Board

Two times each year between September 1 and January 1 and between January 1 and June 30, the school board shall hold a public hearing at which the chief school administrator will report to the board of education all acts of violence, vandalism, and harassment, intimidation, or bullying (HIB) which occurred during the previous reporting period. The report shall include the number of HIB reports in the school, the status of all investigations, the nature of the HIB, and other data required by law.

- A. The number of reports of harassment, intimidation, or bullying;
- B. The status of all investigations;
- C. The nature of the bullying based on one of the protected categories identified in N.J.S.A. 18A:37-14 such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
- D. The names of the investigators;
- E. The type and nature of any discipline imposed on any student engaged in harassment, intimidation, or bullying; and
- F. Any other measures imposed, training conducted, or programs implemented, to reduce harassment, intimidation, or bullying.

Reporting to the Department of Education

The information, including but not limited to, oral reports, written reports or electronic reports shall also be reported once during each reporting period between September 1 and January 1 and between January 1 and June 30, to the Department of Education. The report shall include data broken down by the enumerated categories including the protected categories as listed above and the type of harassment, intimidation and bullying (any gesture; any written, verbal or physical act; or any electronic communication, whether it be a single or series of incidents).

The report shall be used to grade the school for the purpose of assessing its effort to implement policies and programs consistent with law (N.J.S.A. 18A:37-13 et seq.). The district shall receive a grade determined by school grade.

The school/district shall post the grade received on the homepage of the district's website. A link to the report shall be available on the district's website. The information shall be posted on the websites within 10 days of

HARASSMENT, INTIMIDATION AND BULLYING (continued)

the receipt of a grade by the school and district.

It shall be a violation to improperly release any confidential information not authorized by federal or State law for public release.

The chief school administrator will annually submit the report to the Department of Education utilizing the Electronic Violence and Vandalism Reporting system (EVVRS). The chief school administrator shall accurately report on each incident of violence, vandalism, alcohol and other drug abuse, and incident of harassment intimidation and bullying within the school district. Any allegations of falsification of data will be reviewed by the board of education using the requirements and procedures set forth in N.J.A.C. 6A:16-5.3(g).

The State Board of Education shall impose penalties on any school employee who knowingly falsifies the report. Therefore, the chief school administrator shall make a reasonable effort to verify reports of violence, vandalism, and harassment, intimidation, or bullying. The board shall provide ongoing staff training, in cooperation with the Department of Education, in fulfilling the reporting requirements. The majority representative of the school employees shall have access monthly to the number and disposition of all reported acts of school violence, vandalism, and harassment, intimidation, or bullying.

Program Assessment and Review

The school and the school district shall annually establish, implement, document, and assess bullying prevention programs or approaches, and other initiatives involving school staff, students, administrators, volunteers, parents, law enforcement and community members. The programs or approaches shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying.

Policy Development and Review

The district harassment, intimidation and bullying policy shall be adopted through a process that includes representation of parents or guardians, school employees, volunteers, students, administrators, and community representatives.

The district shall annually conduct a re-evaluation, reassessment, and review of this policy, any report(s) and/or finding(s) of the school safety/school climate team(s). The board shall also make any necessary revisions and additions to this policy as required by law. The board shall include input from the school anti-bullying specialists in conducting its re-evaluation, reassessment, and review. The district shall transmit a copy of the revised policy to the appropriate executive county superintendent within 30 school days of the revision.

Publication, Dissemination and Implementation

In publicizing this policy, the community including students, staff, board members, contracted service providers, visitors and volunteers, shall be duly notified that the rules detailed within apply to any incident of harassment intimidation and bullying that takes place on school grounds, at any school-sponsored function or on a school bus, or off school grounds that substantially disrupts or interferes with the orderly operation of the school or the rights of other students in accordance with law.

The chief school administrator shall take the following steps to publicize this policy:

- A. Provide a link to this policy on a prominent place on the district/school website;
- B. Distribute this policy annually to all staff, students and parents/guardians; and
- C. Print this policy in any district publication that sets forth the comprehensive rules, procedures and standards of student conduct and in student handbooks;

The district shall notify students and parents/guardians that the policy is available on the district's website.

HARASSMENT, INTIMIDATION AND BULLYING (continued)

The district shall publish the name, school phone number, school address and school email address of the district anti-bullying coordinator and school anti-bullying specialist on the home page of the district website. The information concerning the district anti-bullying coordinator and the school anti-bullying specialists shall also be maintained on the Department of Education's website.

Additionally, the district shall make available, in an easily accessible location of its website, the Department of Education's guidance document for the use by parent/guardians, students and district staff to assist in resolving complaints concerning student harassment, intimidation or bullying.

The chief school administrator shall ensure that the rules for this policy are applied consistently with the district's code of student conduct (N.J.A.C. 6A:16-7) and all applicable laws and regulations. All disciplinary sanctions shall be carried out with necessary due process.

This and all related policies shall be reviewed on a regular basis.

Adopted:

NJSBA Review/Update:

Readopted:

Key Words

Harassment, Intimidation, Bullying, False Accusation, Retaliation, Reprisal, Conduct, Discipline, Student Conduct

<u>Legal References:</u>	<u>N.J.S.A. 2A:4A-60 et al.</u>	Disclosure of juvenile information; penalties for disclosure
	<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
	<u>N.J.S.A. 18A:6-112</u>	Instruction on suicide prevention for public school teaching staff
	<u>N.J.S.A. 18A:11-1</u>	General mandatory powers and duties
	<u>N.J.S.A. 18A:12-33</u>	Training program; requirements
	<u>N.J.S.A. 18A:17-46</u>	Reporting of certain acts by school employee; annual report; public hearing (acts of violence)
	<u>N.J.S.A. 18A:25-2</u>	Authority over students
	<u>N.J.S.A. 18A:26-8.2</u>	School leader defined; training as part of professional development
	<u>N.J.S.A. 18A:36-19</u>	Student records; creation, maintenance and retention, security and access; regulations; nonliability
	<u>N.J.S.A. 18A:36-19a</u>	Student records (Newly enrolled students; transfers of records, identification)
	<u>N.J.S.A. 18A:37-1 et seq.</u>	Submission of Students to Authority (Discipline)
	<u>N.J.S.A. 18A:37-13 et seq.</u>	<u>Anti-Bullying Bill of Rights Act</u>
	<u>See particularly:</u>	
	<u>N.J.S.A. 18A:37-14, -15, -17</u>	Harassment, intimidation, and bullying
	<u>N.J.S.A. 18A:54-20</u>	Powers of board (county vocational schools)
	<u>N.J.A.C. 6A:14-2.8</u>	Discipline/suspension/expulsions (students with disabilities)
	<u>N.J.A.C. 6A:16-1.1 et seq.</u>	Programs to support student development (includes student conduct code)
	<u>See particularly:</u>	
	<u>N.J.A.C. 6A:16-7.1, -7.5, -7.6, -7.7</u>	
	<u>N.J.A.C. 6A:30-1.4 et seq.</u>	Evaluation process for the annual review
	<u>Gebser v. Lago Vista Independent School District</u> 524 U.S. 274 (1989)	United States Supreme Court addresses the standard by which a district will be held liable for sexual harassment of a student by a school employee under Title IX --requires actual notice

HARASSMENT, INTIMIDATION AND BULLYING (continued)

and deliberate indifference.

Davis v. Monroe County Board of Education 526 U.S. 629 (1999) United States Supreme Court establishes the standard under which a school district may be liable under Title IX for sexual harassment of one student by another student. The district will be liable for damages only where the school officials are proven to have been deliberately indifferent to harassment of which it is actually aware. The harassment must be "severe, pervasive and objectively offensive."

Saxe v. State College Area School District 240 F.3d 200 (3rd Cir 2001) A Pennsylvania school district's anti-harassment policy was overly broad and therefore violated the Constitutional guarantee of freedom of speech.

L. W. v. Toms River Regional Schools Board of Education 189 N.J. 381 (2007) The New Jersey Supreme Court held that the standard under which a school district may be liable under the New Jersey Law Against Discrimination for student-on-student bullying or harassment is not the Title IX deliberate indifference standard, but is rather the same standard used under the NJLAD for hostile work environment cases. A district will be judged by whether the district's response met the "reasonable person" test: what would a reasonable person (teacher, supervisor, vice principal, principal, etc.) do in a similar situation. School districts will be shielded from liability under NJLAD when their preventive and remedial actions are reasonable in light of the totality of the circumstances.

Possible**Cross References:**

*1220	<u>Ad hoc</u> advisory committees
*1410	Local units
3517	Security
*3541.33	Transportation safety
*4131/4131.1	Staff development; inservice education/visitation conferences
4148/4248	Employee protection
*4231/4231.1	Staff development; inservice education/visitation conferences
5000	Concepts and roles for students
5010	Goals and objectives for students
*5020	Role of parents/guardians
*5113	Attendance, absences and excuses
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5131	Conduct and discipline
*5131.5	Vandalism/violence
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5131.7	Weapons and dangerous instruments
5132	Dress and grooming
*5142	Student safety
5145	Rights
5145.2	Freedom of speech/expression
*5145.4	Equal educational opportunity
*5145.6	Student grievance procedure
*5145.1	Questioning and apprehension
*5145.1	Search and seizure
*6145	Extracurricular activities
*6164.4	Child study team
*6171.4	Special education
*6172	Alternative educational programs

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

Policy

**This policy is derived from New Jersey Department of Agriculture, Form 326 Procurement Procedures for School Food Authorities.*

PROCUREMENT PROCEDURES FOR CHILD NUTRITION PROGRAMS

The _____ School District intentionally seeks to prohibit conflicts of interest in all procurement of goods and services.

All procurements must maximize full and open competition. The school business administrator shall ensure that source documentation shall be available to determine open competition, the reasonableness, the allow ability and the allocation of costs.

General Procurement

The procurement procedures will maximize full and open competition, transparency in transactions, comparability, and documentation of all procurement activities. The district plan for procuring items for use in the school nutrition programs is as follows:

- A. If the amount of purchases is more than the [insert applicable public or non-public informal/small threshold amount (Refer to "Federal Funds Procurement Method Selection Chart") or the SFA approved threshold if less], formal procurement procedures will be used as required by 2 CFR 200.318-.326 and any local procurement code and regulations. Informal procurement procedures (small purchase) will be required for purchases under the most restrictive small purchase threshold.
- B. The following procedures will be used for all purchases:

[illegible]

PROCUREMENT FOR CHILD NUTRITION PROGRAMS (continued)

C. Formal bid procedures will be applied on the basis of *(check all that apply)*:

- ☐ Centralized system
- ☐ Individual school
- ☐ Multi-school system
- ☐ State contract
- ☐ Combination of above (specify):

Because of the potential for purchasing more than public or non-public informal/small purchase threshold amount, or the district approved threshold if less, it will be the responsibility of the school business administrator to document the amounts to be purchased so the correct method of procurement will be followed.

Formal Procurement

- A. When a formal procurement method is required, the following competitive sealed bid or an Invitation for Bid (IFB) or competitive proposal in the form of a Request for Proposal (RFP) procedures will apply:
- B. An announcement of an IFB or a RFP will be placed on the district website and the local newspapers. The business administrator may also use other media outlets including internet to publicize the intent of the Morris County Vocational School District to purchase needed items. The advertisement for bids/proposals or legal notice will be run for *[insert time frame]*.
- C. An advertisement is required for all purchases over the district's small purchase threshold of *[insert actual amount of the small purchase threshold]*. The announcement (advertisement or legal notice) will contain the:
 - 1. General description of items to be purchased;
 - 2. Deadline for submission of questions and the date written responses will be provided, including addenda to bid specifications, terms, and conditions as needed;
 - 3. Date of pre-bid meeting, if provided, and if attendance is a requirement for bid award;
 - 4. Deadline for submission of sealed bids or proposals; and
 - 5. Address of location where complete specifications and bid forms may be obtained.
- D. In an IFB or RFP, each vendor will be given an opportunity to bid on the same specifications.
- E. The developer of written specifications or descriptions for procurements will be prohibited from submitting bids or proposals for such products or services.
- F. The IFB or RFP will clearly define the purchase conditions. The following list includes requirements, not exclusive, to be addressed in the procurement document:
 - 1. Contract period;
 - 2. A statement that Morris County Vocational School District is responsible for all contracts awarded;
 - 3. Date, time, and location of IFB/RFP opening;
 - 4. How vendor is to be informed of bid acceptance or rejection;
 - 5. Delivery schedule;
 - 6. Requirements (terms and conditions) that bidder must fulfill in order for bid to be evaluated;
 - 7. Benefits to which the district will be entitled if the contractor cannot or will not perform as required;
 - 8. Statement assuring positive efforts will be made to involve minority and small business;
 - 9. Statement regarding the return of purchase incentives, discounts, rebates, and credits to the district's nonprofit school food service account;
 - 10. Contract provisions as required in Appendix II to 2 CFR 200;

PROCUREMENT FOR CHILD NUTRITION PROGRAMS (continued)

11. Contract provisions as required in 7 CFR 210.21(f) for all cost reimbursable contracts;
 12. Contract provisions as required in 7 CFR 210.16(a)(1-10) and 7 CFR 250.53 for food service management company contracts;
 13. Procuring instrument to be used are purchase orders from firm fixed prices after formal bidding;
 14. Price adjustment clause (tied to a standard index, i.e., consumer price index, or other as stated in terms and conditions for pricing and price adjustments);
 15. Method of evaluation and type of contract to be awarded (solicitations using an IFB are awarded to the lowest responsive and responsible bidder; solicitations using a RFP are awarded to the most advantageous bidder/offer or with price as the primary factor among factors considered);
 16. Method of award announcement and effective date (if intent to award is required by state or local procurement requirements);
 17. Specific bid protest procedures including contact information of person and address and the date by which a written protest must be received;
 18. Provision requiring access by duly authorized representatives of the district, New Jersey Department of Agriculture, United State Department of Agriculture, or Comptroller General to any books, documents, papers and records of the contractor which are directly pertinent to all negotiated contracts;
 19. Method of shipment or delivery upon contract award;
 20. Provision requiring contractor to maintain all required records for three years after final payment and all other pending matters (audits) are closed for all negotiated contracts
 21. Description of process for enabling vendors to receive or pick up orders upon contract award;
 22. Provision requiring the contractor to recognize mandatory standards/policies related to energy efficiency contained in the Energy Policy and Conservation Act (PL 94-163);
 23. Signed statement of non-collusion;
 24. Signed Debarment/Suspension Certificate, clause in the contract or a copy of search results from the System for Award Management (SAM);
 25. Provision requiring "Buy American" as outlined in 7 CFR Part 210.21(d) and SP 242016; and
 26. Specifications and estimated quantities of products and services prepared by the district and provided to potential contractors desiring to submit bids/proposals for the products or services requested.
- G. If any potential vendor is in doubt as to the true meaning of specifications or purchase conditions, interpretation will be provided in writing to all potential bidders by the school business administrator or his or her designee and will specify the deadline for all questions.
1. The school business administrator or his or her designee will be responsible for securing all bids or proposals;
 2. The school business administrator or his or her designee will be responsible to ensure all district procurements are conducted in compliance with applicable federal, state, and local procurement regulations;
 3. The following criteria will be used in awarding contracts as a result of bids/proposals. Price must be the highest weighted criteria:
 - a. Price;
 - b. Quality of products and produce;
 - c. Evidence of proven and exemplary service and delivery; and
 - d. Availability.
- H. In awarding a RFP, a set of award criteria in the form of a weighted evaluation sheet will be provided to each bidder in the initial bid document materials. Price alone is not the sole basis for award, but remains the primary consideration among all factors when awarding a contract. Following evaluation and negotiations, a firm fixed price or cost reimbursable contract shall be awarded:
1. The contracts will be awarded to the responsible bidder/proposer whose bid or proposal is responsive to the invitation and is most advantageous to the district, price as the primary and other factors considered. Any and all bids or proposals may be rejected in accordance with the law;

PROCUREMENT FOR CHILD NUTRITION PROGRAMS (continued)

2. The school business administrator is required to sign on the bid tabulation of competitive sealed bids or the evaluation criterion score sheet of competitive proposals signifying a review and approval of the selections;
3. The school business administrator shall review the procurement system to ensure compliance with applicable laws;
4. The school business administrator or his or her designee shall be responsible for documentation the actual product specified is received;
5. Any time an accepted item is not available, the school business administrator or his or her designee will select the acceptable alternate. The contractor must inform The school business administrator or his or her designee by [insert time frame] if a product is available. In the event a nondomestic agricultural product is to be provided to the district, the contractor must obtain, in advance, written approval for the product. The school business administrator must comply with the Buy American Provision;
6. The school business administrator shall ensure that full documentation regarding the reason an accepted item was unavailable, and the procedure used in determining acceptable alternates, will be available for audit and review;
7. The school business administrator responsible for maintaining all procurement documentation.

Small Purchase Procedures

- A. If the amount of purchases for items is less than the district's small purchase threshold, the following small purchase procedures including quotes will be used. Quotes from an adequate number of qualified sources will be required.
- B. Written specifications will be prepared and provided to the vendor.
- C. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of two vendors shall be contacted.
- D. The school business administrator or his or her designee will be responsible for contacting potential vendors when price quotes are needed.
- E. The price quotes will receive appropriate confidentiality before award.
- F. Quotes will be awarded by school business administrator upon the approval of the board. Quotes will be awarded to the lowest and best quote based upon price, quality, service, delivery, availability, and other criteria as detained in the ISP or RFP.
- G. The school business administrator or his or her designee will be responsible for documentation of records to show selection of vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and written specifications.
- H. The school business administrator or his or her designee will be responsible for documentation that the actual product specified is received.
- I. Any time an accepted item is not available, the school business administrator or his or her designee will select the acceptable alternate. Full documentation will be made available as to the selection of the acceptable item.
- J. Bids will be awarded on the following criteria. Price must be the highest weighted criteria. Examples of other possible criteria include quality, service, delivery, and availability.
 1. Price;
 2. Quality of products and produce;
 3. Evidence of proven and exemplary service and delivery; and

PROCUREMENT FOR CHILD NUTRITION PROGRAMS (continued)

4. Availability.

- K. The school business administrator shall be required to sign all quote tabulations, signifying a review and approval of the selections.

Noncompetitive Proposal Procedures

- A. If items are available **only** from a single source when the award of a contract is not feasible under small purchase, sealed bid or competitive negotiation, noncompetitive proposal procedures will be used:
- B. Written specifications will be prepared and provided to the vendor.
- C. The school business administrator or his or her designee will be responsible for the documentation of records to fully explain the decision to use the noncompetitive proposal. The records will be available for audit and review.
- D. The school business administrator or his or her designee will be responsible for documentation that the actual product or service specified was received.
- E. The school business administrator or his or her designee will be responsible for reviewing the procedures to be certain all requirements for using single source or noncompetitive proposals are met.
- F. Noncompetitive proposals shall be used for one-time purchases of a new food item to determine food acceptance by students and provide samples for testing purposes. A record of noncompetitive negotiation purchase shall be maintained by the school business administrator. At a minimum, the record of noncompetitive purchases shall include:
1. Item name;
 2. Dollar amount;
 3. Vendor; and
 4. Reason for noncompetitive procurement.
- G. The board of education or governing board will approve, in advance, all procurements that result from noncompetitive negotiations according to board policy 3320 Purchasing Procedures and the district's standard operating procedures for business (SOP).

Miscellaneous Provisions

New product evaluation procedures will include (e.g., evaluation of product labels, student taste-tests):

- A. The school business administrator shall review each transaction.
- B. Payment will be made to the vendor when the contract has been met and verified and has met the standards established according to board policy 3320 Purchasing Procedures and the district's standard operating procedures for business (SOP). (If prompt payment is made, discounts, etc., may be accepted.)
- C. Specifications will be updated as need.
- D. If product is not as specified, the following procedure will take place (e.g., remove product from service, contact vendor for approved alternate product, remove product from bid).

Emergency or Pressing Need Purchases

PROCUREMENT FOR CHILD NUTRITION PROGRAMS (continued)

If it is necessary to make a one-time emergency procurement to continue service or obtain goods, the purchase must be authorized using a purchase order signed by the school business administrator. The following emergency procedures shall apply:

- A. All emergency procurements shall be approved by the school business administrator.
- B. At a minimum, the following emergency procurement procedures shall be documented:
 - 1. Item name;
 - 2. Dollar amount;
 - 3. Vendor; and
 - 4. Reason for emergency.
- C. If it is necessary, in the course of a pressing need, to make an emergency purchase by means of "piggybacking" on the bid of another district, the following conditions must exist and approved procedures must be followed and appropriately documented as follows:
 - 1. The school business administrator originating the competitive procurement must have a "piggyback provision" in the original solicitation;
 - 2. Documentation of the emergency requiring the piggybacking must be maintained;
 - 3. Approval from the board will be obtained and documented;
 - 4. Approval from the school business administrator that originated the competitive procurement will be obtained and documented;
 - 5. Approval from the vendor that was awarded the contract (original solicitation) will be obtained and documented;
 - 6. Approval to piggyback will be obtained and documented from the governing board during a regularly scheduled meeting following the public notice;
 - 7. Notification to the vendor of final approval will be documented and issued; and
 - 8. A contract with the vendor will be developed. The contractor shall agree to retain all books, records, and other documents relative to the contract agreement for three (3) years after final payment, or until audited by the board, whichever is sooner. The board, its authorized agents, and/or state and/or USDA auditors shall have full access to and the right to examine any of said materials during said period.
- D. The school business administrator or his or her designee shall retain all books, records, and other documents relative to the award of the contract for three (3) years after final payment. If there are audit findings that have not been resolved, the records shall be retained beyond the 3-year period as long as required for the resolution of the issues raised by the audit. Specifically, the school business administrator or his or her designee shall maintain, at a minimum, the following documents:
 - 1. Written rationale for the method of procurement;
 - 2. A copy of the original solicitation;
 - 3. The selection of contract type;
 - 4. The bidding and negotiation history and working papers;
 - 5. The basis for contractor selection;
 - 6. Approval from the state agency to support a lack of competition when competitive bids or offers are not obtained;
 - 7. The basis for award cost or price;
 - 8. The terms and conditions of the contract;
 - 9. Any changes to the contract and negotiation history;
 - 10. Billing and payment records;
 - 11. A history of any contractor claims; and
 - 12. A history of any contractor breaches.

Implementation

PROCUREMENT FOR CHILD NUTRITION PROGRAMS (continued)

This procurement policy will be implemented beginning the 2018/2019 school year and reviewed regularly and revised as necessary for compliance with changes in law or changes in district practices.

Adopted:

Revised:

Key Words

School Lunch, Food Service, Nutrition, Wellness,

<u>Legal References:</u>	<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
	<u>N.J.S.A.</u> 18A:18A-4.1 f.,h.	Use of competitive contracting in lieu of public bidding; boards of education
	<u>N.J.S.A.</u> 18A:18A-5	Exceptions to requirement for advertising
	<u>See particularly:</u>	
	<u>N.J.S.A.</u> 18A:18A-5a(6)	
	<u>N.J.S.A.</u> 18A:18A-6	Standards for purchase of fresh milk; penalties; rules and regulations
	<u>N.J.S.A.</u> 18A:33-3 through -5	Cafeterias for pupils
	<u>N.J.S.A.</u> 18A:33-9 through -14	Findings, declarations relative to school breakfast programs
	<u>See particularly:</u>	
	<u>N.J.S.A.</u> 18A:33-10	
	<u>N.J.S.A.</u> 18A:33-15 through -19	<u>Improved Nutrition and Activity Act (IMPACT Act)</u>
	<u>N.J.S.A.</u> 18A:54-20	Powers of board (county vocational schools)
	<u>N.J.S.A.</u> 18A:58-7.1 through -7.2	School lunch program
	<u>N.J.A.C.</u> 2:36-1.1 <u>et seq.</u>	Child Nutrition Programs
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 2:36-1.7	Local school nutrition policy
	<u>N.J.A.C.</u> 6A:16-5.1(b)	School safety plans
	<u>N.J.A.C.</u> 6A:23A-1 <u>et seq.</u>	Fiscal accountability, efficiency and budgeting procedures
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:23A-16.5	Supplies and equipment
	<u>N.J.A.C.</u> 6A:30-1.1 <u>et seq.</u>	Evaluation of the Performance of School Districts
	Form 326 Procurement Procedures for School Food Authorities, New Jersey Department of Agriculture	
	Sec. 204 at the <u>Federal Child Nutrition and WIC Reauthorization Act of 2004</u> (P.L. 108-265)	
	42 <u>U.S.C.</u> 1751 <u>et seq.</u>	<u>Richard B. Russell National School Lunch Act</u>
	42 <u>U.S.C.</u> 1771 <u>et seq.</u>	<u>Child Nutrition Act of 1966</u>
	7 <u>CFR</u> Part 210 and 220	Healthy, Hunger-Free Kids Act of 2010
	7 <u>CFR</u> Part 210	Medically authorized special needs diets

Possible

<u>Cross References:</u>	*1200	Participation by the public
	*1220	Ad hoc advisory committees
	*3000/3010	Concepts and roles in business and noninstructional operations; goals

PROCUREMENT FOR CHILD NUTRITION PROGRAMS (continued)

	and objectives
*3220/3230	State funds; federal funds
*3320	Purchasing procedures
*3450	Money in school buildings
*3510	Operation and maintenance of plant
*3542	Food Service
*3542.31	Free or reduced-price lunches/milk
*3542.44	Purchasing
*4222	Noninstructional aides
*5131	Conduct/discipline
9123	Appointment of board secretary
9124	Appointment of business official

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

School Nutrition Programs

SAMPLE CODE OF CONDUCT FOR PROCUREMENT

Food Service Department

[insert name of school district]

Policy Name: Written Code of Conduct for Procurement

Regulations: 2 CFR Part 200.318, formerly 7 CFR Part 3016.36(b) (3) and CFR Part 3019.42,
New Jersey Public School Contract Law – 18 A:18 A – 1 et seq and
_____ local purchasing requirements.

[insert name of school district]'s.

**ALL PROCUREMENTS MUST ENSURE THAT THERE IS FULL AND OPEN
COMPETITION AND ADHERE TO THE MOST RESTRICTIVE
FEDERAL/STATE/LOCAL REQUIREMENTS.**

Procedures: The _____ seeks to conduct all procurement
_____ procedures:
[insert name of school district]

- in compliance with stated regulations; and
- to prohibit conflicts of interest and actions of employees engaged in the selection, award and administration of contracts.

No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a federal, state, or local award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent, any member of his or her immediate family, his or her partner, or an organization which employs or is about to employ any of the parties indicated herein, has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

The officers, employees, and agents of the non-federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value.

The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-federal entity. Based on the severity of the infraction, the penalties could include a written reprimand to their personnel file, a suspension with or without pay, or termination.

For questions and concerns regarding procurement solicitations, contract evaluations, and award, contact:

Purchasing Contacts:

[insert name of director of purchasing],

[insert phone number of director of purchasing]

[insert name of food service director],

[insert phone number of food service director]

Emergency Drill Log for 2019-2020 School Year

[illegible]

COMPRESSOR STATION ACTION LOG

DATE	INITIAL NOTIFICATION CALL RECEIVED	ACTION TO BE PERFORMED	WEATHER	DISTRICT RESPONSE	FOLLOW-UP NOTIFICATION CALL RECEIVED	NOTES
9-4-19	9:35 AM (Kirk)	Sporadic Venting	Mostly Sunny High 88 (4 PM) Wind SSW 8mph Air Quality: Fair	Shut down outside air ventilation system	1:50 PM (Kirk) Venting Complete	In-service day, no students. No outside activities.
9-6-19	12:30 PM (Kirk)	Venting	Raining 64 degrees Wind NE 10mph Gusts of 18mph Air Quality: Fair	No response	12:43 PM (Kirk) Venting Complete	Due to rain, all students/staff are inside. No outside activities.

Kirk is Kirk Edwards

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13247	30 Saddle Way			8/12/2019	8/15/2019	0.25	\$7.78
Medium	Pingitor, Larry			30	9/11/2019		
				8/12/2019 1:18:38 AM	9/15/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			Playground 1 no issues were found				
Robert Carter							
13248	30 Saddle Way			8/12/2019	8/15/2019	0.25	\$7.78
Medium	Pingitor, Larry			30	9/11/2019		
				8/12/2019 1:18:38 AM	9/15/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			Playground 2 no issues at this time				
Robert Carter							
13249	30 Saddle Way			8/12/2019			\$0.00
Medium	Pingitor, Larry			30	9/11/2019		
				8/12/2019 1:18:39 AM	9/15/2019		
Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details.			Generator no test needed at this time				
Robert Carter							
13261	30 Saddle Way			8/19/2019	8/22/2019	0.5	\$15.57
Medium	Pingitor, Larry			2	8/21/2019		
				8/19/2019 1:10:19 AM	9/15/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 1 trash was pulled also bee activity was found on backboards. sprayed areas				
Robert Carter							
13262	30 Saddle Way			8/19/2019	8/22/2019	0.25	\$7.78
Medium	Pingitor, Larry			2	8/21/2019		
				8/19/2019 1:10:22 AM	9/15/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			no issues found at this time				
Robert Carter							
13264	30 Saddle Way			8/19/2019			\$0.00
Medium	Pingitor, Larry			2	8/21/2019		
				8/19/2019 1:10:25 AM	9/15/2019		
Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details.			no test needed at this time				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13278	30 Saddle Way			8/26/2019	8/29/2019	0.25	\$7.78
Medium	Pingitor, Larry			15	9/10/2019		
				8/26/2019 1:37:33 AM	9/15/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 1 no issues found trash was pulled				
Robert Carter							
13279	30 Saddle Way			8/26/2019	8/29/2019	0.25	\$7.78
Medium	Pingitor, Larry			15	9/10/2019		
				8/26/2019 1:37:34 AM	9/15/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 2 no issues found at this time				
Robert Carter							
13280	30 Saddle Way			8/26/2019			\$0.00
Medium	Pingitor, Larry			15	9/10/2019		
				8/26/2019 1:37:34 AM	9/15/2019		
Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details.			no test needed at this time				
Robert Carter							
13229	30 Saddle Way			8/1/2019			\$0.00
Medium	Pingitor, Larry			41	9/11/2019		
				8/1/2019 4:31:31 AM	9/15/2019		
Yearly - PM Schedule created on 3/5/2012 - Refer to PM schedule details.			Functions well				
Robert Carter							
13230	30 Saddle Way			8/1/2019		0.5	\$15.57
Medium	Pingitor, Larry			41	9/11/2019		
				8/1/2019 4:31:31 AM	9/11/2019		
Yearly - PM Schedule created on 9/5/2012 - Refer to PM schedule details.			Running ok				
Robert Carter							
13231	30 Saddle Way			8/1/2019		0.5	\$15.57
Medium	Pingitor, Larry			41	9/11/2019		
				8/1/2019 4:31:32 AM	9/11/2019		
Yearly - PM Schedule created on 9/5/2012 - Refer to PM schedule details.			dish washer functions well				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13096	30 Saddle Way			8/1/2019	8/31/2019	0.75	\$23.35
Medium	Pingitor, Larry			49	9/19/2019		
				8/1/2019 4:31:07 AM	9/19/2019		
Monthly - Fire Extinguishers - Refer to PM schedule details.			fire extinguishers checked out ok				
Robert Carter							
13233	30 Saddle Way			8/1/2019		0.5	\$15.57
Medium	Pingitor, Larry			41	9/11/2019		
				8/1/2019 4:31:33 AM	9/11/2019		
Monthly - PM Schedule created on 12/3/2012 - Refer to PM schedule details.			roof of new issues				
Robert Carter							
13234	30 Saddle Way			8/1/2019			\$0.00
Medium	Pingitor, Larry			41	9/11/2019		
				8/1/2019 4:31:33 AM	9/11/2019		
Monthly - PM Schedule created on 5/22/2018 - Refer to PM schedule details.			geo thermal vault to be repaired repair is completed by contractor				
Robert Carter							
13236	30 Saddle Way			8/5/2019	8/8/2019	0.25	\$7.78
Medium	Pingitor, Larry			4	8/9/2019		
				8/5/2019 3:23:13 AM	8/13/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			playground 1 no new issues found				
Robert Carter							
13237	30 Saddle Way			8/5/2019	8/8/2019		\$0.00
Medium	Pingitor, Larry			4	8/9/2019		
				8/5/2019 3:23:13 AM	8/13/2019		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			new surface was installed by contractor				
Robert Carter							
13239	30 Saddle Way			8/5/2019			\$0.00
Medium	Pingitor, Larry			18	8/23/2019		
				8/5/2019 3:23:14 AM	9/15/2019		
Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details.			Generator no test needed at this time				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13256	30 Saddle Way			8/15/2019		0.25	\$7.78
Medium	Pingitor, Larry			26	9/10/2019		
Heating/Ventilation /Air				8/15/2019 1:02:12 AM	9/15/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			Water room no issues at this time				
Robert Carter							
13257	30 Saddle Way			8/15/2019		0.25	\$7.78
Medium	Pingitor, Larry			26	9/10/2019		
Heating/Ventilation /Air				8/15/2019 1:02:12 AM	9/15/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			Fire pump room no issues at this time				
Robert Carter							
13273	30 Saddle Way			8/22/2019		0.25	\$7.78
Medium	Pingitor, Larry			20	9/11/2019		
Heating/Ventilation /Air				8/22/2019 12:54:03 AM	9/15/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			water room no issues found				
Robert Carter							
13274	30 Saddle Way			8/22/2019		0.25	\$7.78
Medium	Pingitor, Larry			20	9/11/2019		
Heating/Ventilation /Air				8/22/2019 12:54:03 AM	9/15/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			fire pump room no issues found				
Robert Carter							
13097	30 Saddle Way			8/1/2019		0.25	\$7.78
Medium	Pingitor, Larry			41	9/11/2019		
Heating/Ventilation /Air				8/1/2019 4:31:08 AM	9/15/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			Water room no issues at this time				
Robert Carter							
13098	30 Saddle Way			8/1/2019		0.25	\$7.78
Medium	Pingitor, Larry			41	9/11/2019		
Heating/Ventilation /Air				8/1/2019 4:31:08 AM	9/15/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			Fire pump room no issues at this time				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13287	30 Saddle Way			8/29/2019		0.25	\$7.78
Medium	Pingitor, Larry			12	9/10/2019		
Heating/Ventilation /Air				8/29/2019 2:31:41 AM	9/15/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			water room no issues found				
Robert Carter							
13288	30 Saddle Way			8/29/2019		0.25	\$7.78
Medium	Pingitor, Larry			12	9/10/2019		
Heating/Ventilation /Air				8/29/2019 2:31:41 AM	9/15/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			fire pump room no issues found				
Robert Carter							
13242	30 Saddle Way			8/7/2019		0.5	\$15.57
Medium	Pingitor, Larry	Classroom		34	9/10/2019		
Heating/Ventilation /Air		227		8/7/2019 2:23:44 PM	9/15/2019		
I have a red (whiteboard) easel on wheels that needs a swing arm and nut/screw added to it for it to stay up w/o wobbling over.			repaired easel				
Joan mueller							
13243	30 Saddle Way			8/8/2019		0.25	\$7.78
Medium	Pingitor, Larry			1	8/9/2019		
Heating/Ventilation /Air				8/8/2019 12:57:52 AM	8/13/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			water room no new issues found				
Robert Carter							
13244	30 Saddle Way			8/8/2019		0.25	\$7.78
Medium	Pingitor, Larry			1	8/9/2019		
Heating/Ventilation /Air				8/8/2019 12:57:53 AM	8/13/2019		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			fire pump room no issues found				
Robert Carter							
13245	30 Saddle Way			8/8/2019		0.25	\$0.00
Medium	Carter, Robert	Classroom		1	8/9/2019		
Custodial		244		8/8/2019 10:13:56 AM	8/13/2019		
I have a cabinet that needs to be secured to the wall			Secured book case to wall				
Wendy Lawrence							

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13289	30 Saddle Way			8/29/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		12	9/10/2019		
Custodial		108		8/29/2019 12:22:58 PM	9/15/2019		
Need one more student desk please. Time Available: anytime			delivered desk				
Colleen McDermott							
13290	30 Saddle Way			8/30/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		11	9/10/2019		
Custodial		331		8/30/2019 6:45:05 AM	9/15/2019		
Please put one more student desk and chair in my room. Thanks! Time Available: asap			delivered desk and chair				
Valerie Lydon							
13275	30 Saddle Way			8/22/2019			\$0.00
Medium	Pingitor, Larry	Classroom		1	8/23/2019		
Custodial		B320		8/22/2019 12:38:39 PM	9/15/2019		
1. Please bring a teacher's desk chair to the classroom for the teacher's desk. 2. Please remove the divider boxes on the back computer table in the room. After the divider boxes are removed please move the computer table out just like the other computer table. Time Available: anytime			removed dividers				
Jamie Surette							
13269	30 Saddle Way			8/20/2019			\$0.00
Medium	Pingitor, Larry	Classroom			8/20/2019		
Custodial		233A		8/20/2019 10:30:26 AM	9/15/2019		
WE request to have a metal floor cabinet moved from Room 233A (Khalifa new room) to Room 112 (Taylor Robert's speech room). The cabinet contains books. It is labeled in the room. Thank you! Time Available: any			moved file cabinet as requested				
kim barca							
13246	30 Saddle Way			8/8/2019			\$0.00
Medium	Pingitor, Larry	Classroom		38	9/15/2019		
Custodial		B302		8/8/2019 11:08:32 AM	9/15/2019		
Please move everything along the locker wall from room B302 to room B320 once room B320 has been cleaned out and cleaned.			Moved items				
Jamie Surette							

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13260	30 Saddle Way			8/15/2019		1	\$31.13
Medium	Pingitor, Larry	Classroom		5	8/20/2019		
Custodial		B102		8/15/2019 1:36:46 PM	9/15/2019		
Please switch out bulletin board above Promethean board with room B107 (Weisgarber). They accidentally got switched. Thank you! Time Available: anytime			boards are switched				
Lauran Gleason							
13258	30 Saddle Way			8/15/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		5	8/20/2019		
General Maintenance		111		8/15/2019 10:41:38 AM	9/15/2019		
Need a desk lowered.			lowered desk				
Leia Wisniewski							
13254	30 Saddle Way			8/14/2019		0.25	\$7.78
Medium	Pingitor, Larry			6	8/20/2019		
General Maintenance		331		8/14/2019 12:17:19 PM	9/15/2019		
Could I have two more chairs in my classroom please? Time Available: asap			delivered chairs				
Valerie Lydon							
13282	30 Saddle Way			8/26/2019		1	\$31.13
Medium	Pingitor, Larry	Computer Lab		2	8/28/2019		
General Maintenance		209		8/26/2019 12:35:34 PM	9/15/2019		
Please assemble the 3D printer cart. It has two boxes in my lab, 209. Thank you!			Cart is assembled				
Angela Manning							
13286	30 Saddle Way			8/27/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		1	8/28/2019		
General Maintenance		B103		8/27/2019 4:24:36 PM	9/15/2019		
I need 2 additional student desks in my room			Desks delivered				
Krista Metz							
13270	30 Saddle Way			8/21/2019		0.25	\$7.78
Safety	Pingitor, Larry	Basketball Court			8/21/2019		
Pest Control				8/21/2019 7:34:12 AM	9/15/2019		
bees nest found on backstops			all 6 backboards were sprayed for bees				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13232	30 Saddle Way			8/1/2019		0.75	\$23.35
Medium	Pingitor, Larry			8	8/9/2019		
Pest Control				8/1/2019 4:31:32 AM	8/13/2019		
Monthly - PM Schedule created on 9/25/2012 - Refer to PM schedule details.			no findings at this time				
Robert Carter							
13235	30 Saddle Way			8/1/2019		0.25	\$7.78
Medium	Pingitor, Larry	Courtyard		8	8/9/2019		
Pest Control		B304		8/1/2019 8:52:43 AM	8/13/2019		
Two wasp nests in the courtyard on KR's window. At least one of the two is active.			sprayed area				
robert cochrane							
13255	30 Saddle Way			8/14/2019		0.5	\$15.57
Medium	Pingitor, Larry	Classroom		6	8/20/2019		
Moving		233A		8/14/2019 12:44:16 PM	9/15/2019		
I would like boxes placed in my room so I am able to pack on Monday and move to room 226. Thank youALSOPlease look at the 2 metal cabinets/drawers on the movable wall. ARE they staying n this space or can we move them? Thanks Time Available: any			brought boxes and moved 1 cabinet				
kim barca							
13241	30 Saddle Way			8/6/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		1	8/7/2019		
Doors and Hardware		223		8/6/2019 12:14:51 PM	8/13/2019		
do you have a staple gun that I could use? Thank you? Time Available: ASAP			Delivered staple gun to classroom				
Victoria Wolochow							
13240	30 Saddle Way			8/5/2019		0.75	\$23.35
Medium	Pingitor, Larry				8/5/2019		
Landscaping				8/5/2019 3:23:15 AM	8/13/2019		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			Court yard grass was cut				
Robert Carter							

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13250	30 Saddle Way			8/12/2019		0.75	\$23.35
Medium	Pingitor, Larry			30	9/11/2019		
Landscaping				8/12/2019 1:18:40 AM	9/15/2019		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			Court yard grass was cut and trimmed				
Robert Carter							
13281	30 Saddle Way			8/26/2019		0.75	\$23.35
Medium	Pingitor, Larry			15	9/10/2019		
Landscaping				8/26/2019 1:37:35 AM	9/15/2019		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			court yard grass was cut end trimmed				
Robert Carter							
13265	30 Saddle Way			8/19/2019		0.75	\$23.35
Medium	Pingitor, Larry			1	8/20/2019		
Landscaping				8/19/2019 1:10:26 AM	9/15/2019		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			grass was cut				
Robert Carter							
13266	30 Saddle Way			8/19/2019		1	\$31.13
Medium	Pingitor, Larry	Classroom		2	8/21/2019		
Carpet Cleaning		223		8/19/2019 12:33:45 PM	9/15/2019		
please shampoo my classroom carpets when you get a chance. Thank you Time Available: ASAP			rug is shampooed				
Victoria Wolochow							
13277	30 Saddle Way			8/22/2019		1	\$31.13
Medium	Pingitor, Larry	Classroom		1	8/23/2019		
Carpet Cleaning		222		8/22/2019 1:56:16 PM	9/15/2019		
My Bee rug could use a shampoo before school begins.			rug cleaned				
Carla Rigolizzo							
13271	30 Saddle Way			8/21/2019			\$0.00
Medium	Pingitor, Larry	Classroom			8/21/2019		
Carpet Cleaning		227		8/21/2019 8:33:41 AM	9/15/2019		
Can you shampoo my 2 carpets please?!			rugs were already shampooed				
Joan mueller							

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13267	30 Saddle Way			8/19/2019		0.5	\$15.57
Medium	Pingitor, Larry	Classroom		27	9/15/2019		
Equipment Maintenance		223		8/19/2019 1:50:58 PM	9/15/2019		
hi there, I am asking for help with the putting together of an easel that I have here in my classroom in a box... on the red table. It need assembling. Also, I have a 30 slot mailbox made out of cardboard that I would like to have put together too if you can. And finally, I have a sign that is by my bulletin board when you come in that say, "Wish upon a star" I would love for that you be hung over the bulletin board when you first come in, to the left with the blue boarder trim around it. Thank you so much! Time Available: this week			Assembled easel				
Victoria Wolochow							
13259	30 Saddle Way			8/15/2019		0.25	\$7.78
Medium	Pingitor, Larry			6	8/21/2019		
Equipment Maintenance		B112A		8/15/2019 1:22:13 PM	9/15/2019		
Could you lower the table in the middle of the room so that only one hole is visible? Thanks!! Time Available: anytime			table lowered				
Taylor Roberts							
13263	30 Saddle Way			8/19/2019			\$0.00
Medium	Pingitor, Larry			23	9/11/2019		
Equipment Maintenance				8/19/2019 1:10:22 AM	9/15/2019		
Weekly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			Serviced by restech				
Robert Carter							
13238	30 Saddle Way			8/5/2019			\$0.00
Medium	Pingitor, Larry				8/5/2019		
Equipment Maintenance				8/5/2019 3:23:14 AM	8/13/2019		
Weekly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			Steamer kitchen is closed				
Robert Carter							
13253	30 saddleway			8/13/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		7	8/20/2019		
General Maintenance		B109		8/13/2019 5:31:26 PM	9/15/2019		
Please deliver one extra desk to my classroom. Vicki (kim) Weisgarber(Kampe)			desk delivered				

Work Order Summary List

Selected Date Range for Request Dates: 8/1/2019 - 8/31/2019 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							
13251	30 saddleway			8/13/2019		0.5	\$15.57
Medium	Pingitor, Larry	Classroom		7	8/20/2019		
Carpentry		B109		8/13/2019 5:28:33 PM	9/15/2019		
When the new boards were put in, my bulletin board that runs along the top of the wall and displayed cursive letters was taken down. The board that was put up has primary letters and my cursive board is missing. Please locate the cursive letters and make the switch. I'm thinking the board may be in one of the grades K,1,or 2 classrooms.			boards were switched				
Vicki (kim) Weisgarber(Kampe)							
13252	30 saddleway			8/13/2019		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		28	9/10/2019		
Carpentry		B109		8/13/2019 5:30:49 PM	9/15/2019		
Please hang up the small bulletin board resting on my book case. There are detailed directions hanging on the wall. Thanks so much!!			hung up board				
Vicki (kim) Weisgarber(Kampe)							
Count: 59 Work Orders		Avg. Age of WO's 15		Total for Closed Work Orders		19.5	\$599.25
Count: 59 Work Orders		Avg. Age of WO's 15		Grand Total		19.5	\$599.25

E+mon D-mon Meter Readings

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

E+mon D-mon Meter Readings

May, 2015	239646	6792	236876	6	236	6	\$258.00	\$1,548.00	12/1/15	
June, 2015	245524	5878	242754	6	242	6	\$258.00	\$1,548.00	12/1/15	
July, 2015	252536	7012	249766	7	249	7	\$258.00	\$1,806.00	12/1/15	
August, 2015	259153	6617	256383	7	256	7	\$258.00	\$1,806.00	12/1/15	
September, 2015	263908	4755	261138	5	261	5	\$258.00	\$1,290.00	12/1/15	
October, 2015	268273	4365	265503	4	265	4	\$258.00	\$1,032.00	12/1/15	
November, 2015	271026	2753	268256	3	268	3	\$193.00	\$579.00	8/15/17	
December, 2015	273242	2216	270472	2	270	2	\$193.00	\$386.00	8/15/17	
January, 2016	275363	2121	272593	2	272	2	\$193.00	\$386.00	8/15/17	
February, 2016	277983	2620	275213	3	275	3	\$193.00	\$579.00	8/15/17	
March, 2016	283738	5755	280968	5	280	5	\$193.00	\$965.00	8/15/17	
April, 2016	289130	5392	286360	6	286	6	\$193.00	\$1,158.00	8/15/17	
May, 2016	294478	5348	291708	5	291	5	\$193.00	\$965.00	8/15/17	
June, 2016	302274	7796	299504	8	299	8	\$195.00	\$1,560.00	8/15/17	
July, 2016	308004	5730	305234	6	305	6	\$195.00	\$1,170.00	8/15/17	
August, 2016	314445	6441	311675	6	311	6	\$195.00	\$1,170.00	8/15/17	
September, 2016	319354	4909	316584	5	316	5	\$195.00	\$975.00	8/15/17	
October, 2016	323364	4010	320594	4	320	4	\$195.00	\$780.00	8/15/17	
November, 2016	326569	3205	323799	3	323	3	\$195.00	\$585.00	8/15/17	
December, 2016	328851	2282	326081	3	326	3	\$195.00	\$585.00	8/15/17	
January, 2017	330377	1526	327607	1	327	1	\$195.00	\$195.00	8/15/17	
February, 2017	333530	3153	330760	3	330	3	\$195.00	\$585.00	8/15/17	
March, 2017	337510	3980	334740	4	334	4	\$195.00	\$780.00	8/15/17	
April, 2017	342349	4839	339579	5	339	5	\$195.00	\$975.00	8/15/17	
May, 2017	348015	5666	345245	6	345	6	\$195.00	\$1,170.00	8/15/17	
June, 2017	354910	6895	352140	7	352	7	\$225.50	\$1,578.50	6/21/18	
July, 2017	360693	5783	357923	5	357	5	\$225.50	\$1,127.50	6/21/18	
August, 2017	367274	6581	364504	7	364	7	\$225.50	\$1,578.50	6/21/18	
September, 2017	371617	4343	368847	4	368	4	\$225.50	\$902.00	6/21/18	
October, 2017	375258	3641	372488	4	372	4	\$225.50	\$902.00	6/21/18	
November, 2017	378337	3079	375567	3	375	3	\$225.50	\$676.50	6/21/18	
December, 2017	380253	1916	377483	2	377	2	\$225.50	\$451.00	6/21/18	
January, 2018	382604	2351	379834	2	379	2	\$225.50	\$451.00	6/21/18	
February, 2018	385186	2582	382416	3	382	3	\$225.50	\$676.50	6/21/18	
March, 2018	389701	4515	386931	4	386	4	\$225.50	\$902.00	6/21/18	
April, 2018	393945	4244	391175	5	391	5	\$225.50	\$1,127.50	6/21/18	
May, 2018	399873	5928	397103	6	397					6
June, 2018	406148	6275	403378	6	403					6
July, 2018	412093	5945	409323	6	409					6
August, 2018	418417	6324	415647	6	415					6
September, 2018	421469	3052	418699	3	418					3
October, 2018	425118	3649	422348	4	422					4
November, 2018	427655	2537	424885	2	424					2
December, 2018	429732	2077	426962	2	426					2
January, 2019	432133	2401	429363	3	429					3
February, 2019	435366	3233	432596	3	432					3
March, 2019	440432	5066	437662	5	437					5
April, 2019	445995	5563	443225	6	443					6
May, 2019	452163	6168	449393	6	449					6
June, 2019	458474	6311	455704	6	455					6
July, 2019	467987	9513	465217	10	465					10
August, 2019	471540	3553	468770		465					
Totals						391		\$77,764.50		74

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