

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

Your Name(s) Danielle Christiansen  
(Jen Feder)

Date of Request: 6/18/18

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

Using books based on character education, is an amazing tool to help teach students values. When students are read books on specific character education traits, they can understand the concept better if they relate to the character. I would like to build a character education library to use as a valuable tool in promoting character education.

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

From October to May, Kindergarten through 6<sup>th</sup> grade has monthly character education lessons. Lessons in K-3 are taught by myself, the school counselor, and 4-6 are taught by Judy Schwartz. Starting off with a book to read about a specific character trait is a great way to lead into a discussion and activity regarding that specific character trait. We would like to build a character education library to have a wide array of books based on different character education traits to choose from. The cost for the character education library would be \$300.87.

**EVALUATION (HOW WILL YOU MEASURE STUDENT GROWTH)**

We can measure growth by decline in student disciplinary incidents. We could also measure growth by the overall school climate.

I have discussed this with the following two colleagues:

NAME: Jen Feder

NAME: Bethann Molesky

OK  
m m m  
6/15/18

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

TOTAL GRANT AMOUNT  
REQUESTED: \$300.87

**Please submit completed Grant applications for approval to:**  
**[mmazzoni@chesterfieldschool.com](mailto:mmazzoni@chesterfieldschool.com)**

it will then be forwarded to the CPEF

To: Chesterfield Township Board of Education Members

Jignesh Shah - President

Laura Bond - Vice President

Terran Brown

Christina Hoggan

Amy Jablonski

RE: Official Board Correspondence Regarding Settling the Contract for the Chesterfield Township Education Association

Date: September 13, 2018

The 2018-2019 school year has begun and Chesterfield's teachers, secretaries, and custodians are still working without a settled employment contract. Their contract expired in June 2017, and they worked the entire 2017-2018 school year while this contentious negotiation process dragged on. It is unacceptable that this contract has not been settled as it impacts the educational environment of our children. Staff morale appears incredibly low.

The lack of leadership and inability to come to a fair and swift resolution reflects poorly on both the Board of Education and our community as a whole. Our teachers and staff deserve a fair contract that is comparable with the average settlements negotiated by other school districts in Burlington County.

It is time for political and petty games to stop. The negotiations process should not be used as a means to score political points.

Give our teachers and staff a fair contract. The Board of Education needs to show that they have the ability to compromise. These negotiations have been drawn out long enough. Settle now.

Sincerely,

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Signature

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Print Name

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Address

**CHESTERFIELD TOWNSHIP BOARD OF EDUCATION**  
**Chesterfield, New Jersey**

**FILE CODE: 5141**

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

**Policy**

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**HEALTH**

The Chesterfield Township Board of Education believes that good health is vital to successful learning. In order to help district students achieve and maintain good health, the board directs the superintendent to develop student health services that employ professional personnel and interact with both parents/guardians and community health agencies. The program shall include but not be limited to:

- A. Employment of a medical inspector to perform those duties required by law, and to advise the superintendent on all matters affecting the health of students;
- B. Employment of at least one certified school nurse to assist with physical examinations; conduct biennial scoliosis screening; conduct an audiometric screening; maintain student health records; observe and recommend to the principal the exclusion of students who show evidence of communicable disease or who have not submitted acceptable evidence of immunizations; instruct teachers on communicable diseases and other health concerns; train and supervise the emergency administration of epinephrine for school staff who have been designated as delegates; supervise other nursing tasks; provide appropriate response to Do Not Resuscitate (DNR) orders; maintain valid, current Cardiopulmonary Resuscitation (CPR) certification; review and summarize health and medical information for the Child Study Team; write and update annually the accommodation plan under Section 504 for any student who requires one;
- C. Provision of proper and adequate facilities, equipment and supplies for professional health personnel and other staff;
- D. Establishment of a system of student health records in compliance with state law;
- E. Implement the New Jersey Student Learning Standards in physical education, health, family life, safety, and use of drugs, alcohol, tobacco and anabolic steroids; recommendations for appropriate equipment and supplies to teach such courses;
- F. Development of rules and procedures to foster good student health, and periodic dissemination of these rules and procedures to the staff;
- G. Development of a program to provide safe drinking water and otherwise to maintain the buildings, grounds, facilities and equipment of the district in sanitary condition in accordance with law;
- H. Development and enforcement of an eye protection program as required by statute and administrative code;
- I. A regular report to the board on progress and accomplishments in the field of student health;
- J. Health services to staff that support student health;
- K. Provision of emergency services for injury and sudden illness;
- L. Provision for required physical examinations including an examination to certify that a student returning to school after suffering a contagious/infectious condition or illness is no longer a threat to the health of others;
- M. Development of all regulations and procedures necessary for evaluation of students suspected of being under the influence of drugs/alcohol, tobacco or anabolic steroids;
- N. Encouragement of correction of defects through fully informing students and parents/guardians concerning the findings of health examinations for scoliosis;



HEALTH (continued)

School-based health care services shall be available to all students, including English language learners.

Annual Nursing Plan

The superintendent (or his/her designee) in conjunction with the school physician and the certified school nurse shall develop an annual nursing services plan. The nursing services plan shall describe in detail the nursing services to be provided throughout the district based on the needs of its students, potential emergency situations, basic nursing services requirements, and the assignment of medical staff to provide the services. The nursing services plan shall be adopted annually at a regular meeting. The nursing services plan may include the following:

- A. A description of the basic nursing services provided all students;
- B. A summary of specific medical needs of individual students and the services required to address the needs;
- C. A description of how nursing services will be provided in an emergency;
- D. Detailed nursing assignments for all school buildings;
- E. The nursing services and additional medical services provided to nonpublic schools.

Students with Diabetes

As used in this policy, an “individualized health care plan” means a document setting out the health services needed by the student at school, and an “individualized emergency health care plan” outlines a set of procedural guidelines that provide specific directions about what to do in a particular emergency situation. Both are to be developed by the school nurse, in consultation with the parent or guardian of a student with diabetes and other medical professionals who may be providing diabetes care to the student, and signed by the parent or guardian.

The board believes that diabetes is a serious chronic disease that impairs the body’s ability to use food, and must be managed 24 hours a day in order to avoid the potentially life-threatening short-term consequences of blood sugar levels that are either too high or too low. In order to manage their disease, students with diabetes must have access to the means to balance food, medications, and physical activity level while at school and at school-related activities.

Accordingly, a parent or guardian of a student with diabetes shall inform the school nurse, who shall develop an individualized health care plan and an individualized emergency health care plan for the student. Further, the parent or guardian must annually provide to the board of education written authorization for the provision of diabetes care as outlined in the plans, including authorization for the emergency administration of glucagon.

Both plans shall be updated by the school nurse prior to the beginning of each school year and as necessary if there is a change in the student’s health status. The plans may include elements specified in N.J.S.A. 18A:40-12.13 including, but not limited to:

- A. The symptoms of hypoglycemia for that particular student and the recommended treatment;
- B. The symptoms of hyperglycemia for that particular student and the recommended treatment;
- C. The frequency of blood glucose testing;
- D. Written orders from the student’s physician or advanced practice nurse outlining the dosage and indications for insulin administration and the administration of glucagon, if needed;
- E. Times of meals and snacks and indications for additional snacks for exercise;
- F. Full participation in exercise and sports, and any contraindications to exercise, or accommodations that must be

HEALTH (continued)

made for that particular student;

- G. Accommodations for school trips, after-school activities, class parties, and other school-related activities;
- H. Education of all school personnel who may come in contact with the student about diabetes, how to recognize and treat hypoglycemia, how to recognize hyperglycemia, and when to call for assistance;
- I. Medical and treatment issues that may affect the educational process of the student with diabetes; and
- J. How to maintain communications with the student, the student's parent or guardian and healthcare team, the school nurse, and the educational staff.

The school nurse shall coordinate the provision of diabetes care ~~at that school~~ and ensure that appropriate staff are trained in the care of these students, including staff working with school-sponsored programs outside of the regular school day. The school nurse shall also ensure that each school bus driver that transports a student with diabetes is provided notice of the student's condition, how to treat hypoglycemia, and emergency/parent contact information. A reference sheet identifying signs and symptoms of hypoglycemia shall be posted in plain view within school buildings.

The school nurse shall have the primary responsibility for the emergency administration of glucagon to a student with diabetes who is experiencing severe hypoglycemia. The school nurse shall designate, in consultation with the board of education, additional employees of the school district who volunteer to administer glucagon to a student with diabetes who is experiencing severe hypoglycemia. The designated employees shall only be authorized to administer glucagon, following training by the school nurse or other qualified health care professional, when a school nurse is not physically present at the scene.

Upon written request of the parent or guardian and as provided in the individualized health care plan, the student shall be allowed to attend to the management and care of his/her diabetes in the classroom, on school grounds or at any school-related activity, if evaluated and determined to be capable of doing so consistent with the plan. The student's management and care of his/her diabetes shall include the following:

- A. Performing blood glucose level checks;
- B. Administering insulin through the insulin delivery system the student uses;
- C. Treating hypoglycemia and hyperglycemia;
- D. Possessing on the student's person at any time the supplies or equipment necessary to monitor and care for the student's diabetes;
- E. Compliance with required procedures for medical waste disposal in accordance with district policies and as set forth in the individual health care plan; and
- F. Otherwise attending to the management and care of the student's diabetes.

New Jersey Family Care

The school nurse shall ensure that the parent/guardians of students who are without medical coverage are notified of and provided information on the accessibility of the New Jersey Family Care Program in accordance with N.J.S.A. 18A:40-34.

Nonpublic School Students

The board shall provide mandated nursing services to nonpublic school students as required by law (see policy 5200



HEALTH (continued)

Nonpublic School Students).

The operation of the student health program shall be in compliance with the rules and regulations of the state department of education, local board of health and the state department of health and senior services, and state department of human services. The board shall review and adopt the regulations developed to implement the district's health services.

Automated External Defibrillator (AED)

Because the board recognizes that medical emergencies may occur that justify the use of AEDs, the board shall acquire and maintain this equipment for use by qualified staff members. An applicable patient would exhibit all of the following signs as per American Heart Association standards on AED use:

- A. Is unconscious;
- B. Is not breathing;
- C. Have no signs of circulation (as confirmed by a pulse check).

Only those staff members documented as having completed the required training shall be authorized to use an AED. A coach, athletic trainer, or in the absence of the coach or athletic trainer and other designated staff member, who is appropriately trained and certified in the use of the AED shall be present during athletic events or team practices. In the event that no appropriately AED trained and certified staff person can be present at athletic events or team practices, the district shall ensure that a State-certified emergency services provider or other certified first responder is on site at the event or practice.

Placement, Accessibility and Maintenance of the AED

The AED shall be:

- A. Available in an unlocked location on school property with an appropriate identifying sign;
- B. Accessible during the school day and any other time when a school-sponsored athletic event or team practice is taking place in which students of the district or nonpublic school are participating;
- C. Within reasonable proximity of the school athletic field or gymnasium, as applicable;
- D. Tested and maintained according to the manufacturer's operational guidelines and notification shall be provided to the appropriate first aid, ambulance, or rescue squad or other appropriate emergency medical services provider regarding the defibrillator, the type acquired, and its location in accordance with section 3 of P.L.1999, c.34 (N.J.S.A. 2A:62A-25).

Implementation of Procedures for Cardio-Pulmonary Resuscitation and AED Use

The superintendent shall oversee the development and implementation of a district emergency action plan that establishes guidelines for use of the AED. The emergency action plan shall include:

- A. A list of no less than five school employees, team coaches, or licensed athletic trainers who hold current certifications from the American Red Cross, American Heart Association, or other training program recognized by the Department of Health, in cardio-pulmonary resuscitation and in the use of a defibrillator. The list shall be updated, as necessary, at least once in each semester of the school year; and
- B. Detailed procedures on responding to a sudden cardiac event including, but not limited to, the identification of the persons in the school who will be responsible for: responding to the person experiencing the sudden cardiac event, calling 911, starting cardio-pulmonary resuscitation, retrieving and using the defibrillator, and assisting emergency responders in getting to the individual experiencing the sudden cardiac event.

HEALTH (continued)

Any employee, student or other individual who inappropriately accesses and/or uses an AED will be subject to disciplinary action, up to and including expulsion from school and/or termination of employment. Civil and/or criminal liability may also be imposed on any student, employee or individual who inappropriately accesses and/or uses an AED. All usage will be reported to the board of education.

Immunity

A school district and its employees shall be immune from civil liability in the acquisition and use of defibrillators pursuant to the provisions of section 5 of P.L.1999, c.34 (C.2A:62A-27). A person who acts with gross negligence or willful misconduct in the use of defibrillators does not enjoy immunity.

Adopted: February 11, 2002  
 Revised: March 18, 2010  
 NJSBA Review/Update: June 2011, January 2018  
 Readopted: September 21, 2011  
 Revised: May 14, 2014  
 Revised:

Key Words

Health, Student Health, Student Health, Nursing Plan, Diabetes, Individualized Health Care Plan, Cardio-Pulmonary Resuscitation, Automated External Defibrillator, AED

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 2A:62A-23 to 26	AED emergency medical services, 1999 statute
	<u>N.J.S.A.</u> 18A:166, 6.1	Indemnity of officers and employees against civil actions
	<u>N.J.S.A.</u> 18A:354.6 <u>et seq.</u>	<u>Parents Right to Conscience Act of 1979</u>
	<u>N.J.S.A.</u> 18A:401	Employment of medical inspectors, optometrists and nurses; salaries; terms; rules
	<u>N.J.S.A.</u> 18A:403	Lectures to teachers
	<u>N.J.S.A.</u> 18A:404.3	Scoliosis; periodic examination; notice to parents or guardian
	<u>N.J.S.A.</u> 18A:405	Method of examination; notice to parent or guardian
	<u>N.J.S.A.</u> 18A:406	In general
	<u>N.J.S.A.</u> 18A:407, 8, 10, 11	Exclusion of students who are ill
	<u>N.J.S.A.</u> 18A:40-12.11 <u>et seq.</u> with diabetes	Findings, declarations relative to the care of students
	<u>N.J.S.A.</u> 18A:4023 <u>et seq.</u>	Nursing Services for Nonpublic School Students
	<u>N.J.S.A.</u> 18A:4034	New Jersey Family Care Program
	<u>N.J.S.A.</u> 18A:40A-1 <u>et seq.</u>	Substance Abuse
	<u>N.J.S.A.</u> 44:62	Maintenance by boards of education of clinics for indigent children
	<u>N.J.A.C.</u> 6A:16-1.1 <u>et seq.</u>	Programs to Support Student Development
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:16-1.1, -1.3, -1.4, -2.1, -2.3, -2.4	
	<u>N.J.A.C.</u> 6A:26-12.1 <u>et seq.</u>	Operation and Maintenance of School Facilities
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 6A:26-12.3	
	<u>N.J.A.C.</u> 8:57-1.1 <u>et seq.</u>	Reportable Communicable Diseases
	<u>See particularly:</u>	
	<u>N.J.A.C.</u> 8:572	Reporting of AIDS and HIV
	<u>N.J.A.C.</u> 8:611.1	Attendance at school by students or adults infected by

HEALTH (continued)

## Human Immunodeficiency Virus (HIV)

Plainfield Board of Education v. Cooperman, 105 NJ 587 (1987)PossibleCross References:

*1410	Local units
1420	County and intermediate units
*3510	Operation and maintenance of plant
*3516	Safety
*3542	Food service
*4112.4/4212.4	Employee health
*4131/4131.1	Staff development; inservice education/visitations/conferences
4151.2/4251.2	Family illness/quarantine
*5111	Admission
*5125	Student records
*5131	Conduct/discipline
*5131.6	Drugs, alcohol, tobacco (substance abuse)
*5141.1	Accidents
*5141.2	Illness
*5141.3	Health examinations and immunizations
*5141.4	Child abuse and neglect
*5141.21	Administering medication
*5142	Student safety
*5200	Nonpublic school students
*6142.4	Physical education and health
*6142.12	Career education

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



**GOALS AND OBJECTIVES**

The Chesterfield Township Board of Education accepts the responsibility for coordinating the available resources of home, school and community in a mutual effort to guide every student's growth towards becoming a self-respecting individual who can effectively function politically, economically and socially in a democratic society. In addition, the board believes that by providing diverse and relevant educational choices supported by research-based practices in the use of technology, students will be prepared for successful participation in higher education programs and/or the careers of the 21<sup>st</sup> century.

The board is dedicated to ensuring that all students in the district are provided with the necessary skills and competencies for achievement of the New Jersey Student Learning Standards.

**A. All children should start school ready to learn:**

Parent education programs shall be designed and implemented by the district to assist parents in providing readiness experiences for their preschool children.

**B. Students shall leave grades three through six having demonstrated competency in challenging subject matter including English language arts; mathematics; science; social studies; visual and performing arts; comprehensive health and physical education; world languages; technology; and 21st career life and careers:**

1. The district shall implement the state-approved New Jersey Student Learning Standards and appropriate assessments to support student achievement and to evaluate school, district and individual student performance;
2. The district shall provide staff development opportunities to ensure that teachers are adequately equipped to teach challenging and up-to-date subject matter and to implement effective teaching techniques. It shall monitor teaching staff members progress toward achievement of the required 20 hours of continuing education annually to ensure that they are obtaining and maintaining the skills to help all students achieve the New Jersey Student Learning Standards.

**C. Students shall learn to use their minds well, so that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy:**

1. Students shall be given the opportunity to improve self-direction and self-sufficiency in the areas of critical thinking, problem solving, reasoning, analysis, interpretation, and synthesizing information;
2. Students shall become responsible digital citizens of the global internet community with ethical, safe and responsible habits, actions, and consumption patterns;
3. All students shall demonstrate competency in the skills identified in the 21<sup>st</sup> Century Life and Careers Standards;
4. All students shall demonstrate respect for racial, cultural, ethnic and religious diversity.

**E. All students shall increase their achievement levels in science and mathematics to contribute to our country's ability to compete academically with all other countries of the world in a global economy:**

1. The district shall revise its curriculum offerings in science and mathematics according to state standards;
2. The district shall provide staff training in the teaching of mathematics and science at grades K-6 to increase teachers' understanding of and ability to teach these subjects.

**F. The board of education shall maintain an academic environment that is free from harassment and provide equal and bias free access for all students to all school facilities, courses, programs activities and services, regardless of race, creed, color, national origin, ancestry, age marital status, affectional or sexual orientation, gender identity or expression, religion, disability, nationality or socioeconomic status. The district shall:**

1. Provide schools and facilities that are barrier free;

**GOALS AND OBJECTIVES** (continued)

2. Provide effective programs that support a safe and respectful school climate and culture and provide effective prevention of and intervention for incidents of harassment, intimidation and bullying;
  3. Ensure that the requirements for the completion of courses are nondiscriminatory;
  4. Ensure that courses are not offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, pregnancy, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;
  5. Ensure that minority, female, and male students are not underrepresented in all classes and programs, including gifted and talented, accelerated, and advanced classes.
- G. District schools shall be free of drugs and violence and offer a safe, disciplined environment conducive to learning:
1. The district shall develop partnerships with parents to establish the responsibilities of each to create and maintain safe and healthy educational environments for all students;
  2. The district shall provide programs and staffing to deal with students at risk;
  3. The school and community shall expand their cooperative efforts to create drug and violence-free environments;
  4. All students shall develop a positive view of self and learn to use effective interpersonal skills.

The board shall develop, in consultation with the superintendent and teaching staff members, a written educational plan for the district. This plan shall be reviewed and adopted annually and shall include:

- A. Written educational goals;
- B. An assessment of student needs;
- C. Specific annual objectives based on identified needs and action plans to implement them;
- D. Standards for assessing and evaluating the achievement of objectives;
- E. The establishment of reasonable student minimum proficiency levels in the areas addressed in the New Jersey Student Learning Standards;
- F. An educational program consistent with these goals, objectives, standards and needs;
- G. Evaluation of student progress.

Adopted: April 8, 2001  
 NJSBA Review/Update: June 2011, March 2017  
 Readopted: September 21, 2011  
 Revised:

**Key Words**

Instructional Goals and Objectives, Goals and Objectives in Instruction

<b><u>Legal References:</u></b>	<u>N.J.S.A.</u> 18A:7A-10 <u>N.J.S.A.</u> 18A:7C-2 <u>N.J.S.A.</u> 18A:7F-43 <u>N.J.S.A.</u> 18A:331 <u>N.J.S.A.</u> 18A:35-1 <u>et seq.</u> <u>N.J.A.C.</u> 6A:8-1.1 <u>et seq.</u>	NJQSAC for evaluating school performance Boards of education; establishment of standards <u>Comprehensive Education Improvement and Financing Act</u> District to furnish suitable facilities; adoption of courses of study Curriculum and Courses Standards and Assessment
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See particularly:  
N.J.A.C. 6A:8-1.2

GOALS AND OBJECTIVES (continued)

through -1.3, -2.1, -3.1,-4.4  
N.J.A.C. 6A:9C-2.1 et seq. Professional development for teaching staff member and school leader  
N.J.A.C. 6A:23A-1.1 et seq. Fiscal accountability, efficiency and budgeting procedures  
See particularly:  
N.J.A.C. 6A:23A-22.1 et seq.  
N.J.A.C. 6A:26-1.1 et seq. Educational Facilities  
N.J.A.C. 6A:30-1.1 et seq. Evaluation of the Performance of School Districts  
Every Student Succeeds Act of 2015, Pub. L. 114-95, 20 U.S.C.A. 6301 et seq.

PossibleCross References:

*1100	Communicating with the public
*1120	Board of education meetings
*1230	Schoolconnected organizations
*1600	Relations between other entities and the district
*2131	Superintendent
*2240	Research, evaluation and planning
*3542	Food service
4010	Goals and objectives
*4111	Recruitment, selection and hiring
*4116	Evaluation
*4131/4131.1	Staff development; inservice education/visitations/conferences
*4211	Recruitment, selection and hiring
*4231/4231.1	Staff development; inservice education/visitations/conferences
*5113	Absences and excuses
*5120	Assessment of individual needs
*5124	Reporting to parents/guardians
6000	Concepts and roles in instruction
6011	Thorough and efficient/QEA
*6140	Curriculum adoption
*6141	Curriculum design/development
*6142	Subject fields
*6145	Extracurricular activities
*6147	Standards of proficiency
6152	Grouping
*6156	Instructional planning/scheduling
*6160	Instructional services and resources
*6162.4	Community resources
*6164.2	Guidance services
*6164.4	Child study team
*6171.1	Remedial instruction
*6171.2	Gifted and talented
*6171.4	Special education
*6300	Evaluation of the instructional program

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



**NONDISCRIMINATION/AFFIRMATIVE ACTION**

No student enrolled in the district school shall be excluded from participation in, denied the benefits of, or be subjected to discrimination in any educational program or activity of this district on the basis of race, color, creed, national origin, ancestry, age, marital status, domestic partnership status, affectional or sexual orientation, gender identity or expression, genetic information, sex, disability or atypical hereditary cellular or blood trait of any individual, or because of liability for service in the armed forces of the United States, nationality, place of residence in the district, social or economic condition, nonapplicable disability or because of genetic information or refusal to submit to or make available the results of a genetic test, or pregnancy. The affirmative action team as led by the affirmative action officer shall be responsible for planning, implementing and monitoring the district's affirmative action program with respect to school and classroom practices.

Reporting to the superintendent, the affirmative action team shall monitor the following areas for compliance with State Department of Education regulations and make suggestions and/or recommendations when necessary.

**A. Access**

The district provides equal and bias-free access to all school facilities, courses, programs, activities, and services by:

1. Ensuring equal and barrier-free access to all school and classroom facilities;
2. Implementing a reasonable plan for achieving the greatest degree of racial balance that is feasible and consistent with sound educational values and procedures. The goal of the plan shall be to attain within each school, minority representation that approximates the school district's overall minority representation. Exact apportionment is not required;
3. Utilizing on an annual basis a State-approved English language proficiency measure for determining the special needs of English language learners and their progress in learning English;
4. Utilizing bias-free multiple measures for determining the special needs of students with disabilities;
5. Ensuring support services, including intervention and referral services and school health services are available to all students;
6. Ensuring a student is not discriminated against because of a medical condition. A student shall not be excluded from any education program or activity because of a long-term medical condition unless a physician certifies such exclusion is necessary. If excluded, the student shall be provided with equivalent and timely instruction that may include home instruction, without prejudice or penalty (see board policy 6173 Home instruction); and
7. Ensuring that pregnant students are not excluded from the access to the educational programs, activities and services.

**B. Curriculum**

The district's curriculum and instruction shall be aligned to the New Jersey Learning Standards. The curriculum and instruction shall address the elimination of discrimination by narrowing the achievement gap, by providing equity in educational programs, and by providing opportunities for students to interact positively with others regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. The district shall:

1. Ensure there are no differential requirements for completion of course offerings or programs of study solely on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status;
2. Ensure courses shall not be offered separately on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status. Portions of classes that deal exclusively with human sexuality may be conducted in separate developmentally appropriate sessions for male and female students, provided the course content for such separately conducted

NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)

sessions is the same;

- 3 Reduce or prevent the underrepresentation of minority, female, and male students in all classes and programs, including gifted and talented, accelerated, and advanced classes;
- 4 Ensure schools demonstrate the inclusion of a multicultural curriculum in its instructional content, materials, and methods, and ensuring students understand the basic tenets of multiculturalism;
5. Ensure African-American history, as well as the history of other cultures, is infused into the curriculum and taught as part of U.S. history;
- 6 Ensure instruction on the Holocaust and other acts of genocide is included in the curriculum of all elementary and secondary schools, as developmentally appropriate.

## C. Counseling Services

Students shall have access to adequate and appropriate counseling services:

1. When informing students about possible careers or professional or vocational opportunities options presented shall not be restricted or limited on the basis race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, gender identity or expression, religion, disability, or socioeconomic status;
2. Tests or guidance or counseling materials that are biased or stereotyped shall not be used.

## D. Physical Education, Athletic Programs, Extracurricular Activities

The district's physical education and athletic programs shall be equitable and co-educational and shall not discriminate on the basis of protected class status including:

1. Separate restroom, locker room, and shower facilities on the basis of gender, but such facilities provided for students of each gender shall be provided and shall be comparable;
2. Separate teams for the two sexes may be operated in one or more sports or single teams open competitively to members of both sexes, as long as the athletic program as a whole provides equal opportunities for students of both sexes to participate in sports at comparable levels of difficulty and competency; and
3. The activities comprising the school athletic programs shall receive equitable treatment, including, but not limited to, staff salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling of practice and game time, length of season, and all other related areas or matters.

## E. Staff training

The affirmative action officer shall suggest a program of inservice training for school personnel designed to identify and solve problems of bias in all aspects of the school program. An equity inservice program shall be held on a continuing basis for all staff and for parents and community members as needed to facilitate participation and support.

Appeals

Grievances related to equity in school and classroom shall be submitted to the affirmative action officer. Any individual may petition the Commissioner in writing to resolve a dispute arising related to equity in school and classroom.

Adopted:	May 8, 2000
Revised:	April 9, 2001
Revised:	March 22, 2004
NJSBA Review/Update:	June 2011, March 2017
Readopted:	September 21, 2011
Revised:	May 14, 2014
Revised:	



NONDISCRIMINATION/AFFIRMATIVE ACTION (continued)Key Words

Affirmative Action, Nondiscrimination, Curriculum, Instructional Materials, Textbooks

<b><u>Legal References:</u></b>	<u>N.J.S.A. 10:5-1 et seq.</u>	Law Against Discrimination
	<u>N.J.S.A. 18A:4A-1 et seq.</u>	New Jersey Commission on Holocaust Education
	<u>N.J.S.A. 18A:18A17</u>	Facilities for handicapped persons
	<u>N.J.S.A. 18A:35-1</u>	Course in history of the United States in high school
	<u>N.J.S.A. 18A:3620</u>	Discrimination; prohibition
	<u>N.J.S.A. 18A:37-14-19</u>	Harassment, Intimidation, Bullying
	<u>N.J.A.C. 6A:7-1.1 et seq.</u>	Managing for Equality and Equity in Education
	<u>See particularly:</u>	
	<u>N.J.A.C. 6A:7-1.1,-1.4,-1.7,-1.9</u>	
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts

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

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

20 U.S.C.A. 1401 et seq. - Individuals with Disabilities Education Act (IDEA)

42 U.S.C.A. 12101 et seq. - Americans with Disabilities Act (ADA)

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

Gebser v. Lago Vista Indep. School Dist. 524 U.S. 274 (1998)

Davis v. Monroe County Bd. of Ed. 526 U.S. 629 (1999)

L.W. v. Toms River Regional Schools Board of Education, N.J., No. A-111-05 (Feb. 22, 2007), 2007 N.J. LEXIS 184. The New Jersey Supreme Court ruled that a school district may be held liable under the New Jersey Law Against Discrimination (LAD), N.J.S.A. 10:5-1 to -49, when students harass another student because of his perceived sexual orientation. A district school will be liable for such harassment if it knew or should have known of the harassment but failed to take reasonable remedial actions. The matter was remanded to the Director of the Division on Civil Rights.

The Comprehensive Equity Plan, New Jersey State Department of Education

Possible

<b><u>Cross References:</u></b>	*2224	Nondiscrimination/affirmative action
	*4111.1/4211.1	Nondiscrimination/affirmative action
	*4131/4131.1	Staff development; inservice education/visitations/conferences
	*4231/4231.1	Staff development; inservice education/visitations/conferences
	*5131.1	Harassment, intimidation and bullying
	*5134	Married/pregnant students
	*5145.4	Equal educational opportunity
	*6140	Curriculum adoption
	*6141	Curriculum design/development
	*6142.4	Physical education and health
	*6145	Extracurricular activities
	*6161.1	Guidelines for evaluation and selection of instructional materials
	*6163.1	Media center/library
	*6164.2	Guidance services
	*6171.4	Special education

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

**CHESTERFIELD TOWNSHIP BOARD OF EDUCATION**  
**Chesterfield, New Jersey**

**FILE CODE: 6140**

☐ **Monitored**

☐ **Mandated**

☒ **Other Reasons**

**Policy**

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**CURRICULUM ADOPTION**

The Chesterfield Township Board of Education shall provide a comprehensive instructional program to serve the needs of the children of this district. In furtherance of this goal and pursuant to law, the board shall annually adopt the existing courses of study. Adoption includes both content and credit allocation. The board's policy in this respect is to:

- A. Adopt those courses of study mandated by the state in a form acceptable to the State Department of Education. Such courses must include the New Jersey Student Learning Standards adopted by the State Board of Education;
- B. Adopt additional courses of study recommended by the teaching staff and administration in a form acceptable to the State Department of Education and within the financial means of the district;
- C. Adapt and revise existing courses of study to meet the changing needs of students and the community.

Existing courses shall be reviewed at regular intervals and revised as necessary. No course of study shall be eliminated, revised or implemented without the approval of the board.

The board directs that the curriculum of this district:

- A. Be consistent with written goals, objectives and identified student needs;
- B. Develop individual talents and interests and serve diverse learning styles to motivate student achievement;
- C. Provide for continuous learning through effective articulation;
- D. Provide all students continuous access to sufficient programs and services of a library/media facility, classroom collection, or both, to support the educational program;
- E. Provide all students guidance and counseling to assist in career and academic planning;
- F. Provide a continuum of educational programs and services for students with disabilities, pursuant to law and regulation;
- G. Provide bilingual programs for students whose dominant language is not English, pursuant to law and regulation;
- H. Provide all students equal educational opportunity, pursuant to law and regulation;
- I. Provide instruction in African-American History, including the Amistad, and the history of other cultures taught as part of the history of the United States (N.J.S.A. 18A:35-1);
- J. Provide instruction on the Holocaust and other genocide curricula at all grade levels (N.J.S.A. 18A:35-28);
- L. Provide career awareness and vocational education, pursuant to law and regulation;
- M. Provide educational opportunities for exceptionally gifted and talented students.

The superintendent shall maintain a current list of all courses of study offered by this district; shall furnish each member of the board of education with a copy upon request; and shall provide a copy in the district office for public perusal.

Adoption of courses shall be by a recorded roll call majority vote of the full membership of the board. This includes the courses in the special education and ESL/bilingual programs.

**CURRICULUM ADOPTION** (continued)

Adopted: April 30, 2001  
 NJSBA Review/Update: June 2011, March 2017  
 Readopted: September 21, 2011  
 Revised:

**Key Words**

Curriculum Adoption, Adoption of Curriculum, Core Proficiencies, Curriculum

<b><u>Legal References:</u></b>	<u>N.J.S.A. 18A:425</u> <u>N.J.S.A. 18A:29A-1 et seq.</u> <u>N.J.S.A. 18A:331</u>  <u>N.J.S.A. 18A:35-1 et seq.</u> <u>N.J.S.A. 52:16A-88</u> <u>N.J.A.C. 6A:81.1 et seq.</u> <u>See particularly:</u> <u>N.J.A.C. 6A:8-3.1, -5.1</u> <u>N.J.A.C. 6A:14-4.1</u> <u>N.J.A.C. 6A:15-1.1 et seq.</u> <u>See particularly:</u> <u>N.J.A.C. 6A:15-1.3, -1.4, -1.5</u> <u>N.J.A.C. 6A:30-1.1 et seq.</u>	Prescribing minimum courses of study for public schools; approval of courses of study Teacher recognition District to furnish suitable facilities; adoption of courses of study Curriculum and courses Responsibilities and duties of the Amistad Commission Standards and Assessment  General requirements Bilingual education  Evaluation of the Performance of School Districts
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The Comprehensive Equity Plan, New Jersey State Department of Education

**Possible**

<b><u>Cross References:</u></b>	*6141 Curriculum design/development 6141.1 Experimental/innovative programs *6142 Subject fields *6142.2 English as a second language; bilingual/bicultural *6143 Curriculum guides *9325.4 Voting method
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\*Indicates policy is included in the Critical Policy Reference Manual.



**INTERNET SAFETY AND TECHNOLOGY**

The board shall develop a technology plan that effectively uses electronic communication to advance and promote learning and teaching. This system of technology shall be used to provide local, statewide, national and global communications opportunities for staff and students. Educational technology shall be infused into the district curriculum to maximize student achievement of New Jersey Student Learning Standards.

It is the policy of the district to establish safe and effective methods for student and staff users of the district's technological resources and to:

- A. Prevent user access over its computer network to, or transmission of, inappropriate material via Internet, electronic mail, or other forms of direct electronic communications;
- B. Prevent unauthorized access and other unlawful online activity;
- C. Prevent unauthorized online disclosure, use, or dissemination of personal identification information of minors; and
- D. Comply with the Children's Internet Protection Act (CIPA).

The district shall ensure equal and bias-free access for all students to computers, computer classes, career and technical education programs, and technologically-advanced instructional assistance, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional/sexual orientation, gender, religion, disability, English proficiency, immigration status, housing status or socioeconomic status.

**COMPLIANCE WITH CIPA**

**Filters Blocking Access to Inappropriate Material**

To the extent practical, technology protection measures (or "Internet filters") shall be used to block or filter Internet, or other forms of electronic communications, access to inappropriate information.

Specifically, as required by the Children's Internet Protection Act, blocking shall be applied to visual depictions of material deemed obscene or child pornography, or to any material deemed harmful to minors.

Subject to staff supervision, technology protection measures may be disabled or, in the case of minors, minimized only for bona fide research or other lawful purposes.

**Inappropriate Network Usage**

To the extent practical, steps shall be taken to promote the safety and security of users of the school district online computer network when using electronic mail, chat rooms, instant messaging, and other forms of direct electronic communications.

Specifically, as required by the Children's Internet Protection Act, prevention of inappropriate network usage includes:

- A. Unauthorized access, including so-called "hacking," and other unlawful activities; and
- B. Unauthorized disclosure, use, and dissemination of personal identification information regarding minors.

**Education, Supervision and Monitoring**

It shall be the responsibility of all members of the school district staff to educate, supervise and monitor usage of the online computer network and access to the Internet in accordance with this policy and the Children's Internet Protection

## INTERNET SAFETY TECHNOLOGY (continued)

Act. Procedures for the disabling or otherwise modifying any technology protection measures shall be the responsibility of the chief school administrator or his or her designee.

The superintendent or his or her designee shall ensure that students and staff who use the school internet facilities receive appropriate training including the following:

- A. The district established standards for the acceptable use of the internet;
- B. Internet safety rules;
- C. Rules for limited supervised access to and appropriate behavioral expectations for use of online resources, social network websites, and chat rooms;
- D. Cyberbullying (board policy 5131.1 Harassment, Intimidation and Bullying) awareness and response.

Student use of the Internet shall be supervised by qualified staff.

### Policy Development

The district Internet Safety and Technology policy shall be adopted and revised through a procedure that includes reasonable public notice and at least one public hearing.

## ACCEPTABLE USE OF THE INTERNET

### Purpose

To support its commitment to providing avenues of access to the universe of information available, the district's system of electronic communication shall include access to the Internet for students and staff.

### Limitation of Liability

The Internet constitutes an unregulated collection of resources that changes constantly, so it is not possible to totally predict or control the resources that users may locate. The board cannot guarantee the accuracy of the information or the appropriateness of materials that a user may encounter. Furthermore, the board shall not be responsible for any damage users may suffer, including but not limited to, loss of data or interruptions of service. Nor shall the board be responsible for financial obligations arising through the unauthorized use of the system.

### District Rights and Responsibilities

The computer system is the property of the district, and all computer software and hardware belong to it. Therefore, the district retains the right to monitor all access to and use of the Internet.

The board designates the superintendent as the coordinator of the district system. He/she shall recommend to the board of education qualified staff persons to ensure provision of individual and class accounts necessary for access to the Internet, designation of quotas for disk usage on the system, establishment of a document retention schedule, establishment of a virus protection process and coordination of other activities as required to maintain the system.

Each principal shall coordinate the district system in his/her building by approving all activities for that building; ensuring that teachers receive proper training in the use of the system; ensuring that students are adequately supervised when using the system; maintaining executed user agreements; and interpreting this acceptable use policy at the building level.



## INTERNET SAFETY TECHNOLOGY (continued)

### Access to the System

This acceptable use policy shall govern all use of the system. Sanctions for student misuse of the system shall be included in the disciplinary code for students, as set out in regulations for policy 5131 Conduct/Discipline. Employee misuse may result in appropriate discipline in accord with the collective bargaining agreement and applicable laws and regulations.

The board shall ensure the acquisition and installation of blocking/filtering software to deny access to certain areas of the Internet.

### World Wide Web

All students and employees of the board shall have access to the Web through the district's networked or stand alone computers. An agreement shall be required

### Classroom E-mail Accounts

Students in grades PK-6 shall be granted e-mail access through classroom accounts only.

### Individual E-mail Accounts for Students

Students in grades PK-6 may have individual accounts at the request of teachers and with the consent of parents/guardians. An individual account for any such student shall require an agreement signed by the student and his/her parent/guardian.

### Individual E-mail Accounts for District Employees

District employees shall be provided with email access. Access to the system will be provided for staff members who have signed the acceptable use policy agreement. Email will be monitored and archived for three years. Employee email is discoverable and will be released if subpoenaed within the archival period set forth in this policy.

### District Web Site

The board authorizes the superintendent to establish and maintain a district web site. The purpose of the web site will be to inform the district educational community of district programs, policies and practices.

Classes may also establish web sites that include information on the activities of that class. The building principal shall oversee these web sites.

The superintendent shall publish and disseminate guidelines on acceptable material for these web sites. The superintendent shall also ensure that district and school web sites do not disclose personally identifiable information about students without prior written consent from parents/guardians. Consent shall be obtained on the form developed by the state department of education. "Personally identifiable information" refers to student names, photos, addresses, e-mail addresses, phone numbers and locations and times of class trips.

### Parental Notification and Responsibility

The superintendent shall ensure that parents/guardians are notified about the district network and the rules governing its use. Parents/guardians shall sign an agreement to allow their child(ren) to have an individual account.

INTERNET SAFETY TECHNOLOGY (continued)

Acceptable Use

Student Safety Practices

Students shall not post personal contact information about themselves or others. Nor shall students engage in any kind of personal contact with individuals they meet online. Attempts at contact from such individuals shall be reported immediately to the staff person monitoring that child's access to the Internet. Personal contact information includes but is not limited to names, home/school/work addresses, telephone numbers, or personal photographs.

Prohibited Activities

Users shall not attempt to gain unauthorized access (hacking) to the district system or to any other computer system through the district system, nor shall they go beyond their authorized access. This includes attempting to log in through another individual's account or accessing another's files.

Users shall not deliberately attempt to disrupt the district's computer system performance or destroy data by spreading computer viruses, worms, "Trojan Horses," trap door program codes or any similar product that can damage computer systems, firewalls, servers or network systems.

Users shall not use the district system to engage in illegal activities.

Users shall not access material that is profane or obscene, that advocates illegal acts, or that advocates violence or hate. Inadvertent access to such material should be reported immediately to the supervising staff person.

Users shall not plagiarize material that is available on the Internet. Plagiarism is presenting another's ideas/words as one's own.

Users shall not infringe on copyrighted material and shall follow all dictates of copyright law and the applicable policies of this district.

Prohibited Language

Prohibited language applies to public messages, private messages, and material posted on web pages.

Users shall not send or receive messages that contain obscene, profane, lewd, vulgar, rude, inflammatory, or threatening language.

Users shall not use the system to spread messages that can reasonably be interpreted as harassing, discriminatory or defamatory.

System Security

Users are responsible for their accounts and should take all reasonable precautions to prevent unauthorized access to them. In no case should a user provide his/her password to another individual.

Users shall immediately notify the supervising staff person or data processing department if they detect a possible security problem. Users shall not access the system solely for the purpose of searching for security problems.

Users shall not install or download software or other applications without permission of the supervising staff person.

Users shall follow all district virus protection procedures when installing or downloading approved software.

INTERNET SAFETY TECHNOLOGY (continued)System Limits

Users shall access the system only for educational, professional or career development activities. This applies to discussion group mail lists, instant message services and participation in Internet "chat room" conversations.

Users shall check e-mail frequently and delete messages promptly.

Privacy Rights

Users shall respect the privacy of messages that they receive and refrain from reposting messages without the approval of the sender.

Users shall not publish private information about another individual.

School Furnished Electronic Devices

The district may furnish students electronic devices such as laptop computers, tablets, notebooks, cellular telephones, or other electronic devices. When a student is furnished with an electronic device the district shall provide the student with written or electronic notification that the electronic device may record or collect information on the student's activity or the student's use of the device if the electronic device is equipped with a camera, global positioning system, or other feature capable of recording or collecting information on the student's activity or use of the device. The notification shall also include a statement that the district shall not use any of the capabilities in a manner that would violate the privacy rights of the student or any individual residing with the student. The parent or guardian of the student furnished an electronic device shall acknowledge receipt of the notification. The district shall retain the acknowledgement as long as the student retains the use of the electronic device.

Failure to provide the required notification shall be subject to a fine of \$250 per student, per incident. If imposed, the fine shall be remitted to the Department of Education, and shall be deposited in a fund that shall be used to provide laptop or other portable computer equipment to at-risk pupils.

Implementation

The superintendent may prepare regulations to implement this policy.

Adopted: March 22, 2004

Revised: April 23, 2008

NJSBA Review/Update: June 2011

Readopted: September 21, 2011

Revised: June 20, 2012

Revised: October 15, 2013

Revised:

Key Words

Acceptable Use, Blocking/Filtering Software, E-mail, Internet, Internet Safety, Technology, Web Site, World Wide Web, CIPA

<b><u>Legal References:</u></b>	<u>N.J.S.A. 2A:38A-1 et seq.</u>	Actions for computer related offenses
	<u>N.J.S.A. 2C:20-25</u>	Computer criminal activity; degree of crime; sentencing
	<u>N.J.S.A. 18A:7A-10</u>	NJQSAC
	<u>N.J.S.A. 18A:36-35</u>	School Internet websites; disclosure of certain student information prohibited
	<u>N.J.S.A. 18A:36-39</u>	Notification by school to certain persons using certain electronic devices; fine
	<u>N.J.A.C. 6A:30-1.1 et seq.</u>	Evaluation of the Performance of School Districts



INTERNET SAFETY TECHNOLOGY (continued)

17 U.S.C. 101 - United States Copyright Law

47 CFR 54.503(d) - Competitive Bidding: Gift Restrictions

47 U.S.C. 254(h) - Children's Internet Protection Act

State in re T.L.O., 94 N.J. 331 (1983), reversed on other grounds, New Jersey v. T.L.O., 569 U.S. 325 (1985).

O'Connor v. Ortega 480 U.S. 709 (1987)

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

PossibleCross References:

*1111	District publications
*3514	Equipment
3543	Office services
*3570	District records and reports
4118.2/4218.2	Freedom of speech (staff)
*5114	Suspension and expulsion
*5124	Reporting to parents/guardians
*5131	Conduct/discipline
*5131.1	Harassment, intimidation and bullying
*5131.5	Vandalism/violence
*5142	Pupil safety
5145.2	Freedom of speech/expression (students)
*6144	Controversial issues
*6145.3	Publications
6161	Equipment, books and materials

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

**Policy**

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FAMILY LEAVE AND MEDICAL LEAVE

Statement of Purpose

In accordance with the Family and Medical Leave Act of 1993, 29 U.S.C. § 2601 et seq., (FMLA) and the New Jersey Family Leave Act, N.J.S.A. 34:11B-1 et seq., (NJFLA), the board of education will permit eligible employees to take an unpaid leave of absence due to certain qualifying events. All requests by eligible employees for a leave of absence that qualify under the FMLA, the NJFLA, or both, are subject to this policy.

Scope and Effective Date

This policy applies to all board employees eligible for leave under the FMLA or the NJFLA and will apply to all applications for a leave of absence pursuant to the FMLA and/or the NJFLA made on or after the date of adoption of this policy.

Non-waiver of Rights

The interaction between the FMLA, the NJFLA, and other applicable laws is complicated and may need to be reviewed on a case-by-case basis. Employees will receive that to which they are entitled by law. This policy will not serve to grant any greater rights or waive any right that the board may have under the FMLA or the NJFLA.

Eligibility and Qualifying Events

An employee must be an eligible employee and choose to take a leave of absence because of one or more of the qualifying events described below:

A. Federal Family and Medical Leave Act (FMLA)

Employees are eligible for FMLA leave when employed by the board for at least 12 months and have worked at least 1,250 hours during the 12 months prior to the date your leave commences.

Employees qualify for FMLA benefits for:

1. The birth of your child;
2. The placement of a child with you for adoption or foster care;
3. Your need to care for a spouse, parent or dependent child who has a serious health condition;
4. A serious health condition that prevents you from performing the essential functions of your job;
5. Military family qualifying exigency and caregiver.

B. New Jersey Family Leave Act (NJFLA)

Employees are eligible for NJFLA when employed by the board for at least 12 months and have worked at least 1,000 base hours during the immediately preceding 12 month period.

Employees qualify for NJFLA benefits for:

1. The birth of your child;
2. The placement of a child with you for adoption;
3. Your need to care for your spouse, one partner in a civil union couple, parent (including a parent-in-law) or dependent child who has a serious health condition;

FAMILY MEDICAL LEAVE (continued)

4. Leave authorized pursuant to the New Jersey Safe Act for domestic violence.

Note: Paid leave and unpaid leave are not included for purposes of calculating the number of hours worked under the FMLA and the NJFLA.

Note: Leave taken for the birth, adoption or placement of a child in foster care must begin within one year of the birth, adoption or placement.

Duration of Leave

The amount of leave that may be taken by an eligible employee because of a qualifying event and how the amount of leave is measured depends upon whether the leave is taken pursuant to the FMLA, the NJFLA, or both. The amount of leave available to an employee will be calculated on a "rolling forward" basis. If a leave of absence qualifies pursuant to both statutes, an employee is eligible to take the maximum amount of leave provided by either statute as follows:

- A. Federal Family and Medical Leave Act (FMLA)

The 12 month period is measured forward from the first date that FMLA leave is taken; the next 12 month period begins the first time FMLA leave is taken after completion of any previous 12 month period. For example, if 8 workweeks of leave are taken beginning on February 1, 2015, then up to 4 more workweeks of leave shall be available through January 31, 2016.

An eligible employee may receive up to a total of 26 workweeks of unpaid, job-protected military caregiver leave during a single 12-month period to care for a covered service member with a serious injury or illness. The employee must be the spouse, son, daughter, parent, or next of kin of the covered service member. A service member is either a current member of the Armed Forces or a veteran of the Armed Forces who requires care due to a qualifying condition incurred or aggravated by their service (see: regulation for special criteria applying to military service members).

- B. New Jersey Family Leave Act (NJFLA)

The 24 month period is any 24 months measured from the first date any leave is taken. For example, if four workweeks of leave are taken beginning on February 1, 2015, then up to eight more workweeks of leave may be taken through January 31, 2017.

Definition of Serious Health Condition

A "serious health condition" is defined as an illness, injury, impairment or physical or mental condition which requires inpatient care in a hospital, hospice or residential medical care facility or continuing medical treatment or continuing supervision by a healthcare provider as described by the FMLA and NJFLA. Serious health condition does include routine physical, eye or dental examinations.

Advance Notice

In all cases, an employee requesting leave must complete an application for a leave of absence form. If the employee intends to take a leave of absence to care for a family member with a serious medical condition, he or she is required to provide the board with 30 days notice. If the need for the leave of absence is unforeseeable, the employee must notify the board as soon as possible. If the employee does not complete the required forms, or if he or she fails to give the required notice, the board may deny the leave request or delay the commencement of the leave.

How Leave May Be Taken

Under certain circumstances, leave may be taken intermittently or on a reduced leave schedule. Intermittent leave is leave taken in separate blocks of time due to a single qualifying event. A reduced leave schedule is a leave schedule that



FAMILY MEDICAL LEAVE (continued)

reduces your usual number of working hours per workweek or per workday. If a leave of absence is taken due to the birth or adoption of a child, intermittent or reduced leave can only be taken with the approval of the superintendent or his/her designee. A reduced leave schedule will be approved for leaves due to the serious health condition of the employee only if medically necessary. If the leave of absence is needed for a planned medical treatment, the employee must schedule the treatment so as to create minimum disruption to the school district.

Intermittent leave is non-consecutive leave comprised of intervals each of which is at least one but less than twelve weeks (12) weeks within a consecutive twelve month (12) period for each single serious health condition. The board shall decide all requests for medically necessary intermittent leave.

If an employee needs intermittent leave or leave on a reduced leave schedule that is foreseeable based on care of or planned medical treatment for a family member, or if an employee is given approval to take intermittent or reduced schedule leave for the birth of a child or placement of a child for adoption, the employee may be required to temporarily transfer to an available alternative position with equivalent pay and benefits during the period of leave. Additionally, those employees who are employed mainly in an instructional capacity (instructional employees) who request leave that is foreseeable based on a planned medical treatment may be required to take leave for periods of a particular duration or transfer temporarily to an alternative position with equivalent pay and benefits when the employee would be gone for more than 20 percent of the working days during the period of leave. Instructional employees who fail to give 30 days notice of foreseeable leave to be taken intermittently may also be required to take leave of a particular duration, to transfer temporarily to an alternative position, or to delay the taking of leave until the required notice is given.

Continuity of Instruction

Where applicable, the board reserves the right to require that an instructional employee continue his or her leave until the end of a term if leave begins more than five weeks prior to the end of a term, lasts at least three weeks, and the employee would return during the three-week period prior to the end of the term. If an employee is required to take leave until the end of an academic term, only the period of leave until the employee is ready and able to return to work shall be charged against the employee's leave entitlement. The board has the option not to require the employee to stay on leave until the end of the school term.

Medical Certification

If the application for a leave of absence is based on a serious health condition of an employee or the serious health condition of a spouse, one partner in a civil union couple, parent or child, the employee must submit an approved medical certification completed and signed by a health care provider. If the medical certification is not timely submitted, the board may deny the leave. The board has the right to require periodic re-certifications from the health care provider. The board also may require, at its expense that the employee submit to a medical examination by a healthcare provider designated by the board concerning the information stated in the medical certification. If the second opinion differs from the first opinion, the board may require that the employee obtain a third opinion from a health care provider chosen jointly by the employee and the board at the board's expense. The third opinion shall be final and binding.

Exhaustion of Paid Leave

An approved leave of absence under the FMLA and the NJFLA is unpaid leave. Where applicable, all leaves shall be counted and run concurrently with leave granted in accordance with the Family and Medical Leave Act of 1993, 29 U.S.C. § 2601 et seq., (FMLA) and the New Jersey Family Leave Act, N.J.S.A. 34:11B-1 et seq., (NJFLA).

Paid leave time does not accrue during unpaid FMLA and NJFLA leave. Similarly, holidays occurring during an FMLA or NJFLA leave of absence will not be paid.

Time taken off by an employee due to an on-the-job injury which is covered by workers' compensation will be charged as FMLA leave. This means that an employee's FMLA 12 workweek entitlement runs concurrently with every absence covered by disability.



FAMILY MEDICAL LEAVE (continued)Continuation of Benefits

During FMLA and NJFLA leave, the board will continue group health care benefits at the level and under the conditions that coverage was provided prior to the commencement of leave. If an employee out on FMLA and/or NJFLA leave normally pays a portion of the premiums for health insurance coverage, these payments will continue during the period of leave. Health insurance coverage will terminate if the employee's premium payment is more than thirty (30) days late. The board will advise employees at least fifteen (15) days prior to termination of coverage. If an employee out on FMLA and/or NJFLA leave normally pays a portion of the premiums for health insurance coverage, at the complete discretion of the board, the employee may be given the option of reimbursing the district for premium payments not collected during the leave through payroll deductions upon the employee's return to work. The board retains the right to recover health insurance premiums that it has paid for an employee on leave if the employee fails to return to work, unless the employee does not return because of (a) the continuation, recurrence, or onset of a serious health condition that would entitle the employee to leave, or (b) other circumstances beyond the employee's control.

An employee on an unpaid leave of absence is entitled to retain those employment benefits accrued at the time leave was taken. However, additional employment benefits, such as seniority, will not accrue during leave as provided by law.

Spouses Employed by the Board

If a husband and wife are both employed by the board, the aggregate number of workweeks of FMLA leave to which both employees are entitled may be limited to 12 workweeks during any 12 month period if the leave is due to the birth or adoption of a child or to care for a parent who has a serious health condition.

Return from Leave

The board may require an employee on leave to periodically report on whether he or she plans to return to work. If the employee wishes to return to work prior to the expiration of the approved leave, the employee must give notice to the superintendent or his/her designee at least five working days prior to the planned return. Additionally, if the employee wishes to return to work later than the expiration of the approved leave, the employee must give notice to the superintendent or his/her designee at least five working days prior to the date the approved leave was scheduled to conclude. The employee may be permitted to return to work prior to the expiration of the leave if the superintendent or his/her designee determines that it will not cause an undue hardship to the board.

If FMLA leave was taken because of an employee's own serious health condition, the board may require that the employee provide a certificate from his or her treating health care provider which states that the employee is able to resume working.

If the employee does not return to work at the expiration of an approved leave, the employee will be considered to have voluntarily resigned his or her employment with the board.

Restoration to Position

When an employee returns from leave, the employee will be restored to the same or to an equivalent position, with equivalent pay and benefits to the extent required by law. However, in no event shall the board be obligated to extend a non-tenured employee's unpaid leave of absence beyond the contract year for which the employee is employed. Additionally, an employee is not entitled to restoration to a position or an equivalent position where that employee would not otherwise be employed at the time reinstatement is requested (e.g., expiration of contract, layoff). The board can also deny restoration where an employee is unable to work at the conclusion of the 12-week leave period or where an employee gives an unequivocal notice of his or her intent not to return to work after FMLA/NJFLA leave.

Coordination of FMLA and NJFLA Leaves

If an employee's leave qualifies under both the FMLA and the NJFLA, the leave used will be counted against the employee's entitlement under both laws. For example, if an employee takes 12 workweeks of leave because of the birth

**FAMILY MEDICAL LEAVE** (continued)

of a child, the 12 workweeks will be counted against both the employee's FMLA and NJFLA entitlement. It shall be the responsibility of the employee to keep track of days used, it shall not be the responsibility of the district.

**No Retaliation**

No employee shall be retaliated against for having exercised his or her rights under the FMLA and/or the NJFLA nor shall they be discouraged from the use of family and medical leave.

**Employee Acknowledgement**

Each employee or prospective employee shall be given a copy of this policy. He/she must acknowledge receipt and understanding of the policy as a condition of employment by signing an acknowledgement form.

Adopted:	June 16, 2003
NJSBA Review/Update:	May 2011, March 2017
Readopted:	September 21, 2011
Revised:	

**Key Words**

Family Leave, Disability, Birth, Adoption, Family Illness, Consecutive Leave, Intermittent Leave

**Legal References:**    N.J.S.A. 34:11B-1 et seq.        Family Leave Act

29 U.S.C. 2601 et seq.

29 C.F.R. 825.200 et seq.

P.L. 2008, c. 17, Family Temporary Disability Leave

**Possible**

<b><u>Cross References:</u></b>	*4151/4251	Attendance patterns
	*4151.1/4251.1	Personal illness and injury/health and hardship

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



**Regulation**

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**FAMILY LEAVE AND MEDICAL LEAVE**  
**PROCEDURES FOR MILITARY FAMILY LEAVE**

The military family leave provisions of the Family and Medical Leave Act (FMLA) entitle eligible employees of covered employers to take FMLA leave for any “qualifying exigency” arising from the foreign deployment of the employee’s spouse, son, daughter, or parent with the Armed Forces, or to care for a service member with a serious injury or illness if the employee is the service member’s spouse, son, daughter, parent or next of kin.

**Qualifying Exigency Leave**

A. A covered employer must grant an eligible employee up to 12 workweeks of unpaid, job-protected leave during any 12-month period for qualifying exigencies that arise when the employee’s spouse, son, daughter, or parent is on covered active duty or has been notified of an impending call or order to covered active duty. Covered active duty means:

1. For members of the Regular Armed Forces, duty during deployment of the member with the Armed Forces to a foreign country; or
2. For members of the Reserve components of the Armed Forces (members of the National Guard and Reserves), duty during deployment of the member with the Armed Forces to a foreign country under a call or order to active duty in support of a contingency operation.

Deployment to a foreign country includes deployment to international waters.

B. Qualifying exigencies for which an employee may take FMLA leave include:

1. Making alternative child care arrangements for a child of the deployed military member;
2. Attending certain military ceremonies and briefings; or
3. Making financial or legal arrangements to address the military member’s absence.

C. If the military member is on covered active duty, the employee may take FMLA leave for the following qualifying exigencies:

1. Issues arising from the military member’s short notice deployment (i.e., deployment within seven or less days of notice). For a period of up to seven days from the day the military member receives notice of deployment, an employee may take qualifying exigency leave to address any issue that arises from the short-notice deployment;
2. Attending military events and related activities, such as official ceremonies, programs, events and informational briefings, or family support or assistance programs sponsored by the military, military service organizations, or the American Red Cross that are related to the member’s deployment;
3. Certain childcare and related activities arising from the military member’s covered active duty, including arranging for alternative childcare, providing childcare on a non-routine, urgent, immediate need basis, enrolling in or transferring a child to a new school or day care facility;
4. Certain activities arising from the military member’s covered active duty related to care of the military member’s parent who is incapable of self-care, such as arranging for alternative care, providing care on a non-routine, urgent, immediate need basis, admitting or transferring a parent to a new care facility, and attending certain meetings with staff at a care facility, such as meetings with hospice or social service providers;
5. Making or updating financial and legal arrangements to address a military member’s absence while on covered active duty;
6. Attending counseling for the employee, the military member, or the child of the military member when the need for that counseling arises from the covered active duty of the military member and is provided by someone other than a healthcare provider;
7. Taking up to 15 calendar days of leave to spend time with a military member who is on short-term, temporary Rest and Recuperation leave during deployment. The employee’s leave for this reason must be taken while the

MILITARY FAMILY LEAVE (regulation continued)

- military member is on Rest and Recuperation leave;
- 8. Certain post-deployment activities within 90 days of the end of the military member's covered active duty, including attending arrival ceremonies, reintegration briefings and events, and other official ceremonies or programs sponsored by the military, and addressing issues arising from the death of a military member, including attending the funeral;
- 9. Any other event that the employee and employer agree is a qualifying exigency.

Military Caregiver Leave

An eligible employee may receive up to a total of 26 workweeks of unpaid, job-protected leave during a single 12-month period to care for a covered service member with a serious injury or illness. The employee must be the spouse, son, daughter, parent, or next of kin of the covered service member.

When a service member designates in writing a blood relative as next of kin for FMLA purposes, that individual is deemed to be the service member's only FMLA next of kin. When a current service member has not designated in writing a next of kin for FMLA purposes, and there are multiple family members with the same level of relationship to the service member, all such family members are considered the service member's next of kin and may take FMLA leave to provide care to the service member.

## A. Single 12-Month Period

1. The single 12-month period for military caregiver leave begins on the first day the employee takes leave for this reason and ends 12 months later, regardless of the 12-month period established by the employer for other FMLA leave reasons;
2. An eligible employee is limited to a *combined* total of 26 workweeks of leave for any FMLA-qualifying reasons during the single 12-month period. Up to 12 of the 26 weeks may be for an FMLA-qualifying reason other than military caregiver leave. For example, if an employee uses 10 weeks of FMLA leave for his or her own serious health condition during the single 12-month period, the employee has up to 16 weeks of FMLA leave left for military caregiver leave;
3. Military caregiver leave is available to an eligible employee once per service member, per serious injury or illness. However, an eligible employee may take an additional 26 weeks of leave in a different 12-month period to care for the same service member if he or she has another serious injury or illness. For example, if an eligible employee takes military caregiver leave to care for a current service member who sustained severe burns, the employee would be entitled to an additional 26 weeks of caregiver leave in a different 12-month period if the same service member is later diagnosed with a traumatic brain injury that was incurred in the same incident as the burns;
4. An eligible employee may also take military caregiver leave to care for more than one current service member or covered veteran with a serious injury or illness at the same time, but the employee is limited to a total of 26 weeks of military caregiver leave in any single 12-month period. Additionally, an eligible employee may be able to take military caregiver leave for the same family member with the same serious injury or illness both when the family member is a current service member and when the family member is a veteran.

## B. A covered service member is either:

1. A current member of the Armed Forces (including a member of the National Guard or Reserves) who is undergoing medical treatment, recuperation, or therapy, is in outpatient status, or is on the temporary disability retired list, for a serious injury or illness. For a current service member, a serious injury or illness is one that may render the service member medically unfit to perform his or her military duties; or
2. A veteran of the Armed Forces (including the National Guard or Reserves) discharged within the five-year period before the family member first takes military caregiver leave to care for the veteran and who is undergoing medical treatment, recuperation, or therapy for a qualifying serious injury or illness. For a veteran, a serious injury or illness is one that rendered the veteran medically unfit to perform his or her military duties, or an injury or illness that qualifies the veteran for certain benefits from the Department of Veterans Affairs or substantially impairs the veteran's ability to work. For veterans, it includes injuries or illnesses that were incurred or aggravated during military service but that did not manifest until after the veteran left active duty;



MILITARY FAMILY LEAVE (regulation continued)Military Caregiver Leave: Specific Criteria for Veterans

A. A veteran who is undergoing medical treatment, recuperation, or therapy for a serious injury or illness is a covered veteran if he or she:

1. Was a member of the Armed Forces (including a member of the National Guard or Reserves);
2. Was discharged or released under conditions other than dishonorable; and
3. Was discharged within the five-year period before the eligible employee first takes FMLA military caregiver leave to care for him or her.

For a veteran who was discharged prior to March 8, 2013, the effective date of the FMLA Final Rule, the period between October 28, 2009 and March 8, 2013 will not count towards the determination of the five-year period. For example, if a service member retired on October 28, 2007, he or she would have had three years remaining of the five-year period on October 28, 2009. The family member requesting FMLA leave will have three years to begin military caregiver leave starting on March 8, 2013. Likewise, if a service member was discharged on December 1, 2010, the five-year period will begin on March 8, 2013 and extend until March 8, 2018.

B. A serious injury or illness means an injury or illness that was incurred by the covered veteran in the line of duty on active duty in the Armed Forces or that existed before the veteran's active duty and was aggravated by service in the line of duty on active duty, and that is either:

1. A continuation of a serious injury or illness that was incurred or aggravated when the veteran was a member of the Armed Forces and rendered the service member unable to perform the duties of the service member's office, grade, rank, or rating; *or*
2. A physical or mental condition for which the veteran has received a U.S. Department of Veterans Affairs Service-Related Disability Rating (VASRD) of 50 percent or greater, and the need for military caregiver leave is related to that condition; *or*
3. A physical or mental condition that substantially impairs the veteran's ability to work because of a disability or disabilities related to military service, or would do so absent treatment; *or*
4. An injury that is the basis for the veteran's enrollment in the Department of Veterans Affairs Program of Comprehensive Assistance for Family Caregivers.

Any *one* of these definitions meets the FMLA's definition of a serious injury or illness for a covered veteran regardless of whether the injury or illness manifested before or after the individual became a veteran.

NJSBA Review/Update: March 2017  
 Adopted:



**CHESTERFIELD TOWNSHIP BOARD OF EDUCATION**  
**Chesterfield, New Jersey**

**FILE CODE: 5118.2**

**Policy**

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

**FOSTER CARE AND EDUCATIONAL STABILITY**

The Chesterfield Township Board of Education recognizes that children placed in foster care, including resource family homes or other out-of-home placements, have special needs. The board is committed to ensuring cooperation and collaboration with the New Jersey Department of Children and Families (DCF) to minimize further disruptions in the lives of these children and promote their educational stability. The superintendent is directed to oversee the development of effective partnerships between the schools of this district and child welfare officials to support the educational needs of children in out-of-home placements within the community, and also provide a framework to support a broader range of children in need of prevention, intervention and referral services.

The Federal Fostering Connections to Success and Increasing Adoptions Act of 2008 (P.L. 110-351) requires educational stability for children placed in foster care including resource family homes or other out-of-home placement. When the Division of Child Protection and Permanency (DCP&P) or other State authorized agency places a child in foster care including resource family homes or other out-of-home placement there shall be a presumption that the child shall remain in the school currently attended by the child, unless DCP&P or other State authorized agency determines that this is not in the best interest of the child. In the event that it is determined that the present school district placement is not in the child's best interest, the child shall be immediately enrolled in the new school district, and the mandated student records shall be provided to the new school district in accordance with law (N.J.A.C. 6A:32-7.5 et seq.) and board policy (5125 Student Records). Even if the child is unable to produce records typically required for enrollment, the child shall be immediately enrolled.

Foster care means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes. Out-of-home placement is a temporary placement for a child, made by a State agency (Child Protection and Permanency) or State authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management), in a group home category placement or resource family home, where care of the child is deemed necessary to protect the child's safety and well-being.

**Roles and Responsibilities**

- A. The superintendent shall ensure that ongoing communication and collaboration with the Department of Children and Families (DCF) is maintained to support the following goals:
1. Children remain in their current school when it is determined that it is in their best interest, and to the extent feasible and appropriate, the children remain in their current school while this determination is being made by DCF;
  2. Children enter school ready to learn;
  3. Children receive supports and services to participate in all aspects of school and to prevent school dropout, truancy, and disciplinary actions;
  4. Children are engaged in their education, are empowered to advocate for their educational needs and pursuits, and receive supports and services to ensure a successful transition into adulthood;
  5. Children with disabilities are located, identified and evaluated for eligibility for special education and section 504 services and, if eligible, shall receive services in accordance with their IEP or section 504 plan;
  6. DCF and the district collaborate to support and improve the well-being of children.
- B. DCP&P employees shall have access to student records, including those that are relevant to current and ongoing child welfare investigations. It is not required to have the written consent of the parent or adult student, or a court order, to release student records to DCP&P or other representatives of a State or local child welfare agency pursuant to P.L. 112-278, S.2, the Uninterrupted Scholars Act;

FOSTER CARE AND EDUCATIONAL STABILITY ( continued)

- C. The superintendent shall designate at least one school district liaison to act as the primary contact person between the schools in the district and child welfare authorities with regard to general information sharing, the development of mutual training and other cooperative efforts (N.J.A.C. 6A:16-11.1(a)6). The responsibilities of the district liaison may include:
1. Facilitating school registration, placement, educational planning, support services, collaboration and problem resolution that may include but are not limited to:
    - a. Healthcare planning (see policies 5141 Student Health and 5141.21 Administration of Medication);
    - b. Child study team referral and assessment;
    - c. Intervention and referral services as necessary and appropriate;
    - d. Ensuring continuity of individualized education program (IEP) as appropriate;
  2. Serving as the point person for communication, collaboration, information sharing and resource identification;
  3. Acquiring knowledge about outside systems and resources, which may require attendance at cross-trainings offered at state and local levels;
  4. Overseeing district staff's implementation of the Interagency Guidance Manual with DCF staff and the local memorandum of agreement (MOA) if developed;
  5. Participating in turnkey county-offered trainings and activities that foster collaboration, communication and problem resolution between the education and child welfare communities; and
  6. Coordinating with DCP&P to provide the required training of school district employees, volunteers and interns (N.J.A.C. 6A:16-11.1(a)8).

District of Residence and Tuition

The district of residence is responsible for continuing to educate a child within its own district or paying tuition for a child attending school in another district, and for providing for any needed transportation. Five school days after the best interest determination has been made, the district of residence must make transportation arrangements for the child. The district of residence shall bear the cost of providing the transportation.

## A. Placement in a resource family home:

1. If a child was placed in a resource family home prior to September 9, 2010, the district of residence shall be the district in which the resource family parents reside. If such a child in a resource family home is subsequently placed in a State facility or by a State agency, the district of residence of the child shall then be determined as if no such resource family placement had occurred;
2. If a child was or is placed in a resource family home on or after September 9, 2010, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to the most recent placement in a resource family home.

## B. Placement in residential State facilities

When a child is placed in a residential State facility, or has been placed by State agencies in a group home, skill development home, private school or out-of-State facility, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to his most recent admission to a State facility or most recent placement by a State agency.

- C. If the district of residence cannot be determined, or if the criteria identify a district of residence outside of the State, or if the child has resided in a domestic violence shelter or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child (N.J.S.A. 18A:7B-12).

Transportation

- A. Transportation for students living in group homes shall be the responsibility of the resident district board of education as detailed above and according to law (N.J.S.A. 18A:7B-12);



FOSTER CARE AND EDUCATIONAL STABILITY ( continued)

- B. Transportation for students placed in a resource family home on or prior to September 9, 2010 shall be the responsibility of the resident district board of education in which the resource family home is located and shall follow the requirements of law (N.J.S.A. 18A:39-1 et seq.) and board policy 3541.1 Transportation Routes and Safety.
- C. For students removed from the custody of their parent or legal guardian and placed in a resource family home or moved from placement in one resource family home to another after September 9, 2010:
1. The school district of residence for the student is the school district in which the student's parent or legal guardian was living at the time of the student's placement;
  2. When a student is placed in a resource family home that is located within the student's school district of residence, the school district of residence shall provide transportation services; and
  3. When a student is placed in a resource family home that is located outside of the student's school district of residence, the school district in which the resource family home is located shall arrange for transportation services in consultation with the school district of residence. The school district of residence shall be responsible for the cost of transportation.

Transferring Student Records

When a child is placed in foster care including a resource family home or other out-of-home placement and newly enrolls in the district, the superintendent or his or her designee shall immediately contact the school of origin to obtain relevant academic and other records. The request for records shall be submitted in writing within 10 school days of enrollment. The superintendent or his or her designee shall also ensure records of students who are required to transfer to another school district as a result of foster placement, are transferred expeditiously and in accordance with law (N.J.A.C. 6A:32-7.5) and board regulations.

Implementation

The superintendent shall oversee the development of procedures for collaboration with DCP&P and tuition reimbursement to avoid barriers to immediate enrollment.

NJSBA Review/Update: March 2017  
Adopted:

Key Words

Foster Care, Resource Family Home, Out-of-Home Placement, DCP&P, Child Welfare, Liaison

<b>Legal References:</b> <u>N.J.S.A. 18A:7B-12</u>	Determination of district of residence
<u>N.J.S.A. 18A:7F-24</u>	Submission of budget for educational programs in State facilities
<u>N.J.S.A. 18A:7F-43 et seq.</u>	School Funding Reform Act of 2008
<u>See particularly:</u>	
<u>N.J.S.A. 18A:7F-49</u>	Determination of base per student amount; grade level weights
<u>N.J.S.A. 18A:36-19a.</u>	Student records
<u>N.J.S.A. 18A:36-25.1</u>	Certified copy of birth certificate required for enrollment in school, records
<u>N.J.S.A. 18A:39-1 et seq.</u>	Transportation to and from schools
<u>N.J.S.A. 30:4C-26</u>	Placing child in resource family home or institution
<u>N.J.S.A. 30:4C-26b</u>	Child in resource family home, determination of school placement
<u>N.J.A.C. 6A:8-4.3</u>	Accountability
<u>N.J.A.C. 6A:14-1 et seq.</u>	Special education
<u>See particularly:</u>	
<u>N.J.A.C. 6A:14-2.2</u>	Surrogate parents, wards of the State and foster parents
<u>N.J.A.C. 6A:16-1.1 et seq.</u>	Programs to Support Student Development
<u>See particularly:</u>	



FOSTER CARE AND EDUCATIONAL STABILITY ( continued)

<u>N.J.A.C. 6A:16-8.1</u>	Establishment of intervention and referral services
<u>N.J.A.C. 6A:16-11.1</u>	Reporting potentially missing , abused or neglected children and attempted or completed suicide
<u>N.J.A.C. 6A:22-3.4</u>	Proof of eligibility
<u>N.J.A.C. 6A:22-4.1</u>	Registration forms and procedures for initial assessment and enrollment
<u>N.J.A.C. 6A:23A-17.1</u>	Method of determining tuition rates for regular public schools
<u>N.J.A.C. 6A:32-7.1 et seq.</u>	Student records
<u>See particularly:</u>	
<u>N.J.A.C. 6A:32-7.5</u>	Access to student records

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

Fostering Connections to Success and Increasing Adoptions Act, Pub. L. 110-351

Memorandum, Re: Ensuring Educational Stability for Children in Foster Care; the New Jersey Commissioner of Education: October 4, 2016, located at:  
<https://homeroom5.doe.state.nj.us/broadcasts/2016/OCT/03/15303/Ensuring%20Educational%20Stability%20for%20Children%20in%20Foster%20Care.pdf>

Memorandum, Re: Interagency Guidance Manual to Improve Educational Outcomes of Children in Out-of-Home Placement; the New Jersey Commissioner of Education: October 4, 2016, located at:  
[http://www.nj.gov/education/students/safety/edservices/stability/outcomes\\_memo.pdf](http://www.nj.gov/education/students/safety/edservices/stability/outcomes_memo.pdf)

*Improving the Educational Outcomes of Children in Out-of-Home Placements: An Interagency Guidance Manual*; The New Jersey Department of Children and Families, 2013.  
 Located at: <http://www.nj.gov/education/students/safety/edservices/stability/outcomes.pdf>

Possible

<u>Cross References:</u>	*3541.1	Transportation Routes and Services
	*5111	Admission
	*5125	Student Records
	*5141	Health
	*5141.3	Health Examinations and Immunizations
	*5141.21	Adminstrating Medication
	*6164.1	Intervention and Referral Services
	*6164.2	Guidance Counseling
	*6164.4	Child Study Team
	*6171.1	Remedial Instruction
	*6171.3	At-risk and Title 1 (parent involvement)
	*6171.4	Special Education

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

**FOSTER CARE AND EDUCATIONAL STABILITY**

**GENERAL STATEMENT**

The New Jersey Department of Children and Families (DCF) maintains oversight of the processes involved in identifying and placing children in out-of-home placements. The school district plays a critical role in maintaining the educational stability of children placed in foster care including resource family homes or other out-of-home placements. The follow procedures structure the collaboration between the school district and DCF to optimize educational stability for students placed in foster care and ensure the prompt arrangement of transportation and payment of tuition.

**STAFF RESPONSIBLE**

The following chart lists the staff members responsible for the implementation of the regulation and summarizes their responsibilities:

<b>Position</b>	<b>Summary of Main Responsibilities</b>
Superintendent	<ul style="list-style-type: none"><li>● Implementation and administrative oversight within the district</li><li>● Transfer of records, written notifications</li><li>● Appointment of the liaison</li></ul>
Building principal	<ul style="list-style-type: none"><li>● Implementation and oversight within the school building</li><li>● Assessment of this regulation</li></ul>
District liaison	<ul style="list-style-type: none"><li>● Primary contact with the DCP&amp;P case manager and DCF</li><li>● Facilitates all aspects of the student's enrollment and adjustment to school to ensure educational stability</li><li>● Coordinates school services with BA, transportation director, CST, I&amp;RS, school nurse</li><li>● Facilitates the caregivers involvement in school</li></ul>
Business administrator	<ul style="list-style-type: none"><li>● Tuition calculation, payment</li><li>● Transportation arrangements, payment</li></ul>
Transportation director	<ul style="list-style-type: none"><li>● Transportation arrangements</li></ul>
Intervention and Referral Services	<ul style="list-style-type: none"><li>● Provide assessments for students experiencing health, behavioral, educational or emotional difficulties</li><li>● Provide appropriate services and/or referral resources</li></ul>
Child Study Team	<ul style="list-style-type: none"><li>● Implementation of the IEP, when applicable</li><li>● Evaluation and assessment as necessary and requested</li></ul>
Nurse	<ul style="list-style-type: none"><li>● Implementation of health care arrangements and plans</li></ul>

**DEFINITIONS**

"New Jersey State Department of Children and Families (DCF)" was created in July 2006 as New Jersey's first Cabinet agency devoted exclusively to serving and safeguarding the most vulnerable children and families in the state. DCF includes:

1. Child Protection and Permanency (DCP&P);
2. Children's System of Care;
3. Family and Community Partnerships;
4. Office of Adolescent Services;
5. Office of Education;
6. Child Welfare Training Academy;
7. Centralized Child Abuse/Neglect Hotline;

"Best interests determination" as used for the purposes of educational stability, is generally made by the DCP&P case

manager and if contested by court on whether or not the child should remain in his/her current school. In making a best interest determination the case manager considers a number of factors including but not limited to safety, proximity, age and grade level, the child's preference, and special education programming needs (see N.J.S.A. 30:4C-26b for the complete list).

"Case Manager" is the child's assigned case manager from DCP&P or other state authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management/UCM) who facilitates the child's placement in any out-of-home setting and has supervision of said child.

"Caregiver" is a person who is licensed by DCF to provide resource family care or is employed by an agency to provide direct care and supervision for a child in a group home, treatment home, teaching family home or supervised transitional living home.

"District of residence" for children placed in resource family homes prior to September 9, 2010, is the school district where the resource family parents reside. On or after September 9, 2010, children placed in resource home care or moved from one resource home to another, the "district of residence" is the school district of the parent or guardian with whom the child lived prior to the most recent placement in resource home care per N.J.S.A. 18A:7B-12. For children placed in a non-resource family home, the "district of residence" is the school district where the parent resides.

"Educational Stability" is the continuation in the present school for a child placed in a resource family home or other out-of-home placement unless it is determined that this is not in the best interest of the child.

"Foster care" means 24-hour substitute care for children placed away from their parents or guardians and for whom the child welfare agency has placement and care responsibility. This includes, but is not limited to, placements in foster family homes, foster homes of relatives, group homes, emergency shelters, residential facilities, child care institutions, and pre-adoptive homes.

"Resource family home" means and includes private residences wherein any child in the care, custody, or guardianship of the Department of Children and Families may be placed by the department, or with its approval, for care, and shall include any private residence maintained by persons with whom any child is placed by the Division of Child Protection and Permanency for the purpose of adoption until the adoption is finalized.

"Group home category placement" is any public or private establishment other than a resource home that provides board, lodging, care and treatment services on a 24-hour basis to 12 or fewer children in a homelike, community-based setting. Included in this category are group homes, treatment homes, teaching family homes and supervised transitional living programs.

"Out-of-home placement" is a temporary placement for a child, made by a State agency (DCP&P) or State authorized agency (Youth Case Management/YCM, Care Management Organization/CMO or Unified Care Management), in a group home category placement or resource family home, where care of the child is deemed necessary to protect the child's safety and well-being.

"Parent" is the natural parent, adoptive parent, or an appointed surrogate parent. Unless parental rights have been terminated by a court of appropriate jurisdiction, the parent retains all rights pertaining to N.J.A.C. 6A:14.

"Parental consent" is an agreement in writing from the parent having legal responsibility for educational decision making under N.J.A.C. 6A:14-2.2. The district must ensure that consent is informed and voluntary.

"Resource family home" is a private residence, other than a children's group home, treatment home, teaching family home or supervised transitional living program, in which board, lodging, care and temporary out-of-home placement services are provided by a resource family parent on a 24-hour basis under the auspices of DCP&P.



## PROCEDURES

### Collaboration and Communication

The superintendent shall appoint one or more district liaisons between the district and DCP&P to ensure that students in this district or students transferring to this district affected by placement in foster care including resource family homes or other out-of-home placement receive continuity and stability in their educational program.

The liaison shall have the authority to confer and coordinate the provision of services with DCP&P and school office/admission personnel, transportation staff, the child study team, intervention and referral services, guidance staff, district medical personnel, teachers, the director of special education and the director of curriculum in facilitating the transfer and adjustment of newly enrolled students and students remaining in the district after placement.

### Best Interest Determination

- A. When a child is placed in foster care including a resource family home or other out-of-home placement, DCP&P has five business days to make an assessment to determine if remaining in the district is in the child's best interest, and during this assessment the child shall remain in the school that he/she is currently attending;
- B. The liaison shall remain in contact with DCP&P to an extent that is practical and follow-up with DCP&P no later than the five business day time period to ascertain the determination;
- C. The liaison shall notify the counseling staff, who may arrange supportive services such as counseling, resource information and other assistance the student may need;
- D. If DCP&P indicates that the student may be transferred to another district, the liaison shall begin overseeing the preparations for the transfer of the student's records. No records shall however, be transferred until DCP&P gives the district the official determination.

### Remaining in the District

Once notified by DCP&P that a student has been placed in foster care, including a resource family home or other out-of-home placement, and DCP&P has determined the student shall remain in the district, the liaison shall:

- A. Notify the business administrator and/or the transportation director to coordinate transportation services when the placement is remote from the school;
- B. Contact the student's caregiver and/or DCP&P case manager to update the student record with new contact information and emergency contact information;
- C. Work with the DCP&P case manager regarding any custody and/or notification restrictions related to the court order to place the child;
- D. Notify the counseling staff, district intervention and referral services and/or the student's teacher as appropriate, to arrange supportive services such as counseling, resource information and other assistance the student may need.

### Transferring into the District

Once notified by DCP&P that a student who has been placed in foster care, including a resource family home or other out-of-home placement, and DCP&P has determined that a transfer is in the best interest of the child, the student shall be transferred into one of the district schools:

- A. The liaison, in collaboration with the DCP&P case worker, shall facilitate the child's registration into the school district. Required documents for registration are limited to:
  - 1. Foster/Resource Family Parent Identification letter or other agency letter pursuant to N.J.A.C. 6A:22-4.1;
  - 2. Caregiver proof of residency. The district must accept, as proof of a child's address, any combination of documents that establish residency, including deeds, leases, mortgages, utility bills or other documents (N.J.A.C. 6A:22-3.4).

- B. A child has the right to attend school. The district shall not delay or deny attendance based on its non-receipt of:
1. A certified copy of the child's birth certificate or other proof of identity. This is required within 30 days of initial enrollment (N.J.A.C. 6A:22-4.1(g); N.J.S.A. 18A:36-25.1);
  2. Medical information, although attendance at school may be deferred while awaiting immunization records (N.J.A.C. 6A:22-4.1(h); N.J.A.C. 8:57-4);
  3. The child's prior educational record pursuant to N.J.A.C. 6A:22-4.1(i).
- C. The liaison, in collaboration with the DCP&P case worker, shall follow-up by contacting the district of previous attendance to ensure that the transfer of records from the school of previous attendance is being processed and to verify when the records will be sent;
- D. The liaison, in conjunction with the DCP&P case manager, shall collect the necessary signed consent to release documentation so that staff members from the school of previous attendance and other relevant service providers may be consulted regarding continuity of the student's educational program. This may include the student's health, special education, social and emotional needs and other information necessary to assist with a smooth transition to the district;
- E. The liaison, in collaboration with the DCP&P case worker, shall ensure that the child is referred for intervention and referral services (I&RS) to assist when the child is experiencing learning, behavior or health difficulties (see board policy 6164.1 Intervention and Referral Services). The I&RS team shall collaborate with district liaison and the DCP&P case worker to identify out-of-school interventions when appropriate;
- F. The liaison, in collaboration with the DCP&P case worker, and the school nurse shall make provisions for the health care needs of the student including, but not limited to, disseminating the appropriate notices and information to pertinent staff members regarding allergies, provisions of the individualized health care plan and the administration of medication and emergency medication as appropriate;
- G. If I&RS is provided for children receiving special education, the services shall be coordinated with the child's IEP team, as appropriate (N.J.A.C. 6A:16-8.1) and according to board policy 6171.4 Special Education;
- H. Appropriate instruction shall be provided to children performing below established standards of proficiency to improve their performance (N.J.A.C. 6A:8-4.3(c) and board policy 6171.1 Remedial Instruction);
- I. The liaison shall work with the DCP&P case worker and the appropriate district staff to locate and identify children with disabilities to ensure that children with suspected educational disabilities are evaluated, and to ensure that there are no interruptions in special education and related services. Within 30 days, the district shall either adopt the current IEP or conduct all necessary assessments and develop and implement a new IEP for the student (board policy 6171.4 Special Education and N.J.A.C. 6A:14-4.1(g));
- J. Schools identified as priority and focus schools will work with the Regional Achievement Centers to determine which interventions will be used pursuant to the approved Elementary and Secondary Education Act (ESEA) flexibility waiver;
- K. The liaison, or his or her designee, shall contact the caregiver with district website information and written materials clearly identifying any and all available student support services such as tutoring, summer school, homework help and after school programs;
- L. The liaison, or his or her designee, may offer training to parents and caregivers/caregiver agencies on how to participate in and support the education of children in their care.
- M. Upon enrollment, the liaison or his or her designee shall make a reasonable effort to ascertain the child's past involvement in extracurricular activities and current interests to match the child with available programs, activities, etc.;
- N. Within the first two weeks of enrollment, a list of programs, services, planned events, and extracurricular activities shall be distributed to the child and their parents/caregivers.



### Transfer of Records

Records shall be transferred according to the following guidelines:

- A. Original mandated student records that schools have been directed to compile by New Jersey statute, regulation, or authorized administrative directive shall be forwarded to the receiving school district with written notification to the parent or adult student;
- B. Original mandated student records that the board of education has required shall be forwarded to the receiving school district only with the written consent of the parent or adult student, except where a formal sending-receiving relationship exists between the school districts;
- C. All records to be forwarded, including disciplinary records, shall be sent to the superintendent or his or her designee of the school district to which the student has transferred within 10 school days after the transfer has been verified by the requesting school district;
- D. The superintendent or his or her designee shall request in writing all student records from the school district of last attendance within two weeks from the date that the student enrolls in the new school district;
- E. Upon request, the superintendent or his or her designee of the school district of last attendance shall provide a parent(s) or an adult student with a copy of the records disclosed to other educational agencies or institutions; and
- F. Proper identification, such as a certified copy of the student's birth certificate or other proof of the child's identity shall be requested at the time of enrollment in a new school district;

### District of Residence

The district of residence is responsible for continuing to educate a child within its own district or paying tuition for a child attending school in another district, and for providing for any needed transportation. Five school days after the best interest determination has been made, the district of residence must make arrangements for, and pay the cost of the transportation, wherever the child attends school. The district of residence is determined according to the following:

- A. Placement in a resource family home:
  - 1. When a child was placed in a resource family home prior to September 9, 2010, the district of residence shall be the district in which the resource family parents reside. If such a child in a resource family home is subsequently placed in a State facility or by a State agency, the district of residence of the child shall then be determined as if no such resource family placement had occurred;
  - 2. When a child was or is placed in a resource family home on or after September 9, 2010, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to the most recent placement in a resource family home.

- B. Placement in residential State facilities

When a child is placed in a residential State facility, or has been placed by State agencies in a group home, skill development home, private school or out-of-State facility, the district of residence shall be the present district of residence of the parent or guardian with whom the child lived prior to his most recent admission to a State facility or most recent placement by a State agency.

### Tuition

- A. When a student is transferred into this district and his or her district of residence is other than this district tuition shall be assessed and the business administrator shall be responsible for the following, including but not limited to:
  - 1. The calculation of the tuition rate according to all the provisions of N.J.A.C. 6A:23A-17.1 describing the method of determining the tuition rate including the calculation of the actual cost per student, the estimated cost per student, and the estimated daily average enrollment;
  - 2. Obtaining certification of the actual cost per student for each tuition category for a given year from the Commissioner;



3. Establishing by written contractual agreement with the district of residence, a tentative tuition charge for budgetary purposes;
  4. Using the forms prepared by the Commissioner of Education for certification of the actual cost per student for each tuition category for contracts, and for establishing the estimated cost per student for each tuition category for the ensuing school year;
  5. When necessary and appropriate preparing proof that the charge for the use of the school facilities is not adequate and submitting it to the Commissioner for approval of an additional charge for the use of school facilities school facilities.
- B. When this district is the district of residence responsible for paying the student's tuition, the business administrator shall be responsible for the following, including but not limited to:
1. Verifying all the receiving district's documentation related to the calculation of tuition;
  2. Taking the appropriate actions to ensure that the payment of tuition is expedited promptly;
  3. Making the necessary budgetary adjustments to account for district expenses related to tuition.

If the district of residence cannot be determined by DCF, or if a district of residence is outside of the State, or if the child has resided in a domestic violence shelter or transitional living facility located outside of the district of residence for more than one year, the State shall assume fiscal responsibility for the tuition of the child. The tuition shall equal the approved per student cost established by law (N.J.S.A. 18A:7F-24). This amount shall be appropriated in the same manner as other State aid. The Department of Education shall pay the amount to the Department of Human Services, the Department of Children and Families, the Department of Corrections or the Juvenile Justice Commission.

In the case of a homeless child or a child in a family resource home, the Department of Education shall pay to the school district in which the child is enrolled the weighted base per student amount calculated according to law (N.J.S.A. 18A:7F-49) and the appropriate security categorical aid per student and special education categorical aid per student.

If the State has assumed fiscal responsibility for the tuition of a child in a private educational facility approved by the Department of Education to serve children who are classified as needing special education services, the Department shall pay the tuition to the Department of Human Services, the Department of Children and Families or the Juvenile Justice Commission, as appropriate. In addition, the Department of Education shall pay such aid as required to make the total amount of aid equal to the actual cost of the tuition.

#### Transportation

The child's district of residence is required to provide for transportation of the child to and from school. When this district is the district of residence as defined by law and board policy (5118.2) the following procedures shall apply:

- A. The liaison shall notify the business administrator and/or transportation director of any changes affecting the student's transportation arrangements;
- B. The business administrator and/or transportation director shall determine if the child is eligible for transportation services and arrange for those services;
- C. To ensure a smooth transition, DCP&P shall be responsible for the provision of, and payment for, transportation for the first five days after the placement decision is made;
- D. The district liaison shall cooperate with the DCP&P caseworker in arranging transportation to and from the school district that the child attends based on the best interest determination at the same time that DCP&P provides its notification. If the child is eligible for transportation and the district agrees to arrange and provide the transportation, the district shall bill DCP&P for the transportation costs for the first five days after the placement decision;
- E. Beginning on the sixth school day after a child's educational placement is determined, the child's district of residence shall be responsible for the provision of any mandated transportation services. Should the district be unable to provide the transportation service at that time, DCP&P will continue to provide transportation and shall bill the district for the additional service;

- F. Problems regarding the arrangements for required transportation shall be referred to the County Office of Education. If the matter cannot be resolved with the assistance of the county office, DCP&P educational liaisons should contact the DCP&P Statewide Educational Stability Administrator.

## **REGULATION HISTORY**

Effective Date:

## **CROSS REFERENCES**

3541.1	Transportation Routes and Services
5111	Admission
5125	Student Records
5141	Health
5141.3	Health Examinations and Immunizations
5141.21	Administering Medication
6164.1	Intervention and Referral Services
6164.2	Guidance Counseling
6164.4	Child Study Team
6171.1	Remedial Instruction
6171.4	Special Education

## **PRIMARY RESOURCES**

- Resource 1 *Improving the Educational Outcomes of Children in Out-of-Home Placements: an Interagency Guidance Manual*, published by the New Jersey Department of Children and Families, 2014.  
(find at: <http://www.nj.gov/education/students/safety/edservices/stability/>)

**CHESTERFIELD TOWNSHIP BOARD OF EDUCATION**  
**Chesterfield, New Jersey**

**FILE CODE: 5134**

☐ **Monitored**

☐ **Mandated**

**Policy**

☒ **Other Reasons**

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**PREGNANT STUDENTS**

No student, whether married or unmarried, who is otherwise eligible to attend the district's school(s) shall be denied an educational program solely because of pregnancy, childbirth, pregnancy related disabilities, or actual or potential parenthood. All pregnant students shall be permitted to remain in the regular school program and activities.

A pregnant student who does not wish to attend regular classes or who is physically unable to do so during her pregnancy may, on her request, be assigned to either a formal alternative educational program or home instruction.

A student who has received an alternate educational program or home instruction for reasons associated with her pregnancy shall be readmitted to the regular school program upon her request and the written statement of a physician that she is physically fit to do so. All alternate educational programs or home instruction for pregnant students shall provide instruction equivalent to the general and/or special education programs as applicable.

A pregnant student who wishes to withdraw from the district must have the written permission of her parents/guardians.

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

**Key Words**

Married Students, Pregnant Students, Married Students, Pregnant Students

**Legal References:**    N.J.S.A. 10:51 et seq.            Law Against Discrimination  
                              N.J.S.A. 18A:3620            Discrimination prohibited  
                              N.J.A.C. 6A:7-1.1 et seq.        Managing for Equality and Equity in Education  
                              See particularly:  
                              N.J.A.C. 6A:71.4,1.7  
                              N.J.A.C. 6A:16-7.1            Code of student conduct

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

The Comprehensive Equity Plan, New Jersey State Department of Education

**Possible**

**Cross References:**    \*5141.3    Health examinations and immunizations  
                              \*5145.4    Equal educational opportunity  
                              \*6145      Extracurricular activities  
                              \*6154      Homework/makeup work  
                              \*6172      Alternative educational programs  
                              \*6173      Home instruction

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

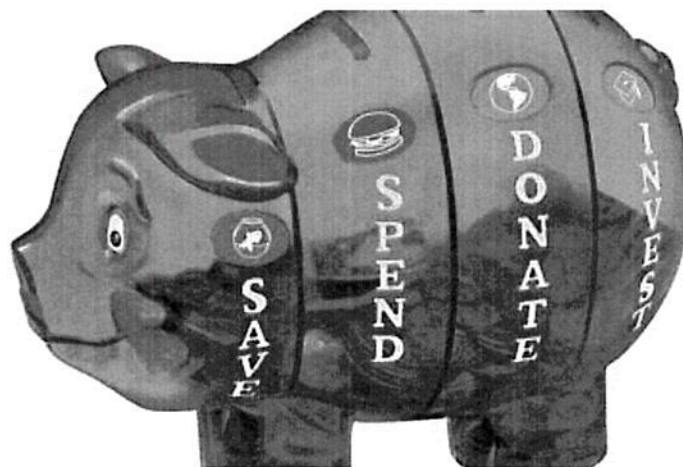


# 21<sup>st</sup> Century Life & Careers Curriculum

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Chesterfield Elementary School  
2018

Written By  
Courtney Kovac  
Maria Prince



# Table of Contents

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## INTRODUCTION

In today's global economy, students need to be lifelong learners who have the knowledge and skills to adapt to an evolving workplace and world. To address these demands, Standard 9, 21st Century Life and Careers, which includes the 12 Career Ready Practices, establishes clear guidelines for what students need to know and be able to do in order to be successful in their future careers and to achieve financial independence.

**Mission:** *21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.*

**Vision:** An education in the 21st Century life and career skills fosters a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.

### 9.1 Personal Financial Literacy

- This standard outlines the important fiscal knowledge, habits, and skills that must be mastered in order for students to make informed decisions about personal finance. Financial literacy is an integral component of a student's college and career readiness, enabling students to achieve fulfilling, financially-secure, and successful careers.

### 9.2 Career Awareness, Exploration, and Preparation

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



<b>Grade Level:</b> Kindergarten <b>Pacing Guide:</b> In correlation with Social Studies Unit 3 - Economics, Approximately 2 - 30 minute lessons	<b>Unit Title:</b> Insuring and Protecting, Career Awareness
<b>Standards Addressed:</b> 9.1.4.B.1 Differentiate between financial wants and needs. 9.1.4.G.1 Describe how valuable items might be damaged or lost and ways to protect them. 9.2.4.A.1 Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals. 9.2.4.A.2 Identify various life roles and civic and work-related activities in the school, home, and community.	<b>Cross Curricular Standards:</b>  Reading: RL.K.1 With prompting and support, ask and answer questions about key details in a text.  Math: K.OA.1 Represent addition and subtraction with objects, fingers, mental images, drawings, sounds (e.g., claps), acting out situations, verbal explanations, expressions, or equations K.MD.3 Classify objects into given categories; count the numbers of objects in each category and sort the categories by count  Technology: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)  Social Studies: 6.1.4.C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. 6.1.4.C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations. 6.1.4.C.10 Explain the role of money, savings, debt, and investment in individuals' lives.
<b>Stage 1 – Desired Results</b>	
<u><b>Enduring Understandings:</b></u>  Students will understand that... <ul style="list-style-type: none"> <li>Protecting your valuables can help to prevent financial loss</li> <li>People work to earn money to live</li> <li>Valuable items can be expensive to replace</li> <li>The career you choose can affect your short and long term goals</li> </ul>	<u><b>Essential Questions:</b></u> <ul style="list-style-type: none"> <li>What are my long-term goals for my future?</li> <li>Why do we use money?</li> <li>What can we do with money?</li> <li>How and why is money circulated</li> </ul>

<ul style="list-style-type: none"> <li>• There are different kinds of work, jobs, and careers</li> <li>• Money is earned from work done.</li> <li>• Money is limited in quantity.</li> <li>• Wants and needs are different</li> </ul>	<p>throughout the community?</p>
<p><u>What Students Will Know:</u></p> <ul style="list-style-type: none"> <li>• How to protect their valuable items</li> <li>• Working will help you earn a living, pay bills, accomplish goals, save for the future or emergencies</li> <li>• People can choose a career path that aligns with their passions and goals</li> <li>• We have jobs within our school, home and community to keep things operational</li> </ul>	<p><u>What Students Will Be Able to Do:</u></p> <ul style="list-style-type: none"> <li>• Describe how valuable items might be damaged or lost and ways to protect them.</li> <li>• Identify reasons why people work, different types of work, and how work can help a person achieve personal and professional goals.</li> <li>• Identify various life roles and civic and work-related activities in the school, home, and community.</li> </ul>
<p><b>Stage 2 - Assessment Evidence</b></p>	
<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> <li>• Perform specific classroom jobs to earn "money"</li> <li>• Purchase items at the class store with the money they earn.</li> <li>• Role play grocery store shopping</li> </ul>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Student responses during class</li> <li>• Teacher-created rubrics</li> <li>• Quiz: "Earning Money"</li> </ul> <p><a href="https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_1/3_complete.pdf">https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_1/3_complete.pdf</a></p>
<p><b>Stage 3 - Learning Plan</b></p>	
<p><u>Learning Activities - Lesson Plans:</u></p> <p>Various lessons teaching money skills using...</p> <p><a href="http://www.practicalmoneyskills.com/teach/lesson_plans/pre_k_grade_2">http://www.practicalmoneyskills.com/teach/lesson_plans/pre_k_grade_2</a></p> <p>TD Bank lessons and worksheets  <a href="https://www.tdbank.com/wowzone/lessons/GrK-1Lesson1.pdf">https://www.tdbank.com/wowzone/lessons/GrK-1Lesson1.pdf</a></p> <p>Scholastic Financial Literacy Lessons K-8  <a href="http://www.scholastic.com/browse/article.jsp?id=3757932">http://www.scholastic.com/browse/article.jsp?id=3757932</a></p>	



## Financial Literacy Teaching Guides

<https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/>

### Money As You Grow Book Club

<https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/book-club/>

Career Day: Invite parents into the classroom

Lily Learns about Wants & Needs:

<https://clawsonunitwebpage.weebly.com/lesson-1-ndash-what-are-needs-and-wants.html>

### Strategies and Methods for Different Learners:

#### At-risk:

- Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools, etc.).
- Allow students to show understanding using an interactive assignment or online game.
- Allow students to work on an assignment/project collaboratively with a peer for support.
- Create/provide anchor charts to display lesson vocabulary.

#### Special Education:

- Allow students to show understanding using an interactive assignment or online game.
- Provide students with created templates to allow for "fill-in-the-blank" activities.
- Allow students to work on an assignment/project collaboratively with a peer for support.
- Chunk material and assignment delivery.
- Provide extended time for assignments and tests.

#### ELL:

- Read quiz to students
- Provide opportunity for performance based assessments
- Create/provide visuals to support

### Resources:

**Peter Pig's Money Counter:** Learning about money is fun with Peter Pig. In this interactive game, kids practice identifying, counting and saving money while learning fun facts about U.S. currency.  
[https://www.practicalmoneyskills.com/play/peter\\_pigs\\_money\\_counter#id\\_1531420045726](https://www.practicalmoneyskills.com/play/peter_pigs_money_counter#id_1531420045726)

**Bankaroo App:** bankaroo aims to make kids "money smart" by helping them practice saving and spending money.  
<https://www.edsurge.com/product-reviews/bankaroo>

<https://www.mint.com/ultimate-resources-for-teaching-kids-about-money>

<http://financeintheclassroom.org/student/activities.shtml>

<http://moneyconfidentkids.com/content/money-confident-kids/en/us/kids.html>

<http://www.teachhub.com/technology-classroom-8-websites-teach-financial-literacy>



<p>verbal instructions</p> <ul style="list-style-type: none"> <li>● Provide partner to support learning</li> <li>● Use known vocabulary when possible</li> </ul> <p><u>G&amp;T:</u></p> <ul style="list-style-type: none"> <li>● Allow students to be “banker” of classroom store</li> <li>● Peer-led activities</li> <li>● With support, research a profession including its requirements and salary</li> </ul>	
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<b>Grade Level:</b> 1 <b>Pacing Guide:</b> In correlation with Social Studies Unit 5 - Economics, Approximately 2 - 30 minute lessons	<b>Unit Title:</b> Money Management, Planning, Saving, and Investing
<b>Standards Addressed:</b> 9.1.4.B.1 Differentiate between financial wants and needs. 9.1.4.B.2 Identify age-appropriate financial goals. 9.1.4.B.3 Explain what a budget is and why it is important. 9.1.4.B.4 Identify common household expense categories and sources of income. 9.1.4.B.5 Identify ways to earn and save. 9.1.4.D.1 Determine various ways to save. 9.1.4.D.2 Explain what it means to "invest." 9.1.4.D.3 Distinguish between saving and investing.	<b>Cross Curricular Standards:</b>  Reading: RI.1.1 Ask and answer questions about key details in a text.  Math: 1.MD.3 Recognize and identify coins, their names, and their values.  Technology: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)  Social Studies: 6.1.4. C.1 Apply opportunity cost to evaluate individuals' decisions, including ones made in their communities. 6.1.4. C.2 Distinguish between needs and wants and explain how scarcity and choice influence decisions made by individuals, communities, and nations.
<b>Stage 1 – Desired Results</b>	
<b>Enduring Understandings:</b>  Students will understand that... <ul style="list-style-type: none"> <li>• Wants and needs can be met through appropriate earning, saving, and investing strategies.</li> <li>• Financial choices have consequences.</li> <li>• The exchange value of coins.</li> <li>• Coins have different names/values</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>• What is money?</li> <li>• Why do we use money?</li> <li>• How can I plan for my future and reach my goals?</li> </ul>
<b>Students will know...</b> <ul style="list-style-type: none"> <li>• Difference between financial wants and needs.</li> <li>• Age-appropriate financial goals (e.g., allowance, piggy bank, budget).</li> <li>• Common household expenses.</li> <li>• Various sources of income.</li> <li>• The concepts of saving (i.e.,</li> </ul>	<b>What Students will be able to do:</b> <ul style="list-style-type: none"> <li>• Differentiate between financial wants and needs.</li> <li>• Identify age-appropriate financial goals.</li> <li>• Explain what a budget is and why it is important.</li> <li>• Identify common household expense categories and sources of income.</li> </ul>

<p>short-term) and investing (i.e., long-term).</p>	<ul style="list-style-type: none"> <li>• Identify ways to earn and save.</li> <li>• Determine various ways to save.</li> <li>• Explain what it means to “invest.”</li> <li>• Distinguish between saving and investing.</li> <li>• Identify different coins by name and value</li> <li>• Determine exchange rate of coins (10 pennies = 1 dime)</li> </ul>
<p align="center"><b>Stage 2 - Assessment Evidence</b></p>	
<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> <li>• Participate in a classroom economy designed to expose them to economic fundamentals.</li> <li>• Perform specific classroom jobs to earn a salary.</li> <li>• Purchase items at the class store with the money they earn.</li> </ul>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Student responses during class</li> <li>• Teacher-created rubrics</li> <li>• Quiz: “What costs money?” <a href="https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_1/1_complete.pdf">https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_1/1_complete.pdf</a></li> <li>• Quiz: “What is money?” <a href="https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_1/4_complete.pdf">https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_1/4_complete.pdf</a></li> </ul> <p>Quiz: The Piggy Bank Quiz <a href="http://www.scholastic.com/regions/personalityquiz/">http://www.scholastic.com/regions/personalityquiz/</a></p>
<p align="center"><b>Stage 3 - Learning Plan</b></p>	
<p><u>Learning Activities - Lesson Plans:</u></p> <p>Various lessons teaching money skills using...</p> <p><a href="http://www.practicalmoneyskills.com/teach/lesson_plans/pre_k_grade_2">http://www.practicalmoneyskills.com/teach/lesson_plans/pre_k_grade_2</a></p> <p>TD Bank lessons and worksheets <a href="https://www.tdbank.com/wowzone/lessons/GrK-1Lesson1.pdf">https://www.tdbank.com/wowzone/lessons/GrK-1Lesson1.pdf</a></p> <p>Scholastic Financial Literacy Lessons K-8 <a href="http://www.scholastic.com/browse/article.jsp?id=3757932">http://www.scholastic.com/browse/article.jsp?id=3757932</a></p> <p>Financial Literacy Teaching Guides <a href="https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/">https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/</a></p>	



## Money As You Grow Book Club

<https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/book-club/>

### Strategies and Methods for Different Learners:

#### At-risk:

- Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools, etc.).
- Allow students to show understanding using an interactive assignment or online game.
- Allow students to work on an assignment/project collaboratively with a peer for support.
- Create/provide anchor charts to display lesson vocabulary.

#### Special Education:

- Allow students to show understanding using an interactive assignment or online game.
- Provide students with created templates to allow for "fill-in-the-blank" activities.
- Allow students to work on an assignment/project collaboratively with a peer for support.
- Chunk material and assignment delivery.
- Provide extended time for assignments and tests.

#### ELL:

- Read quiz to students
- Provide opportunity for performance based assessments
- Create/provide visuals to support verbal instructions
- Provide partner to support learning
- Use known vocabulary when possible

#### G&T:

- Allow students to be "banker" of

### Resources:

**Peter Pig's Money Counter:** Learning about money is fun with Peter Pig. In this interactive game, kids practice identifying, counting and saving money while learning fun facts about U.S. currency.

[https://www.practicalmoneyskills.com/play/peter\\_pigs\\_money\\_counter#id\\_1531420045726](https://www.practicalmoneyskills.com/play/peter_pigs_money_counter#id_1531420045726)

<https://www.ignitespot.com/financial-literacy-guide-for-kids>

<http://financeintheclassroom.org/student/activities.shtml>

<https://www.mint.com/ultimate-resources-for-teaching-kids-about-money>

<http://moneyconfidentkids.com/content/money-confident-kids/en/us/kids.html>

<http://www.teachhub.com/technology-classroom-8-websites-teach-financial-literacy>

classroom store <ul style="list-style-type: none"> <li>• Peer-led activities</li> <li>• With support, research a profession including its requirements and salary</li> </ul>	
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<b>Grade Level:</b> 2 <b>Pacing Guide:</b> after Math Module 7 Approximately 2 - 30 minute lessons	<b>Unit Title:</b> Money Management, Planning, Saving, and Investing
<b>Standards Addressed:</b> 9.1.4.B.1 Differentiate between financial wants and needs. 9.1.4.B.5 Identify ways to earn and save. 9.1.4.D.1 Determine various ways to save.	<b>Cross Curricular Standards:</b>  Reading: RI.2.1 Ask and answer questions about key details in a text.  Math: 2.MD.8 Solve word problems involving dollar bills, quarters, dimes, nickels, and pennies, using \$ and ¢ symbols appropriately.  Technology: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)
<b>Stage 1 – Desired Results</b>	
<u><b>Enduring Understandings:</b></u>  Students will understand that... <ul style="list-style-type: none"> <li>Financial choices have consequences.</li> <li>Saving some money for future needs is important.</li> </ul>	<u><b>Essential Questions:</b></u> <ul style="list-style-type: none"> <li>How does what I do with my money influence my happiness?</li> <li>When and how should I begin to save money?</li> </ul>
<u><b>What Students will know:</b></u> <ul style="list-style-type: none"> <li>Needs are things necessary to survive (food, water, shelter, etc)</li> <li>Wants are things we like, but are not necessary for our survival.</li> <li>The various ways to earn money (chores, jobs, careers, etc)</li> <li>The various ways to save money (piggy bank, bank account, etc)</li> </ul>	<u><b>What Students will be able to do:</b></u> <ul style="list-style-type: none"> <li>Differentiate between financial wants and needs.</li> <li>Identify ways to earn and save.</li> <li>Determine various ways to save.</li> <li>Gain self-confidence in making decisions.</li> <li>Develop rational behavior patterns.</li> <li>Practice making decisions in structured situations</li> </ul>



<b>Stage 2 - Assessment Evidence</b>	
<b><u>Performance Tasks:</u></b> <ul style="list-style-type: none"> <li>• Participate in a classroom economy designed to mimic real-world economic activity.</li> <li>• Perform specific classroom jobs to earn salaries.</li> <li>• Budget money</li> </ul>	<b><u>Other Evidence:</u></b> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Student responses during class</li> <li>• Teacher-created rubrics</li> <li>• Quiz: "Spending and Saving"</li> </ul> <a href="https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_1/2_complete.pdf">https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_1/2_complete.pdf</a>
<b>Stage 3 - Learning Plan</b>	
<b><u>Learning Activities - Lesson Plans:</u></b>  Various lessons teaching money skills using...  <a href="http://www.practicalmoneyskills.com/teach/lesson_plans/pre_k_grade_2">http://www.practicalmoneyskills.com/teach/lesson_plans/pre_k_grade_2</a>  TD Bank lessons and worksheets <a href="https://www.tdbank.com/wowzone/educators/">https://www.tdbank.com/wowzone/educators/</a>  Scholastic Financial Literacy Lessons K-8 <a href="http://www.scholastic.com/browse/article.jsp?id=3757932">http://www.scholastic.com/browse/article.jsp?id=3757932</a>  Financial Literacy Teaching Guides <a href="https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/">https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/</a>  Money As You Grow Book Club <a href="https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/book-club/">https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/book-club/</a>	
<b>Strategies and Methods for Different Learners:</b>  <b><u>At-risk:</u></b> <ul style="list-style-type: none"> <li>• Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools, etc.).</li> <li>• Allow students to show understanding using an interactive assignment or online game.</li> <li>• Allow students to work on an assignment/project collaboratively with a peer for support.</li> <li>• Create/provide anchor charts to</li> </ul>	<b>Resources:</b>  <b>Peter Pig's Money Counter:</b> Learning about money is fun with Peter Pig. In this interactive game, kids practice identifying, counting and saving money while learning fun facts about U.S. currency. <a href="https://www.practicalmoneyskills.com/play/peter_pigs_money_counter#id_1531420045726">https://www.practicalmoneyskills.com/play/peter_pigs_money_counter#id_1531420045726</a>  <a href="https://www.ignitespot.com/financial-literacy-guide-for-kids">https://www.ignitespot.com/financial-literacy-guide-for-kids</a>

display lesson vocabulary.

Special Education:

- Allow students to show understanding using an interactive assignment or online game.
- Provide students with created templates to allow for “fill-in-the-blank” activities.
- Allow students to work on an assignment/project collaboratively with a peer for support.
- Chunk material and assignment delivery.
- Provide extended time for assignments and tests.

ELL:

- Read quiz to students
- Provide opportunity for performance based assessments
- Create/provide visuals to support verbal instructions
- Provide partner to support learning
- Use known vocabulary when possible

G&T:

- Allow students to be “banker” of classroom store
- Peer-led activities
- Research a profession including its requirements and salary

<http://financeintheclassroom.org/student/activities.shtml>

<https://www.mint.com/ultimate-resources-for-teaching-kids-about-money>

<http://moneyconfidentkids.com/content/money-confident-kids/en/us/kids.html>

<http://www.teachhub.com/technology-classroom-8-websites-teach-financial-literacy>

<b>Grade Level:</b> 3 <b>Pacing Guide:</b> after Math Module 6, Approximately 2-3 30 minute lessons	<b>Unit Title:</b> Income and Careers, Becoming a Critical Consumer
<b>Standards Addressed:</b> 9.1.4.A.1 Explain the difference between a career and a job, and identify various jobs in the community and the related earnings. 9.1.4.A.2 Identify potential sources of income. 9.1.4.A.3 Explain how income affects spending and take-home pay. 9.1.4.E.1 Determine factors that influence consumer decisions related to money. 9.1.4.E.2 Apply comparison shopping skills to purchasing decisions.	<b>Cross Curricular Standards:</b>  Reading: RI.3.1 Ask and answer questions about key details in a text.  Math: 3.MD.3 Draw a scaled picture graph and a scaled bar graph to represent a data set with several categories.  Technology: 8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games)
<b>Stage 1 – Desired Results</b>	
<b>Enduring Understandings:</b>  Students will understand that... <ul style="list-style-type: none"> <li>Personal finance plans will help achieve financial success.</li> </ul>	<b>Essential Questions:</b> <ul style="list-style-type: none"> <li>What effect does career choice have on consumer choice?</li> <li>How do I make appropriate personal income choices?</li> </ul>
<b>What Students will know:</b> <ul style="list-style-type: none"> <li>A <b>job</b> is simply something you do to earn money.</li> <li>A <b>career</b> is a series of connected employment opportunities, where you build up skills at earlier employment opportunities to move you into higher paying and higher prestige employment opportunities later on.</li> <li>Your income determines your budget.</li> <li>Budgets can influence your</li> </ul>	<b>What Students will be able to do:</b> <ul style="list-style-type: none"> <li>Explain the difference between a career and a job, and identify various jobs in the community and the related earnings.</li> <li>Identify potential sources of income.</li> <li>Explain how income affects spending and take-home pay.</li> <li>Determine factors that influence consumer decisions related to money.</li> <li>Apply comparison shopping skills to purchasing decisions.</li> </ul>



<ul style="list-style-type: none"> <li>spending decisions</li> <li>Comparing prices when purchasing items can help you stay within a budget</li> </ul>	<ul style="list-style-type: none"> <li>Recognize how to divide an allowance into a spending plan.</li> <li>Balance income and expenses.</li> <li>Prepare spending plans</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<u>Performance Tasks:</u> <ul style="list-style-type: none"> <li>Create a spending diary</li> <li>Ongoing checklists</li> <li>Student portfolio of work</li> <li>Work independently and with a group to design an earning/saving project</li> <li>Participate in a classroom economy designed to mimic real-world economic activity.</li> <li>Perform specific classroom jobs to earn salaries.</li> <li>Budget money and balance checking accounts.</li> <li>Create a personal budget spreadsheet to observe patterns</li> </ul>	<u>Other Evidence:</u> <ul style="list-style-type: none"> <li>Teacher observations</li> <li>Student responses during class</li> <li>Teacher-created rubrics</li> <li>Quiz: "Spending Plans"</li> </ul> <a href="https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_2/1_comp.pdf">https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_2/1_comp.pdf</a>
<b>Stage 3 - Learning Plan</b>	
<u>Learning Activities - Lesson Plans:</u> <p>Various lessons teaching money skills using...</p> <p><a href="http://www.practicalmoneyskills.com/teach/lesson_plans/grades_3_6">http://www.practicalmoneyskills.com/teach/lesson_plans/grades_3_6</a></p> <p>TD Bank lessons and worksheets  <a href="https://www.tdbank.com/wowzone/educators/">https://www.tdbank.com/wowzone/educators/</a></p> <p>Scholastic Financial Literacy Lessons K-8  <a href="http://www.scholastic.com/browse/article.jsp?id=3757932">http://www.scholastic.com/browse/article.jsp?id=3757932</a></p> <p>Financial Literacy Teaching Guides  <a href="https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/">https://www.incharge.org/financial-literacy/resources-for-teachers/financial-literacy-for-kids/</a></p> <p><b>Money As You Grow Book Club</b>  <a href="https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/book-club/">https://www.consumerfinance.gov/consumer-tools/money-as-you-grow/book-club/</a></p>	

<p><b>Strategies and Methods for Different Learners:</b></p> <p><u>At-risk:</u></p> <ul style="list-style-type: none"> <li>• Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools, etc.).</li> <li>• Allow students to show understanding using an interactive assignment or online game.</li> <li>• Allow students to work on an assignment/project collaboratively with a peer for support.</li> <li>• Create/provide anchor charts to display lesson vocabulary.</li> </ul> <p><u>Special Education:</u></p> <ul style="list-style-type: none"> <li>• Allow students to show understanding using an interactive assignment or online game.</li> <li>• Provide students with created templates to allow for “fill-in-the-blank” activities.</li> <li>• Allow students to work on an assignment/project collaboratively with a peer for support.</li> <li>• Chunk material and assignment delivery.</li> <li>• Provide extended time for assignments and tests.</li> </ul> <p><u>ELL:</u></p> <ul style="list-style-type: none"> <li>• Read quiz to students</li> <li>• Provide opportunity for performance based assessments</li> <li>• Create/provide visuals to support verbal instructions</li> <li>• Provide partner to support learning</li> <li>• Use known vocabulary when possible</li> </ul> <p><u>G&amp;T:</u></p> <ul style="list-style-type: none"> <li>• Peer-led activities</li> <li>• Research a profession including its requirements and salary</li> <li>• Provide opportunity for student to plan a fundraiser</li> <li>• Allow student to devise and</li> </ul>	<p><b>Resources:</b></p> <p><a href="https://www.ignitespot.com/financial-literacy-guide-for-kids">https://www.ignitespot.com/financial-literacy-guide-for-kids</a></p> <p><a href="http://financeintheclassroom.org/student/activities.shtml">http://financeintheclassroom.org/student/activities.shtml</a></p> <p><a href="https://www.mint.com/ultimate-resources-for-teaching-kids-about-money">https://www.mint.com/ultimate-resources-for-teaching-kids-about-money</a></p> <p><a href="http://moneyconfidentkids.com/content/money-confident-kids/en/us/kids.html">http://moneyconfidentkids.com/content/money-confident-kids/en/us/kids.html</a></p> <p><a href="http://www.teachhub.com/technology-classroom-8-websites-teach-financial-literacy">http://www.teachhub.com/technology-classroom-8-websites-teach-financial-literacy</a></p>
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<p>implement a plan for a classroom economy system.</p> <ul style="list-style-type: none"> <li>• Act out being a local business owner and/or consumer</li> </ul>	
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<p><b>Grade Level:</b> 4</p> <p><b>Pacing Guide:</b> Within Marking Period 3 Approximately 3- 30 minute lessons</p>	<p><b>Unit Title:</b> Income, Careers, Money Management, and the Critical Consumer</p>
<p><b>Standards Addressed:</b></p> <p>9.1.4.B.1 Differentiate between financial wants and needs.</p> <p>9.1.4.B.2 Identify age-appropriate financial goals.</p> <p>9.1.4.B.3 Explain what a budget is and why it is important.</p> <p>9.1.4.B.4 Identify common household expense categories and sources of income.</p> <p>9.1.4.B.5 Identify ways to earn and save.</p> <p>9.1.4.C.1 Explain why people borrow money and the relationship between credit and debt. 9.1.4.C.2 Identify common sources of credit (e.g., banks, credit card companies) and types of credit (e.g., loans, credit cards, mortgages).</p> <p>9.1.4.C.3 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>9.1.4.C.4 Determine the relationships among income, expenses, and interest.</p> <p>9.1.4.C.5 Determine personal responsibility related to borrowing and lending.</p> <p>9.1.4.C.6 Summarize ways to avoid credit problems.</p> <p>9.1.4.D.1 Determine various ways to save.</p> <p>9.1.4.D.2 Explain what it means to "invest."</p> <p>9.1.4.D.3 Distinguish between saving and investing.</p> <p>9.1.4.F.1 Demonstrate an understanding of individual financial obligations and community financial obligations.</p> <p>9.1.4.F.2 Explain the roles of philanthropy, volunteer service, and charitable contributions, and analyze their impact on community development and quality of living.</p>	<p><b>Cross Curricular Standards:</b></p> <p><b>Reading:</b></p> <p>RI.4.1- Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.4.2- Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a <i>grade 4 topic or subject area</i>.</p> <p>RI.4.7- Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.</p> <p><b>Writing:</b></p> <p>W.4.1- Write opinion pieces on topics or texts, supporting a point of view with reasons and information.</p> <p>W.4.2- Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</p> <p>W.4.7- Conduct short research projects that build knowledge through investigation of different aspects of a topic.</p> <p>W.4.9- Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b>Speaking &amp; Listening:</b></p> <p>SL.4.1- Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on <i>grade 4 topics and texts</i>, building on others' ideas and expressing their own clearly.</p> <p><b>Math:</b></p> <p>4.NBT.B. Use place value understanding and properties of operations to perform multi-digit arithmetic.</p> <p>4.OA.A. Use the four operations with whole numbers to solve problems.</p>

<p>9.2.4.A.3 Investigate both traditional and nontraditional careers and relate information to personal likes and dislikes.</p> <p>9.2.4.A.4 Explain why knowledge and skills acquired in the elementary grades lay the foundation for future academic and career success.</p>	<p><b>Technology:</b></p> <p>8.1.4.A.4- Create a simple spreadsheet, enter data, and interpret the information.</p>
<p align="center"><b>Stage 1 – Desired Results</b></p>	
<p><u>Enduring Understandings:</u></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>• There is a difference between a personal want and need.</li> <li>• An individual's obligation, both financially and non-financially, contributes to the well-being of the community.</li> <li>• The acquisition of the knowledge and skills at a younger age lay the foundation for future success.</li> <li>• There is a personal responsibility associated with borrowing money.</li> </ul>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>• What is my financial obligation to my community? nation?</li> <li>• Does using credit incur a potential risk?</li> <li>• How do my decisions affect my quality of life?</li> </ul>
<p><u>What Students will know:</u></p> <ul style="list-style-type: none"> <li>• Education and career choices affect your earning power and income.</li> <li>• Budgeting income, analyzing spending, and saving affects your overall financial well-being.</li> <li>• Saving and investing are ways to make your money work for you.</li> </ul>	<p><u>What Students will be able to do:</u></p> <ul style="list-style-type: none"> <li>• Explain what a budget is and why it is important.</li> <li>• Differentiate between a personal want and need when making purchases.</li> <li>• Distinguish between saving and investing and the importance of each.</li> <li>• Distinguish between philanthropy, volunteer service, and charitable contributions.</li> <li>• Evaluate the advantages and disadvantages of making a purchase using credit.</li> </ul>
<p align="center"><b>Stage 2 - Assessment Evidence</b></p>	
<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> <li>• Student portfolio of work.</li> <li>• Work independently and with a group to design an earning/saving project.</li> </ul>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>• Teacher observations</li> <li>• Student responses during class</li> <li>• Teacher-created rubrics</li> </ul>



<ul style="list-style-type: none"> <li>• Participate in a classroom economy designed to mimic real-world economic activity.</li> <li>• Perform specific classroom jobs to earn salaries.</li> <li>• Create a spreadsheet or use an online tool to observe/analyze how interest affects the growth of your money.</li> <li>• Identify the components of a budget.</li> </ul>	
<b>Stage 3 - Learning Plan</b>	
<p><b><u>Learning Activities - Lesson Plans:</u></b></p> <ul style="list-style-type: none"> <li>• Ask/discuss essential questions.</li> <li>• Create T-Chart that compares individual and community obligations.</li> <li>• Create a chart with headings of philanthropy, volunteer service, and charitable contributions. Define each and give examples.</li> <li>• Investigate a charity and create a persuasive poster to entice others to become part of a charity of your choice.</li> <li>• Create a simple personal budget using an online tool.</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li>• <a href="http://www.scholastic.com/browse/article.jsp?id=3758373">http://www.scholastic.com/browse/article.jsp?id=3758373</a></li> <li>• <a href="http://www.scholastic.com/browse/article.jsp?id=3758472">http://www.scholastic.com/browse/article.jsp?id=3758472</a></li> <li>• <a href="http://www.bankrate.com/calculators.aspx">http://www.bankrate.com/calculators.aspx</a> or <a href="http://www.themint.org/kids/compounding-calculator.html">www.themint.org/kids/compounding-calculator.html</a>.</li> <li>• <a href="http://www.scholastic.com/browse/article.jsp?id=3757931">http://www.scholastic.com/browse/article.jsp?id=3757931</a></li> </ul>	
<p><b>Strategies and Methods for Different Learners:</b></p> <p><b><u>At-risk:</u></b></p> <ul style="list-style-type: none"> <li>• Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools, etc.).</li> <li>• Allow students to show understanding using an interactive assignment or online game.</li> <li>• Allow students to work on an assignment/project collaboratively</li> </ul>	<p><b>Resources:</b></p> <p>Roads to Riches game:  <a href="http://www.scholastic.com/regions/game/">http://www.scholastic.com/regions/game/</a></p>



<p>with a peer for support.</p> <ul style="list-style-type: none"> <li>• Create/provide anchor charts to display lesson vocabulary.</li> </ul> <p><u>Special Education:</u></p> <ul style="list-style-type: none"> <li>• Allow students to show understanding using an interactive assignment or online game.</li> <li>• Provide students with created templates to allow for “fill-in-the-blank” activities.</li> <li>• Allow students to work on an assignment/project collaboratively with a peer for support.</li> <li>• Chunk material and assignment delivery.</li> <li>• Modify assignments to reduce expectations as needed.</li> <li>• Provide extended time for assignments and tests.</li> </ul> <p><u>ELL:</u></p> <ul style="list-style-type: none"> <li>• Provide reading support when needed.</li> <li>• Provide opportunity for performance- based assessments.</li> <li>• Create/provide visuals to support verbal instructions and lesson vocabulary.</li> <li>• Allow student to work on an assignment/project collaboratively with a peer for support.</li> <li>• Use known vocabulary when possible.</li> <li>• Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools,etc.).</li> </ul> <p><u>G&amp;T:</u></p> <ul style="list-style-type: none"> <li>• Allow student to devise and carry out a fundraising campaign.</li> </ul>	
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<p><b>Grade Level:</b> 5</p> <p><b>Pacing Guide:</b> After Eureka Math Module 2: Approximately 3- 30 minute lessons</p>	<p><b>Unit Title:</b> Income, Careers, Money Management, and the Critical Consumer</p>
<p><b>Standards Addressed:</b></p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.1.8.A.6 Explain how income affects spending decisions.</p> <p>9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.</p> <p>9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.</p> <p>9.1.8.B.3 Justify the concept of "paying yourself first" as a financial savings strategy.</p> <p>9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.</p> <p>9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.</p> <p>9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).</p> <p>9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>9.1.8.D.1 Determine how saving contributes to financial well-being.</p> <p>9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the possible consequences of doing or not doing so.</p>	<p><b>Cross Curricular Standards:</b></p> <p><b>Reading:</b></p> <p>RI.5.1- Quote accurately from a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.</p> <p>RI.5.4- Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.</p> <p><b>Writing:</b></p> <p>5.W.7- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>Speaking &amp; Listening:</b></p> <p>SL.1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL.2- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Math:</b></p> <p>5.OA.A- Write and interpret numerical expressions.</p> <p>5.NBT.B- Perform operations with multi-digit whole numbers and with decimals to hundredths.</p> <p><b>Technology:</b></p> <p>8.1.8.A.4- Generate a spreadsheet to calculate, graph and present information.</p> <p>8.1.8.A.5- Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>

<p>9.1.8.E.3 Compare and contrast product facts versus advertising claims.</p> <p>9.1.8.E.4 Prioritize personal wants and needs when making purchases.</p>	
<b>Stage 1 – Desired Results</b>	
<p><u>Enduring Understandings:</u></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Income, career choice, and money management affect your quality of life.</li> <li>There is a difference between a personal want and need.</li> </ul>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>What affects my earning potential?</li> <li>How do my decisions affect my quality of life?</li> </ul>
<p><u>What Students will know:</u></p> <ul style="list-style-type: none"> <li>Education and career choices affect your earning power and income.</li> <li>Budgeting income, analyzing spending, and saving affects your overall financial well-being.</li> </ul>	<p><u>What Students will be able to do:</u></p> <ul style="list-style-type: none"> <li>Explain how income affects spending decisions.</li> <li>Construct a simple personal savings and spending plan.</li> <li>Differentiate between a personal want and need when making purchases.</li> <li>Distinguish between cash, check, debit, and credit cards.</li> <li>Determine the appropriate use of various financial products (ATM, debit cards, credit cards, check books, etc.)</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> <li>Students will be able to create a personal budget using an online tool (Google Sheets).</li> <li>Develop a savings plan using an online tool.</li> </ul>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Teacher observations</li> <li>Student responses during class</li> <li>Teacher-created rubrics</li> </ul>
<b>Stage 3 - Learning Plan</b>	
<p><u>Learning Activities - Lesson Plans:</u></p>	



- Various lessons teaching money skills using [http://www.practicalmoneyskills.com/teach/your\\_money\\_your\\_future](http://www.practicalmoneyskills.com/teach/your_money_your_future)
- Various TD Bank lessons and worksheets using <https://www.tdbank.com/wowzone/lessons/Gr4-5Lesson2.pdf>
- Video Game Truck Business Planning
- How to Plan a Budget/ Profit Parade
- Planning for your Future Interactive math research project

#### Resources:

- [https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev\\_2/2\\_1.pdf](https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_2/2_1.pdf)
- [https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev\\_2/1\\_comp.pdf](https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_2/1_comp.pdf)
- [https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev\\_2/2\\_2.pdf](https://www.practicalmoneyskills.com/assets/pdfs/lessons/lev_2/2_2.pdf)
- Video Game Truck
- Scholastic: Planning a budget
- Link to 'Planning for your future' file to purchase through TPT

#### Strategies and Methods for Different Learners:

##### At-risk:

- Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools, etc.).
- Allow students to show understanding using an interactive assignment or online game.
- Allow students to work on an assignment/project collaboratively with a peer for support.
- Create/provide anchor charts to display lesson vocabulary.

##### Special Education:

- Allow students to show understanding using an interactive assignment or online game.

#### Resources:

##### Spending decisions game

<http://www.scholastic.com/regions/game/>

##### Money Metropolis game

[https://www.practicalmoneyskills.com/play/money\\_metropolis#](https://www.practicalmoneyskills.com/play/money_metropolis#)

- Provide students with created templates to allow for “fill-in-the-blank” activities.
- Allow students to work on an assignment/project collaboratively with a peer for support.
- Chunk material and assignment delivery.
- Modify assignments to reduce expectations as needed.
- Provide extended time for assignments and tests.

ELL:

- Provide reading support when needed.
- Provide opportunity for performance- based assessments.
- Create/provide visuals to support verbal instructions and lesson vocabulary.
- Allow student to work on an assignment/project collaboratively with a peer for support.
- Use known vocabulary when possible.
- Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools,etc.).

G&T:

- Provide opportunity for student to plan a budget for an area of your school.
- Allow student to devise and implement a plan for a classroom economy system.

<p><b>Grade Level:</b> 6</p> <p><b>Pacing Guide:</b> After Eureka Math Module 1, Lesson 20: Approximately 3- 30 minute lessons</p>	<p><b>Unit Title:</b> Income, Careers, Money Management, and the Critical Consumer</p>
<p><b>Standards Addressed:</b></p> <p>9.1.8.A.4 Relate earning power to quality of life across cultures.</p> <p>9.1.8.A.5 Relate how the demand for certain skills determines an individual's earning power.</p> <p>9.1.8.A.6 Explain how income affects spending decisions.</p> <p>9.1.8.B.1 Distinguish among cash, check, credit card, and debit card.</p> <p>9.1.8.B.2 Construct a simple personal savings and spending plan based on various sources of income.</p> <p>9.1.8.B.3 Justify the concept of "paying yourself first" as a financial savings strategy.</p> <p>9.1.8.B.4 Relate the concept of deferred gratification to [investment,] meeting financial goals, and building wealth.</p> <p>9.1.8.B.7 Construct a budget to save for long-term, short-term, and charitable goals.</p> <p>9.1.8.B.9 Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).</p> <p>9.1.8.C.1 Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.</p> <p>9.1.8.D.1 Determine how saving contributes to financial well-being.</p> <p>9.1.8.E.1 Explain what it means to be a responsible consumer and the factors to consider when making consumer decisions.</p> <p>9.1.8.E.2 Identify personal information that should not be disclosed to others and the</p>	<p><b>Cross Curricular Standards:</b></p> <p><b>Reading:</b></p> <p>RI.6.1- Cite textual evidence and make relevant connections to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p>RI.6.4- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings.</p> <p>RI.6.7- Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><b>Writing:</b></p> <p>6.W.7- Conduct short as well as more sustained research projects, utilizing an inquiry-based research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <p><b>Speaking &amp; Listening:</b></p> <p>SL1- Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p>SL2- Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b>Math:</b></p> <p>6.RP.A- Understand ratio concepts and use ratio reasoning to solve problems.</p> <p>6.NS.B- Compute fluently with multi-digit numbers and find common factors and multiples.</p> <p><b>Technology:</b></p>



<p>possible consequences of doing or not doing so.</p> <p>9.1.8.E.3 Compare and contrast product facts versus advertising claims.</p> <p>9.1.8.E.4 Prioritize personal wants and needs when making purchases.</p>	<p>8.1.8.A.4- Generate a spreadsheet to calculate, graph and present information.</p> <p>8.1.8.A.5- Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.</p>
<b>Stage 1 – Desired Results</b>	
<p><u>Enduring Understandings:</u></p> <p>Students will understand that...</p> <ul style="list-style-type: none"> <li>Income, career choice, and money management affect your quality of life.</li> <li>There is a difference between a personal want and need.</li> <li>Proper protection of personal information is important.</li> <li>Advertising claims may be different than product facts.</li> </ul>	<p><u>Essential Questions:</u></p> <ul style="list-style-type: none"> <li>What affects my earning potential?</li> <li>What influences affect decision making?</li> </ul>
<p><u>What Students will know:</u></p> <ul style="list-style-type: none"> <li>Education and career choices affect your earning power and income.</li> <li>Budgeting income, analyzing spending, and saving affects your overall financial well-being.</li> <li>Disclosing certain types of personal information can have consequences.</li> </ul>	<p><u>What Students will be able to do:</u></p> <ul style="list-style-type: none"> <li>Explain how income affects spending decisions.</li> <li>Construct a personal savings and spending plan.</li> <li>Distinguish between cash, check, debit, and credit cards.</li> <li>Determine the appropriate use of various financial products (ATM, debit cards, credit cards, check books, etc.)</li> <li>Distinguish between an advertisement claim and product fact and the importance of being a smart consumer.</li> </ul>
<b>Stage 2 - Assessment Evidence</b>	
<p><u>Performance Tasks:</u></p> <ul style="list-style-type: none"> <li>Students will be able to create a personal budget using an online tool (Google Sheets).</li> <li>Students will be able to research validity of a product advertisement.</li> </ul>	<p><u>Other Evidence:</u></p> <ul style="list-style-type: none"> <li>Teacher observations.</li> <li>Student responses and class discussions.</li> <li>Assigned projects, group work, etc.</li> <li>Teacher-created rubrics.</li> </ul>

<ul style="list-style-type: none"> <li>Students will investigate how to find the best 'buy' as a consumer</li> </ul>	
<b>Stage 3 - Learning Plan</b>	
<p><u><b>Learning Activities - Lesson Plans:</b></u></p> <ul style="list-style-type: none"> <li>Various lessons teaching money skills using <a href="http://www.practicalmoneyskills.com/teach/your_money_your_future">http://www.practicalmoneyskills.com/teach/your_money_your_future</a></li> <li>Various TD Bank lessons and worksheets using <a href="https://www.tdbank.com/wowzone/educators/">https://www.tdbank.com/wowzone/educators/</a></li> <li>Savvy Shopping - <a href="https://www.tdbank.com/wowzone/lessons/Gr6-8Lesson7.pdf">https://www.tdbank.com/wowzone/lessons/Gr6-8Lesson7.pdf</a></li> <li><u>Planning for your Future</u> Interactive math research project</li> </ul> <p><b>Resources:</b></p> <ul style="list-style-type: none"> <li><u>Link to 'Planning for your future' file to purchase through TPT</u></li> </ul>	
<p><b>Strategies and Methods for Different Learners:</b></p> <p><b>Strategies and Methods for Different Learners:</b></p> <p><u>At-risk:</u></p> <ul style="list-style-type: none"> <li>Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools, etc.).</li> <li>Allow students to show understanding using an interactive assignment or online game.</li> <li>Allow students to work on an assignment/project collaboratively with a peer for support.</li> <li>Create/provide anchor charts to display lesson vocabulary.</li> </ul> <p><u>Special Education:</u></p> <ul style="list-style-type: none"> <li>Allow students to show understanding using an interactive assignment or online game.</li> <li>Provide students with created templates to allow for "fill-in-the-</li> </ul>	<p><b>Resources:</b></p> <p>Spending decisions game <a href="http://www.scholastic.com/regions/game/">http://www.scholastic.com/regions/game/</a></p> <p>Money Metropolis game <a href="https://www.practicalmoneyskills.com/play/money_metropolis#">https://www.practicalmoneyskills.com/play/money_metropolis#</a></p>

blank" activities.

- Allow students to work on an assignment/project collaboratively with a peer for support.
- Chunk material and assignment delivery.
- Provide extended time for assignments and tests.
- Modify assignments to reduce expectations as needed.

ELL:

- Provide reading support when needed.
- Provide opportunity for performance- based assessments.
- Create/provide visuals to support verbal instructions and lesson vocabulary.
- Allow student to work on an assignment/project collaboratively with a peer for support.
- Use known vocabulary when possible.
- Use visual aids when necessary (money, debit/credit card, check register/checkbook, online tools,etc.).

G&T:

- Provide opportunity for student to plan a budget for an area of your school.
- Compare various brands of a similar product and present your findings to the class in a format of your choice.



## FACILITY REPORT

September 12, 2018

- WE ARE WAITING FOR QUOTES FOR THE REPLACEMENT OF THE GEO-THERMAL VAULT. THE VAULT IS ENCASED IN CEMENT AND CANNOT BE REPAIRED ACCORDING TO THE ENGINEER.
- ERV'S #3 & #4 HAVE BAD BEARINGS THAT NEED TO BE REPLACED IN THE UNIT. I'VE CALLED OUT 4 COMPANIES FOR QUOTES:
  - 1-CM3
  - 2-AIR HANDLERS
  - 3-AUTOMATED BUILDING CONTROLS
  - 4-HUTCHINS HVAC
- RECEIVED NOTICE FROM HEALTH DEPARTMENT THAT THEY ARE UNDERFUNDED AND WILL NOT BE ABLE TO CONDUCT TWO INSPECTIONS PER YEAR UNTIL FURTHER NOTICE. THEY WILL ONLY BE ABLE TO DO ONE A YEAR.
- THE TWP MUNICIPAL BUILDING POLICE DEPARTMENT WOULD LIKE TO DO A SHARED SERVICE WITH US. THEY WANT THEIR CONFERENCE ROOM FLOOR STRIPPED AND WAXED ONCE A YEAR OR ON A AS NEEDED BASIS.

Robert Carter

Building and Grounds Supervisor

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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

11598	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			22	8/23/2018		
				8/1/2018 4:39:36 AM	8/23/2018		

Yearly - PM Schedule created on 3/5/2012 - Refer to PM schedule details.  
drain snake works ok

Robert Carter

11728	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry				8/1/2018		
				8/1/2018 4:40:06 AM	8/16/2018		

Monthly - PM Schedule created on 1/30/2012 - Refer to PM schedule details.  
solar readings for july 412093

Robert Carter

11729	30 Saddle Way			8/1/2018		0.5	\$15.57
Medium	Pingitor, Larry			35	9/5/2018		
				8/1/2018 4:40:07 AM	9/11/2018		

Monthly - PM Schedule created on 12/3/2012 - Refer to PM schedule details.  
roof NO LEAKS AT THIS TIME

Robert Carter

11731	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			24	8/25/2018		
				8/1/2018 4:40:08 AM	8/28/2018		

Monthly - Fire Extinguishers - Refer to PM schedule details.  
fire extinguishers checked out ok

Robert Carter

11732	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry				8/1/2018		
				8/1/2018 4:40:09 AM	8/16/2018		

Monthly - PM Schedule created on 1/26/2012 - Refer to PM schedule details.  
fuel level for generator july 446

Robert Carter

11733	30 Saddle Way			8/1/2018		8	\$249.04
Medium	Pingitor, Larry			18	8/19/2018		
				8/1/2018 4:40:10 AM	9/11/2018		

Monthly - PM Schedule created on 5/22/2018 - Refer to PM schedule details.  
geo vault sump pump not running dan and I are pumping the tank 2 times a week for the month of August

Robert Carter

9/12/2018 12:14:35 PM

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11737	30 Saddle Way			8/6/2018	8/9/2018	0.25	\$7.78
Medium	Pingitor, Larry			13	8/19/2018		
				8/6/2018 2:53:10 AM	8/23/2018		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			Playground 1 no issues are found				
Robert Carter							
11738	30 Saddle Way			8/6/2018	8/9/2018	0.25	\$7.78
Medium	Pingitor, Larry			13	8/19/2018		
				8/6/2018 2:53:10 AM	8/23/2018		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			Playground 2 no issues are found				
Robert Carter							
11739	30 Saddle Way			8/6/2018			\$0.00
Medium	Pingitor, Larry			16	8/22/2018		
				8/6/2018 2:53:11 AM	8/23/2018		
Weekly - PM Schedule created on 2/27/2012 - Refer to PM schedule details.			Generator no test needed at this time				
Robert Carter							
11772	30 Saddle Way			8/28/2018		0.5	\$15.57
Medium	Pingitor, Larry	Classroom			8/28/2018		
		b321		8/28/2018 2:04:53 PM	9/11/2018		
please install new pencil sharpener. and adjust round table			installed sharpener and adjusted table				
John Salamon							
11765	30 Saddle Way			8/27/2018	8/30/2018	0.25	\$7.78
Medium	Pingitor, Larry			3	8/30/2018		
				8/27/2018 1:33:12 AM	9/11/2018		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			Playground 1 no issues found trash was pulled				
Robert Carter							
11766	30 Saddle Way			8/27/2018	8/30/2018	0.25	\$7.78
Medium	Pingitor, Larry			3	8/30/2018		
				8/27/2018 1:33:13 AM	9/11/2018		
Weekly - PM Schedule created on 2/16/2011 - Refer to PM schedule details.			Playground 2 no new issues found trash was pulled				
Robert Carter							



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11767	30 Saddle Way			8/27/2018			\$0.00
Medium	Pingitor, Larry			9	9/5/2018		
				8/27/2018 1:33:13 AM	9/11/2018		
Weekly - PM Schedule created on 2/27/2012 - Refer to PMschedule details.			Generator NO TEST NEEDED AT THIS TIME				
Robert Carter							
11745	30 Saddle Way			8/13/2018	8/16/2018	0.25	\$7.78
Medium	Pingitor, Larry			3	8/16/2018		
				8/13/2018 1:06:03 AM	8/16/2018		
Weekly - PM Schedule created on 2/16/2011 - Refer to PMschedule details.			Playground 1 no new issues found pulled trash				
Robert Carter							
11746	30 Saddle Way			8/13/2018	8/16/2018	0.25	\$7.78
Medium	Pingitor, Larry			3	8/16/2018		
				8/13/2018 1:06:03 AM	8/16/2018		
Weekly - PM Schedule created on 2/16/2011 - Refer to PMschedule details.			Playground 2 no new issues found trash was pulled				
Robert Carter							
11747	30 Saddle Way			8/13/2018			\$0.00
Medium	Pingitor, Larry			9	8/22/2018		
				8/13/2018 1:06:04 AM	8/23/2018		
Weekly - PM Schedule created on 2/27/2012 - Refer to PMschedule details.			Generator no test needed at this time				
Robert Carter							
11755	30 Saddle Way			8/20/2018	8/23/2018	0.25	\$7.78
Medium	Pingitor, Larry			2	8/22/2018		
				8/20/2018 1:18:11 AM	8/23/2018		
Weekly - PM Schedule created on 2/16/2011 - Refer to PMschedule details.			Playground 1 no new issues found at this time				
Robert Carter							
11756	30 Saddle Way			8/20/2018	8/23/2018	0.25	\$7.78
Medium	Pingitor, Larry			2	8/22/2018		
				8/20/2018 1:18:12 AM	8/23/2018		
Weekly - PM Schedule created on 2/16/2011 - Refer to PMschedule details.			Playground 2 trahs was ok no new issues at this time				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							

11757	30 Saddle Way			8/20/2018		0.5	\$15.57
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Medium	Pingitor, Larry			16	9/5/2018		
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				8/20/2018 1:18:13 AM	9/11/2018		
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Weekly - PM Schedule created on 2/27/2012 -  
Refer to PM schedule details.

Generator test with load run time 236.9

Robert Carter

11774	30 Saddle Way			8/28/2018		0.5	\$15.57
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Medium	Pingitor, Larry	Classroom		1	8/29/2018		
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Carpentry		B109		8/28/2018 4:33:23 PM	9/11/2018		
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Please attach the gray bookcase to the wall. I will be in on Wednesday, but when I leave I will clear off the bookcase for the work to be done later on Wednesday or Thursday. Thank you.

Secured book case to wall

Vicki (kim) Weisgarber(Kampe)

11610	30 Saddle Way			8/1/2018		0.25	\$0.00
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Medium	Carter, Robert			34	9/4/2018		
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Heating/Ventilation /Air				8/1/2018 4:39:39 AM	9/11/2018		
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Monthly - PM Schedule created on 1/11/2012 -  
Refer to PM schedule details.

EF 13 BELT CHANGED

Robert Carter

11751	30 Saddle Way			8/16/2018		0.25	\$7.78
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Medium	Pingitor, Larry			3	8/19/2018		
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Heating/Ventilation /Air				8/16/2018 12:54:41 AM	8/23/2018		
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Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.

water room no issues found

Robert Carter

11752	30 Saddle Way			8/16/2018		0.25	\$7.78
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Medium	Pingitor, Larry			3	8/19/2018		
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Heating/Ventilation /Air				8/16/2018 12:54:41 AM	8/23/2018		
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Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.

fire pump room no issues found

Robert Carter

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11761	30 Saddle Way			8/23/2018		0.25	\$7.78
Medium	Pingitor, Larry				8/23/2018		
Heating/Ventilation /Air				8/23/2018 12:50:30 AM	8/28/2018		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			water room no issues found				
Robert Carter							
11762	30 Saddle Way			8/23/2018		0.25	\$7.78
Medium	Pingitor, Larry				8/23/2018		
Heating/Ventilation /Air				8/23/2018 12:50:31 AM	8/28/2018		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			fire pump room no issues found				
Robert Carter							
11743	30 Saddle Way			8/9/2018		0.25	\$7.78
Medium	Pingitor, Larry			10	8/19/2018		
Heating/Ventilation /Air				8/9/2018 12:53:11 AM	8/23/2018		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			water room no issues found				
Robert Carter							
11744	30 Saddle Way			8/9/2018		0.25	\$7.78
Medium	Pingitor, Larry			10	8/19/2018		
Heating/Ventilation /Air				8/9/2018 12:53:11 AM	8/23/2018		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			fire pump room no issues found				
Robert Carter							
11734	30 Saddle Way			8/2/2018		0.25	\$7.78
Medium	Pingitor, Larry				8/2/2018		
Heating/Ventilation /Air				8/2/2018 2:10:30 AM	8/16/2018		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			water room no issues found at this time				
Robert Carter							
11735	30 Saddle Way			8/2/2018		0.25	\$7.78
Medium	Pingitor, Larry				8/2/2018		
Heating/Ventilation /Air				8/2/2018 2:10:33 AM	8/16/2018		
Weekly - PM Schedule created on 1/9/2012 - Refer to PMschedule details.			fire pump room no issues found				
Robert Carter							



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11712	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:02 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 313 filters changed				
Robert Carter							
11713	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:02 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 314 filters changed				
Robert Carter							
11714	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:02 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by 312 filters changed				
Robert Carter							
11715	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:02 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			stairway 2 filters changed				
Robert Carter							
11716	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:02 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 310 filters changed				
Robert Carter							
11717	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			22	8/23/2018		
Heating/Ventilation /Air				8/1/2018 4:40:03 AM	8/28/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			B307 filters were changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11718	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:03 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b307 filters changed				
Robert Carter							
11719	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:03 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b305 filters changed				
Robert Carter							
11720	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:04 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 306 filters changed				
Robert Carter							
11721	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:04 AM	8/28/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 304 filters changed				
Robert Carter							
11722	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:04 AM	8/28/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b303 filters changed				
Robert Carter							
11723	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:04 AM	8/28/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 301 filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11724	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			27	8/28/2018		
Heating/Ventilation /Air				8/1/2018 4:40:04 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			stairway 1 filters changed				
Robert Carter							
11725	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			21	8/22/2018		
Heating/Ventilation /Air				8/1/2018 4:40:05 AM	8/23/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 302 filters changed				
Robert Carter							
11648	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:48 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 228 filters changed				
Robert Carter							
11649	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:48 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 230 filters changed				
Robert Carter							
11650	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:48 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 229 filters changed				
Robert Carter							
11651	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:48 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 233a filters changed				
Robert Carter							



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11652	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:48 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by b 227 filters changed				
Robert Carter							
11653	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:49 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 234 filters changed				
Robert Carter							
11654	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:49 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b233b filters changed				
Robert Carter							
11655	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:49 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by b236 filters changed				
Robert Carter							
11656	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:49 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b236 filters changed				
Robert Carter							
11657	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:49 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 237 filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11658	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:49 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b235 filters changed				
Robert Carter							
11659	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:50 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b242 filters changed				
Robert Carter							
11660	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:50 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b244 filters changed				
Robert Carter							
11661	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:50 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b243 filters changed				
Robert Carter							
11662	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:50 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b245 filters changed				
Robert Carter							
11663	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:51 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b246 filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11664	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:51 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by b 246 filters changed				
Robert Carter							
11665	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:51 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b247 filters changed				
Robert Carter							
11666	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:51 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 249 receiving filters changed				
Robert Carter							
11667	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:52 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 250 kitchen filters changed				
Robert Carter							
11668	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:52 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 250 kitchen filters changed				
Robert Carter							
11600	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:37 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			make up air in kitchen filters ok				
Robert Carter							



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11601	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:37 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			ef 1 belt changed				
Robert Carter							
11602	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:38 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 4 BELT CHANGED				
Robert Carter							
11603	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:38 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 2 BELT CHANGED				
Robert Carter							
11604	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:38 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 5 BELT CHANGED				
Robert Carter							
11605	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:38 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 6 BELT CHANGED				
Robert Carter							
11606	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:38 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF9 BELT CHANGED				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11607	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:39 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 10 BELT CHANGED				
Robert Carter							
11608	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:39 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 12 BELTS CHANGED				
Robert Carter							
11609	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:39 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 11 BELT CHANGED				
Robert Carter							
11611	30 Saddle Way			8/1/2018		0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:40 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 14 BELT CHANGED				
Robert Carter							
11612	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:40 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 15 BELT CHANGED				
Robert Carter							
11613	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:40 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 7 BELT CHANGED				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11614	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:40 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 8 BELT CHANGED				
Robert Carter							
11615	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:40 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			SAF FAN 1 BELT CHANGED				
Robert Carter							
11616	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:41 AM	9/11/2018		
Monthly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			EF 3 BELT CHANGED				
Robert Carter							
11617	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:41 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 240 filters changed				
Robert Carter							
11618	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:41 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 102 filters changed				
Robert Carter							
11619	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:42 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 103 filters changed				
Robert Carter							



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11620	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:42 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by b 103 filters changed				
Robert Carter							
11621	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:42 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 104 filters changed				
Robert Carter							
11622	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:42 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 109 filters changed				
Robert Carter							
11623	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:42 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 108 filters changed				
Robert Carter							
11624	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:43 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b110 filters changed				
Robert Carter							
11625	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:43 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b111 filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11626	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:43 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 112a filters changed				
Robert Carter							
11627	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:43 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 112b filters changed				
Robert Carter							
11628	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:43 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			hallway by b112a filters changed				
Robert Carter							
11629	30 Saddle Way			8/1/2018	8/31/2018	0.25	\$7.78
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:43 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 116 filters changed				
Robert Carter							
11630	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:44 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 115 filters changed				
Robert Carter							
11631	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:44 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b118 filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11632	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:44 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 117 filters changed				
Robert Carter							
11633	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			34	9/4/2018		
Heating/Ventilation /Air				8/1/2018 4:39:44 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by b 119 filters changed				
Robert Carter							
11634	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:45 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 119 filters changed				
Robert Carter							
11635	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:45 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 112 filters changed				
Robert Carter							
11636	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:45 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 123 filters changed				
Robert Carter							
11637	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:45 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by b 122 filters changed				
Robert Carter							



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11638	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:45 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 217 filters changed				
Robert Carter							
11639	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:46 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 220 filters changed				
Robert Carter							
11640	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:46 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 221 filters changed				
Robert Carter							
11641	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:46 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 222 filters changed				
Robert Carter							
11642	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:46 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by b 221 filters changed				
Robert Carter							
11643	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:46 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 223 filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 Order By Status, Location

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11644	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			31	9/1/2018		
Heating/Ventilation /Air				8/1/2018 4:39:47 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			B224 filters were changed				
Robert Carter							
11645	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:47 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b225 filters changed				
Robert Carter							
11646	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:47 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 226 filters changed				
Robert Carter							
11647	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			33	9/3/2018		
Heating/Ventilation /Air				8/1/2018 4:39:47 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 227 filters changed				
Robert Carter							
11669	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:52 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 252 filters changed				
Robert Carter							
11670	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:53 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			112 hallway by cafeteria filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							

11671	30 Saddle Way	8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry	30	8/31/2018		
Heating/Ventilation /Air		8/1/2018 4:39:53 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.		a 256 filters changed			
Robert Carter					
11672	30 Saddle Way	8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry	30	8/31/2018		
Heating/Ventilation /Air		8/1/2018 4:39:53 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.		a 224 media center filters changed			
Robert Carter					
11673	30 Saddle Way	8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry	30	8/31/2018		
Heating/Ventilation /Air		8/1/2018 4:39:53 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.		a 257 filters changed			
Robert Carter					
11674	30 Saddle Way	8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry	30	8/31/2018		
Heating/Ventilation /Air		8/1/2018 4:39:53 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.		hallway by room a 260 filters changed			
Robert Carter					
11675	30 Saddle Way	8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry	30	8/31/2018		
Heating/Ventilation /Air		8/1/2018 4:39:53 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.		a253a stage right filters changed			
Robert Carter					
11676	30 Saddle Way	8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry	30	8/31/2018		
Heating/Ventilation /Air		8/1/2018 4:39:54 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.		a253b stage left filters changed			
Robert Carter					



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11677	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:54 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a202 nurse filters changed				
Robert Carter							
11678	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:54 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a201d lobby filters changed				
Robert Carter							
11679	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:54 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a201 main office filters changed				
Robert Carter							
11680	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:55 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a 201 a vp. office filters changed				
Robert Carter							
11681	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:55 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a 205 lobby filters changed				
Robert Carter							
11682	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:55 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a 205 supers. office filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11683	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:55 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a205 boe. office filters changed				
Robert Carter							
11684	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:55 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a 203 media center filters changed				
Robert Carter							
11685	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:56 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a 203 media center filters changed				
Robert Carter							
11686	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:56 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a 204 artroom filters changed				
Robert Carter							
11687	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:56 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallwat by a 207 filters changed				
Robert Carter							
11688	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:56 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by a 208 filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11689	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:56 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a 208 c filters changed				
Robert Carter							
11690	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:57 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a 210 filters changed				
Robert Carter							
11691	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:57 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			a 209 filters changed				
Robert Carter							
11692	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:57 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b333 filters changed				
Robert Carter							
11693	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:57 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b332 filters changed				
Robert Carter							
11694	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:57 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 331 filters changed				
Robert Carter							



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 Order By Status, Location

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11695	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:58 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			stairway 4 filters changed				
Robert Carter							
11696	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:58 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 327 filters changed				
Robert Carter							
11697	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:58 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 329 filters changed				
Robert Carter							
11698	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:58 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 326 filters changed				
Robert Carter							
11699	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:59 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 328 filters changed				
Robert Carter							
11700	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:59 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 325 b filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11701	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:59 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			hallway by room 325 filters changed				
Robert Carter							
11702	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:59 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b325 b filters changed				
Robert Carter							
11703	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:39:59 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 325 filters changed				
Robert Carter							
11704	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:40:00 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			stairway 3 filters changed				
Robert Carter							
11705	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:40:00 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b322 filters changed				
Robert Carter							
11706	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:40:00 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PMschedule details.			b 321 filters changed				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11707	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			30	8/31/2018		
Heating/Ventilation /Air				8/1/2018 4:40:00 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			filters changed b 320				
Robert Carter							
11708	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			28	8/29/2018		
Heating/Ventilation /Air				8/1/2018 4:40:01 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			hallway by room 324 filters changed				
Robert Carter							
11709	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			28	8/29/2018		
Heating/Ventilation /Air				8/1/2018 4:40:01 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 317 filters changed				
Robert Carter							
11710	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			28	8/29/2018		
Heating/Ventilation /Air				8/1/2018 4:40:01 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b315 filters changed				
Robert Carter							
11711	30 Saddle Way			8/1/2018	8/31/2018	0.5	\$15.57
Medium	Pingitor, Larry			28	8/29/2018		
Heating/Ventilation /Air				8/1/2018 4:40:01 AM	9/11/2018		
Monthly - PM Schedule created on 2/7/2012 - Refer to PM schedule details.			b 316 filters changed				
Robert Carter							
11776	30 Saddle Way			8/30/2018		0.25	\$7.78
Medium	Pingitor, Larry			1	8/31/2018		
Heating/Ventilation /Air				8/30/2018 1:03:12 AM	9/11/2018		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			water room no issues found at this time				
Robert Carter							



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11777	30 Saddle Way			8/30/2018		0.25	\$7.78
Medium	Pingitor, Larry			1	8/31/2018		
Heating/Ventilation /Air				8/30/2018 1:03:12 AM	9/11/2018		
Weekly - PM Schedule created on 1/9/2012 - Refer to PM schedule details.			fire pump room no issues found at this time				
Robert Carter							
11750	30 Saddle Way			8/13/2018		0.25	\$7.78
Medium	Pingitor, Larry	Classroom		4	8/17/2018		
Custodial		B228		8/13/2018 6:20:15 PM	8/23/2018		
Will my classroom rug be cleaned before opening day?			rug was vacuumed				
Joan mueller							
11781	30 Saddle Way			8/30/2018		1	\$31.13
Medium	Pingitor, Larry	Computer Lab		1	8/31/2018		
General Maintenance		209		8/30/2018 1:01:45 PM	9/11/2018		
I have 3 Literature Compartment Organizers that need to be assembled. Please help. They are in from on my desk.			assembled organizers				
Angela Manning							
11753	30 Saddle Way			8/18/2018		1	\$31.13
Medium	Pingitor, Larry	Hallway/Corridor		13	8/31/2018		
General Maintenance				8/18/2018 9:53:37 PM	9/11/2018		
Check all exit signs throughout building some may be loose			checked out exit signs thru out building. tightened up 2 on lower level by stairwells 2 and 3. 2 on upper level by stairwells 2 and 3.				
Robert Carter							
11730	30 Saddle Way			8/1/2018		0.5	\$15.57
Medium	Pingitor, Larry			18	8/19/2018		
Pest Control				8/1/2018 4:40:08 AM	8/23/2018		
Monthly - PM Schedule created on 9/25/2012 - Refer to PM schedule details.			ipm no activity was found				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11759	30 Saddle Way			8/21/2018			\$0.00
Medium		Classroom		2	8/23/2018		
Moving		B111		8/21/2018 6:09:33 PM	8/23/2018		
Please take away one of the computer tables in the back of the classroom (right side) and consolidate back computers to one table.			Sorry Lea but right now we have limited storage space I've already squeezed two other teachers desk into areas where they will eventually end up back in their rooms.				
Leia Wisniewski							
11779	30 Saddle Way			8/30/2018			\$0.00
Medium	Pingitor, Larry	Classroom		1	8/31/2018		
Moving		233A		8/30/2018 11:13:25 AM	9/11/2018		
Please move all materials on the blue kidney-shaped table to wherever the storage room is. These will be materials for resource teachers.			Jeanine does not want materials moved to storage				
Melissa Chou							
11763	30 Saddle Way			8/23/2018		0.25	\$7.78
Medium	Pingitor, Larry	Classroom			8/23/2018		
Moving		233A		8/23/2018 12:52:11 PM	8/28/2018		
Please move all materials that are on the gray rectangular table upstairs to Tony's conference room. Just the stuff on the gray table right next to the door. Thank you.			Moved items to Tony's office				
Melissa Chou							
11769	30 Saddle Way			8/27/2018		0.25	\$7.78
Medium	Pingitor, Larry	Media Center		1	8/28/2018		
Doors and Hardware		203		8/27/2018 10:01:27 AM	8/28/2018		
I have a new library book truck that needs the castors put on. I am having trouble getting them on myself. Please install the castors, the cart is behind the desk. thank you			INSTALLED CASTERS				
Laura DiMeola							
11758	30 Saddle Way			8/20/2018		0.75	\$23.35
Medium	Pingitor, Larry			1	8/21/2018		
Landscaping				8/20/2018 1:18:14 AM	8/23/2018		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			Court yard mowed grass				
Robert Carter							

# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11768	30 Saddle Way			8/27/2018		3	\$93.39
Medium	Pingitor, Larry			1	8/28/2018		
Landscaping				8/27/2018 1:33:14 AM	8/28/2018		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			Court yard grass was cut weeds were pulled				
Robert Carter							
11748	30 Saddle Way			8/13/2018		6	\$186.78
Medium	Pingitor, Larry			3	8/16/2018		
Landscaping				8/13/2018 1:06:04 AM	8/16/2018		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			Court yard jack pulled weeds out of stone area				
Robert Carter							
11740	30 Saddle Way			8/6/2018		0.25	\$7.78
Medium	Pingitor, Larry			13	8/19/2018		
Landscaping				8/6/2018 2:53:12 AM	8/23/2018		
Weekly - PM Schedule created on 9/10/2012 - Refer to PM schedule details.			Court yard no issues found				
Robert Carter							
11760	30 Saddle Way			8/22/2018		20	\$622.60
Scheduled	Pingitor, Larry	Grounds			8/22/2018		
Landscaping				8/22/2018 12:05:33 PM	8/23/2018		
remove 11 trees with red paint on them			removed 11 trees from flag pole area. and in front of office parking lot side				
Robert Carter							
11736	30 Saddle Way			8/6/2018			\$0.00
Medium	Pingitor, Larry				8/6/2018		
Equipment Maintenance				8/6/2018 2:53:09 AM	8/16/2018		
Weekly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			Steamer kitchen is closed for the summer				
Robert Carter							
11780	30 Saddle Way			8/30/2018			\$0.00
Medium	Pingitor, Larry	Classroom		1	8/31/2018		
Equipment Maintenance		b109		8/30/2018 11:21:11 AM	9/11/2018		
Hello,1. My bookcase is emptied and ready to be attached to the wall2. Please deliver availably swirly chair (student size)Thank you!			book case was mounted to wall . and delivered chair with wheels				
Vicki (kim) Weisgarber(Kampe)							



# Work Order Summary List

Selected Date Range for Request Dates: 8/1/2018 - 8/31/2018 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							
11749	30 Saddle Way			8/13/2018		0.5	\$15.57
Medium	Pingitor, Larry	Classroom		3	8/16/2018		
Equipment Maintenance		B228		8/13/2018 6:19:21 PM	8/16/2018		
small Black shelf in front of teachers desk needs to be repaired from move when cleaning floors			repaired shelf the best way that i could				
Joan mueller							
11754	30 Saddle Way			8/20/2018			\$0.00
Medium	Pingitor, Larry			2	8/22/2018		
Equipment Maintenance				8/20/2018 1:18:10 AM	8/23/2018		
Weekly - PM Schedule created on 1/11/2012 - Refer to PM schedule details.			Steamer kitchen is closed for the summer				
Robert Carter							
11726	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry				8/1/2018		
Pumps				8/1/2018 4:40:05 AM	8/16/2018		
Monthly - PM Schedule created on 1/12/2012 - Refer to PM schedule details.			hot water pump running ok at this time				
Robert Carter							
11727	30 Saddle Way			8/1/2018		0.25	\$7.78
Medium	Pingitor, Larry				8/1/2018		
Pumps				8/1/2018 4:40:06 AM	8/16/2018		
Monthly - PM Schedule created on 1/12/2012 - Refer to PM schedule details.			cold water pumps running ok greased pumps				
Robert Carter							
Count: 175 Work Orders		Avg. Age of WO's 24		Total for Closed Work Orders		108.75	\$3,377.61
Count: 175 Work Orders		Avg. Age of WO's 24		Grand Total		108.75	\$3,377.61

**E+mon D-mon Meter Readings**

<b>Month</b>	<b>Total Generation (kWh) month end</b>	<b>Monthly Generation (kWh)</b>	<b>Cumulative from March 2011</b>	<b>SREC's per month</b>	<b>SREC's Cumulative from March 2011</b>	<b>SREC's sold</b>	<b>Rate per SREC</b>	<b>Total Sale Amount</b>	<b>Date of Sale</b>	<b>Remaining SREC's to sell</b>
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		409					
<b>Totals</b>						<b>391</b>		<b>\$77,764.50</b>		<b>18</b>

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