

THE ENGLEWOOD BOARD OF EDUCATION

AGENDA – PUBLIC MEETING

May 11, 2017

6:30 p.m.

A Public Meeting of the Board of Education will be held this day opening in Room 311 at Dr. John Grieco Elementary School; immediately moving to closed session and returning to open session at 8 p.m. in the Cafeteria. The order of business and agenda for the meeting are:

I. CALL TO ORDER

II. OPEN PUBLIC MEETING STATEMENT – Board of Education President

The New Jersey Open Public Meetings Law was enacted to insure the right of the public to have advance notice of and to attend the meetings of public bodies at which any business affecting their interests is discussed and acted upon. In accordance with the provisions of this act, the Board of Education has caused notice of this meeting to be posted in the Board Office, City Clerk's Office, Public Library, and all Englewood public schools and e-mailed or faxed to the Record, Suburbanite, Co-Presidents of the ETA and EAA, Presidents of parent-teacher organizations and any person who has requested individual notice and paid the required fee.

III. ROLL CALL Kim Donaldson, Angela Midgette-David, Elisabeth Schwartz, Molly Craig-Berry, George Garrison, III, Glenn Garrison, Betty Griffin, Henry Pruitt, Stephen Brown

IV. PLEDGE OF ALLEGIANCE

V. CLOSED SESSION AS NECESSARY *(Use this resolution to identify the qualified matters to be discussed)*

WHEREAS, the Open Public Meetings Act, N.J.S.A.10:4-12, permits the Board of Education to meet in closed session to discuss certain matters, now, therefore be it

RESOLVED, the Board of Education adjourns to closed session to discuss: (select one or more)

- 1) *a matter rendered confidential by federal or state law*
- 2) *a matter in which release of information would impair the right to receive government funds*
- 3) *material the disclosure of which constitutes an unwarranted invasion of individual privacy*
- 4) *a collective bargaining agreement and/or negotiations related to it*
- 5) *a matter involving the purchase, lease, or acquisition of real property with public funds*
- 6) *protection of public safety and property and/or investigations of possible violations or violations of law*
- 7) *pending or anticipated litigation or contract negotiation and/or matters of attorney-client privilege*
- 8) *specific prospective or current employees unless all who could be adversely affected request an open session*
- 9) *deliberation after a public hearing that could result in a civil penalty or other loss*

and be it

FURTHER RESOLVED, the minutes of this closed session be made public when the need for confidentiality no longer exists.

VI. APPROVAL OF MINUTES

TAB-1

April 24, 2017 – Executive Session

April 27, 2017 – Regular Board Meeting and Closed Session

VII. BOARD SECRETARY REPORT:

TAB-2

WHEREAS, in compliance with N.J.A.C. 6:23-2.2h, the Board of Education has received the report of the School Treasurer for the month of March 2017 and Board Secretary's report for the month of March 2017; and

FUND	CASH BALANCE		APPROPRIATIONS	ENCUMBRANCES	EXPENDITURES	FUND BALANCE
General Current Expense Fund	\$ 7,658,148.46		\$68,369,252.20	\$ 23,411,741.31	\$42,724,457.19	\$ 2,233,053.70
(10),(11),(18) Current Expense			\$65,335,590.20	\$ 23,163,912.47	\$40,736,680.65	\$ 1,434,997.08
(12) Capital Outlay			\$ 3,033,662.00	\$ 247,828.84	\$ 1,987,776.54	\$ 798,056.62
(13) Special Schools						
Capital Reserve						
(20) Special Revenue Fund	\$ 1,309,851.91		\$ 4,874,968.92	\$ 1,291,822.24	\$ 2,432,968.89	\$ 1,150,177.79
(30) Capital Projects Fund	\$ (1,285,959.91)		\$ 1,920,644.12	\$ 52,910.03	\$ 1,520,719.95	\$ 347,014.14
(40) Debt Service Fund	\$ (316,676.94)		\$ 1,816,157.00	\$ -	\$ 1,816,157.00	\$ -
(50) Enterprise Fund	\$ 81,874.48					
(1) NET Payroll	\$ (18,270.60)					
(60) Enterprise Fund	\$ 123,495.19					
TOTAL	\$ 7,552,462.59		\$76,981,022.24	\$ 24,756,473.58	\$48,494,303.03	\$ 3,730,245.63

WHEREAS, in compliance with N.J.A.C.6: 23-2.11(c)3 the secretary has certified that, as of the date of the reports, no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district Board of Education, now, therefore, be it

RESOLVED, the Board of Education accepts the above-referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and be it

FURTHER RESOLVED, in compliance with N.J.A.C.6: 23-2.11(c)4, the Board of Education certifies that, after review of the secretary's monthly financial report (appropriation section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been overexpended in violation of N.J.A.C.6: 23-2.8(a)(1).

VIII. COMMITTEE REPORT(S)

IX. SUPERINTENDENT'S REPORT

X. REVIEW OF CONSENT AGENDA

(The following resolutions are presented for your consideration pursuant to Board of Education Bylaw 164.)

Administration **17-A- 88 through 17-A-97**
Finance **17-F- 108 through 17-F-119**
Personnel **17-P-87 through 17-P-95**

Section	Section	Topic	Page	Tab
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	17-A-89	Approval – Superintendent’s Harassment, Intimidation and Bullying Report	5	
	17-A-90	Approval – Purchased Services 2016-2017	5	
	17-A-91	Approval – Second Reading and Final Adoption of BOE Policies	6	03
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Finance	17-F-108	Approval – Staff and BOE Travel	9	08
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	17-F-115	Approval– Acceptance of Donation from Dwight Morrow High School Alumni Educational Alliance	10	
	17-F-116	Approval– Acceptance of Donation from Lexus of Englewood	10	
Personnel	17-F-117	Approval– Acceptance of Donation rom The Lexus Pursuit Of Potential	11	
	17-F-118	Approval– Acceptance of Donation from the Grammy Museum	11	
	17-P-87	Approval – 2017-2018 Employment of Personnel: Full-Time, Non-Guide, Part-Time Employees and Substitutes	12	
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Personnel	17-P-93	Approval – Approval – Retirement, Resignations, Leaves of Absence, Terminations	15	
	17-P-94	Approval – Approval – 2017-2018 Withholding of Employment and Adjustment Increment	15	
	17-P-95	Approval – Job Descriptions	15	13

XI. PRIVILEGE OF THE FLOOR

XII. APPROVAL OF CONSENT AGENDA

- a. Motion to approve the consent agenda: _____ Second: _____
- b. Board Discussion
- c. Vote

XIII. OLD/NEW BUSINESS

XIV. ADJOURNMENT

ADMINISTRATION

17-A-88 APPROVAL - REPORT OF STUDENT SUSPENSIONS

WHEREAS, school principals have reported to the Superintendent of Schools that during the month of **April 2017** they have imposed disciplinary suspensions on certain students pursuant to N.J.S.A. 18A:37-2; and

BE IT RESOLVED, that the Board of Education acknowledges that this report has been filed with the Secretary and constitutes a report to the Board of Education in compliance with N.J.S.A. 18A:37-4:

Number of Suspensions	April '17
High School	7
Middle School	9
McCloud Elementary School	3
Grieco Elementary School	-
Quarles Elementary School	-
Total Suspensions:	19

Number of Suspensions	April '16
High School	7
Middle School	10
McCloud Elementary School	2
Grieco Elementary School	2
Quarles Elementary School	-
Total Suspensions:	21

17-A-89 APPROVAL – SUPERINTENDENT’S HARASSMENT, INTIMIDATION AND BULLYING REPORT

BE IT RESOLVED, that the Board of Education approves the Superintendent’s determination and actions taken for all reported incidents of Harassment, Intimidation and Bullying as discussed at the **May 11, 2017** closed session meeting.

17-A-90 APPROVAL – PURCHASED SERVICES 2016 – 2017

WHEREAS, the district requires specialized services to satisfy educational and business requirements,

BE IT RESOLVED, the Englewood Board of Education authorizes the president and secretary to enter into agreement with the listed individuals and/or organizations, subject to attorney review of any applicable agreement both as to content and form:

Name	Service / Dates	Budget	Max. Fees
Sage Day-Mahwah	Tuition Student (#153037) May 15, 2017 - June 2017	11-000-100-566-40-000-000	\$6,906.90

17-A-91 APPROVAL – SECOND READING AND FINAL ADOPTION OF BOE POLICIES TAB-03

WHEREAS, these policies has been presented at a public Board of Education meeting for review and comment by Board members and community members, be it

BE IT RESOLVED, that the Board of Education approves the following attached Board of Education policies:

Number	Policy
2460	Special Education - M
2467	Surrogate Parents and Foster Parents- M
R 2460.1	Special Education - Location, Identification, and Referral - M
R 2460.8	Special Education - Free and Appropriate Public Education - M
R 2460.9	Special Education - Transition From Early Intervention Programs to Preschool Programs- M
R 2460.15	Special Education - In-Service Training Needs for Professional and Paraprofessional Staff (New)- M
R 2460	Special Education M

17-A-92 APPROVAL – FIRST READING OF BOARD OF EDUCATION POLICIES TAB-04

BE IT RESOLVED, that the Board of Education discusses and entertains oral or written public comment* on the following attached Board of Education policy and agrees to consider adoption of this policy at the forthcoming Board of Education meeting,

5460	HIGH SCHOOL GRADUATION (M)
R 5410	PROMOTION AND RETENTION (M)
2320	INDEPENDENT STUDY PROGRAMS-(Abolished)
5465	EARLY GRADUATION (M) -(Abolished)
2464	GIFTED AND TALENTED STUDENTS (M)
2467	SURROGATE PARENTS AND FOSTER PARENTS (M)
2622	STUDENT ASSESSMENT (M)
8550	OUTSTANDING FOOD SERVICE CHARGES

17-A-93 APPROVAL – GUIDANCE HANDBOOK AND CURRICULUM

BE IT RESOLVED, upon recommendation of the Superintendent of Schools, that the Board of Education approves the Guidance handbook and curriculum,

1. Postsecondary Planning Guide
2. Postsecondary Planning Curriculum 6-12
3. Early Action / Decision Packet
4. Course for Advancement Form (no longer earn Alpha grade, P/F with credits earned so students can't game system and pay to boost GPA)

*a copy will be available in the Guidance Department

17-A-94 APPROVAL –TECHNOLOGY CURRICULUM

TAB-05

BE IT RESOLVED, upon recommendation of the Superintendent of Schools, that the Board of Education approves the following attached technology curriculum,

Educational Technology Grades K-2
 Educational Technology Grades 3-5
 Educational Technology Grades 6-8
 Educational Technology High School

The Nature of Technology Grades K-2
 The Nature of Technology Grades 3-5
 The Nature of Technology Grades 6-8
 The Nature of Technology High School

17-A-95 APPROVAL – DISTRICT ENROLLMENT IN SCHOOLS

	30-Sep-16	15-Oct-16	31-Oct-16	30-Nov-16	31-Dec-16	31-Jan-17	28-Feb-17	31-Mar-17	30-Apr-17	YTD Diff.
Academies	483	485	485	485	479	479	478	478	478	-5
DMHS	573	569	573	571	572	571	569	569	573	0
EAGLE	39	37	37	36	35	33	32	32	31	-8
DMHS Total	1,095	1,091	1,095	1,092	1,086	1,083	1,079	1,079	1,082	-13
JDMS	379	383	381	378	379	382	383	385	382	3
McCloud	577	582	577	579	579	582	584	585	583	6
Grieco	596	600	595	603	601	610	610	612	610	14
Quarles	424	432	425	428	431	441	444	451	448	24
In-District Total	3,071	3,088	3,073	3,080	3,076	3,098	3,100	3,112	3,105	-34

17-A-96 APPROVAL –DWIGHT MORROW HIGH SCHOOL/ACADEMIES @ ENGLEWOOD TAB-06
GIRLS ICE HOCKEY CLUB FOR THE 2017-2018 SCHOOL YEAR

WHEREAS, approximately twenty-five high school girls got together and presented a petition to the Superintendent of Schools to start a Dwight Morrow High School/Academies @ Englewood Girls Ice Hockey Club for the 2017-2018 school year, and

WHEREAS, the district will provide transportation to scheduled games not including toraments, Athletic Director would assist in scheduling practice and games for the club programs, and

WHEREAS, the district will include student –athletes participating in club sports to be covered by insurenace policy, and

WHEREAS, student-athletes participating in club sports would have to adhere to the same athletic code of conduct, academic policy and other medical and safety mandates set forth by the NJSIAA and district, and

WHEREAS, the district will not provide the following for any club programs: equipment, jerseys, rental of ice time, payment of officials, salary for a coach or entry fee to participate in a torament, and

BE IT RESOLVED, that the Board of Education approves the following Dwight Morrow High School/Academies @ Englewood Girls Ice Hockey Club for the 2017-2018 school year.

17-A-97 APPROVAL – FIELD TRIPS TAB-07

BE IT RESOLVED, upon recommendation of the Superintendent of Schools, that the Board of Education confirms the following field trips subject to the Principals compiling a list of students/faculty/chaperones together with parental permission forms, insurance, etc.:

FINANCE

17-F-108 APPROVAL – STAFF AND BOE TRAVEL

TAB-08

WHEREAS, the Englewood Board of Education recognizes school staff and Board members will incur travel expenses related to and within the scope of their current responsibilities and for travel that promotes the delivery of instruction or furthers the efficient operation of the school district; and

WHEREAS, the Englewood Board of Education establishes, for regular district business day travel only, an annual school year threshold of \$1,000 per staff/Board member where prior Board approval shall not be required unless this threshold for a staff/Board member is exceeded in a given school year; and

RESOLVED, the Englewood Board of Education approves all travel not in compliance with N.J.A.C. 6A:23N-1.1 et seq. as being necessary and unavoidable as per noted on the attached list; and

FURTHER RESOLVED, the Englewood Board of Education approves the travel and related expense reimbursement as listed on the attached.

17-F-109 APPROVAL – LINE ITEM TRANSFERS

TAB-09

RESOLVED, the Englewood Board of Education approves the attached list of March 2017 budget transfers within the 2016-2017 budget pursuant to Policy 6422M.

17-F-110 APPROVAL – BILLS LIST

TAB-10

RESOLVED, the Board of Education approves payment of the attached bills in the total amount of \$4,498,704.79

17-F-111 APPROVAL – CANCELLATION OF FOOD SERVICE BALANCE

WHEREAS, the June 30, 2016 Comprehensive Annual financial Report contained an audit recommendation to resolve uncollected lunch balances; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools that the Englewood Board of Education authorizes the Business Administrator to cancel uncollected meal balances as of June 30, 2016.

17-F-112 APPROVAL – TD BANK

WHEREAS, the Bergen County Banking Consortium no longer exists and the Englewood School District has received a proposal from TD Bank for school banking services; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools that the Englewood Board of Education approves TD Bank as the designated depository for the Englewood School District and authorizes the Business Administrator to transfer all accounts from Capital One Bank to TD Bank.

17-F-113 APPROVAL – 2017-2018 RENTAL FEES

TAB-11

WHEREAS, the Englewood Board of Education must approve annual rental fees for building usage; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of School that the Englewood Board of Education approves the rental fees for the 2017-2018 school year as per the attached.

17-F-114 APPROVAL – MISSION ONE RENEWAL

WHEREAS, the Englewood Public School District has a contract with Mission One for paraprofessionals and secretaries; now

THEREFORE BE IT RESOLVED, the Englewood Board of Education approves a one-year renewal (year 3 of 3) with Mission One at a 0% rate increase; now

BE IT FURTHER RESOLVED, the Englewood Board of Education authorizes the Business Administrator to execute the renewal with Mission One for the 2017-2018 school year not to exceed \$4.8 million.

17-F-115 APPROVAL– ACCEPTANCE OF DONATION FROM DWIGHT MORROW HIGH SCHOOL ALUMNI EDUCATIONAL ALLIANCE

WHEREAS, the DMHS Life Alternative School has received a donation in the amount of \$376 from Dwight Morrow High School Alumni Educational Alliance for the purchase of a computer based health curriculum; now

BE IT RESOLVED, the Englewood Board of Education accepts the aforementioned funds on behalf of the DMHS Life Alternative School and thanks the Dwight Morrow High School Alumni Educational Alliance for its support of education.

17-F-116 APPROVAL– ACCEPTANCE OF DONATION FROM LEXUS OF ENGLEWOOD

WHEREAS, the Dwight Morrow High School has received a donation in the amount of \$5,000 from Lexus of Englewood to support the Dwight Morrow High School Marching Band; and

WHEREAS, said monies are targeted for use by the Marching Band towards the expense of the Bergen Blowout and towards expenses of continuing the Marching Band's goal of exposing students to colleges; and

WHEREAS, monies will be placed into the Marching Band Student Account to which expenditures can be charged for said purpose; now

BE IT RESOLVED, the Englewood Board of Education accepts the aforementioned funds on behalf of the Dwight Morrow High School Marching Band for its support of music education.

17-F-117 APPROVAL– ACCEPTANCE OF DONATION FROM THE LEXUS PURSUIT OF POTENTIAL

WHEREAS, the Dwight Morrow High School has received a donation in the amount of \$5,000 from The Lexus Pursuit of Potential to support the Dwight Morrow High School Marching Band; and

WHEREAS, said monies are targeted for use by the Marching Band towards helping its students and expenses of continuing the Marching Band's goals of exposing students to colleges; and

WHEREAS, monies will be placed into the Marching Band Student Account to which expenditures can be charged for said purpose; now

BE IT RESOLVED, the Englewood Board of Education accepts the aforementioned funds on behalf of the Dwight Morrow High School Marching Band for its support of education.

17-F-118 APPROVAL– ACCEPTANCE OF DONATION FROM THE GRAMMY MUSEUM

WHEREAS, the Dwight Morrow High School has received a donation in the amount of \$2,000 from the GRAMMY Museum (GRAMMY Signature School Community Award) to support the Dwight Morrow High School Marching Band; and

WHEREAS, said monies are targeted for use by the Marching Band towards needed equipment and towards the expenses of continuing the Marching Band's goal of exposing students to colleges; and

WHEREAS, monies will be placed into the Marching Band Student Account to which expenditures can be charged for said purpose; now

BE IT RESOLVED, the Englewood Board of Education accepts the aforementioned funds on behalf of the Dwight Morrow High School Marching Band for its support of education.

PERSONNEL

17-P-87 APPROVAL - 2017-2018 EMPLOYMENT OF PERSONNEL: FULL-TIME, NON-GUIDE, PART-TIME EMPLOYEES AND SUBSTITUTES

WHEREAS, the Superintendent of Schools, after considering the recommendation of his administrative staff which included consideration of experience, credentials, and references for the following candidates for employment in the school district, has determined that the appointment of these individuals is appropriate and in the best interest of the school district, be it

RESOLVED, upon recommendation of the Superintendent of Schools, that the following individuals be appointed to the positions indicated, as provided by the budget, in accord with terms of the employment specified:

- Note: Appointment of new personnel to the District is provisional subject to:
1. Authorization from the State Department regarding a criminal background check and/or authorization from the Bergen County Superintendent’s Office for emergent hiring.
 2. A medical examination, including satisfactory results of the Mantoux tuberculin skin test.

N = New R = Replacement RI = Reinstatement

<i>School Codes:</i>	<i>Grieco (04)</i>	<i>JDMS (10)</i>	<i>A@E (30)</i>	<i>DMHS (20)</i>
<i>Out-of-District (OOD)</i>	<i>Eagle Wings (05)</i>	<i>Central Office (60)</i>	<i>Quarles (01)</i>	<i>McCloud (03)</i>

Renewal				
Name	Position	Loc	Salary/Budget	Effective Dates
Manchester, Janet	Substitute Confidential Executive Assistant to the Superintendent	60	\$17.91 per hour, Budget Code: #11-000-240-105-60-101-000	07/01/17 - 06/30/18

17-P-88 ABOLISHMENT OF POSITIONS

RESOLVED, upon the recommendation of the Superintendent of Schools the Englewood Board of Education hereby abolishes the positions listed below effective July 1, 2017, based on reasons of economy, elimination of a student program, and administrative reorganization;

Director of Guidance and Assessment
Supervisor of Pupil Personnel Services
EAGLE Program Principal Position
EAGLE Program Teaching Positions -
1. English (1)
2. Social Studies (1)
3. Math (1)
4. Health (1)
5. Special Education (2)
EAGLE Program Student Support -
1. School Resource Officer (1)
2. Security Guard (1)
3. Social Worker (1)

17-P-89 REDUCTION IN FORCE

BE IT RESOLVED, that upon the recommendation of the Superintendent of schools the Englewood Board of Education approves the list of reduction in force effective July 1, 2017, based upon reasons of economy or because of reduction in the number of pupils or of change in the administrative or supervisory organization of the district or for other good cause.

APPROVAL OF REDUCTION IN FORCE	
IDENTIFICATION #	REASON
ID # 6397	Economy
ID # 6732	Economy
ID # 6650	Administrative Organization
ID # 6500	Administrative Organization
ID # 6742	Administrative Organization
ID # 6328	Administrative Organization
ID # 6484	Administrative Organization
ID # 6655	Administrative Organization
ID # 6374	Administrative Organization
ID # 6722	Administrative Organization
ID # 5250	Administrative Organization
ID # 6158	Administrative Organization
ID # 4627	Administrative Organization
ID # 4498	Administrative Organization
ID # 6870	Administrative Organization
ID # 6711	Administrative Organization
ID # 4339	Administrative Organization
ID # 5033	Administrative Organization
ID # 6477	Administrative Organization

17-P-90 APPROVAL – NOTIFICATION TO TENURED / NON-TENURED STAFF PURSUANT TO N.J.S.A. 18A:27-10

TAB-12

RESOLVED, the Board of Education authorizes the Superintendent of Schools to provide the tenured and non-tenured staff members continuously employed for the 2016-2017 school year and included on the attached list with a written offer of a contract for employment for the 2017-2018 school year, and be it

FURTHER RESOLVED, that the Board of Education authorizes the Superintendent of Schools to provide the tenured and non-tenured staff members continuously employed for the 2016-2017 school year who are not included on the attached list with a written notice that such employment will not be offered for reasons of economy or because of reduction in the number of pupils or of change in the administrative or supervisory organization of the district or for other good cause.

17-P-91 2016-2017 EXTRA COMPENSATION POSITIONS

WHEREAS, the Superintendent of Schools has recommended that certain Board of Education employees be compensated for additional duties or responsibilities, be it

RESOLVED, the Board of Education approves the following assignments and payments for services rendered as indicated:

McCloud Elementary School - Extended Day Program					
Name	Assignment	Rate	Max	Effective Dates	Budget Account
Lupardi, Amy ¹	Extended Day Lead Teacher	\$30.50	15 add'l hrs	01/20/17 - 05/12/17	11-120-100-101-67-103-000

¹Additional hours needed - Originally approved January 19, 2017 Resolution #17-P-65

DMHS/AE Extended Day Class/Overload/Per. 9 Club Stipends (pro-rata)									
Name	Scale	Step	Base Salary	Program Mgr.	Ext. Day	Overload	Per. 9 Club	Total	Effective Dates
Santos, Ruffi ¹	MA+30	3-4	\$73,631			\$5,120		\$78,751	09/06/16-01/27/17

¹Revised from April 27, 2017 Board Agenda Resolution #17-P-83

Academies@Englewood Registration					
Name	Assignment	Rate	Max	Effective Dates	Budget Account
Manche, Barbara ¹	Nurse AE - Registration	\$30.50 ph	2 add'l hrs.	05/10/17 & 05/11/17	11-000-213-100-67-103-000

¹Revised from April 27, 2017 Resolution #17-P-83

17-P-92 APPROVAL - 2016-2017 SALARY ADJUSTMENTS, RECLASSIFICATIONS & TRANSFERS

RESOLVED, upon recommendation of the Superintendent of Schools, that the following reclassification(s) be approved as provided by the budget:

Name	From	To
Lax, Eric	Per-Diem Substitute Teacher, \$100 per diem	Long-Term Substitute Teacher, \$270.30 per diem Effective: May 22, 2017 - June 26, 2017

Reclassifications

Name	From	To
Tighe, Denise	Interim Human Resources Director, 12-months Non-Guide, \$120,000 pro rata Effective: 02/14/17-06/30/17 Budget Code: 11-000-251-100-69-000-000	Director of Human Resources, 12-months Non-Guide, \$122,400 Effective: 07/01/17-06/30/18 Budget Code: 11-000-251-100-69-000-000

17-P-93 APPROVAL - RETIREMENT, RESIGNATIONS, LEAVES OF ABSENCE, TERMINATIONS

RESOLVED, that the Englewood Board of Education hereby approves the following:

<i>School Codes:</i>	<i>Grieco (04)</i>	<i>JDMS (10)</i>	<i>A@E (30)</i>	<i>DMHS (20)</i>
<i>Out-of-District (OOD)</i>	<i>Eagle Wings (05)</i>	<i>Central Office (60)</i>	<i>Quarles (01)</i>	<i>McCloud (03)</i>

Leaves of Absence

Name	Notice/Position	Effective Date(s)
Fernando, Hashenka ¹ (04)	Revised Unpaid Medical Leave of Absence Elementary School Teacher	September 5, 2017 - September 29, 2017
Meltzer, Sandra (30)	Paid Medical Leave of Absence Teacher of Music	May 1, 2017 - May 09, 2017
Perry, Debby (04)	Paid Medical Leave of Absence Elementary School Teacher	May 23, 2017 - June 19, 2017
Peterson, Brianna (20)	Unpaid Medical Leave of Absence Security	September 5, 2017 - October 27, 2017
Rodsan, Alexa (20)	Paid Medical Leave of Absence Unpaid Medical Leave of Absence Teacher of Mathematics	September 5, 2017 - September 29, 2017 October 2, 2017 - November 30, 2017

¹Revised from December 15, 2016 - Board Approved Resolution 17-P-62

Resignation(s)

Name	Notice/Position	Effective Date(s)
Chun, Kimberly (20)	Teacher of the Handicapped	June 30, 2017
Conte, Catherine (20)	Teacher of Health & Physical Education	June 30, 2017
Gordon, Stephanie (04)	LPN (1:1 LPN)	May 8, 2017
Rossillo, Anthony (04)	Elementary School Teacher	June 30, 2017

17-P-94 APPROVAL – 2017-2018 WITHHOLDING OF EMPLOYMENT AND ADJUSTMENT INCREMENT

WHEREAS, the staff member whose name is on file with the School Business Administrator has been notified by their Supervisor of instances of performance deficiencies; and the Superintendent of Schools has reviewed the matter and supporting documentation,

RESOLVED, upon the recommendation of the Superintendent of Schools, the Board of Education authorizes that the salary and step of this staff member be frozen at the 2016-2017 rate for staff member ID # 5899.

FURTHER RESOLVED that this staff member be given notice of this action by the Board Secretary, together with a copy of this resolution, at the earliest possible time, to be transmitted by certified mail, return receipt requested.

17-P-95 APPROVAL – JOB DESCRIPTIONS

TAB-13

RESOLVED, that the attached job descriptions be approved and effective immediately:

Director of Pupil Personnel Services	Affirmative Action Officer
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THE ENGLEWOOD BOARD OF EDUCATION
MINUTES – PUBLIC MEETING
April 27, 2017 6:30 p.m.

The meeting was called to order at 6:45 p.m. and the NJ Open Public Meeting Statement was read by Cheryl Balletto, Board Secretary.

Present: Kim Donaldson, Angela Midgette-David, Elisabeth Schwartz, Molly Craig-Berry,
George Garrison, III, Betty Griffin, Henry Pruitt, Stephen Brown

Absent: Glenn Garrison (excused)

Also Present: Robert Kravitz, Superintendent of Schools, Cheryl Balletto, Business Administrator/
Board Secretary, Mark Tabakin, Board Attorney

Motion by Mr. George Garrison, III, seconded by Ms. Craig-Berry to enter closed session.

CLOSED SESSION AS NECESSARY (*Use this resolution to identify the qualified matters to be discussed*)

WHEREAS, the Open Public Meetings Act, N.J.S.A.10:4-12, permits the Board of Education to meet in closed session to discuss certain matters, now, therefore be it

RESOLVED, the Board of Education adjourns to closed session to discuss: (select one or more)

- 1) *a matter rendered confidential by federal or state law*
- 2) *a matter in which release of information would impair the right to receive government funds*
- 3) *material the disclosure of which constitutes an unwarranted invasion of individual privacy*
- 4) *a collective bargaining agreement and/or negotiations related to it*
- 5) *a matter involving the purchase, lease, or acquisition of real property with public funds*
- 6) *protection of public safety and property and/or investigations of possible violations or violations of law*
- 7) *pending or anticipated litigation or contract negotiation and/or matters of attorney-client privilege*
- 8) *specific prospective or current employees unless all who could be adversely affected request an open session*
- 9) *deliberation after a public hearing that could result in a civil penalty or other loss*

and be it

FURTHER RESOLVED, the minutes of this closed session be made public when the need for confidentiality no longer exists.

Motion by Mr. Pruitt, seconded by Ms. Griffin to reconvene to public meeting.

APPROVAL OF MINUTES

Motion by Mr. George Garrison, III, seconded by Mr. Pruitt to approve Board minutes.

March 9, 2017 – Regular Board Meeting and Closed Session

April 18, 2017 – Executive Session

The March 9, 2017 Board minutes passed by a unanimous vote with those Board members present; the April 18, 2017 Board minutes passed by a majority vote with those Board members present and Mr. Pruitt abstaining.

BOARD SECRETARY REPORT:

Motion by Mr. George Garrison, III; seconded by Ms. Griffin.

The Board Secretary Report passed by a unanimous vote.

WHEREAS, in compliance with N.J.A.C. 6:23-2.2h, the Board of Education has received the report of the School Treasurer for the month of February 2017 and Board Secretary's report for the month of February 2017; and

FUND	CASH BALANCE		APPROPRIATIONS	ENCUMBRANCES	EXPENDITURES	FUND BALANCE
General Current Expense Fund			\$68,816,812.68	\$ 27,921,695.08	\$ 38,566,099.22	\$ 2,329,018.38
(10),(11),(18) Current Expense	\$ 6,855,887.77		\$65,783,150.68	\$ 27,677,071.24	\$ 36,578,322.68	\$ 1,527,756.76
(12) Capital Outlay			\$ 3,033,662.00	\$ 244,623.84	\$ 1,987,776.54	\$ 801,261.62
(13) Special Schools						
Capital Reserve						
(20) Special Revenue Fund	\$ 1,504,446.37		\$ 4,866,009.92	\$ 1,494,906.75	\$ 2,104,938.52	\$ 1,266,164.65
(30) Capital Projects Fund	\$ (1,286,271.94)		\$ 1,920,644.12	\$ 52,910.03	\$ 1,520,719.95	\$ 347,014.14
(40) Debt Service Fund	\$ 1,080,695.99		\$ 1,816,157.00	\$ -	\$ 506,156.00	\$ 1,310,001.00
(50) Enterprise Fund	\$ 5,024.69					
(1) NET Payroll	\$ (21,687.41)					
(60) Enterprise Fund	\$ 115,430.86					
TOTAL	\$ 8,253,526.33		\$77,419,623.72	\$ 29,469,511.86	\$ 42,697,913.69	\$ 5,252,198.17

WHEREAS, in compliance with N.J.A.C.6: 23-2.11(c)3 the secretary has certified that, as of the date of the reports, no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district Board of Education, now, therefore, be it

RESOLVED, the Board of Education accepts the above-referenced reports and certifications and orders that they be attached to and made part of the record of this meeting, and be it

FURTHER RESOLVED, in compliance with N.J.A.C.6: 23-2.11(c)4, the Board of Education certifies that, after review of the secretary's monthly financial report (appropriation section) and upon consultation with the appropriate district officials, to the best of its knowledge, no major account or fund has been overexpended in violation of N.J.A.C.6: 23-2.8(a)(1).

SUPERINTENDENT'S REPORT

I want to congratulate the Technology Students Association. They competed at the high school conference at the College of New Jersey. Our Animatronics Team received a third place trophy in the event. Students participating were Yoon Jeong, Alessandro Lira, Asim Qureshi and Kyle Castillo. Mr. Sherry was the advisor.

I am very proud of the way we are addressing the issues that are going on in the Englewood School District. We are working together. Everything is falling into place – we are moving forward.

The calendar for this school year – we only used two snow days. We are giving back one snow day to the students. The contract for the teachers is 185 days. The teachers will be in attendance on May 26 working on professional development.

Motion to open public budget hearing by Mr. Pruitt – All Board members in favor.

Ms. Balletto presented the 2017-2018 school budget.

OPENED THE PRIVILEGE OF THE FLOOR (Budget Questions)

Mr. Kelly - \$72 million budget – who else does this cover besides the A@E and Englewood Cliffs. What do the parents pay outside our district?

Mr. Kravitz – The budget includes all of the students in Englewood, out-of-district students as well as A@E. Englewood Cliffs pays approximately \$18,000 per student. The State of New Jersey choice students - we get approximately \$16,000 per student predicated by the State of New Jersey.

Mr. Matthews – What does the Director of Pupil Personnel Services do? The elimination of the Eagle Program – does that mean the students will come back to the main campus? Will the program continue at Bergen Community College? Are we going to have certified math teachers that teach only math at Grieco and McCloud? How much have we budgeted for legal services for the upcoming school year. How much have we spent year to date on legal services. Are we still spending money on a potential lawsuit from Englewood Cliffs? I think the law academy needs to be totally upgraded. We need to add another staff person with a law degree.

Mr. Kravitz – Director of Pupil Personnel Services - it is a new position consolidating several positions. They will be in charge of the Guidance Department and Special Education Department. The Eagle Program – some of those students will be coming back to our campus; 16 should be able to receive a high school diploma. Certified Math Teachers - we do not departmentalize at Grieco. As far as McCloud – as we look to the future, I find best practice is to have highly qualified teachers in mathematics and language arts. We are looking at that model for next year.

Ms. Balletto – The amount budgeted for legal services for the 2017-2018 school year is \$190,000.

Mr. Caviness – Was the budget meeting advertised? What is happening to the administrator with the Eagle Program? Englewood Cliffs pays us \$18,000; school choice pays us \$16,000. Who is making up the \$2,000 difference? What is the cost per student for regular students?

Mr. Kravitz – The budget was advertised on Friday, April 21. The Eagle students - 32 4th year students – 16 are going to graduate. Twelve of the 16 are 3rd year students. We are working with Bergen Community College to develop a plan to assist them to transition to a career/college program and help them get their loss of credit. Four students are 2nd year students.

Ms. Balletto – For 2016-2017, the cost per pupil is \$18,288. The State has its own formula that estimates the tuition rate. That is what you use until you have a certified tuition rate. The estimated tuition rate for 2017-2018 is \$17,800 roughly. It's calculated by the State's software program.

Mr. Caviness – Do the taxpayers pay the difference?

Mr. Brown - The contract rate with Englewood Cliffs has a formula that we follow. The difference that must be made up by someone is an accounting fiction that is being used to try to make a case that the people of Englewood are paying for out-of-district kids. It is unfortunate and false.

Mr. Haughton – Thank you for modifying the agenda to provide for a public hearing. Isn't it prudent to extend the timeline to allow for people to come and speak. Could a user friendly be made available? I want to acknowledge the staff for what appears to be a thoughtful and robust plan.

Mr. Brown – The budget was advertised appropriately and we had the preliminary budget adopted. At any time or any Board meeting the opportunity always exists to ask about the budget.

OPENED THE PRIVILEGE OF THE FLOOR

Ms. Walker – I am concerned about the safety of the children. What are we doing about summer school? I heard that after school is being outsourced to Bergen Family Center.

Mr. Brown – It is the city's responsibility for road safety.

Ms. Smith – A teacher is an example – I would like to see the teachers' dressed properly. I want to see the people that are in charge of the buildings send the people home if they are not dressed properly. I'm going to start taking down names.

Mr. Kravitz – I walk around the buildings all the time. When I walk into a classroom and I see a teacher teaching with a cup of coffee - that is not acceptable. If an individual is on a cell phone relaxing and jumps up when I enter their classroom – that individual will not be here. My expectation when I arrived here is to always be the best.

We have an extended school year program for special needs students. In addition, we will offer you remediation. We will be running a Language Institute over the summer. It will be the first of its kind. Englewood students will be able to learn a language three hours a day.

As far as the after school program – what can we do better for the kids in Englewood? We should be working together for the children to develop a program – Englewood Recreation Department, Bergen Family Center, McKay Park Arena and the Englewood School System.

Mr. Brown read aloud the letter from the State of New Jersey Department of Education regarding the review of the Englewood Public School District's Individuals with Disabilities Education Act (IDEA). The review of the expenditures charged to the IDEA grant did not yield any findings.

COMMITTEE REPORT(S)

Academic Affairs Committee Report – Mr. Pruitt

Mr. Brown - Update on Resolution 17-B-10. We've held two Committee of the Whole Meetings. There are issues that we need to deal with as a full Board. This Board has dealt with the very critical issue of investigating that which led to the suspension of ten members of our community. We noted that the Superintendent should come back on or before April 27 with an action plan – he has done that. We cannot talk about it publicly because it deals with an on-going legal issue and personnel.

Mr. Kravitz – In February we went through all the students' transcripts. We have updated all of our systems. Any senior that was not accepted or was having difficulty we brought them in. We want to make sure that the opportunity for success is everywhere. We are working tirelessly to make sure we succeed.

Mr. Brown – Administrative Changes: 17-F-106 High Point Solutions Agreement – Language change - Add "Not To Exceed"; 17-A-87 Addendum replaces 17-A-83.

Motion by Mr. Pruitt, seconded by Mr. George Garrison, III to approve consent agenda as amended

BOARD DISCUSSION

Mr. George Garrison, III - Home Instruction is going up over 50%. Is there a reason for that?

Ms. Balletto – We are seeing more of a need due to medical reasons of students.

Mr. George Garrison, III – Special Education – out of district placement has gone up significantly.

Mr. Kravitz – Next year we will be looking to reduce special education costs. We have to look at spacing and how to develop in-house programs that not only service the children in Englewood, but also become a revenue source.

Mr. George Garrison, III - Staff training – Professional Development is going down.

Mr. Kravitz – We're looking at basics – we're going to save money and do it in-house.

Mr. George Garrison, III - Grant Writing – Do we have a grant writer on staff?

Mr. Kravitz – We do not have a grant writer on staff. We will start looking at grants to access the monies out there.

Mr. Brown – I appreciate the Superintendent making adjustments to the technology budget. 17-F-106 the High Point Solutions Agreement and 17-F-107 and the financing for the agreement - I believe the pricing for the hardware seems reasonable, but I thought we could get better pricing for the service if we had bid it out.

REVIEW OF CONSENT AGENDA

(The following resolutions are presented for your consideration pursuant to Board of Education Bylaw 164.)

Roll Call Vote on the Consent Agenda – yes to all except:

Resolution #	Topic	Kim Donaldson	Angela Midgette-David	Elisabeth Schwartz	Molly Craig-Berry	George Garrison, III	Betty Griffin	Henry Pruitt	Stephen Brown
17-A-76	Approval – Report of Student Suspensions								
17-A-77	Approval – Superintendent’s Harassment, Intimidation and Bullying Report								
17-A-78	Approval – Field Trips								
17-A-79	Approval – District Enrollment in Schools								
17-A-80	Approval – Purchased Services 2016-2017								
17-A-81	Approval – Second Reading and Final Adoption of BOE Policies								
17-A-82	Approval – First Reading of Board of Education Policies								
17-A-83	Approval – Revision of 2016-2017 School Calendar								
17-A-84	Approval – Revision of 2017-2018 School Calendar								
17-A-85	Approval – 2017 Summer School Program								
17-A-86	Approval – 2017 Summer School Fees								
17-A-87 ADDENDUM	Approval – Revision of 2016-2017 School Calendar								
17-F-92	Approval – Staff and BOE Travel								
17-F-93	Approval – Line Item Transfers								
17-F-94	Approval – Bills List	*	*	*					
17-F-95	Approval – Adopt 2017-2018 School Budget								
17-F-96	Approval – Brick Repointing Project and Tower Repair								
17-F-97	Approval – Renewal of Maintenance, Custodial and Grounds Operations & Management Services								
17-F-98	Approval – Appointment of Dental Contract								
17-F-99	Approval – Appointment of Vision Contract								
17-F-100	Approval – Keyboard Consultants								
17-F-101	Approval – Cooperative Purchasing Agreement								
17-F-102	Approval – Cablevision Lightpath, Inc. Contract								
17-F-103	Approval – Target Field Trip Grant Monies								
17-F-104	Approval – Acceptance of Grant Monies from Asia Society Confucius Classroom Network								
17-F-105	Approval – 2017-2018 Joint Transportation Agreement								
17-F-106 AMENDED	Approval – High Point Solutions Agreement								No
17-F-107	Approval – Financing for Technology Infrastructure Upgrade Project								
17-P-82	Approval – 2017-2018 Employment of Personnel: Full-Time, Non-Guide, Part-Time Employees and Substitutes								
17-P-83	Approval – 2017-2018 Extra Compensation Positions								
17-P-84	Approval – 2016-2017 Salary Adjustments, Reclassifications & Transfers								
17-P-85	Approval – Retirement, Resignations, Leaves of Absence, Terminations								
17-P-86	Approval – Job Descriptions								

*Yes to all except abstain on own name.

Motion to adjourn at 9:55 p.m. by Ms. Griffin; seconded by Ms. Schwartz.

5/11/2017 12:05 PM

ADMINISTRATION

17-A-76 APPROVAL - REPORT OF STUDENT SUSPENSIONS

WHEREAS, school principals have reported to the Superintendent of Schools that during the month of **March 2017** they have imposed disciplinary suspensions on certain students pursuant to N.J.S.A. 18A:37-2; and

BE IT RESOLVED, that the Board of Education acknowledges that this report has been filed with the Secretary and constitutes a report to the Board of Education in compliance with N.J.S.A. 18A:37-4:

Number of Suspensions	March '17
High School	12
Middle School	3
McCloud Elementary School	3
Grieco Elementary School	-
Quarles Elementary School	-
Total Suspensions:	18

Number of Suspensions	March '16
High School	10
Middle School	4
McCloud Elementary School	5
Grieco Elementary School	2
Quarles Elementary School	-
Total Suspensions:	21

17-A-77 APPROVAL – SUPERINTENDENT’S HARASSMENT, INTIMIDATION AND BULLYING REPORT

BE IT RESOLVED, that the Board of Education approves the Superintendent’s determination and actions taken for all reported incidents of Harassment, Intimidation and Bullying as discussed at the **April 27, 2017** closed session meeting.

17-A-78 APPROVAL – FIELD TRIPS

TAB-03

BE IT RESOLVED, upon recommendation of the Superintendent of Schools, that the Board of Education confirms the following field trips subject to the Principals compiling a list of students/faculty/chaperones together with parental permission forms, insurance, etc.:

17-A-79 APPROVAL – DISTRICT ENROLLMENT IN SCHOOLS

	30-Sep-16	15-Oct-16	31-Oct-16	30-Nov-16	31-Dec-16	31-Jan-17	28-Feb-17	31-Mar-17	YTD Diff.
Academies	483	485	485	485	479	479	478	478	-5
DMHS	573	569	573	571	572	571	569	569	-4
EAGLE	39	37	37	36	35	33	32	32	-7
DMHS Total	1,095	1,091	1,095	1,092	1,086	1,083	1,079	1,079	-16
JDMS	379	383	381	378	379	382	383	385	6
McCloud	577	582	577	579	579	582	584	585	8
Grieco	596	600	595	603	601	610	610	612	16
Quarles	424	432	425	428	431	441	444	451	27
In-District Total	3,071	3,088	3,073	3,080	3,076	3,098	3,100	3,112	41

17-A-80 APPROVAL – PURCHASED SERVICES 2016 – 2017

WHEREAS, the district requires specialized services to satisfy educational and business requirements,

BE IT RESOLVED, the Englewood Board of Education authorizes the president and secretary to enter into agreement with the listed individuals and/or organizations, subject to attorney review of any applicable agreement both as to content and form:

Name	Service / Dates	Budget	Max. Fees
Legacy-Mary Dobbins School	1:1 Aide Student (#144344) February 6, 2017 - June 2017	11-000-100-566-40-000-000	\$9,900.00 estimate
Bergen Boulevard School-Ridgefield Schools	Tuition + 1:1 Aide Student (#149929) March 22, 2017 - June 2017	11-000-100-562-40-000-000	\$19,295.21
Union County Ed Services	Tuition Student (#150995) February 2017 - June 2017	11-000-100-562-40-000-000	\$22,008.32
Viva Your Voice, Inc. Parsippany, NJ	To provide interpretation and translation services in over 17 languages.	11-000-218-500-20-000-000	\$20.00 per page

17-A-81 APPROVAL – SECOND READING AND FINAL ADOPTION OF BOE POLICY

TAB-04

WHEREAS, this policy has been presented at a public Board of Education meeting for review and comment by Board members and community members,

BE IT RESOLVED, that the Board of Education approves the following attached Board of Education policy:

Number	Policy
R 5610	SUSPENSION PROCEDURES- M

17-A-82 APPROVAL – FIRST READING OF BOARD OF EDUCATION POLICIES

TAB-05

LET IT BE RESOLVED, that the Board of Education discusses and entertains oral or written public comment* on the following attached Board of Education policy and agrees to consider adoption of this policy at the forthcoming Board of Education meeting,

Number	Policy
2460	Special Education - M
2467	Surrogate Parents and Foster Parents- M
R 2460.1	Special Education - Location, Identification, and Referral - M
R 2460.8	Special Education - Free and Appropriate Public Education - M
R 2460.9	Special Education - Transition From Early Intervention Programs to Preschool Programs- M
R 2460.15	Special Education - In-Service Training Needs for Professional and Paraprofessional Staff (New)- M
R 2460	Special Education M

17-A-83 APPROVAL – REVISION OF 2016-2017 SCHOOL CALENDAR

WHEREAS, there are three (3) emergency closing days built into the 2016-2017 school calendar in which the district used two days on February 9, 2017 and March 14, 2017,

WHEREAS, there is one unused day remaining, the Englewood Public Schools will be closed on Friday, May 26, 2017, to take advantage of this emergency closing,

BE IT RESOLVED, that the Board of Education approves the revision of the 2016-2017 school calendar for the 2016-2017 school year.

17-A-84 APPROVAL – REVISION OF 2017-2018 SCHOOL CALENDAR

TAB-06

WHEREAS, the 2017-2018 school calendar was approved at the January 19, 2017, meeting and upon recommendation of the Superintendent of Schools two changes will be made to the district calendar for the 2017-2018 school year,

WHEREAS, the entire district will have a half day on December 22, 2017

WHEREAS, all staff will have a professional development on February 22 & 23, 2018

BE IT RESOLVED, that the Board of Education approves the revision of the 2017-2018 school calendar for the 2017-2018 school year.

17-A-85 APPROVAL – 2017 SUMMER SCHOOL PROGRAM

WHEREAS, upon the recommendation of the Superintendent, the Board of Education hereby approves Summer School Programming for in-district students only at Quarles and Grieco, and

WHEREAS, upon the recommendation of the Superintendent, the Board of Education hereby approves PK–8 grade summer school programming which will include:
District Supported Intervention/Remedial (PK-8 grade Remediation)
2017 Summer Language Institute (Grades 1-6)

WHEREAS, upon the recommendation of the Superintendent, the Board of Education hereby approves the day and times as follows,
District Closed on Tuesday, July 4, 2017
District Supported Intervention/Remedial (PK-8 grade) June 28, 2017-July 28, 2017 Time: 8 AM-11:30AM
2017 Summer Language Institute (Grades 1-6) June 28, 2017-July 28, 2017 Time: 8 AM-11:30 AM

BE IT RESOLVED, upon the recommendation of the Superintendent, the Board of Education hereby approves 2017 Summer School Program.

17-A-86 APPROVAL – 2017 SUMMER PROGRAM FEES

BE IT RESOLVED, upon the recommendation of the Superintendent, the Board of Education hereby approves the fees for the summer program, which are as follows:

Grades 1-6

Time Period	Program	Income Eligible	Full Price
8 AM – 11:30 AM	Intervention/Remediation Title I, Title III,	\$0	\$0
8 AM – 11:30 AM	Summer Language Institute	\$100 weekly fee	\$125 weekly fee

FINANCE

17-F-92 APPROVAL – STAFF AND BOE TRAVEL

TAB-07

WHEREAS, the Englewood Board of Education recognizes school staff and Board members will incur travel expenses related to and within the scope of their current responsibilities and for travel that promotes the delivery of instruction or furthers the efficient operation of the school district; and

WHEREAS, the Englewood Board of Education establishes, for regular district business day travel only, an annual school year threshold of \$1,000 per staff/Board member where prior Board approval shall not be required unless this threshold for a staff/Board member is exceeded in a given school year; and

RESOLVED, the Englewood Board of Education approves all travel not in compliance with N.J.A.C. 6A:23N-1.1 et seq. as being necessary and unavoidable as per noted on the attached list; and

FURTHER RESOLVED, the Englewood Board of Education approves the travel and related expense reimbursement as listed on the attached.

17-F-93 APPROVAL – LINE ITEM TRANSFERS

TAB-08

RESOLVED, the Englewood Board of Education approves the attached list of February 2017 budget transfers within the 2016-2017 budget pursuant to Policy 6422M.

17-F-94 APPROVAL – BILLS LIST

TAB-09

RESOLVED, the Board of Education approves payment of the attached bills in the total amount of \$8,557,190.61

17-F-95 APPROVAL – ADOPT 2017-2018 SCHOOL BUDGET

WHEREAS, the Preliminary 2017-2018 budget was submitted and approved by the Bergen County Office of the Department of Education; now

BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Englewood City Public Schools Board of Education, County of Bergen, adopts the 2017-2018 School Year Budget as follows:

Current General Expense (Fund 11)	\$63,547,143
Capital Outlay (Fund 12)	\$839,772
Transfer to Charter Schools	\$2,607,916
TOTAL GENERAL FUND	\$66,994,831
Special Revenue (Fund 20)	\$3,454,470
Debt Service (Fund 40)	\$1,813,757
TOTAL EXPENDITURES/APPROPRIATIONS	\$72,263,058

BE IT FURTHER RESOLVED, that the General Fund tax levy \$51,794,332 and Debt Service tax levy \$1,813,757 are approved to support the 2017-2018 school year budget.

17-F-96 APPROVAL – BRICK REPOINTING PROJECT AND TOWER REPAIR

TAB-10

WHEREAS, the Dwight Morrow High School is in need of brick repointing and the Dwight Morrow High School tower is in need of repair; and

WHEREAS, the 2017-2018 budget has allocated funds for this project; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Englewood Board of Education authorizes the Business Administrator to advertise for bids for the brick repointing/high school tower repair project; and

BE IT FURTHER RESOLVED, the Englewood Board of Education approves DiCara Rubino Architects to be the architect for the brick repointing/high school tower repair as per the attached proposal.

17-F-97 APPROVAL – RENEWAL OF MAINTENANCE, CUSTODIAL AND GROUNDS OPERATIONS & MANAGEMENT SERVICES

WHEREAS, the Englewood Board of Education awarded the Maintenance, Custodial and Grounds Operations & Management Services bid to Pritchard Industries, Inc. for an initial term of 36 months and now has the ability to extend the contract to years four and five; now

THEREFORE BE IT RESOLVED, the Englewood Board of Education extends the contract for year four for the 2017-2018 school year not to exceed \$1,960,000.

17-F-98 APPROVAL – APPOINTMENT OF DENTAL CONTRACT

WHEREAS the Englewood Public Schools provides dental care coverage to its employees, and

BE IT RESOLVED upon the recommendation of the Superintendent of Schools that the Englewood Board of Education approves a contract for dental benefits to Delta Dental at a no cost increase through June 30, 2019.

17-F-99 APPROVAL – APPOINTMENT OF VISION CONTRACT

WHEREAS the Englewood Public Schools provides vision care coverage to its employees, and

NOW BE IT RESOLVED upon the recommendation of the Superintendent of Schools that the Englewood Board of Education approves a contract for vision benefits to United Healthcare Vision at a no cost increase through June 30, 2018.

17-F-100 APPROVAL – KEYBOARD CONSULTANTS

WHEREAS, the DA Quarles Early Childhood Center is in need of SMART Boards for student learning; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, the Englewood Board of Education approves the purchase of seventeen (17) SMART Boards for the DA Quarles Early Childhood Center in the amount of \$96,526. The SMART Boards are being purchased under the #ESCNJ 16/17-28. These SMART Boards shall be paid with Title 1 and Pre-school grant funds.

17-F-101 APPROVAL – COOPERATIVE PURCHASING AGREEMENT

RESOLVED, that the Englewood Board of Education authorizes the Board Secretary/Business Administrator on behalf of the Englewood Board of Education to participate in the following cooperative purchasing agreement for the 2016-2017 school year:

- Mondo NJPA

17-F-102 APPROVAL – CABLEVISION LIGHTPATH, INC. CONTRACT

WHEREAS, the District renegotiated the contract with Cablevision Lightpath, Inc. on April 21, 2016; and

WHEREAS, as per the new contract Liberty School connection was to be eliminated; however, the technology study revealed that the Liberty School connection is part of the route of the network; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools, that the Englewood Board of Education authorizes the Business Administrator to increase the Cablevision Lightpath contract in the amount not to exceed \$48,000 for the 2016-2017 school year.

17-F-103 APPROVAL – TARGET FIELD TRIP GRANT MONIES

WHEREAS, the Englewood Board of Education has received grant monies in the amount of \$700.00 from Target Field Trips, Scholarship America; and

WHEREAS, said monies will be used to finance a field trip to the Intrepid Space and Air Museum, located in New York City, for students attending Dr. Leroy McCloud Elementary School; and

WHEREAS, a separate account will be established by the Business Administrator/Board Secretary to properly account for all monies disbursed in connection with the grant award in order to comply with generally accepted accounting principles;

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools that the Englewood Board of Education hereby approves the acceptance of the aforementioned grant monies and extends its heartfelt appreciation to Target for its monetary contribution to the school district.

17-F-104 APPROVAL – ACCEPTANCE OF GRANT MONIES FROM ASIA SOCIETY CONFUCIUS CLASSROOM NETWORK

WHEREAS, Englewood Public Schools is being recognized to lead the development of Chinese teaching and learning via curriculum and instruction, integration of culture, leadership and, partnerships with Chinese-based schools;

BE IT RESOLVED , that the Englewood Board of Education hereby approves the acceptance of grant monies in the amount of \$49,123 for the 2016-2017 school year from the Asia Society Confucius Classroom Network, an international partnership between Hanban and Asia Society, dedicated to building the field of Chinese language teaching and learning in American Schools.

17-F-105 APPROVAL – 2017-2018 JOINT TRANSPORTATION AGREEMENT

BE IT RESOLVED, that the Englewood Board of Education does hereby approve an agreement with the South Bergen Jointure Commission, an approved Coordinated Transportation Services Agency, for the purposes of transporting students in accordance with Chapter 53, P.L. 1977 for the time period 2017-2018 school year. The services to be provided include, but are not limited to the Coordinated Transportation of nonpublic, out of district special education, vocational and summer programs.

BE IT FURTHER RESOLVED, that the Englewood Board of Education agrees to abide by the Transportation Services Agreement as published by the South Bergen Jointure Commission.

17-F-106 APPROVAL – HIGH POINT SOLUTIONS AGREEMENT

TAB-11

WHEREAS, the Englewood Public School District has awarded a contract to High Point Solutions to complete a review of the District’s technology infrastructure. As per their review, it was determined that the network system, wireless system and data center server system are in need of upgrading; now

THEREFORE BE IT RESOLVED, upon the recommendation of the Superintendent of Schools that the Englewood Board of Education approve a contract with High Point Solution for the following:

- Network Hierarchy Design \$282,308.50 NASPO #AR233 (NJ#87720)
- Wireless Remediation \$111,270.00 PEPPM Contract
- Data Center Solution \$457,566.51 NASPO #AR233 (NJ#87720)
- NOT TO EXCEED \$851,145.01

17-F-107 APPROVAL – FINANCING FOR TECHNOLOGY INFRASTRUCTURE UPGRADE PROJECT

TAB-12

WHEREAS, Englewood Board of Education desires to enter into that certain Lease-Purchase Agreement, by and between Government Capital Corporation and Englewood Board of Education, for the purpose of procuring a perpetual **“Technology Project”**. The District desires to designate this Agreement as a "qualified tax exempt obligation" of the District for the purposes of Section 265 (b) (3) of the Internal Revenue Code of 1986, as amended. The Englewood Board of Education desires to designate Cheryl Balletto, Board Secretary, as an authorized signer of the Agreement.

NOW THEREFORE BE IT RESOLVED, by the Board of the Englewood Board of Education:

Section 1. That the District enters into a Lease Purchase Agreement with Government Capital Corporation for the purpose of procuring a perpetual **“Technology Project”**.

Section 2. That the Lease Purchase Agreement, by and between the District and Government Capital Corporation is designated by the District as a "qualified tax exempt obligation" for the purposes of Section 265 (b) (3) of the Internal Revenue Code of 1986, as amended.

Section 3. That the Englewood Board of Education designates Cheryl Balletto, Board Secretary, as an authorized signer of the Lease Purchase Agreement, by and between the Englewood Board of Education and Government Capital Corporation.

PERSONNEL

17-P-82 APPROVAL - 2016-2017 EMPLOYMENT OF PERSONNEL: FULL-TIME, NON-GUIDE, PART-TIME EMPLOYEES AND SUBSTITUTES

WHEREAS, the Superintendent of Schools, after considering the recommendation of his administrative staff which included consideration of experience, credentials, and references for the following candidates for employment in the school district, has determined that the appointment of these individuals is appropriate and in the best interest of the school district, be it

RESOLVED, upon recommendation of the Superintendent of Schools, that the following individuals be appointed to the positions indicated, as provided by the budget, in accord with terms of the employment specified:

Note: Appointment of new personnel to the District is provisional subject to:

1. Authorization from the State Department regarding a criminal background check and/or authorization from the Bergen County Superintendent’s Office for emergent hiring.
2. A medical examination, including satisfactory results of the Mantoux tuberculin skin test.

N = New R = Replacement RI = Reinstatement

<i>School Codes:</i>	<i>Grieco (04)</i>	<i>JDMS (10)</i>	<i>A@E (30)</i>	<i>DMHS (20)</i>
<i>Out-of-District (OOD)</i>	<i>Eagle Wings (05)</i>	<i>Central Office (60)</i>	<i>Quarles (01)</i>	<i>McCloud (03)</i>

Name	Position	Loc	Salary/Budget	Effective Dates
Famuyiwa, Omolola	Per-diem Substitute Teacher Substitute Credential	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	05/01/17-06/30/17
Jahnke, Ryan	Per-diem Substitute Teacher CEAS: Teacher of English	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	05/01/17-06/30/17
Palmer, Brenda	Per-diem Substitute Teacher Substitute Credential	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	05/01/17-06/30/17
Scott, Elijahwon	Per-diem Substitute Teacher Substitute Credential	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	05/01/17-06/30/17
Thornton-Miller, Kia	Per-diem Substitute Teacher Substitute Credential	District	\$100 - \$110 per diem, Budget Code: Dependent upon location	05/01/17-06/30/17

17-P-83 2016-2017 EXTRA COMPENSATION POSITIONS

WHEREAS, the Superintendent of Schools has recommended that certain Board of Education employees be compensated for additional duties or responsibilities, be it

RESOLVED, the Board of Education approves the following assignments and payments for services rendered as indicated:

After-Care Program Staff – All staff subject to hire contingent upon student enrollment.

Name	Assignment	Rate	Max	Effective Dates	Budget Account
Manche, Barbara	Nurse AE - Registration	\$30.50 ph	4 hrs.	05/10/17 & 05/11/17	11-000-213-100-??-103-000

After-Care Program Staff – All staff subject to hire contingent upon student enrollment.

Name	Assignment	Rate	Max	Effective Dates	Budget Account
Humphrey, Pamela	EPSD After School Child Care Program	\$30.50 ph	100 hrs.	05/01/17-06/30/17	60-057-100-100-000

DMHS/AE Extended Day Class/Overload/Per. 9 Club Stipends (pro-rata)

Name	Scale	Step	Base Salary	Program Mgr.	Ext. Day	Overload	Per. 9 Club	Total	Effective Dates
Marmolejos, Winston	MA+30	19	\$89,968			\$5,120		\$95,088 Pro-rata	04/26/17-06/30/17
Santos, Rufi	MA+30	3-4	\$69,535		\$4,096	\$5,120		\$78,751	09/06/16-01/27/17

Home Instruction

Name	Assignment	Rate	Max	Effective Dates	Budget Account
Oden, Lisa	Home Instructor	\$30.50 p/h	100 add'l hrs.	2016 - 2017	11-150-100-101-40-101

(All Summer Programming Appointments are contingent upon student enrollment.)**Extended School Year (Students with Disabilities: ABA, Self-Contained) Summer Programming**

Name	Assignment	Rate	Max	Effective Dates	Budget Account
Atamian, Gary	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17-07/28/17	11-212-100-101-40-101-000
Carlisle, Sandy	Summer Program Psychologist - Extended School Year	30.50 p/h	130 hrs	06/26/17-07/28/17	11-220-216-100-101-40-000
Chambers, Tianah	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17-07/28/17	11-212-100-101-40-101-000
DeEsposito, Carmen	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17-07/28/17	11-212-100-101-40-101-000
Emont, Tamara	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17-07/28/17	11-212-100-101-40-101-000
Farrell, Kerry	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17-07/28/17	11-212-100-101-40-101-000
Gilliard, Veronica	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17-07/28/17	11-212-100-101-40-101-000
Gordon, Adele	Summer Program Nurse – Extended School Year	30.50 p/h	130 hrs	06/26/17-07/28/17	11-000-213-100-101-40-000

Gordon, Stephanie	Summer Program Nurse – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-000-213-100-101-40-000
Heslin, Stephanie	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Jano, Jaclyn	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Jones, Mitzu	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Kearney, Stephanie	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Kurikova, Marina	Summer Program Speech Language Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-000-216-100-101-40-000
Londono, Denise	Summer Program Nurse – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Lupardi, Amy	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
McClaren, Tanisha	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
McCrosson, Debra	Summer Program Nurse – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-000-213-100-40-101-000
Montenegro, Casey	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Pascarello, Beth	Summer Program LDTC – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-000-216-100-101-40-000
Perry, Debby	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Peterkin, Claudette	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Rodriguez, Crystal	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Romano, Nicole	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000
Sadler, Ketsia	Summer Program Nurse – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-000-213-100-101-40-000
Salazar, Yolanda	Summer Program Teacher – Extended School Year	30.50 p/h	130 hrs	06/26/17- 07/28/17	11-212-100-101-40-101-000

DMHS/AE GUIDANCE

Name	Assignment	Rate	Max	Effective Dates	Budget Account
Drumgoole, Kathryn	Guidance Transcript Review	\$30.50p/h	62 hrs	03/18/17- 06/30/17	11-000-218-101-77-000-000

17-P-84 APPROVAL - 2016-2017 SALARY ADJUSTMENTS, RECLASSIFICATIONS & TRANSFERS

RESOLVED, upon recommendation of the Superintendent of Schools, that the following reclassification(s) be approved as provided by the budget:

Name	From	To
Armpriester, Gabriella	Per-Diem Substitute Teacher, \$100 per diem	Long-Term Substitute Teacher, \$270.30 per diem Effective: March 7, 2017 - March 15, 2017
Baird, Richard ¹	Start Date: March 10, 2017	Start Date: March 27, 2017
Brown, Crystal	Per-Diem Substitute Teacher, \$100 per diem	Long-Term Substitute Teacher, \$270.30 per diem Effective: March 21, 2017 - April 13, 2017
Prettypaul, Indeerah	Per-Diem Substitute Teacher, \$100 per diem	Long-Term Substitute Teacher, \$270.30 per diem Effective: March 27, 2017 - April 13, 2017

¹Board Approved March 9, 2017 Res. #17-P-80

Reclassifications

Name	From	To
Banas, Christine	MA, Step 9-10 \$59,805	MA+30, Step 9-10 \$71,055 pro rata Effective: 04/01/17-06/30/17

17-P-85 APPROVAL - RETIREMENT, RESIGNATIONS, LEAVES OF ABSENCE, TERMINATIONS

RESOLVED, that the Englewood Board of Education hereby approves the following:

<i>School Codes:</i>	<i>Grieco (04)</i>	<i>JDMS (10)</i>	<i>A@E (30)</i>	<i>DMHS (20)</i>
<i>Out-of-District (OOD)</i>	<i>Eagle Wings (05)</i>	<i>Central Office (60)</i>	<i>Quarles (01)</i>	<i>McCloud (03)</i>

Leaves of Absence

Name	Notice/Position	Effective Date(s)
Bickoff, Robbin (01)	Paid Medical Leave of Absence Unpaid Medical Leave of Absence Teacher of Kindergarten	March 20, 2017 - May 24, 2017 May 25, 2017 - June 30, 2017
Harmon, Pauline ² (03)	Revised: Paid Medical Leave of Absence, Unpaid Medical Leave of Absence, Elementary School Teacher	December 1, 2016 - December 15, 2017 December 16, 2016 - February 28, 2017 March 1, 2017 - April 7, 2017
Murray, Mary Jane (03)	Paid Medical Leave of Absence Teacher of Elementary	April 3, 2017 - June 26, 2017
O'Shea, Danielle (20)	Paid Medical Leave of Absence Unpaid Medical Leave of Absence Teacher of Social Studies	April 26, 2017 - May 11, 2017 May 12, 2017 - June 30, 2017
Panarese, Melanie (20)	Paid Medical Leave of Absence Unpaid Medical Leave of Absence Teacher of English	February 28, 2017 - April 6, 2017 April 7, 2017 - May 31, 2017
Travkin, Kristen (03)	Paid Medical Leave of Absence Unpaid Medical Leave of Absence Teacher of Elementary	September 5, 2017 - October 18, 2017 October 19, 2017 - December 13, 2017
Yun, Junghye ¹ (30)	Revised: Paid Medical Leave of Absence, Unpaid Medical Leave of Absence, Personal Leave of Absence, Teacher of Mathematics	November 14, 2016 - November 30, 2016 December 1, 2016 - February 10, 2017 February 13, 2017 - March 31, 2017 Extended: April 3, 2017 - April 12, 2017
Yuri, Carly (10)	Paid Medical Leave of Absence Unpaid Medical Leave of Absence	September 5, 2017 - October 18, 2017 October 19, 2017 - January 1, 2018

	Teacher of Physical Education	
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¹Revised approved October 20, 2016 Resolution #17-P-47

²Revised approved December 15, 2016 Resolution #17-P-62

Resignation(s)

Name	Notice/Position	Effective Date(s)
Finn-Bruce, Lisa (04)	Supervisor of Curriculum and Instruction	June 30, 2017
Mahoney, Nathalie (20)	Teacher of French	June 26, 2017
Persaud, Christine (03)	Teacher of Elementary	June 23, 2017

Retirement(s)

Name	Notice/Position	Effective Date(s)
Harper, Stephanie	Teacher of the Handicapped	June 30, 2017
McCall, Mary	Elementary School Teacher	June 30, 2017

17-P-86

APPROVAL – JOB DESCRIPTIONS

TAB-13

RESOLVED, that the attached job descriptions be approved and effective immediately:

Director of Pupil Personnel Services	Instructional Coach - Math/Science Grades PreK-6
School Library Media Specialist	Instructional Coach – Math/Science Grades 7-12
Computer Technician Specialist	Instructional Coach – Humanities Grades PreK-6
Director of Curriculum, Instruction and Assesments	Instructional Coach – Humanities Grades 7-12
Director of Instruction and Technology	Director of Human Resources

**REPORT OF THE TREASURER
TO THE BOARD OF EDUCATION**

District of Englewood

All Funds

For The Month Ending:

03/31/2017

CASH REPORT

FUNDS	(1) Beginning Cash Balance	(2) Cash Receipts This Month	(3) Cash Disbursements This Month	(4) Ending Cash Balances (1) + (2) - (3)
GOVERNMENTAL FUNDS				
General Fund - Fund 10	\$6,855,887.77	\$6,218,397.58	\$5,416,136.89	\$7,658,148.46
Special Revenue Fund - Fund 20	\$1,504,446.37	\$226,455.53	\$421,049.99	\$1,309,851.91
Capital Projects Fund - Fund 30	(\$1,286,271.94)	\$312.03		(\$1,285,959.91)
Debt Service Fund 40	\$1,080,695.99	\$165,705.20	\$1,563,078.13	(\$316,676.94)
Total Governmental Funds	\$8,154,758.19	\$6,610,870.34	\$7,400,265.01	\$7,365,363.52
Enterprise Fund - Fund 50	\$5,024.69	\$198,270.65	\$121,420.86	\$81,874.48
Enterprise Fund - Fund 60	\$115,430.86	\$47,237.64	\$39,173.31	\$123,495.19
Payroll Account (Net)	(\$21,687.41)	\$1,784,662.88	\$1,781,246.07	(\$18,270.60)
Total All Funds	\$8,253,526.33	\$8,641,041.51	\$9,342,105.25	\$7,552,482.59

Prepared and Submitted By:

Robert R. Brown, CPA

Robert R. Brown, CPA
Treasurer of School Moneys

Bank Reconciliation

Bank Name	See Below
Account Number	See Below
Statement Date	03/31/2017
Fund/Funds	

Prepared by: Robert R. Brown
 Date: 03/31/2017

1				Balance per Bank:			
Capital One Referendum #00007047886222				\$816,595.69			
Capital One #00007047886230				\$5,405,858.17			
Capital One Compensating Balance #00007527021191				\$1,500,000.00			
Capital One Payroll #7047886141				\$58,413.07			
Petty Cash				\$1,300.00			
Sub Total Balance Per Banks							\$7,782,166.93
Reconciling Items:							
Additions:							
		Date	Amount				
2a		Ck#37628 cashed 2/24	\$442.00				
2b		Unlocated Difference	\$239.07				
2c		Fund 50 Adjustment	\$588.38				
2d		P/R Adjust & Service Fees	\$6,210.66				
2		Total D.I.T.'s & Other	\$7,480.11				
3		Total Additions		\$ 7,480.11			
Deductions:							
Outstanding Checks							
4			(\$225,650.21)				
5		Ck #38659 dated 11/17/16	(\$11,534.24)				
6		Total Deductions		(\$237,184.45)			
7		Net Reconciling Items					(\$229,704.34)
8		Adjusted Balance per Bank as of:	03/31/2017				\$7,552,462.59
9				Balance per Board Secretary's Records as of:		03/31/2017	\$7,552,462.59
Reconciling Items:							
Additions:							
10		Interest Earned					
11		Other					
12		Total Additions		\$0.00			
Deductions:							
13		Bank Charges					
14		Other					
15		Total Deductions		\$0.00			
16		Net Reconciling Items					\$0.00
17		Adjusted Board Secretary's Balance as of:	03/31/2017				\$7,552,462.59

**ENGLEWOOD BOARD OF EDUCATION
GENERAL ACCOUNT**

**2017
March**

Balance Per Bank: **5,405,858.17**
Capital #7047886230

Plus:

Bank Error	
Payroll Adjustments	5,925.60
Other	239.07
Other	588.38
Other	442.00
Other	285.06

Less:

Outstanding Checks	(148,966.54)
Bank Error	
Other	
Other	
Other	
Other	
Other	

W. B. Mason check #38659 dated 11/17/2016 voided for an amount of \$1647.76 but reposted as a disbursement in the amount of \$13,182.00
(11,534.24)

Balance Per Books

5,252,837.50

**March
Amount**

OUTSTANDING CHECKS:

Balance Per Bank:

Commerce 3452682250

Check #	Amount
38292	\$110.00
38397	\$9,376.00
38935	\$79.00
39093	\$79.00
39113	\$157.12
39131	\$884.00
39139	\$442.00
39150	\$442.00
39172	\$884.00
39203	\$884.00
39230	\$442.00
39258	\$311.00
39394	\$325.00
39506	\$350.00
39541	\$468.00
39568	\$6,915.00
39598	\$380.00
39654	\$300.00
39656	\$500.00
39663	\$35.00
39672	\$101,740.00
39673	\$23,383.42

Check #	March Amount
39674	\$480.00

\$148,966.54

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 General Fund - Fund 10
 Interim Balance Sheet

For 9 Month Period Ending 03/31/2017

ASSETS AND RESOURCES

--- A S S E T S ---

101	Cash in bank	\$6,156,847.66
102-107	Cash and cash equivalents	\$1,501,300.00
121	Tax Levy receivable	\$12,954,666.11
	Accounts receivable:	
132	Interfund	\$1,181,876.52
141	Intergovernmental - State	\$1,857,778.31
143	Intergovernmental - Other	\$0.48
153,154	Other (net of est uncollectible of \$_____)	\$3,078,117.36

--- R E S O U R C E S ---

301	Estimated Revenues	\$62,539,372.00
302	Less Revenues	(\$54,886,689.92)
		<u>\$7,652,682.08</u>

Total assets and resources

\$31,343,613.21

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 General Fund - Fund 10
 Interim Balance Sheet

For 9 Month Period Ending 03/31/2017

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---		
421 Accounts Payable		\$646,908.01
Other current liabilities		\$408,679.65

TOTAL LIABILITIES

\$1,055,587.66

FUND BALANCE

--- Appropriate ---

753 Reserve for Encumbrances - Current Year		\$23,410,148.94
754 Reserve for Encumbrance - Prior Year		\$1,592.37

Reserved fund balance:

761 Capital reserve account -	\$2,559,005.00	
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765 Reserve for Puition Payments	\$700,000.00	\$2,559,005.00
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766 Reserve for Current Expense Emergencies	\$602,000.00	\$700,000.00
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764 Reserve for Maintenance	\$1,007,700.00	\$602,000.00
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760 Reserved Fund Balance		\$1,007,700.00
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601 Appropriations	\$68,369,252.20	\$598,748.00
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602 Less : Expenditures	\$42,724,457.19	
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603 Encumbrances	\$23,411,741.31 (\$66,136,198.50)	
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Total Appropriated		\$2,233,053.70
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--- Unappropriated ---		\$31,112,248.01
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770 Unreserved Fund Balance -		\$4,311,135.24
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303 Budgeted Fund Balance		(\$5,135,357.70)
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TOTAL FUND BALANCE \$30,288,025.55

TOTAL LIABILITIES AND FUND EQUITY \$31,343,613.21

Englewood Public School District
 General Fund - Fund 10
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/2017

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$68,369,252.20	\$66,136,198.50	\$2,233,053.70
Revenues	(\$62,539,372.00)	(\$54,886,689.92)	(\$7,652,682.08)
	\$5,829,880.20	\$11,249,508.58	(\$5,419,628.38)

Less: Adjust for prior year encumb.	(\$694,522.50)	(\$694,522.50)	
Budgeted Fund Balance	\$5,135,357.70	\$10,554,986.08	(\$5,419,628.38)

Reconciliation of Budgeted Fund Balance by Subfund

Fund 10 (includes 10, 11, 12, and 13)	\$5,135,357.70	\$10,554,986.08	(\$5,419,628.38)
Fund 18 (Restricted ED JOBS)	\$0.00	\$0.00	\$0.00
Fund 19 (Restricted FEMA Block Grants)	\$0.00	\$0.00	\$0.00
TOTAL Budgeted Fund Balance	\$5,135,357.70	\$10,554,986.08	(\$5,419,628.38)

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
GENERAL FUND - FUND 10
INTERIM STATEMENTS COMPARING

BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 9 Month Period Ending 03/31/2017

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$52,348,657.00	\$47,394,461.32		\$4,954,195.68
3XXX From State Sources	\$10,109,835.00	\$7,412,941.30		\$2,696,893.70
4XXX From Federal Sources	\$80,880.00	\$79,287.30		\$1,592.70
TOTAL REVENUE/SOURCES OF FUNDS	\$62,539,372.00	\$54,886,689.92		\$7,652,682.08

*** EXPENDITURES ***

	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
--- CURRENT EXPENSE ---				
11-1XX-100-XXX Regular Programs - Instruction	\$16,852,451.74	\$11,394,466.45	\$5,274,385.81	\$183,599.48
11-2XX-100-XXX Special Education - Instruction	\$7,213,365.11	\$4,304,694.73	\$2,892,417.24	\$16,253.14
11-240-100-XXX Bilingual Education - Instruction	\$1,750,045.55	\$1,191,219.53	\$546,047.30	\$12,778.72
11-401-100-XXX School-Spon. Cocurr. Acti-Instr	\$168,500.00	\$92,697.44	\$66,487.00	\$9,315.56
11-402-100-XXX School-Spons. Athletics - Instruction	\$853,907.00	\$364,925.34	\$339,678.05	\$149,303.61
--- UNDISTRIBUTED EXPENDITURES ---				
11-000-100-XXX Instruction	\$5,152,640.99	\$2,059,244.86	\$3,034,290.30	\$59,105.83
11-000-211-XXX Attendance and Social Work Services	\$742,243.33	\$530,497.82	\$211,744.74	\$0.77
11-000-213-XXX Health Services	\$638,127.90	\$413,701.10	\$214,745.39	\$9,681.41
11-000-216-XXX Speech, OT, PT & Related Svcs	\$1,584,235.60	\$939,917.65	\$639,859.35	\$4,458.60
11-000-218-XXX Guidance	\$745,609.57	\$450,531.95	\$255,536.77	\$39,540.85
11-000-219-XXX Child Study Teams	\$1,364,087.76	\$941,100.59	\$421,650.13	\$1,337.04
11-000-221-XXX Improv of Instr. - Instruc Staff	\$527,011.00	\$395,572.65	\$128,839.17	\$2,599.18
11-000-222-XXX Educational Media Serv./School Library	\$1,919,789.07	\$1,448,653.51	\$311,930.52	\$59,205.04
11-000-223-XXX Instructional Staff Training Services	\$33,200.00	\$2,029.00	\$3,699.17	\$27,471.83
11-000-230-XXX Supp. Serv.-General Administration	\$1,433,769.00	\$732,919.21	\$439,387.96	\$261,461.83
11-000-240-XXX Supp. Serv.-School Administration	\$3,237,438.73	\$1,918,620.13	\$1,283,431.99	\$35,386.61
11-000-25X-XXX Central Serv & Admin. Inform. Tech.	\$1,267,646.27	\$910,091.23	\$343,157.05	\$14,397.99
11-000-261-XXX Require Maint. for School Facilities	\$629,907.55	\$335,863.78	\$209,474.89	\$84,568.88
11-000-262-XXX Custodial Services	\$4,706,324.77	\$2,926,850.30	\$1,586,585.26	\$192,889.21
11-000-263-XXX Care and Upkeep of Grounds	\$51,700.00	\$24,640.56	\$23,109.44	\$3,950.00
11-000-266-XXX Security	\$623,046.95	\$470,178.73	\$148,005.64	\$4,862.58
11-000-270-XXX Student Transportation Services	\$3,874,646.30	\$2,084,190.47	\$1,735,793.40	\$54,662.43
11-XXX-XXX-2XX Allocated and Unallocated Benefits	\$7,938,483.00	\$5,164,904.62	\$2,565,411.90	\$208,166.48

TOTAL GENERAL CURRENT EXPENSE
EXPENDITURES/USES OF FUNDS

\$63,208,177.19	\$39,097,511.65	\$22,675,668.47	\$1,434,997.07
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REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 GENERAL FUND - FUND 10
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 9 Month Period Ending 03/31/2017

	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
*** EXPENDITURES - cont'd ***				
*** CAPITAL OUTLAY ***				
12-XXX-XXX-73X Equipment	\$127,990.00	\$101,508.20	\$24,015.00	\$2,466.80
12-000-4XX-XXX Facilities acquisition & constr. serv.	\$2,905,672.00	\$1,886,268.34	\$223,813.84	\$795,589.82
TOTAL CAP OUTLAY EXPEND./USERS OF FUNDS	\$3,033,662.00	\$1,987,776.54	\$247,828.84	\$798,056.62
10-000-100-56X Transfer of funds to Charter Schools	\$2,127,413.01	\$1,639,169.00	\$488,244.00	\$0.01
TOTAL GENERAL FUND EXPENDITURES	\$68,369,252.20	\$42,724,457.19	\$23,411,741.31	\$2,233,053.70

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
GENERAL FUND - FUND 10
SCHEDULE OF REVENUES

ACTUAL COMPARED WITH ESTIMATED
For 9 Month Period Ending 03/31/2017

	ESTIMATED	ACTUAL	UNREALIZED
--- LOCAL SOURCES ---			
1210 Local Tax Levy	\$50,778,757.00	\$46,547,193.91	\$4,231,563.09
1320 Tuition from LEAs Within State	\$600,000.00	\$360,763.74	\$239,236.26
1420-1440 Transp Fees From Other LEAs		\$126,623.18	(\$126,623.18)
1910 Rents and Royalties	\$350,000.00	\$239,227.21	\$110,772.79
1XXX Miscellaneous	\$619,900.00	\$120,653.28	\$499,246.72
TOTAL	\$52,348,657.00	\$47,394,461.32	\$4,954,195.68

--- STATE SOURCES ---			
3116 School Choice Aid	\$4,324,509.00	\$1,725,389.80	\$2,599,119.20
3121 Categorical Transportation Aid	\$687,644.00	\$687,644.00	.00
3131 Extraordinary Aid	\$460,000.00	\$460,000.00	.00
3132 Categorical Special Education Aid	\$1,813,061.00	\$1,813,061.00	.00
3177 Categorical Security	\$977,741.00	\$879,966.50	\$97,774.50
3178 Adjustment Aid	\$1,754,930.00	\$1,754,930.00	.00
3190 Other Unrestricted State Aid	\$91,950.00	\$91,950.00	.00
TOTAL	\$10,109,835.00	\$7,412,941.30	\$2,696,893.70

--- FEDERAL SOURCES ---			
4200 Medicaid Reimbursement	\$80,880.00	\$71,863.83	\$9,016.17
4210 ARRA/SEMI Revenue		\$7,423.47	(\$7,423.47)
TOTAL	\$80,880.00	\$79,287.30	\$1,592.70

--- OTHER FINANCING SOURCES ---			
TOTAL REVENUES/SOURCES OF FUNDS	\$62,539,372.00	\$54,886,689.92	\$7,652,682.08

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Inglewood Public School District
GENERAL FUND - FUND 10
STATEMENT OF APPROPRIATIONS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
*** GENERAL CURRENT EXPENSE ***				
--- Regular Programs - Instruction ---				
11-110-100-101 Kindergarten - Salaries of Teachers	\$1,218,970.10	\$817,098.03	\$401,872.07	.00
11-120-100-101 Grades 1-5 - Salaries of Teachers	\$4,305,846.98	\$2,935,563.67	\$1,370,283.11	\$0.20.
11-130-100-101 Grades 6-8 - Salaries of Teachers	\$3,018,879.13	\$2,071,685.39	\$931,986.62	\$15,207.12
11-140-100-101 Grades 9-12 - Salaries of Teachers	\$6,687,408.28	\$4,520,108.88	\$2,167,299.15	\$0.25
--- Regular Programs - Home Instruction ---				
11-150-100-101 Salaries of Teachers	\$38,219.75	\$21,594.00	\$16,625.75	\$0.00
11-150-100-320 Purchased Prof.-Ed. Services	\$2,000.00	\$1,040.00	\$960.00	.00
--- Regular Programs - Uninstr. Instruction ---				
11-190-100-320 Purchased Prof.-Ed. Services	\$11,081.00	\$5,050.00	\$2,000.00	\$4,031.00
11-190-100-500 Other Purch. Serv. (400-500 series)	\$685,151.50	\$289,446.89	\$328,930.26	\$66,774.35
11-190-100-610 General Supplies	\$453,601.00	\$326,963.68	\$49,239.22	\$77,398.10
11-190-100-640 Textbooks	\$414,395.00	\$393,935.91	\$2,771.20	\$17,687.89
11-190-100-800 Other Objects	\$16,899.00	\$11,980.00	\$2,418.43	\$2,500.57
TOTAL	\$16,852,451.74	\$11,394,466.45	\$5,274,385.81	\$183,599.48
--- SPECIAL EDUCATION - INSTRUCTION ---				
Learning and/or Language Disabilities:				
11-204-100-101 Salaries of Teachers	\$1,307,600.33	\$910,764.45	\$396,835.88	\$0.00
11-204-100-320 Purchased Prof.-Ed. Services	\$25,000.00	\$11,365.00	\$11,635.00	\$2,000.00
11-204-100-500 Other Purch. Serv. (400-500 series)	\$250,000.00	\$250,000.00	.00	.00
11-204-100-610 General Supplies	\$3,047.00	\$351.92	.00	\$2,695.08
11-204-100-800 Other Objects	\$500.00	.00	.00	\$500.00
TOTAL	\$1,586,147.33	\$1,172,481.37	\$408,470.88	\$5,195.08
Multiple Disabilities:				
11-212-100-101 Salaries of Teachers	\$1,098,483.92	\$773,365.07	\$325,118.85	\$0.00
11-212-100-320 Purchased Prof.-Ed. Services	\$5,000.00	\$1,281.00	\$3,719.00	.00
11-212-100-500 Other Purch. Serv. (400-500 series)	\$1,380,000.00	.00	\$1,380,000.00	.00
11-212-100-610 General supplies	\$6,400.00	\$419.18	\$109.95	\$5,870.87
TOTAL	\$2,489,883.92	\$775,065.25	\$1,708,947.80	\$5,870.87
Resource Room/Resource Center:				
11-213-100-101 Salaries of Teachers	\$1,923,467.80	\$1,323,697.16	\$599,770.64	\$0.00
11-213-100-500 Other Purch. Serv. (400-500 series)	\$300,000.00	\$300,000.00	.00	.00
11-213-100-610 General supplies	\$2,931.00	\$37.07	.00	\$2,353.93
TOTAL	\$2,226,398.80	\$1,624,274.23	\$599,770.64	\$2,353.93
Preschool Disabilities - Full-time:				
11-216-100-101 Salaries of Teachers	\$580,535.06	\$405,803.88	\$174,731.18	\$0.00
11-216-100-500 Other Purch. Serv. (400-500 series)	\$327,070.00	\$327,070.00	.00	.00
11-216-100-600 General Supplies	\$2,930.00	.00	\$496.74	\$2,433.26
11-216-100-800 Other Objects	\$400.00	.00	.00	\$400.00
TOTAL	\$910,935.06	\$732,873.88	\$175,227.92	\$2,833.26
TOTAL SPECIAL ED - INSTRUCTION	\$7,213,365.11	\$4,304,694.73	\$2,892,417.24	\$16,253.14

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 9 Month Period Ending 03/31/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Bilingual Education-Instruction ---				
11-240-100-101 Salaries of Teachers	\$1,522,145.55	\$1,045,067.86	\$477,077.69	\$0.00
11-240-100-500 Other Purch. Serv. (400-500 series)	\$200,000.00	\$143,000.00	\$57,000.00	.00
11-240-100-610 General Supplies	\$27,841.23	\$3,092.90	\$11,969.61	\$12,778.72
11-240-100-640 Textbooks	\$58.77	\$58.77	.00	.00
TOTAL	\$1,750,045.55	\$1,191,219.53	\$546,047.30	\$12,778.72
--- School spons. curricular activities-Instruction ---				
11-401-100-100 Salaries	\$122,475.00	\$55,247.00	\$66,353.00	\$875.00
11-401-100-500 Purchased Services (300-500 series)	\$22,286.00	\$16,960.22	.00	\$5,325.78
11-401-100-600 Supplies and Materials	\$23,739.00	\$20,490.22	\$134.00	\$3,114.78
TOTAL	\$168,500.00	\$92,697.44	\$66,487.00	\$9,315.56
--- School sponsored athletics-Instruct. ---				
11-402-100-100 Salaries	\$474,200.00	\$203,172.50	\$271,027.50	.00
11-402-100-500 Purchased Services (300-500 series)	\$270,300.00	\$111,428.03	\$42,988.50	\$115,883.47
11-402-100-600 Supplies and Materials	\$109,407.00	\$50,324.81	\$25,662.05	\$33,420.14
TOTAL	\$853,907.00	\$364,925.34	\$339,678.05	\$149,303.61
--- UNDISBURSED EXPENDITURES ---				
--- Instruction ---				
11-000-100-561 Tuition to Other LEAs within State Regular	\$104,500.00	\$52,683.80	\$45,994.40	\$5,821.80
11-000-100-562 Tuition to Other LEAs within State Special	\$458,958.99	\$277,961.31	\$180,997.68	.00
11-000-100-563 Tuition to Co.Voc.School Dist.-reg.	\$255,000.00	\$213,408.00	\$41,592.00	.00
11-000-100-564 Tuition to Co.Voc. School Dist.-spec.	\$409,320.00	\$245,592.15	\$163,727.85	.00
11-000-100-565 Tuition to Co.Spec.Serv. & Reg. Day schls	\$2,219,147.00	\$366,052.48	\$1,820,532.52	\$32,562.00
11-000-100-566 Tuition to Priv Sch for Disabl w/i State	\$1,640,122.00	\$876,682.92	\$743,545.85	\$19,793.23
11-000-100-568 Tuition - State Facilities	\$35,593.00	.00	\$35,398.00	\$195.00
11-000-100-569 Tuition - Other	\$30,000.00	\$26,864.20	\$2,402.00	\$733.80
TOTAL	\$5,152,640.99	\$2,059,244.86	\$3,034,290.30	\$59,105.83
--- Attendance and social work services ---				
11-000-211-100 Salaries	\$88,731.00	\$64,798.16	\$23,932.84	.00
11-000-211-172 Sal. of Family Support Teams	\$485,330.62	\$337,842.00	\$147,488.50	\$0.12
11-000-211-173 Sal. of Family Liaisons/Comm. Print Inv. Spec.	\$167,554.71	\$127,704.12	\$39,850.59	.00
11-000-211-600 Supplies and Materials	\$627.00	\$153.54	\$472.81	\$0.65
TOTAL	\$742,243.33	\$550,497.82	\$211,744.74	\$0.77
--- Health services ---				
11-000-213-100 Salaries	\$441,239.90	\$306,616.75	\$134,623.15	.00
11-000-213-300 Purchased Prof. & Techn. Svc.	\$180,000.00	\$99,526.24	\$79,675.76	\$798.00
11-000-213-500 Other Purchd. Serv. (400-500 series)	\$3,065.00	\$794.80	\$270.00	\$2,000.20
11-000-213-600 Supplies and Materials	\$12,523.00	\$6,763.31	\$176.48	\$5,583.21
11-000-213-800 Other Objects	\$1,300.00	.00	.00	\$1,300.00
TOTAL	\$638,127.90	\$413,701.10	\$214,745.39	\$9,681.41
--- Speech, Or,Pr & Related Svcs ---				
11-000-216-100 Salaries	\$760,680.60	\$523,641.28	\$237,039.32	.00

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 9 Month Period Ending 03/31/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
11-000-216-320 Purchased Prof. Ed. Services	\$814,447.00	\$414,327.60	\$398,632.22	\$1,487.18
11-000-216-600 Supplies and Materials	\$9,108.00	\$1,948.77	\$4,187.81	\$2,971.42
TOTAL	\$1,584,235.60	\$939,917.65	\$639,859.35	\$4,458.60
--- Guidance ---				
11-000-218-104 Salaries Other Prof. Staff	\$433,859.57	\$303,736.61	\$130,122.96	.00
11-000-218-320 Purchased Prof. - Ed. Services	\$3,000.00	.00	\$1,397.00	\$1,603.00
11-000-218-500 Other Purchased Services (400-500 series)	\$255,000.00	\$124,419.40	\$104,450.00	\$26,130.60
11-000-218-600 Supplies and Materials	\$26,750.00	\$10,375.94	\$7,566.81	\$8,807.25
11-000-218-800 Other Objects	\$27,000.00	\$12,000.00	\$12,000.00	\$3,000.00
TOTAL	\$745,609.57	\$450,531.95	\$255,536.77	\$39,540.85
--- Child Study Teams ---				
11-000-219-104 Salaries Other Prof. Staff	\$1,104,521.30	\$787,827.95	\$316,693.35	.00
11-000-219-105 Sal Secr. & Clerical Asst.	\$65,691.46	\$51,305.67	\$14,385.79	.00
11-000-219-320 Purchased Prof. - Ed. Services	\$144,000.00	\$53,900.00	\$39,956.00	\$144.00
11-000-219-592 Misc Purch Ser (400-500 O/than Resid costs)	\$41,375.00	\$40,699.00	\$614.99	\$61.01
11-000-219-600 Supplies and Materials	\$8,000.00	\$7,067.97	.00	\$932.03
11-000-219-800 Other Objects	\$500.00	\$300.00	.00	\$200.00
TOTAL	\$1,364,087.76	\$941,100.59	\$421,650.13	\$1,337.04
--- Improv. of Instr. Serv. ---				
11-000-221-102 Salaries Superv. of Instr.	\$288,469.00	\$220,518.55	\$67,950.45	.00
11-000-221-500 Other Purchased Services (400-500 series)	\$229,742.00	\$169,441.10	\$60,200.00	\$100.90
11-000-221-600 Supplies and Materials	\$8,800.00	\$5,613.00	\$688.72	\$2,498.28
TOTAL	\$527,011.00	\$395,572.65	\$128,839.17	\$2,599.18
--- Educational media serv./sch.library ---				
11-000-222-100 Salaries	\$375,233.16	\$279,119.58	\$96,113.58	.00
11-000-222-500 Other Purchased Services (400-500 series)	\$843,958.91	\$651,146.64	\$164,826.30	\$27,985.97
11-000-222-600 Supplies and Materials	\$600,597.00	\$518,387.29	\$50,990.64	\$31,219.07
TOTAL	\$1,819,789.07	\$1,448,653.51	\$311,930.52	\$59,205.04
--- Instructional Staff Training Services ---				
11-000-223-320 Purchased Prof. - Ed. Services	\$15,900.00	\$515.00	.00	\$15,385.00
11-000-223-500 Other Purchased Services (400-500 series)	\$17,300.00	\$1,514.00	\$3,699.17	\$12,086.83
TOTAL	\$33,200.00	\$2,029.00	\$3,699.17	\$27,471.83
--- Support services-general administration ---				
11-000-230-100 Salaries	\$444,751.00	\$365,217.09	\$79,532.36	\$0.95
11-000-230-331 Legal Services	\$237,013.00	\$101,628.00	\$103,864.00	\$31,521.00
11-000-230-332 Audit Fees	\$101,600.00	\$50,784.00	\$1,500.00	\$49,316.00
11-000-230-339 Other Purchased Prof. Svc.	\$24,067.00	\$20,067.00	.00	\$4,000.00
11-000-230-530 Communications/Telephone	\$212,000.00	(\$73,728.12)	\$165,463.95	\$120,264.17
11-000-230-595 BOE Other Purchased Prof. Svc.	\$4,000.00	\$3,874.70	\$107.84	\$17.46
11-000-230-590 Other Purchased Services	\$33,432.62	\$31,120.72	\$538.30	\$1,773.60
11-000-230-610 General Supplies	\$8,550.38	\$4,278.50	\$2,544.61	\$1,727.27
11-000-230-820 Judgments Against. School District.	\$288,500.00	\$190,396.00	\$73,104.00	\$25,000.00

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 9 Month Period Ending 03/31/2017

	Appropriations	Expenditures	Incumbrances	Available Balance
11-000-230-890 Misc. Expenditures	\$50,855.00	\$14,306.91	\$12,732.30	\$23,815.79
11-000-230-895 BOE Membership Dues and Fees	\$29,000.00	\$24,974.41	.00	\$4,025.59
TOTAL	<u>\$1,433,769.00</u>	<u>\$732,919.21</u>	<u>\$439,387.96</u>	<u>\$261,461.83</u>
--- Support services--school administration ---				
11-000-240-103 Salaries Princ./Asst. Princ.	\$2,727,138.73	\$1,865,462.89	\$840,127.19	\$21,548.65
11-000-240-500 Other Purchased Services	\$472,661.00	\$36,940.75	\$433,059.25	\$2,661.00
11-000-240-600 Supplies and Materials	\$33,839.00	\$14,877.18	\$10,245.55	\$8,716.27
11-000-240-800 Other Objects	\$3,800.00	\$1,339.31	.00	\$2,460.69
TOTAL	<u>\$3,237,438.73</u>	<u>\$1,918,620.13</u>	<u>\$1,283,431.99</u>	<u>\$35,386.61</u>
--- Central Services ---				
11-000-251-100 Salaries	\$859,790.27	\$627,626.44	\$232,163.83	.00
11-000-251-330 Purchased Prof. Services	\$35,400.00	\$35,378.00	.00	\$22.00
11-000-251-340 Purchased Technical Services	\$97,861.00	\$65,948.39	\$31,662.32	\$250.29
11-000-251-592 Misc Pur Serv (400-500 series)	\$7,100.00	\$406.92	\$6,600.00	\$93.08
11-000-251-600 Supplies and Materials	\$19,100.00	\$12,426.47	\$5,936.64	\$736.89
11-000-251-89X Other Objects	\$23,139.00	\$2,555.25	\$7,288.02	\$13,295.73
TOTAL	<u>\$1,042,390.27</u>	<u>\$744,341.47</u>	<u>\$283,650.81</u>	<u>\$14,397.99</u>
--- Admin. Info. Technology ---				
11-000-252-100 Salaries	\$224,831.00	\$165,324.76	\$59,506.24	.00
11-000-252-500 Other Pur Serv. (400-500 series)	\$425.00	\$425.00	.00	.00
TOTAL	<u>\$225,256.00</u>	<u>\$165,749.76</u>	<u>\$59,506.24</u>	<u>\$0.00</u>
TOTAL Cent. Svcs. & Admin IV	\$1,267,646.27	\$910,091.23	\$343,157.05	\$14,397.99
--- Required Maint.for School Facilities ---				
11-000-261-100 Salaries	\$70,247.05	\$52,685.28	\$17,561.77	.00
11-000-261-420 Cleaning, Repair & Maint. Svc.	\$559,660.50	\$283,178.50	\$191,913.12	\$84,568.88
TOTAL	<u>\$629,907.55</u>	<u>\$335,863.78</u>	<u>\$209,474.89</u>	<u>\$84,568.88</u>
--- Custodial Services ---				
11-000-262-1XX Salaries	\$126,646.77	\$94,984.92	\$31,661.85	\$0.00
11-000-262-420 Cleaning, Repair & Maint. Svc.	\$1,948,000.00	\$960,487.85	\$926,202.13	\$61,310.02
11-000-262-441 Rental of Land & Bldgs Other Than Lease	\$170,096.00	\$122,741.28	\$47,258.72	\$96.00
11-000-262-490 Other Purchased Property Svc.	\$228,800.00	\$129,633.45	\$81,556.47	\$17,610.08
11-000-262-520 Insurance	\$407,500.00	\$403,162.84	\$1,300.00	\$3,037.16
11-000-262-590 Misc. Purchased Services	\$450,282.00	\$426,235.57	\$12,396.00	\$11,650.43
11-000-262-610 General Supplies	\$275,500.00	\$107,722.20	\$84,808.82	\$82,968.98
11-000-262-622 Energy (Electricity)	\$1,070,000.00	\$667,635.93	\$400,692.80	\$1,671.27
11-000-262-8XX Other Objects	\$29,500.00	\$14,246.26	\$708.47	\$14,545.27
TOTAL	<u>\$4,706,324.77</u>	<u>\$2,926,850.30</u>	<u>\$1,586,585.26</u>	<u>\$192,889.21</u>
--- Care and Upkeep of Grounds ---				
11-000-263-420 Cleaning, Repair, & Maintenance Serv.	\$42,000.00	\$17,390.56	\$21,609.44	\$3,000.00
11-000-263-610 General Supplies	\$9,700.00	\$7,250.00	\$1,500.00	\$950.00

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 9 Month Period Ending 03/31/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
--- Security ---				
11-000-266-100 Salaries	\$51,700.00	\$24,640.56	\$23,109.44	\$3,950.00
11-000-266-300 Purchased Prof. & Tech. Svc.	\$594,746.95	\$447,886.82	\$146,742.64	\$117.49
11-000-266-420 Cleaning, Repair, & Maintenance Serr.	\$3,794.00	\$352.47	.00	\$3,441.53
11-000-266-610 General Supplies	\$6,000.00	\$6,000.00	.00	.00
TOTAL	\$18,506.00	\$15,939.44	\$1,263.00	\$1,303.56
TOTAL	\$623,046.95	\$470,178.73	\$148,005.64	\$4,862.58
TOTAL Oper & Maint of Plant Services				
	\$6,010,979.27	\$3,757,533.37	\$1,967,175.23	\$286,270.67
--- Student transportation services ---				
11-000-270-160 Sal Pupil Trans(Bet Home & Sch)-reg	\$53,632.80	\$40,224.24	\$13,408.56	.00
11-000-270-162 Sal Pupil Trans.Other than Bet Home & Sch	\$183,947.00	\$113,973.60	\$69,973.40	.00
11-000-270-420 Cleaning, Repair & Maint. Svc.	\$40,000.00	\$33,234.90	\$6,529.80	\$235.30
11-000-270-511 Contract Svc (btw Home & Sch.)--vendors	\$1,651,478.60	\$920,741.43	\$713,387.17	\$17,350.00
11-000-270-512 Contract Svc (other btw home & sch)--vndrs	\$65,976.50	\$16,801.50	\$20,624.00	\$28,551.00
11-000-270-514 Contract Svc (Sp Ed.)--vendors	\$496,120.00	\$210,340.56	\$285,779.14	\$0.30
11-000-270-515 Contract Svc (Sp Ed.)-joint agreements	\$722,000.00	\$379,998.32	\$341,924.64	\$77.04
11-000-270-503 Center Svc-Aid in Lieu Paymnts-Non Pub Sch	\$251,491.40	\$149,857.67	\$98,035.62	\$3,598.11
11-000-270-593 Misc. Purchased Svc. - Transp.	\$405,000.00	\$215,118.93	\$185,031.07	\$4,850.00
11-000-270-615 Transportation Supplies	\$3,705.09	\$3,105.09	\$600.00	.00
11-000-270-800 Misc. Expenditures	\$1,294.91	\$794.23	\$500.00	\$0.68
TOTAL	\$3,874,646.30	\$2,084,190.47	\$1,735,793.40	\$54,662.43
11-XXX-XXX-220 Social Security Contributions	\$420,000.00	\$257,910.74	\$143,431.51	\$18,657.75
11-XXX-XXX-241 Other Retirement Contrib. - PERS	\$289,750.00	\$289,750.00	.00	.00
11-XXX-XXX-260 Workman's Compensation	\$310,100.00	\$216,094.33	\$93,815.64	\$190.03
11-XXX-XXX-270 Health Benefits	\$6,871,778.00	\$4,390,118.20	\$2,292,341.10	\$189,318.70
11-XXX-XXX-290 Other Employee Benefits	\$46,855.00	\$11,031.35	\$35,823.65	.00
TOTAL	\$7,938,483.00	\$5,164,904.62	\$2,565,411.90	\$208,166.48
Total Undistributed Expenditures				
	\$36,369,907.79	\$21,749,508.16	\$13,556,653.07	\$1,063,746.56
*** TOTAL CURRENT EXPENSE EXPENDITURES ***				
	\$63,208,177.19	\$39,097,511.65	\$22,675,668.47	\$1,434,997.07
*** TOTAL CURRENT EXPENSE EXPENDITURES & TRANSFERS ***				
	\$63,208,177.19	\$39,097,511.65	\$22,675,668.47	\$1,434,997.07

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 9 Month Period Ending 03/31/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
*** CAPITAL OUTLAY ***				
--- R O U T I N E ---				
12-140-100-730	Regular programs-instruction Grades 9-12	\$3,205.00	.00	\$3,205.00
12-4XX-100-730	Special education - instruction School-spons. & oth instr prog	\$16,385.00	\$0.00	\$16,385.00
12-000-100-730	Undistributed expenses Instruction	\$91,144.50	\$84,252.70	\$4,425.00
12-000-261-730	Undist. Exp.-Req. Maint. Schl Facilities	\$17,255.50	\$17,255.50	.00
Undist. Exp. - Non-instructional Services				
TOTAL				
12-000-400-334	Facilities acquisition and construction services --- Architectural/Engineering Services	\$127,990.00	\$101,508.20	\$24,015.00
12-000-400-450	Construction Services	\$122,320.00	\$108,277.54	\$14,041.84
12-000-400-722	Bldgs. Other than lease Purch. Agree.	\$2,098,580.00	\$1,777,990.80	\$25,000.00
12-000-400-800	Other objects	\$500,000.00	.00	\$500,000.00
	Sub Total	\$184,772.00	.00	\$184,772.00
	TOTAL	\$2,905,672.00	\$1,886,268.34	\$223,813.84
TOTAL CAPITAL OUTLAY EXPENDITURES				
		\$3,033,662.00	\$1,987,776.54	\$247,828.84
				\$798,056.62

Englewood Public School District
 GENERAL FUND - FUND 10
 STATEMENT OF APPROPRIATIONS
 COMPARED WITH EXPENDITURES AND ENCUMBRANCES
 For 9 Month Period Ending 03/31/2017

	Appropriations	Expenditures	Encumbrances	Available Balance
*** EDUCATION JOBS FUND **				
*** FEMA COMMUNITY DEVELOPMENT BLOCK GRANT ***				
10-000-100-56X Transfer of Funds to Charter Schls.	\$2,127,413.01	\$1,639,169.00	\$488,244.00	\$0.01
TOTAL GENERAL FUND EXPENDITURES	\$68,369,252.20	\$42,724,457.19	\$23,411,741.31	\$2,233,053.70

REPORT OF THE SECRETARY CERTIFICATION PAGE
FO THE BOARD OF EDUCATION
Englewood Public School District
General Fund -- Fund 10

For 9 Month Period Ending 03/31/2017

I, _____, Board Secretary/Business Administrator
certify that no line item account has encumbrances and expenditures,
which in total exceed the line item appropriation in violation of N.J.A.C. 6A:23A-16.10(c)3.

Board Secretary/Business Administrator

Date

All accounts in the Expense Account file appear to be included in the details of THE REPORT OF THE SECRETARY

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 Special Revenue Fund - Fund 20
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/17

ASSETS AND RESOURCES

--- A S S E T S ---		
101	Cash in bank	\$1,309,851.91
Accounts receivable:		
141	Intergovernmental - State	\$107,938.00
142	Intergovernmental - Federal	\$19,333.00
143	Intergovernmental - Other	\$570.00
		\$127,841.00

--- R E S O U R C E S ---		
301	Estimated Revenues	\$4,874,968.92
302	Less Revenues	(\$1,692,210.50)
		\$3,182,758.42
	Total assets and resources	\$4,620,451.33

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
Special Revenue Fund - Fund 20
INTERIM STATEMENTS COMPARING

BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE

For 9 Month Period Ending 03/31/17

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
*** REVENUES/SOURCES OF FUNDS ***				
1XXX From Local Sources	\$23,728.94	\$3,945.10		\$19,783.84
3XXX From State Sources	\$2,036,059.98	\$1,539,060.40		\$496,999.58
4XXX From Federal Sources	\$2,815,180.00	\$149,205.00		\$2,665,975.00

TOTAL REVENUE/SOURCES OF FUNDS

\$4,874,968.92

\$1,692,210.50

\$3,182,758.42

AVAILABLE

BALANCE

	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
LOCAL PROJECTS:				
STATE PROJECTS:				
Preschool Education Aid	\$1,224,174.00	\$876,769.36	\$242,815.54	\$104,589.10
Nonpublic textbooks	\$102,714.00	\$60,743.28	\$12,788.47	\$29,182.25
Nonpublic auxiliary services	\$16,266.00	\$5,603.52	\$10,662.48	.00
Nonpublic handicapped services	\$315,574.00	\$173,093.23	\$142,480.77	.00
Nonpublic nursing services	\$181,080.00	\$128,867.55	\$52,212.45	.00
Nonpublic Technology Aid	\$46,332.00	\$14,101.91	\$18,096.20	\$14,133.89
Other State Projects	\$100,600.00	\$0.00	\$73,577.60	\$27,022.40

TOTAL STATE PROJECTS

\$1,986,740.00

\$1,259,178.85

\$552,633.51

\$174,927.64

FEDERAL PROJECTS:

NCLB Title I - Part A/D	\$950,440.00	\$364,445.38	\$164,526.17	\$421,468.45
I.D.E.A. Part B (Handicapped)	\$1,396,569.00	\$612,770.68	\$471,051.28	\$312,747.04
NCLB Title II - Part A/D	\$278,317.00	\$112,015.08	\$81,638.94	\$84,662.98
NCLB Title III - English Language Enhancement	\$155,395.00	\$62,984.66	\$15,456.41	\$76,953.93
Vocational Education	\$34,459.00	.00	\$1,361.00	\$33,098.00
Other Federal Projects	\$0.00	\$0.00	\$0.00	\$0.00

TOTAL FEDERAL PROJECTS

\$2,815,180.00

\$1,152,215.80

\$734,033.80

\$928,930.40

*** TOTAL EXPENDITURES ***

\$4,874,968.92

\$2,432,968.89

\$1,291,822.24

\$1,150,177.79

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
Special Revenue Fund - Fund 20
Interim Balance Sheet
For 9 Month Period Ending 03/31/17

LIABILITIES AND FUND EQUITY

--- LIABILITIES ---		
411	Intergovernmental accounts payable - State	\$44,508.00
421	Accounts Payable	(\$271,913.07)
481	Deferred revenues	\$759,883.60
	Other current liabilities	\$1,299,784.56

TOTAL LIABILITIES

\$1,832,263.09

FUND BALANCE

--- Appropriate ---

753	Reserve for encumbrances - Current Year	\$1,291,822.24
754	Reserve for encumbrances - Prior Year	\$346,188.21
601	Appropriations	\$4,874,968.92
602	Less: Expenditures	\$2,432,968.89
603	Encumbrances	\$1,291,822.24
		(\$3,724,791.13)
		<u>\$1,150,177.79</u>

TOTAL FUND BALANCE

\$2,788,188.24

TOTAL LIABILITIES AND FUND EQUITY

\$4,620,451.33

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
SPECIAL REVENUE - FUND 20
SCHEDULE OF REVENUES
ACTUAL COMPARED WITH ESTIMATED
For 9 Month Period Ending 03/31/17

	ESTIMATED	ACTUAL	UNREALIZED
--- LOCAL SOURCES ---			
1XXX Other Revenue from Local Sources	\$23,728.94	\$3,945.10	\$19,783.84
Total Revenues from Local Sources	<u>\$23,728.94</u>	<u>\$3,945.10</u>	<u>\$19,783.84</u>
--- STATE SOURCES ---			
3218 Preschool Education Aid	\$1,224,174.00	\$967,109.00	\$257,065.00
32XX Other Restricted Entitlements	\$811,885.98	\$571,951.40	\$239,934.58
Total Revenue from State Sources	<u>\$2,036,059.98</u>	<u>\$1,539,060.40</u>	<u>\$496,999.58</u>
--- FEDERAL SOURCES ---			
4411-16 Title I	\$821,205.00	\$85,128.00	\$736,077.00
4451-55 Title II	\$278,317.00	\$20,572.00	\$257,745.00
4491-94 Title III	\$284,630.00	\$43,505.00	\$241,125.00
4420-29 I.D.E.A. Part B (Handicapped)	\$1,396,569.00	.00	\$1,396,569.00
4430-39 Vocational Education	\$34,459.00	.00	\$34,459.00
Total Revenues from Federal Sources	<u>\$2,815,180.00</u>	<u>\$149,205.00</u>	<u>\$2,665,975.00</u>
TOTAL REVENUES/SOURCES OF FUNDS	<u>\$4,874,968.92</u>	<u>\$1,692,210.50</u>	<u>\$3,182,758.42</u>

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District
Special Revenue Fund - Fund 20
STATEMENT OF APPROPRIATIONS - RESTRICTED STATE ENTITLEMENTS
COMPARED WITH EXPENDITURES AND ENCUMBRANCES
For 9 Month Period Ending 03/31/17

	Appropriations	Expenditures	Encumbrances	Available Balance
State Projects:				
PRESCHOOL EDUCATION AID				
---- Preschool Education Aid - Instruction ----				
20-218-100-101 Salaries of Teachers	\$822,100.50	\$552,900.10	\$231,117.90	\$38,082.50
20-218-100-500 Other purchased servs. (400-500 series)	\$305,000.00	\$305,000.00	.00	.00
20-218-100-600 General Supplies	\$40,000.00	\$18,869.26	\$11,697.64	\$9,433.10
TOTAL Instruction	\$1,167,100.50	\$876,769.36	\$242,815.54	\$47,515.60
---- Preschool Education Aid - Support Services ----				
20-218-200-511 Contr. Trans. Serv. (Bet. Home & Sch)	\$57,073.50	.00	.00	\$57,073.50
TOTAL Support Services	\$57,073.50	\$0.00	\$0.00	\$57,073.50
TOTAL PRESCHOOL EDUCATION AID	\$1,224,174.00	\$876,769.36	\$242,815.54	\$104,589.10
Other State Projects:				
PRESCHOOL EXPANSION GRANT				
TOTAL OTHER STATE PROJECTS				
20-XXX-XXX-XXX All Other State/Fed/Loc Projects	\$3,650,794.92	\$1,556,199.53	\$1,049,006.70	\$1,045,588.69
TOTAL EXPENDITURE	\$4,874,968.92	\$2,432,968.89	\$1,291,822.24	\$1,150,177.79

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Englewood Public School District

Special Revenue Fund - Fund 20
For 9 Month Period Ending 03/31/17

I, _____, Board Secretary/Business Administrator
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Board Secretary/Business Administrator

Date

All Accounts in the Expense Account File appear to be included in the details of THE REPORT OF THE SECRETARY

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/17

ASSETS AND RESOURCES

---- A S S E T S ----

101	Cash in bank		
	Accounts receivable:		
140	Intergovernmental - Accts. Receivable.	\$807,996.00	
141	Intergovernmental - State	\$854,951.00	
			\$1,662,947.00

---- R E S O U R C E S ----

301	Estimated Revenues	\$1,920,644.12	
302	Less Revenues	(\$2,207.94)	
			\$1,918,436.18
	Total assets and resources		\$2,295,423.27

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District

Capital Projects Fund - Fund 30
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/17

LIABILITIES AND FUND EQUITY

FUND BALANCE

--- Appropriated ---

754	Reserve for encumbrances - Prior Year		\$52,910.03
601	Appropriations	\$1,920,644.12	
602	Less : Expenditures	\$1,520,719.95	
603	Encumbrances	\$52,910.03	(\$1,573,629.98)
	Total Appropriated		<u>\$347,014.14</u>

--- Unappropriated ---

770	Fund balance		\$353,570.50
303	Budgeted Fund Balance		\$1,541,928.60

TOTAL FUND BALANCE

\$2,295,423.27

TOTAL LIABILITIES AND FUND EQUITY

\$2,295,423.27

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District

Capital Projects Fund - Fund 30
INTERIM STATEMENTS COMPARING

BUDGET REVENUE WITH ACTUAL TO DATE AND
APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
For 9 Month Period Ending 03/31/17

	BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
Other	\$1,920,644.12	\$2,207.94		\$1,918,436.18
TOTAL REVENUE/SOURCES OF FUNDS	\$1,920,644.12	\$2,207.94		\$1,918,436.18

*** EXPENDITURES ***

--- Facilities acquisition and constr. serv. ---

	APPROPRIATIONS	EXPENDITURES	ENCUMBRANCES	AVAILABLE BALANCE
30-000-4XX-331 Legal services	\$2,328.46	.00	.00	\$2,328.46
30-000-4XX-334 Architectural/Engineering Services	\$12,000.00	\$9,000.00	\$3,000.00	.00
30-000-4XX-390 Other purchased prof. & tech. serv.	\$9.95	.00	.00	\$9.95
30-000-4XX-450 Construction services	\$1,894,689.80	\$1,511,719.95	\$49,910.03	\$333,059.82
30-000-4XX-610 Supplies & Materials	\$11,615.91	.00	.00	\$11,615.91

Total fac.acq.and constr. serv.

\$1,920,644.12	\$1,520,719.95	\$52,910.03	\$347,014.14
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TOTAL EXPENDITURES

\$1,920,644.12	\$1,520,719.95	\$52,910.03	\$347,014.14
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*** TOTAL EXPENDITURES AND TRANSFERS

\$1,920,644.12	\$1,520,719.95	\$52,910.03	\$347,014.14
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REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Englewood Public School District

Capital Projects Fund - Fund 30
For 9 Month Period Ending 03/31/17

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Board Secretary/Business Administrator

Date

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REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District
 Debt Service Fund - Fund 40
 Interim Balance Sheet
 For 9 Month Period Ending 03/31/17

=====
 ASSETS AND RESOURCES
 =====

----	A S S E T S	----
101	Cash in Bank	(\$316,676.94)
121	Tax levy receivable	\$402,864.26

----	R E S O U R C E S	----
301	Estimated Revenues	\$1,816,157.00
302	Less Revenues	(\$1,902,343.58)
	Total assets and resources	\$0.74

REPORT OF THE SECRETARY
TO THE BOARD OF EDUCATION
Englewood Public School District

Debt Service Fund -- Fund 40
Interim Balance Sheet
For 9 Month Period Ending 03/31/17

LIABILITIES AND FUND EQUITY

FUND BALANCE

--- App r o p r i a t e d ---

Reserved fund balance:

601 Appropriations \$1,816,157.00
602 Less : Expenditures \$1,816,156.26

(\$1,816,156.26)

\$0.74

Total Appropriated

\$0.74

--- U n a p p r i a t e d ---

TOTAL FUND BALANCE
TOTAL LIABILITIES AND FUND EQUITY

\$0.74
\$0.74

RECAPITULATION OF FUND BALANCE:

	Budgeted	Actual	Variance
Appropriations	\$1,816,157.00	\$1,816,156.26	\$0.74
Revenues	(\$1,816,157.00)	(\$1,902,343.58)	\$86,186.58
Change in Maint. / Capital reserve account	\$0.00	(\$86,187.32)	\$86,187.32
Subtotal	\$0.00	(\$86,187.32)	\$86,187.32
Less: Adjust for prior year encumb.	\$0.00	\$0.00	
Budgeted Fund Balance	\$0.00	(\$86,187.32)	\$86,187.32

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Englewood Public School District

Debt Service Fund - Fund 40
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 9 Month Period Ending 03/31/17

*** REVENUES/SOURCES OF FUNDS ***

BUDGETED ESTIMATED	ACTUAL TO DATE	NOTE: OVER OR (UNDER)	UNREALIZED BALANCE
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---- Local Sources ----

1210	Local tax levy	\$1,816,157.00	\$1,902,343.58		(\$86,186.58)
	Total Local Sources	\$1,816,157.00	\$1,902,343.58		(\$86,186.58)
	TOTAL REVENUE/SOURCES OF FUNDS	\$1,816,157.00	\$1,902,343.58		(\$86,186.58)

REPORT OF THE SECRETARY
 TO THE BOARD OF EDUCATION
 Inglewood Public School District

Debt Service Fund - Fund 40
 INTERIM STATEMENTS COMPARING
 BUDGET REVENUE WITH ACTUAL TO DATE AND
 APPROPRIATIONS WITH EXPENDITURES AND ENCUMBRANCES TO DATE
 For 9 Month Period Ending 03/31/17

	APPROPRIATIONS	EXPENDITURES/Enc.	AVAILABLE BALANCE
*** EXPENDITURES ***			
---- Debt Service - Regular ----			
40-701-510-834 Interest on Bonds	\$506,157.00	\$506,156.26	\$0.74
40-701-510-910 Redemption of Principal	\$1,310,000.00	\$1,310,000.00	.00
TOTAL	\$1,816,157.00	\$1,816,156.26	\$0.74
TOTAL USES OF FUNDS BEFORE TRANSFERS			
	\$1,816,157.00	\$1,816,156.26	\$0.74
*** TOTAL USES OF FUNDS ***			
	\$1,816,157.00	\$1,816,156.26	\$0.74

REPORT OF THE SECRETARY CERTIFICATION PAGE
TO THE BOARD OF EDUCATION
Englewood Public School District
Debt Service Fund - Fund 40

For 9 Month Period Ending 03/31/17

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Board Secretary/Administrator

Date

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OUTSTANDING FOOD SERVICE CHARGES

8550 OUTSTANDING FOOD SERVICE CHARGES

The Board of Education understands a student may forget to bring breakfast or lunch, as applicable, or money to purchase breakfast or lunch to school on a school day. When this happens, the food service program will provide the student with breakfast or lunch with an expectation payment will be made the next school day or shortly thereafter. However, there may be circumstances when payment is not made and a student's school breakfast/lunch bill is in arrears. The school district will manage a student's breakfast or lunch bill that is in arrears in accordance with the provisions of N.J.S.A. 18A:33-21 and this Policy.

Effective the 2016-2017 school year if a student's school lunch or breakfast bill is in arrears in the amount which would total 2 weeks of paid lunch and breakfast, the Business Administrator or designee shall contact the student's parent.

- 1- Provide written notice of the amount in arrears and shall provide the parent a period of ten school days to pay the full amount due.
- 2- If the student's parent does not make full payment to the Principal or designee by the end of the ten school days, the Principal or designee shall again contact the student's parent to provide a second notice that their child's lunch or breakfast bill is in arrears.
- 3- If payment in full is not made within one week from the date of the second notice, the student will be provided a basic lunch that will contain the essentials in balanced nutritional selections as prescribed by the Bureau of Child Nutrition Programs, New Jersey Department of Agriculture beginning the eighth calendar day from the date of the second notice.
- 4- A parent who has received a second notice their child's lunch or breakfast bill is in arrears and who has not made payment in full within one week from the date of the second notice will be requested to meet with the Principal or designee to discuss and resolve the matter. In the event the parent refuses to meet with the Principal or designee or is unable to resolve the matter, the Business Administrator or designee will report the parent's failure to provide breakfast or lunch, as applicable, for the child, to the New Jersey Department of Children and Families, Division of Child Protection and Permanency and/or with an approved Collection Bureau.

This provisions of N.J.S.A. 18A:33-21 and this Policy will be made available to parents of all children in the school district in a manner as determined by the Superintendent.



2622 STUDENT ASSESSMENT (M)

M

The Commissioner of Education, in accordance with N.J.S.A. 18A:7C-1 et seq. and 18A:7E-2 and 3, may implement assessments of student achievement in any grade(s) and by such assessments as he or she deems appropriate. The Commissioner shall report to the State Board of Education the results of such assessments.

The Commissioner shall implement a system and related schedule of Statewide assessments to evaluate student achievement of the New Jersey Student Learning Standards (NJSLS). The Commissioner, with the approval of the State Board of Education, shall define the scope and level of student performance on Statewide assessments that demonstrate thorough understanding of the knowledge and skills delineated by the NJSLS at grade levels three through twelve. After consultation with the Commissioner, the State Board of Education shall establish by resolution uniform Statewide criteria defining adequate school district progress toward meeting the NJSLS.

State assessments provide parents with important information about their child's progress; detailed diagnostic information about each individual student's performance that educators, parents, and students can utilize to enhance foundational knowledge and student achievement; and include item analysis which will clarify a student's level of knowledge and understanding of a particular subject or area of a subject. The data derived from State assessments will be utilized by teachers and administrators to pinpoint areas of difficulty and customize instruction accordingly. Such data can be accessed and utilized as a student progresses to successive school levels.

Pursuant to N.J.A.C. 6A:8-4.1(b) and (c), all students at grade levels three through twelve, and at any other grade(s) designated by the Commissioner pursuant to N.J.A.C. 6A:8-4.1(a), shall take all appropriate Statewide assessments as scheduled. There is no provision for a student to opt-out of Statewide assessments. If a student is absent on a testing date, the student will be expected to take the missed test on another school day. Parents and students will be informed of all scheduled testing dates, including make-up testing dates for students who missed the initial testing date.

Statewide Assessment System

The Superintendent of Schools shall develop and annually present to the Board for its approval an assessment program that complies with the rules of the State Board of Education.



The Board of Education shall, according to a schedule prescribed by the Commissioner, administer the applicable Statewide assessments, including the following major components: the elementary assessment component for grades three through five; the middle school assessment component for grades six through eight; the high school end-of-course PARCC assessments; and the alternative assessment for students with disabilities; and provide notification to each student entering grades three through twelve of the Statewide assessment schedule.

The Department of Education shall implement the elementary component of the Statewide assessment of the NJSLs consisting of continued administration of mathematics and English language arts in grades three, four, and five, and of science in grade four.

The Department of Education shall implement the middle school component of the Statewide assessment of the NJSLs consisting of the following: continued administration of mathematics and English language arts in grades six, seven, and eight; and of science in grade eight.

The Department of Education shall implement a high school assessment program component of the NJSLs that assesses, at a minimum, English language arts, mathematics, and science with the exception that students may receive a waiver from the Board of Education from taking the high school end-of-course PARCC assessment in ELA 11 due to the student's participation in another English language/literature college placement assessment during the same school year.

The Board shall provide appropriate accommodations or modifications to the Statewide assessment system as specified by the Department of Education for English Language Learners (ELLs) and students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act as determined by the IEP or 504 Team in accordance with N.J.A.C. 6A:8-4.1(d)1. The Board may administer the Statewide assessments in mathematics to ELLs in their native language, when available, and/or English. The Board of Education shall have the option for a first-year ELL of substituting a Department of Education-approved language proficiency test only for the English language arts section of the elementary or middle school component of the Statewide assessment, when the student has entered the United States after July 1 of the calendar year prior to the test administration.

The Board of Education shall ensure students with disabilities as defined in N.J.A.C. 6A:14-1.3 participate in Statewide assessments in accordance with N.J.A.C. 6A:14-4.10.

At specific times prescribed by the Commissioner of Education, the Board of Education shall administer the alternative assessment for students with disabilities to students with severe disabilities who cannot participate in other assessments due to the severity of their disabilities. The Department of Education shall implement the alternative assessment for students with disabilities according to the schedules in N.J.A.C. 6A:8-4.1(c)1, 2, and 3. The alternative assessment for students with disabilities measures the progress of students who have been



determined eligible for the alternative assessment for students with disabilities by the IEP team in accordance with N.J.A.C. 6A:14-4.10.

The Boards of Education shall implement alternative ways for students to demonstrate graduation proficiency in accordance with N.J.A.C. 6A:8-5.1(f).

Test Administration Procedures and Security Measures

The Board of Education shall be responsible for ensuring the security of all components of the Statewide assessment system that are administered within the school district. All Statewide assessments shall be administered in accordance with the Department of Education's required test administration procedures and security measures. Any breach of such procedures or measures shall be immediately reported to the Superintendent or designee.

Documentation of Student Achievement

The Department of Education shall provide the Superintendent with documentation of student performance after each test administration in accordance with the provisions of N.J.A.C. 6A:8-4.2(a). The Board shall maintain an accurate record of each student's performance on Statewide assessments in accordance with N.J.A.C. 6A:8-4.2. Information regarding individual student test scores shall only be released in accordance with Federal and State law.

The Board of Education shall transmit within ten business days any official records, including transcripts, of students who transfer to other school districts or institutions.

The Board of Education shall maintain an accurate record of each student's performance on Statewide assessments.

The Board of Education shall maintain for every student a ninth grade through graduation transcript that contains the following, as available:

1. Results of all applicable State assessments, including assessments that satisfy graduation requirements set forth in N.J.A.C. 6A:8-5.1(a)6;
2. Results of any English language proficiency assessments according to N.J.A.C. 6A:8-5.1(h);
3. Evidence of instructional experience and performance in the NJSLS;
4. Evidence of technological literacy;



5. Evidence of career education instructional experiences and career development activities;
6. Evidence of State-issued occupational licenses and credentials, industry-recognized occupational credentials, and/or technical skill assessments for students enrolled in Department of Education-approved career and technical education programs pursuant to N.J.A.C. 6A:19-3.2; and
7. Any other information deemed appropriate by the Board of Education.

Accountability

The Superintendent shall report preliminary and final results of annual assessments to the Board of Education as required by the New Jersey Department of Education. The Board of Education will provide parents, students, and citizens with results of annual assessments according to N.J.A.C. 6A:8-4.2. The Board shall provide appropriate instruction to improve skills and knowledge for students performing below the established levels of student proficiency in any content area either on Statewide or local assessments. All students shall be expected to demonstrate the knowledge and skills of the NJSLs as measured by the Statewide assessment system.

Annual Review and Evaluation of School Districts

The Department of Education shall review the performance of schools and school districts in accordance with the provisions of N.J.A.C. 6A:8-4.4.

Public Reporting

In accordance with the requirements of N.J.A.C. 6A:8-4.5, the Department of Education shall report annually to the State Board of Education and the public on the progress of all students and student subgroups in meeting the NJSLs as measured by the Statewide assessment system by publishing and distributing the Department of Education's annual New Jersey School Report Card in accordance with N.J.S.A. 18A:7E-2 through 5. After each test administration, the Department of Education shall report to the Board on the performance of all students and of student subgroups. The Department of Education shall report performance on the APA with the same frequency and in the same detail as it reports on other Statewide assessments, including school and school district means, and the number and percentage of participating students. In public reporting of school and district performance data, the Department of Education shall not compromise the confidentiality of individual students.



Parental Notification

Parents shall be informed of the district assessment system and of any special tests that are to be administered to their children.

N.J.S.A. 18A:7C-1
N.J.A.C. 6A:8-4.1 et seq.; 6A:8-5.1; 6A:14-1.1 et seq.;
6A:14-3.7; 6A:14-4.10

Adopted: 28 August 2006
Revised: 19 November 2015
Revised: 30 August 2016
Revised:



SURROGATE PARENTS AND FOSTER PARENTS (M)

2467 SURROGATE PARENTS AND FOSTER PARENTS (M)

Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent, as defined according to N.J.A.C. 6A:14-1.3, cannot be identified;
2. The parent cannot be located after reasonable efforts;
3. An agency of the State of New Jersey has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;
4. The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;
5. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent, and no State agency has taken steps to appoint a surrogate parent for the student; and
6. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.

Qualifications and Selection

The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such student.

The person serving as a surrogate parent shall:

1. Have no interest that conflicts with those of the student he/she represents;
2. Possess knowledge and skills that ensure adequate representation of the student;
3. Not be replaced without cause;
4. Be at least eighteen years of age;



SURROGATE PARENTS AND FOSTER PARENTS (M)

5. Have a criminal history review in accordance with N.J.S.A. 18A:6-7.1 completed prior to his or her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and
6. Not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

The Director of Pupil Personnel Service or designee shall serve as Surrogate Parent Coordinator and will: determine whether there is a need for a surrogate parent for a student; contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student; and make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student (who is or may be a student with a disability) is in the care of a foster parent, and the foster parent is not the parent of the student as defined in N.J.A.C. 6A:14-1.3, the district where the foster parent resides shall contact the student's case manager at the Division of Child Protection and Permanency (DCP&P) in the Department of Children and Families to determine whether the parent retains the right to make educational decisions and determine the whereabouts of the parent.

If the parent retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Surrogate Parent Coordinator shall obtain all required consent from and provide written notices to the parent.

If the district cannot ascertain the whereabouts of the parent, the foster parent, unless that person is unwilling to do so, shall serve as the parent pursuant to N.J.A.C. 6A:14-1.3. If there is no foster parent, or if the foster parent is unwilling to serve as the student's parent, the Surrogate Parent Coordinator shall consult with the student's case manager at DCP&P to assist in identifying an individual to serve as a surrogate parent and appoint a surrogate parent and obtain all required consent from, and provide written notices to, the surrogate parent.

Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The Surrogate Parent Coordinator shall coordinate the training for surrogate parents. The training will include, but not be limited to:

1. Providing the surrogate parent a copy of:



SURROGATE PARENTS AND FOSTER PARENTS (M)

- a. Parental Rights in Special Education booklet;
 - b. N.J.A.C. 6A:14;
 - c. The Special Education Process;
 - d. Code Training Materials from the Department of Education website; and
 - e. Other relevant materials.
2. Providing the surrogate parent an opportunity to meet with the Surrogate Parent Coordinator to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Surrogate Parent Coordinator shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
 3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;
 4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and
 5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

Adopted: 1 July 2004
Revised: 30 April 2009
Revised:



2464 GIFTED AND TALENTED STUDENTS

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this Policy, “gifted and talented students” means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

The Superintendent will develop appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments.

The Superintendent will develop procedures for an ongoing Kindergarten through grade twelve identification process for gifted and talented students that includes multiple measures. Multiple measures may include, but are not limited to: achievement test scores; grades; student performance or products; intelligence testing; parent, student, and/or teacher recommendation; and other appropriate measures. The identification methodology will be developmentally appropriate, non-discriminatory, and related to the programs and services offered by the district. The identification procedures will be reviewed annually.

The Superintendent will take into consideration the Pre-Kindergarten through Grade Twelve Gifted Programming Standards of the National Association for Gifted Children in developing programs for gifted and talented students. The educational program offered to gifted and talented students will encourage and challenge them in the specific areas of their abilities, but will not replace the basic instructional program of the various grades of this district. The program offered to gifted and talented students may include, but are not limited to: pull-out programs; classroom differentiated instruction; acceleration; flexible pacing; compacted curricula; distance learning; advanced classes; or individual programs infused into the student’s regular instructional program, provided that a written description of the infusion has been prepared and filed in the student’s record.

Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student’s particular needs.

N.J.S.A. 18A:61A-2; 18A:35-4.16

N.J.A.C. 6A:8-1.3; 6A:8-3.1(a)5

P.L. 108-382, Sec. 10201 et seq.

Adopted: 21 June 2007



5465 EARLY GRADUATION (M)

ABOLISHED

The Board of Education shall award a State-endorsed high school diploma to any currently enrolled pupil, age 16 or older, in accordance with the provisions of N.J.A.C. 6A:8-5.2 (e) who has not completed the twelfth grade.

In accordance with the provisions of N.J.A.C. 6A:8-5.2(e), a State-endorsed high school diploma will be awarded early by the Board of Education to any currently enrolled pupil who:

Has performed at a proficient or advanced proficient level of achievement in all sections of the HSPA or applicable High School Competency Assessments;

Has presented official transcripts showing at least thirty (30) general education credits, excluding dual enrollment and advanced placement examination credits, leading to a degree at an accredited institution of higher education.

Included in the 30 general education credits must be a minimum of 15 credits with at least three credits in each of the five general education categories as follows: English; mathematics; science; history, social science; and credit for physical education each year of enrollment in high school.

Has formally requested an early award of a State-endorsed high school diploma.

The diploma will bear the date of its issuance. The pupil may be permitted to participate in graduation ceremonies with his/her classmates without formal readmission to the school district on application to and approval of the high school Principal.

N.J.S.A. 18A:7C-1 et seq.

N.J.A.C. 6A:8-5.1 et seq.; 6A:8-5.2 et seq.

Adopted: 28 August 2006

Revised: 14 October 2010

5465 – Early Graduation (Abolished)

The N.J.A.C. 6A:8-5.2(e) administrative code requiring the issuance of a diploma to a student who meets the requirements as outlined in Policy Guide 5465 has been updated and incorporated into Section F. of Policy Guide 5460 included in this Policy Alert 211. Therefore, Policy 5465 should be abolished from the Board's Policy Manual. A simple motion to "Approve the abolishment of Policy 5465 as the required provisions of this Policy have been updated and incorporated into Policy 5460" is recommended.

Policy Guide 5465 is **ABOLISHED**



2320 INDEPENDENT STUDY PROGRAMS

ABOLISHED

The Board of Education authorizes an independent study program aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes in accordance with the requirements of N.J.A.C. 6A:8-5.1(a)ii.

An independent study program and appropriate assessments shall be planned for individuals and/or a group based on specific instructional objectives aimed at meeting or exceeding the Core Curriculum Content Standards. The Principal shall certify completion of the independent study program based on specific instructional objectives.

The Principal may utilize a performance or competency assessment to approve pupil completion of an independent study program, including those occurring all or in part prior to the pupil high school enrollment.

A group independent study program shall be approved in the same manner as other approved courses. Independent study programs shall be on file in the school district and subject to review by the Commissioner of Education or designee.

N.J.A.C. 6A:8-5.1 et seq.
Adopted: 12 March 2009

2320 – Independent Study Programs (Abolished)

The need for Policy Guide 2320 – Independent Study Programs is no longer required as Policy Guide 5460 – High School Graduation specifically indicates the high school graduation requirements may be met in whole or in part through individualized learning opportunities including independent study programs. Therefore, there is no need for a separate Policy Guide. Policy Guide 2320 should be abolished from the Board's Policy Manual. A simple motion to "Approve the abolishment of Policy 2320 as the required provisions of this Policy are incorporated into Policy 5460" is recommended.

Policy Guide 2320 is **ABOLISHED**



R 5410 PROMOTION AND RETENTION (M)

M

The following rules are promulgated in accordance with the policy of the Board of Education dealing with the promotion and retention of students.

A. Standards for Pupil Promotion

Elementary and Intermediate Grades (PreK-8) - A pupil will be promoted to the next succeeding grade level when he/she demonstrates the proficiencies required for movement into the next grade.

High School

Students are required to earn a minimum of **130 credits** to graduate as per policy 5460.

Students shall be placed in the grade level that matches the chronological year of their enrollment in high school regardless of credits earned. Grade level placement will be determined as follows:

1. Students enrolled in their first year of high school shall be placed in the ninth grade;
2. Students enrolled in their second year of high shall be placed in the tenth grade;
3. Students enrolled in their third year of high school shall be placed in the eleventh grade;
4. Students enrolled in their fourth year of high school shall be placed in the twelfth grade;
5. Students enrolled in their fifth year of high school or beyond shall be placed in the twelfth grade as a retained student until he/she either completes all requirements set forth by policy 5460 and/or exceeds the legal age limit for enrollment.
6. For the purpose of tracking the district's 4-Year Adjusted Graduation Cohort, students who are identified as off-track continuing due to insufficient credits shall be placed in the chronological year of their enrollment in high school and flagged in the district's student information system as retained.
7. Transfer students shall have their record reviewed to determine the appropriate grade level based on courses completed, levels of proficiency and chronological age. Any



transfer student who has not yet completed grade eight and is seventeen years or older shall be placed in high school. Those younger than seventeen shall be placed in middle school.

B. Procedures for Student Promotion

1. A written copy of promotion standards will be given to all parent(s) or legal guardian(s) and students at the beginning of each year.
2. Parent(s) or legal guardian(s) and students will be provided a minimum of four reports each year as to a student's progress towards meeting promotion standards.
3. Teachers who determine that a student's progress may not be sufficient to meet promotion standards shall notify the parent(s) or legal guardian(s) of the student and offer consultation with the parents or legal guardians.

C. Procedure for Retention

1. Classroom teachers must initiate the process by providing to the Building Principal complete forms in accordance with the specified timelines.
2. The Principal will review each case and in consultation with the teacher render a final decision.
3. Parent(s) or legal guardian(s) and adult students may appeal a promotion/retention decision to the Superintendent whose decision is final.
4. No student shall be retained without having an Intervention & Referral Services Plan in place for a minimum of two full marking periods as per Policy 2624, Grading System.

It should also be noted that the Student Achievement Program procedures as listed above may be utilized for a student who is not deemed at-risk. Teachers shall utilize best practices of differentiated instruction and assessment at any time to ensure that each student is reaching his or her full potential.

Issued: 13 August 2009



5460 HIGH SCHOOL GRADUATION (M)

M

The Englewood Board of Education will recognize the successful completion of the secondary school instructional program by the award of a State-endorsed diploma certifying the student has met all State and local requirements for high school graduation. The Board will annually certify to the Executive County Superintendent each student who has been awarded a diploma has met the requirements for graduation.

A. High School Graduation Requirements

A graduating student must have earned a **minimum of 130 credits** in courses designed to meet all of the New Jersey Core Curriculum Content Standards (NJCLS) including, but not limited to, the following credits:

1. 20 (**At least twenty**) credits in **English** language arts aligned to grade nine through twelve standards;
2. 15 (**At least fifteen**) credits in mathematics, including **Algebra I** or the content equivalent including **Geometry** or the content equivalent; and a third year of mathematics that builds on the concepts and skills of algebra and geometry and that prepares students for college and 21st century careers effective with the 2012-2013 grade nine class;
3. 15 (**At least fifteen**) credits in social studies, including satisfaction of N.J.S.A. 18A:35-1 and 18A:35-2, five credits in **US History I** and five credits in **US History II**; five credits in **World History** or the content equivalent; and the integration of civics, economics, geography, and global content in all course offerings;
4. 15 (**At least fifteen**) credits in science, including at least five credits in laboratory **Biology/Life Science** or the content equivalent; one additional laboratory/inquiry-based science course, which shall include chemistry, environmental science, or physics; and one additional laboratory/inquiry-based science course (the Board defines a laboratory/inquiry-based science experience as one that provides opportunities for students to interact directly with the material world or with data drawn from the material world, using the tools, data collection techniques, models, and theories of science);



5. A minimum of 3.75 credits in health, safety, and physical education during each year of enrollment, distributed as one hundred fifty minutes per week, as required by N.J.S.A. 18A:35-5, 7, and 8;
 - a. Students who are removed from health, safety, and physical education one day per week to accommodate a science laboratory period will be awarded four (4) credits in health, safety, and physical education upon successful completion of the course.
 - b. Students who are not removed from health, safety, and physical education one (1) day per week to accommodate a science laboratory period will be awarded five (5) credits in health, safety, and physical education upon successful completion of the course.
 - c. The health, safety, and physical education final grade is an average of the four marking period grades; there is not a separate final grade for health or driver education.
 - d. Teen Pep is a health, safety, and physical education course.
 - e. Students who transfer from any state, country, or private school that does not require health, safety, and physical education credits to be earned each academic year, shall not be responsible for making up credits missed in the subject area. However, transfer students will be responsible for attaining the minimum one-hundred twenty (130) credits required for graduation through the completion of courses in the electives category;
6. 5 (At least five) credits in visual and performing arts;
7. 5 (At least five) credits in world languages or student demonstration of proficiency as set forth in N.J.A.C.6A:8-5.1(a)2ii (2);
 - a. Students' Native Language - LEP students may use their native language to satisfy the requirement when entering the ninth grade or at subsequent grade levels as newly enrolled students from their native country. Students that have been speaking their native language since a very young age and throughout their prior educational experience will satisfy the world languages requirement as set forth in N.J.S.A.18A:35-4.18
 - b. Study of English - LEP students who take an additional English or English as a Second Language (ESL) class may use that



second English class to fulfill the world languages requirement as set forth in N.J.S.A.18A:35-4.18;

8. 2.5 (**At least two and one-half**) credits in financial, economic, business, and entrepreneurial literacy;
9. Technological literacy, consistent with the NJSLS, integrated throughout the curriculum;
10. 5 (**At least five**) credits in 21st century life and careers, or career-technical education (Practical Arts); and
11. Electives as determined by the high school program sufficient to total a minimum of 130 credits; and
12. Technological literacy, consistent with the Core Curriculum Content Standards, integrated throughout the curriculum.

As defined in N.J.A.C. 6A:8-1.3, "credit" means the award for the equivalent of a class period of instruction which meets for a minimum of forty minutes, one time per week during the school year or as approved through N.J.A.C. 6A:8-5.1(a)2.

Content equivalent means courses or activities that include the same or equivalent knowledge and skills as those found in traditionally titled courses which are required for high school graduation and which are aligned with the Core Curriculum Content Standards. This content must be taught by certified teachers, may be integrated in one or more courses, may be titled differently, or may present material in an interdisciplinary or spiral format. N.J.A.C. 6A:8-1.3

The Board may adopt "Option 2" graduation requirements as provided under N.J.A.C. 6A:8- 5.1.2

"Option 2", or program completion, permits district boards of education to determine and establish curricular activities or programs aimed at achieving the Core Curriculum Content Standards for promotion and graduation purposes. "Option 2" serves as an alternative to traditional high school courses and involves in-depth experiences that may be provided by school district personnel or instructors not employed by the school district. "Option 2" may include, but is not limited to, one or more of the following: interdisciplinary or theme-based programs, independent study, magnet programs, student exchange programs, distance learning, internships, community service, co-curricular or



extra-curricular programs, and/or other structured learning experiences. N.J.A.C. 6A:8-5.1(a)1ii.

In addition, N.J.A.C. 6A:8-5.1(a)1ii(3) permits district boards of education to recognize successful completion of an accredited college course that assures achievement of the knowledge and skills delineated in the Core Curriculum Content Standards or includes learning that builds on and goes beyond the standards.

“Option 2” allows local school districts to design and implement curricular programs that meet the needs of all students. The regulations support student participation in deep and meaningful learning experiences that advance student learning and focus on student interest and abilities. “Option 2” allows a student to obtain credit for learning experiences outside of the traditional classroom environment. Some of these experiences may provide real-world connections not available in the school setting. Other learning experiences may go beyond what the traditional high school can provide, allowing students to participate in research, international study, or college-level work.

Transfer pupils must meet all State and local requirements in order to graduate.

The Superintendent shall put into effect the procedures necessary to assess each pupil upon entry into the system, and, annually thereafter, to identify those pupils not meeting the State or district proficiency requirement. He/she shall develop the programs necessary to remedy these deficiencies at the lowest possible grade level.

The high school graduation credit requirement may be met in whole or in part through program completion of a range of experiences that enable students to pursue a variety of personalized learning opportunities, as follows:

1. The district shall establish a process to approve individualized student learning opportunities that meet or exceed the **NJSLS**.
 - a. Individualized student learning opportunities in all Core Curriculum Content Standards areas include, but are not limited, to the following:
 - (1) Independent study;
 - (2) Online learning;
 - (3) Study abroad programs;



- (4) Student exchange programs; and
 - (5) Structured learning experiences, including, but not limited to, work-based programs, internships, apprenticeships, and service learning experiences.
 - b. Individualized student learning opportunities based upon specific instructional objectives aimed at meeting or exceeding the **NJSLS** shall:
 - (1) Be based on student interest and career goals as reflected in the Personalized Student Learning Plans;
 - (2) Include demonstration of student competency;
 - (3) Be certified for completion based on the district process adopted according to 2. below; and
 - (4) Be on file in the school district and subject to review by the Commissioner or designee.
 - c. Group programs based upon specific instructional objectives aimed at meeting or exceeding the **NJSLS** shall be permitted and shall be approved in the same manner as other approved courses.
2. The district shall establish a process for granting of credits through successful completion of assessments that verify student achievement in meeting or exceeding the Core Curriculum Content Standards at the high school level, including standards achieved by means of the individualized student learning opportunities enumerated as outlined in N.J.A.C. 6A:8-5.1(a)2. Such programs or assessments may occur all or in part prior to a student's high school enrollment; no such locally administered assessments shall preclude or exempt student participation in applicable Statewide assessments at grades three through twelve.
 - a. The district shall choose assessments that are aligned with or exceed the NJSLS and may include locally designed assessments.
 - b. The district shall choose from among the following assessment options to determine if students have achieved the level of language proficiency designated as Novice-High as defined by the



American Council on the Teaching of Foreign Languages (ACTFL) and recognized as fulfilling the world languages requirement of the NJSLS:

- (1) The Standards-based Measurement of Proficiency (STAMP) online assessment;
 - (2) The ACTFL Oral Proficiency Interview (OPI) or Modified Oral Proficiency Interview (MOPI); or
 - (3) Department of Education -approved locally designed competency-based assessments.
3. The district shall establish a process to approve post-secondary learning opportunities that may consist of:
- i. Advanced Placement (AP) courses (AP weight);
 - ii. The College-Level Examination Program (CLEP); or
 - iii. Concurrent/dual enrollment at accredited higher education institutions (Honors weight).
- a. The district shall award credit for successful completion of an approved, accredited college course that assures achievement of knowledge and skills that meets or exceeds the NJSLS.

B. Additional Graduation Requirements

1. Attendance requirements as indicated in Policy and Regulation 5200;
2. Any statutorily mandated requirements for earning a high school diploma; and
3. Any Statewide assessment graduation requirements as determined by the New Jersey Department of Education, and as outlined in C. below.



C. Statewide Assessment Graduation Requirements

1. **The requirement that all students demonstrate proficiency in the high school end-of-course Partnership for Assessments of Readiness for College and Careers (PARCC) assessment in ELA 10 and Algebra I, or through the alternate means set forth at N.J.A.C. 6A:8-5.1(f) through (i);**
2. **The Board of Education will provide students who have not demonstrated proficiency on the high school end-of-course PARCC assessments in ELA 10 and Algebra I with the opportunity to demonstrate such competence through one of the alternate means set forth below:**
 - a. **For the graduating classes of 2016, 2017, 2018, and 2019, students who do not take both the ELA 10 and the Algebra I end-of-course PARCC assessments or who take, but do not achieve a passing score on both assessments, as required by N.J.A.C. 6A:8-5.1(a)6, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics in one of the following ways:**
 - (1) **Achieve a passing score, as determined by the Commissioner, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or**
 - (2) **Meet the criteria of the portfolio appeals process; and**
 - b. **For the graduating class of 2020, students who take all applicable high school end-of-course PARCC assessments for all courses in which they are enrolled, including those students who received a waiver for ELA 11 pursuant to N.J.A.C. 6A:8-4.1(c)3i, as of September 6, 2016, and thereafter, but do not achieve a**



passing score on both the ELA 10 and Algebra I end-of-course PARCC assessments pursuant to N.J.A.C. 6A:8-5.1 (a)6, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics in one of the following ways:

- (1) Achieve a passing score, as determined by the Commissioner, on a corresponding substitute competency test in English language arts and/or mathematics, as applicable, or substitute a passing score on another end-of-course PARCC assessment, including ELA 9, ELA 11, Geometry, or Algebra II; or
 - (2) Meet the criteria of the portfolio appeals process.
2. Beginning with the graduating class of 2021, students who take all applicable high school end-of-course PARCC assessments for all courses in which they are enrolled, including those students who received a waiver for ELA 11 pursuant to N.J.A.C. 6A:8-4.1(c)3i, as of September 6, 2016, and thereafter, but do not achieve a passing score on both the ELA 10 and

Algebra I end-of-course PARCC assessments pursuant to N.J.A.C. 6A:8-5.1(a)6, by the conclusion of their senior year and after multiple opportunities to take the assessments, may satisfy the State requirement to demonstrate proficiency in English language arts and mathematics by meeting the criteria of the portfolio appeals process.

3. In accordance with a NJDOE Memorandum dated January 24, 2017, students in the graduating cohort of 2020 and 2021 who completed an Algebra I course prior to September 6, 2016 and:
 - a. Took the PARCC Algebra I assessment, but did not pass and are now in an advanced mathematics course (e.g. Geometry or Algebra II); or



- b. **Did not receive a valid test score, but are now in an advanced mathematics course (e.g. Geometry or Algebra II); or**
- c. **Did not have an opportunity to take the PARCC Algebra I assessment because the NJDOE did not offer a summer test administration, but are now in advanced mathematics course (e.g. Geometry or Algebra II). Only students in the graduating cohorts of 2020 and 2021 described in the three specific groups above in a, b., and c. are eligible to utilize the following pathways to demonstrate proficiency in mathematics:**
 - (1) **Take or retake the PARCC Algebra I assessment and pass; or**
 - (2) **Utilize the NJDOE portfolio appeals process, provided they take the PARCC Geometry assessment and the PARCC Algebra II assessment (if enrolled in the Algebra II course) and receive valid scores; or**
 - (3) **Take and pass the Geometry or Algebra II assessment.**
- 4. **All English Language Learners (ELLs) shall satisfy the requirements for high school graduation, except ELLs may demonstrate they have attained State minimum levels of proficiency through passage of the portfolio appeals process in their native language, when available, and passage of a Department of Education-approved English fluency assessment.**
- 5. **Students with disabilities as defined in N.J.A.C. 6A:14-1.3 or eligible under Section 504 of the Rehabilitation Act who participate in the alternative assessment for students with disabilities are not required to participate in repeated administration of high school end-of-course PARCC assessments.**



D. Attendance

Regular attendance is required for the successful completion of a course of study and graduation. Students are expected to be present in every scheduled class except as their attendance is excused in accordance with Board Policy 5200.

E. Students with Disabilities

1. Through the **Individualized Educational Plan (IEP)** process and pursuant to N.J.A.C. 6A:14-4.11 - Graduation, the district may specify alternate requirements for a State-endorsed diploma for individual students with disabilities as defined in N.J.A.C. 6A:14-1.3.

a. The district shall specifically address any alternate requirements for graduation in a student's IEP, in accordance with N.J.A.C. 6A:14-4.11.

b. The district shall develop and implement procedures for assessing whether a student with a disability has met the specified alternate requirements for graduation individually determined in an IEP.

2. If a student with a disability attends a school other than that of the school district of residence, which is empowered to grant a diploma, the student shall have the choice of receiving the diploma of the school attended or the diploma of the school district of residence.

a. If the school the student is attending declines to issue a diploma to the student, the district of residence Board of Education shall issue the student a diploma if the student has satisfied all State and local graduation requirements, as specified in the student's IEP.

3. **If the Board of Education grants an elementary school diploma, a student with a disability who fulfills the requirements of his or her IEP shall qualify for and receive a diploma.**

4. Students with disabilities who meet the standards for graduation according to the school district's graduation requirements shall have the opportunity to participate in graduation exercises and related activities on a nondiscriminatory basis.



5. A student with a disability whose IEP prescribes continued special education programs beyond the fourth year of high school shall be permitted to participate in commencement ceremonies with his/her graduating class and shall receive a certificate of attendance, provided the student has attended four years of high school.
6. When a student with a disability graduates or exceeds the age of eligibility, the student shall be provided a written summary of his or her academic achievement and functional performance prior to the date of the student's graduation or the conclusion of the school year in which he or she exceeds the age of eligibility. The summary shall include recommendations to assist the child in meeting his or her postsecondary goals.

F. High School Diploma

1. The Board of Education shall award a State-endorsed high school diploma to prospective graduates who have met all of the requirements adopted in accordance with State and local Board of Education requirements.
2. The Board of Education shall not issue a high school diploma to any student not meeting the criteria specified in State and local requirements.
 - a. The district shall provide students exiting grade twelve without a diploma the opportunity for continued high school enrollment to age twenty, or until the requirements for a State-endorsed diploma have been met, whichever comes first.
 - b. The district shall allow any out-of-school individual to age twenty who has otherwise met all State and local graduation requirements, but has failed to **pass high school end-of-course PARCC assessments to demonstrate proficiency as set forth in N.J.A.C. 6A:8-5.1(f) pursuant to the standards applicable to the student's graduating class. Students in graduating classes prior to 2016 shall demonstrate proficiency as set forth in N.J.A.C. 6A:8-5.1(f)1** Upon certification of **passing the test applicable to the student's class in accordance with N.J.A.C. 6A:8** a State-endorsed diploma shall be granted by the high school of record.



3. The Commissioner of Education shall award a State-issued high school diploma in accordance with the provisions of N.J.A.C. 6A:8-5.2(c) and (d).
4. The Board of Education shall award a State-endorsed high school diploma to any currently enrolled student, **regardless of grade level, who:**
 - a. **Has demonstrated proficiency in the high school end-of-course PARCC assessments in ELA 10 and Algebra I, or as set forth in N.J.A.C. 6A:8-5.1(f);**
 - b. **Has presented official transcripts showing at least thirty general education credits leading to a degree at an accredited institution of higher education; and**
 - c. **Has formally requested such early award of a State-endorsed high school diploma.**

G. Notification

Each student who enters or transfers into the high school and the student's parent(s) will be provided a copy of the school district's requirements for a State-endorsed diploma, and the programs available to assist students in attaining the State-endorsed diploma, in accordance with N.J.S.A. 18A:7C-5.

H. Reporting

The Superintendent, in accordance with N.J.S.A. 18A:7C-7 and 18A:7E-3, shall report annually to the Board of Education **at a public meeting not later than September 30**, and to the Commissioner of Education:

1. **The total number of students graduated;**
2. **The number of students graduated under the substitute competency test process;**
3. **The number of students graduated under the portfolio appeals process;**
4. **The number of students receiving State-endorsed high school diplomas as a result of meeting any alternative requirements for graduation as specified in their IEP's;**
5. **The total number of students denied graduation from the twelfth grade class; and**



6. **The number of students denied graduation from the twelfth grade class solely because of failure to pass the high school end-of-course PARCC assessments, substitute competency tests, or portfolio appeals process based on the provisions of N.J.A.C. 6A:8.**

- I. The Superintendent shall provide to the Executive County Superintendent the district's graduation requirements each year they are evaluated through the Quality Single Accountability Continuum (QSAC) and update the filed copy each time the graduation policy is revised.

N.J.S.A. 18A:7C-1; 18A:35-1;

18A:35-4.9; 18A:35-7; 18A:36-17

N.J.A.C. 6A:8-1 et seq.; 6A:8-5.1; 6A:8-5.2; 6A:14-4.11 et seq.

Adopted: 28 August 2006

Revised: 25 March 2010

Revised: 19 May 2016

Revised



2460 SPECIAL EDUCATION

The Englewood Board of Education assures compliance with Part B of the Individuals with Disabilities Education Act (IDEA) and the New Jersey Administrative Code 6A:14-1.1 et seq. Furthermore, the Board will have programs and procedures in effect to ensure the following:

1. All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, regardless of the severity of their disabilities, are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3.
2. Homeless students are located, identified, and evaluated according to N.J.A.C. 6A:14-3.3, and are provided special education and related services in accordance with the IDEA, including the appointment of a surrogate parent for unaccompanied homeless youths as defined in 42 U.S.C. §§11431 et seq.
3. Students with disabilities are evaluated according to N.J.A.C. 6A:14-2.5 and 3.4.
4. An Individualized Education Program (IEP) is developed, reviewed and as appropriate, revised according to N.J.A.C. 6A:14-3.6 and 3.7.
5. To the maximum extent appropriate, students with disabilities are educated in the least restrictive environment according to N.J.A.C. 6A:14-4.2.
6. Students with disabilities are included in State-wide and district-wide assessment programs with appropriate accommodations, where necessary according to N.J.A.C. 6A:14-4.10. All students with disabilities will participate in State-wide assessments or the applicable alternative assessment in grades three, four, five, six, seven, eight, and high school in the applicable courses.
7. Students with disabilities are afforded procedural safeguards required by N.J.A.C. 6A:14-2.1 et seq., including appointment of a surrogate parent as set forth in N.J.A.C. 6A:14-2.2 and Policy 2467, when appropriate.
8. The rules set forth in N.J.A.C. 6A:14 ensure a free appropriate public education is available to all students with disabilities between the ages of three and twenty-one, including students with disabilities who have been suspended or expelled from school:



- a. The obligation to make a free, appropriate public education available to each eligible student begins no later than the student's third birthday and that an individualized education program (IEP) is in effect for the student by that date;
 - b. If a child's third birthday occurs during the summer, the child's IEP Team shall determine the date when services under the IEP will begin;
 - c. A free appropriate public education is available to any student with a disability who needs special education and related services, even though the student is advancing from grade to grade;
 - d. The services and placement needed by each student with a disability to receive a free, appropriate public education are based on the student's unique needs and not on the student's disability; and
 - e. The services and placement needed by each student with a disability to receive a free, appropriate public education are provided in appropriate educational settings as close to the student's home as possible and, when the IEP does not describe specific restrictions, the student is educated in the school he or she would attend if not a student with a disability.
9. Children with disabilities participating in early intervention programs assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14 will experience a smooth transition and have an IEP developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.
 10. Full educational opportunity to all students with disabilities is provided.
 11. The compilation, maintenance, access to, and confidentiality of student records are in accordance with N.J.A.C. 6A:32-7.
 12. Provision is made for the participation of students with disabilities who are placed by their parent(s) in nonpublic schools according to N.J.A.C. 6A:14-6.1 and 6.2.
 13. Students with disabilities who are placed in private schools by the district Board are provided special education and related services at no cost to their parent(s) according to N.J.A.C. 6A:14-1.1 and N.J.A.C. 6A:14-7.5(b)3.



14. All personnel serving students with disabilities are highly qualified and appropriately certified and licensed, where a license is required, in accordance with State and Federal law, pursuant to N.J.A.C. 6A:14-1.2(b)13.
15. Pursuant to N.J.A.C. 6A:14-1.2(b)4, the in-service training needs for professional and paraprofessional staff who provide special education, general education or related services are identified and that appropriate in-service training is provided. The district Board shall maintain information to demonstrate its efforts to:
 - a. Prepare general and special education personnel with content knowledge and collaborative skills needed to meet the needs of children with disabilities;
 - b. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
 - c. Acquire and disseminate to teachers, administrators, school Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials and technology;
 - d. Ensure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
 - e. Provide for joint training activities of parent(s) and special education, related services and general education personnel.
16. Instructional materials will be provided to blind or print-disabled students in a timely manner, consistent with a plan developed by the district.
17. For students with disabilities who are potentially eligible to receive services from the Division of Developmental Disabilities in the Department of Human Services, the district will provide, pursuant to the Developmentally Disabled Uniform Application Act, N.J.S.A. 30:4-25.10 et seq., and N.J.A.C. 6A:14-1.2(b)17, the necessary materials to the parent to apply for such services.



18. The school district will accept the use of electronic mail from the parent(s) to submit requests to school officials regarding referral, identification, evaluation, classification, and the provision of a free, appropriate public education. The parent(s) shall be informed by the Child Study Team secretaries of the procedures to access the electronic mail system. The parent(s) may not utilize electronic mail to provide written consent when the district provides written notice and seeks parental consent as required by N.J.A.C. 6A:14-1.2(b)18.]
19. The school district will provide teacher aides and the appropriate general or special education teaching staff time for consultation on a regular basis as specified in each student's IEP, pursuant to N.J.A.C. 6A:14-4.5(d).
20. The school district has a plan in effect to establish stability in special education programming. The plan takes into account the consistency of the location, curriculum, and staffing in the provision of special education services as required by N.J.A.C. 6A:14-3.7(c)4.
21. The school district screens students who have exhibited one or more potential indicators of dyslexia or other reading disabilities in accordance with N.J.S.A. 18A:40-5.1 et seq. and Policy 5339.

The school district shall provide an Assurance Statement to the County Office of Education that the Board of Education has adopted the required special education policies and procedures/regulations and the district is complying with the mandated policies and procedures/regulations.

N.J.A.C. 6A:14-1 et seq.
20 USC §1400 et seq.
34 C.F.R. §300 et seq.

Adopted: 1 July 2004
Revised: 30 April 2009
Revised: 13 March 2014
Revised:



2467 SURROGATE PARENTS AND FOSTER PARENTS

Federal and State laws require the Board ensure the rights of a student are protected through the provision of an individual to act as surrogate for the parent and assume all parental rights under N.J.A.C. 6A:14-2.2 when:

1. The parent, as defined according to N.J.A.C. 6A:14-1.3, cannot be identified;
2. The parent cannot be located after reasonable efforts;
3. An agency of the State of New Jersey has guardianship of the student and that agency has not taken steps to appoint a surrogate parent for the student;
4. The student is a ward of the State and no State agency has taken steps to appoint a surrogate parent for the student;
5. No parent can be identified for the student in accordance with N.J.A.C. 6A:14-1.3 except a foster parent, the foster parent does not agree to serve as the student's parent, and no State agency has taken steps to appoint a surrogate parent for the student; and
6. The student is an unaccompanied homeless youth and no State agency has taken steps to appoint a surrogate parent for the student.

Qualifications and Selection

The district will make reasonable efforts to appoint a surrogate parent within thirty days of its determination that a surrogate parent is required for a student. If the district fails to appoint a surrogate parent for a ward of the State, a judge may appoint a surrogate parent if the judge determines a surrogate parent is necessary for such student.

The person serving as a surrogate parent shall:

1. Have no interest that conflicts with those of the student he/she represents;
2. Possess knowledge and skills that ensure adequate representation of the student;
3. Not be replaced without cause;



4. Be at least eighteen years of age;
5. Have a criminal history review in accordance with N.J.S.A. 18A:6-7.1 completed prior to his or her serving as the surrogate parent, if the school district compensates the surrogate parent for such services; and
6. Not be an employee of the New Jersey Department of Education, this district, or a public or nonpublic agency that is involved in the education or care of the child.

The district designee shall serve as Surrogate Parent Coordinator and will: determine whether there is a need for a surrogate parent for a student; contact any State agency that is involved with the student to determine whether the State has a surrogate parent appointed for the student; and make reasonable efforts to appoint a surrogate parent for the student within thirty days of determining that there is a need for a surrogate parent for the student.

When a student (who is or may be a student with a disability) is in the care of a foster parent, and the foster parent is not the parent of the student as defined in N.J.A.C. 6A:14-1.3, the district where the foster parent resides shall contact the student's case manager at the Division of Child Protection and Permanency (DCP&P) in the Department of Children and Families to determine whether the parent retains the right to make educational decisions and determine the whereabouts of the parent.

If the parent retains the right to make educational decisions and the parent's whereabouts are known to the school district, the Surrogate Parent Coordinator shall obtain all required consent from and provide written notices to the parent.

If the district cannot ascertain the whereabouts of the parent, the foster parent, unless that person is unwilling to do so, shall serve as the parent pursuant to N.J.A.C. 6A:14-1.3. If there is no foster parent, or if the foster parent is unwilling to serve as the student's parent, the Surrogate Parent Coordinator shall consult with the student's case manager at DCP&P to assist in identifying an individual to serve as a surrogate parent and appoint a surrogate parent and obtain all required consent from, and provide written notices to, the surrogate parent.

Training

N.J.A.C 6A:14-2.2(d) requires the district train surrogate parents so they have the knowledge and skills that ensure adequate representation of the student. The Surrogate Parent Coordinator shall coordinate the training for surrogate parents. The training will include, but not be limited to:



1. Providing the surrogate parent a copy of:
 - a. Parental Rights in Special Education booklet;
 - b. N.J.A.C. 6A:14;
 - c. The Special Education Process;
 - d. Code Training Materials from the Department of Education website; and
 - e. Other relevant materials.
2. Providing the surrogate parent an opportunity to meet with the Surrogate Parent Coordinator to discuss the rights of the surrogate parent and the applicable statutes, administrative codes, and Federal laws. The Surrogate Parent Coordinator shall provide the surrogate parent the opportunity to review and to become familiar with the State and Federal requirements for assessment, individualized educational program development, and parental rights with respect to the referral and placement process, including their rights with respect to seeking a due process hearing if they disagree with the local procedure or decisions;
3. Providing the surrogate parent adequate time to become familiar with the student and the nature of the student's disability through a review of the student's record;
4. Providing the surrogate parent an opportunity to confer with the student's case manager to discuss the student; and
5. Other information and resources to provide the surrogate parent the knowledge and skills to ensure adequate representation of the student.

Rights of the Surrogate Parent

A surrogate parent appointed in accordance with N.J.A.C. 6A:14-2.2 shall assume all parental rights under N.J.A.C. 6A:14.

N.J.A.C. 6A:14-2.2

Adopted: 1 July 2004

Revised: 30 April 2009

Revised:



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All students with disabilities, who are in need of special education and related services, including students with disabilities attending nonpublic schools, and highly mobile students such as migrant and homeless students regardless of the severity of their disabilities, are located, identified and evaluated according to N.J.A.C. 6A:14-3.3.

- A. Procedures for Locating Students with Disabilities
1. The Director of Special Education or his/her designee will coordinate the child find activities to locate, identify and evaluate all children, ages three through twenty-one, who reside within the school district or attend nonpublic schools within the school district and who may have a disability.
 2. By March 1 of each school year, the Director of Special Education and Student Personnel Services or his/her designee will conduct child find activities, in the native language of the population, as appropriate, including but not limited to:
 - a. Development of child find materials for distribution.
 - b. Broadcasting of child find information on the school district website.
 - c. Distribution of flyers to the parents of all students enrolled in the school district.
 - d. Mailing of child find material to nonpublic schools in the area.
 - e. Mailing of child find material to local pediatricians, hospitals and clergy.
 - f. Public service announcements on the local foreign language radio stations and cable television stations.
 - g. Public service announcements in local newspapers.



- h. Distribution of child find materials in supermarkets, convenience stores, shelters for the homeless, public and private social service agency locations and nursery school providers.
- i. Mailing information letters to local physicians, hospitals, nursery schools, non-public schools, health departments, community centers, rescue squads and churches.
- j. Q guide to preschool services for potentially disabled children age's three to five is made available to the public.
- k. Posting of state-developed child find materials in the registration office and the Office of Special Education for potentially disabled students and/or early intervention program.
- l. Training of home school advocate/school community liaisons or others to assist in the identification of potentially disabled students.
- m. Listings of Early Intervention Program (EIP), local nursery schools and pediatricians are maintained. The district's preschool coordinator (or other) maintains contact with EIP coordinator and nursery school director.
- n. Information is distributed through the Parent Advisory Committee.
- o. School handbooks distributed to parents contain information describing special education services.
- p. Distribution of information to the school district's ESL/Bilingual teachers describing child find activities.
- q. Students entering Kindergarten are screened to identify students who may have a disability.
- r. Intervention and Referral Services Committees (I&RS) have been established in all school buildings.



B. Procedures for Intervention in the General Education Program

A staff member or agency shall provide in writing a request for intervention services for students ages 3 to 18, to the Building Principal or designee. The request shall contain the following:

1. Reason for request (including parental or adult student request);
2. Descriptive behavior of student performance; and
3. Indication of the prior interventions.

Teachers and other school professionals, as appropriate, will be in-serviced annually by the Building Principal or designee regarding the procedures for initiating and providing interventions in the general education program. The parent(s) will be informed of the procedures to initiate interventions in the general education program.

The Superintendent or designee will oversee the district's implementation/evaluation of the interventions identified.

An Intervention and Referral Services Committee (I&RS) will be in place in each school building pursuant to N.J.A.C. 6A:16-8.1 et seq. and Policy and Regulation 2417.

The Building Principal or designee will be responsible for the following:

1. The implementation and effectiveness of building level I&RS Committee;
2. Will identify the roles and responsibilities of building staff who participate in planning and providing intervention services; and



3. Review, assess and document the effectiveness of the services provided in achieving the outcome identified in the intervention plan.
4. The I&RS Committee shall:
 - a. Plan and provide appropriate intervention services;
 - b. Actively involve the parent(s) in the development and implementation of intervention plans;
 - c. Develop an action plan for an identified student which specifies specific tasks, resources, persons responsible, completion dates, date for review;
 - d. Coordinate the services of community based social and health provider agencies;
 - e. Process and complete the documentation forms;
 - f. Review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; and
 - g. Ensure the type, frequency, duration, and effectiveness of the interventions are documented.
5. The Building Principal will ensure that:
 - a. I&RS Committee receives in-service training by the Building Principal or designee by each school year by the end of the first marking period;
 - b. Staff handbooks are updated in the beginning of each school year and include information regarding intervention procedures;
 - c. New Instructional staff attend the district's orientation program by the end of the first marking period of each school year which includes information on the I&RS Committee;



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- d. School calendars that are distributed at the beginning of each school year will provide information on intervention services.
- e. Parent/student handbooks distributed hard copy or via district website will be available no later than October 1 of each year to include information on intervention services.

C. Referral process procedures

Referral procedures are included in professional staff handbooks and referral forms are available in the Principal's office, the Child Study Team(CST) office, and the Office of Special Education and Student Personnel Services.

1. Parental Notification of Referral Procedures

Referral procedures shall be included in student handbook, newsletter, special education brochure or pamphlet or other school district publication, which shall be distributed to the parent(s). These procedures and publications shall be updated annually and be distributed to the parent(s) and appropriate social service and welfare agencies not later than October 1 of each year.

2. Parent Initiated Referral

When a parent makes a written request for an evaluation to determine eligibility for services:

- a. The written request shall be received and dated by the Building Principal or designee;
- b. The written request shall be immediately forwarded to the Office of Special Education and Student Personnel Services;
- c. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting and forms used to open a case;



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- d. Upon receipt of the referral a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the (CST);
 - e. The Director of Special Education and Student Personnel Services will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date the request was received by the district;
 - f. A “Notice of a Referral/Identification Meeting” will be sent to the parent(s);
 - g. The notice will contain “Parental Rights in Special Education” (PRISE) Booklet; and
 - h. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.
3. School Initiated Referral

Referral of a student to the CST may be made by administrative, instructional and other professional staff to determine eligibility for special services when:

- a. It is determined that interventions in the general education program have not been effective in alleviating the student’s educational difficulties.
- b. It can be documented that the nature of the student’s educational problem(s) is such that an evaluation to determine eligibility for services is warranted without delay.
- c. The Director of Special Education and Student Personnel Services, through in-service training, shall ensure that students are referred who may have a disability, but are advancing from grade to grade.



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(M)

- (1) A student with a disability, who is advancing from grade to grade with the support of specially designed services, may continue to be eligible when:
 - (a) As part of the re-evaluation, the Individualized Education Plan (IEP) team determines that the student continues to require specially designed services to progress in the general education curriculum; and
 - (b) The use of functional assessment information supports the IEP team's determination.

The following procedure will be followed for a school initiated referral:

- a. A referral to the CST will be completed by the referring staff member;
- b. I&RS documentation (including, but not limited to: teacher reports, grades and other relevant data shall be forwarded with the referral to the CST along with any other relevant data;
- c. I&RS documentation does not need to be forwarded for direct referral when the nature of the student's problem is such that the evaluation is warranted without delay;
- d. The referral should be dated upon receipt by the CST;
- e. A file will be initiated to include a timeline for processing the referral including the date that initiates the twenty-day timeline for conducting the referral/identification meeting;
- f. Upon receipt of the referral, a request for a summary and review of health and medical information regarding the student shall be forwarded to the school nurse who will transmit the summary to the CST;
- g. The Director of Special Education and Student Personnel Services will convene a referral/identification meeting within twenty calendar days (excluding school holidays, but not summer vacation) of the date recorded on the referral;
- h. A "Notice of a Referral/Identification Meeting" will be sent to the parent(s);



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- i. The notice shall contain “Parental Rights in Special Education” (PRISE); and
 - j. The referral/identification meeting will be attended by the parent(s), CST and regular education teacher.
4. The district may use community rehabilitation programs approved by the New Jersey Department of Labor, Division of Vocational Rehabilitation Services or any other State agency empowered to accept secondary level student placement according to N.J.A.C. 6A:14-4.7(f)1.
5. Each evaluation of the student requires an assessment to determine appropriate post-secondary outcomes as part of transition services planning.
6. Each IEP Team member is required to certify in writing whether the IEP Team report reflects his or her conclusions. In the event the IEP Team report does not reflect the IEP Team member’s conclusion, the IEP Team member must submit a dissenting opinion in order to ensure the parent(s) is aware of dissenting opinions regarding the determination of eligibility for a specific learning disability.
7. The parent(s) must receive a copy of their child’s evaluation report and any documentation leading to a determination of eligibility not less than ten calendar days prior to the eligibility conference in order to ensure the parent(s) has a reasonable amount of time to review documentation prior to an eligibility conference.
8. A student may be referred directly to the CST when warranted.

Approved: 1 July 2004
Revised: 30 April 2009
Revised: 13 March 2014
Revised:



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SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC EDUCATION
(M)

R 2460.8 SPECIAL EDUCATION - FREE AND APPROPRIATE PUBLIC EDUCATION (M)

M

A free appropriate public education is available to all students with disabilities between the ages of 3 and 21, including students with disabilities who have been suspended or expelled from school.

Procedures regarding the provision of a free and appropriate public education to students with disabilities who are suspended or expelled are as follows:

1. The Superintendent and/or designee and building principals are responsible for implementing suspensions/expulsions in the district.
 - a. ___ Grades Nine -- Twelve Principal/Vice Principal or designee;
 - b. ___ Grades Six -- Eight Principal/Vice Principal or designee;
 - c. ___ **Grades Pre-Kindergarten -- Five Principal/Vice Principal or designee;**

2. Each time a student with a disability is removed from his/her current placement for disciplinary reasons, notification of the removal is provided to the case manager by the Principal or designee. (Notification must be in written format for documentation.)
 - a. Removal for at least half of the school day shall be reported via the Electronic Violence and Vandalism Reporting System.

3. Each Principal or designee will ensure that a system is in place to track the number of days a student with disabilities has been removed for disciplinary reasons. Documentation will include:



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(M)

- a. Student's name;
 - b. The infraction;
 - c. Time suspended; and
 - d. The cumulative days suspended including removal for a portion of the school day which is counted proportionately.
4. When a student is suspended from transportation:
- a. Suspension from transportation is not counted as a day of removal if the student attended school.
 - b. Suspension from transportation is counted as a day of removal if the student does not attend school.
 - c. If transportation is included in the student's IEP as a required related service, the school district shall provide alternate transportation during the period of suspension from the typical means of transportation.
 - d. Suspension from transportation may be counted as a day of absence rather than a day of removal if the district made available an alternate means of transportation and the student does not attend school.
5. When a student with a disability participates in an in-school suspension program, the Principal or designee shall ensure that participation in the program is not considered removal when determining whether a manifestation determination must be conducted if the program provides the following:
- a. Opportunity for the student to participate and to progress in the general curriculum,
 - b. Services and modifications specified in the student's IEP;
 - c. Interaction with peers who are not-disabled to the extent they would have in the current placement, and
 - d. The student is counted as present for the time spent in the in-school suspension program.



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(M)

6. When a series of short-term removals will accumulate to more than ten school days in the year:

a. The Principal/Vice Principal or designee and the case manager will consult to determine whether the removals create a change of placement according to N.J.A.C. 6A:14-2.8(c)2. Written documentation of the consultation between the school administration and the case manager shall be maintained by the case manager.

b. If it is determined that there is no change in placement, the Principal/Vice Principal or designee, the case manager, and special education teacher, if appropriate, will consult to determine the extent to which services are necessary to:

- (1) Enable the student to participate and progress appropriately in the general education curriculum; and
- (2) Advance appropriately toward achieving the goals set out in the student's IEP;

Written documentation of the consultation and services provided shall be maintained in the student's file.

7. When a disabled student is removed from his/her current placement for more than ten days and the removal does not constitute a change in placement, the case manager shall convene a meeting of the IEP Team and, as necessary or required, conduct a functional behavior assessment and review the behavioral intervention plan according to N.J.A.C. 6A:14 Appendix A, Individuals with Disabilities Education Act Amendments of 2004, 20 U.S.C. §1415(k). The IEP Team shall:

- a. Review the behavioral intervention plan and its implementation;
- b. Determine if modifications are necessary; and



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- c. Modify the behavioral intervention plan and its implementation as appropriate. The plan will be modified to the extent necessary if at least one member of the team determines that modifications are necessary.

The case manager will document the date and the outcome of the meeting.

The documentation shall be placed in the student's file.

Procedures Regarding the Provision of a Free and Appropriate Public Education to Preschool Age Students with Disabilities

To ensure that preschoolers with disabilities who are not participating in an early intervention program have their initial IEP's in effect by their third birthday, a written request for an initial evaluation shall be forwarded to the district.

The following procedures will be followed:

1. A parent of a preschool-age student suspected of having a disability, who requests a Child Study Team (CST) evaluation by telephone, will be advised to submit a written request for an evaluation to the Preschool Coordinator or Director of Special Education and Student Personnel Services.
2. Upon receipt of the written request, the request shall be dated and signed by the recipient;
3. The district will respond to referrals of preschoolers according to N.J.A.C. 6A:14-3.3(e).
4. A file will be initiated for the potentially disabled preschooler;
 - a. The Director of Special Education and Student Personnel Services or his/her designee will convene a referral/identification



- b. meeting within twenty calendar days (excluding school holidays but not summer vacation) of the date recorded on the request;
- b. A "Notice of Referral/ Identification Meeting" will be sent to the parent(s);
- c. The notice will contain "Parental Rights in Special Education" (PRISE) Booklet;
- d. The meeting will be attended by the CST, including a speech language specialist, the parent(s), and a teacher who is knowledgeable about the district's program; and
- e. A program shall be in place no later than ninety calendar days from the date of consent.

Procedures Regarding the Provision of a Free, Appropriate Public Education to Students with Disabilities Who Are Advancing From Grade to Grade

The Director of Special Education and Student Personnel Services through in-service training, shall ensure students with disabilities who are advancing from grade to grade with the support of specially designed services, continue to be eligible when as part of a reevaluation, the IEP Team determines the student continues to require specially designed services to progress in the general education curriculum and the use of functional assessment information supports the IEP Team's determination.

Procedures Involving Procedural Safeguards to Students Not Yet Eligible For Special Education

Disciplinary procedural safeguards will apply to students not yet eligible for special education. The parent and/or adult student may assert any of the protections of the law if the district had knowledge the student was a student with a disability before the behavior that precipitated the disciplinary action occurred.

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Revised: 1 September 2011
Revised: 13 March 2014
Revised:



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PROGRAMS TO PRESCHOOL PROGRAMS (M)

R 2460.9 SPECIAL EDUCATION - TRANSITION FROM EARLY INTERVENTION
PROGRAMS TO PRESCHOOL PROGRAMS (M)

M

Children with disabilities participating in early intervention programs (EIP) assisted under IDEA Part C who will participate in preschool programs under N.J.A.C. 6A:14-1.1 et seq. will experience a smooth transition and will have an Individualized Education Program (IEP) developed and implemented according to N.J.A.C. 6A:14-3.3(e) and N.J.A.C. 6A:14-3.7.

Procedure for Child Study Team (CST) Member Attendance at the Preschool Transition Planning Conference

1. The district will make available a CST member to participate in the preschool transition planning conference arranged by the designated Part C service coordinator from the early intervention system and will:
 - a. Review the Part C Individualized Family Service Plan for the child;
 - b. Provide the parent(s) written district registration requirements;
 - c. Provide the parent(s) written information with respect to available district programs for preschool students, including general education placement options; and
 - d. Provide the parent(s) a form to use to request that the Part C service coordinator be invited to the child's initial IEP meeting.
2. The district will work collaboratively with the EIP designated Part C service coordinator or early intervention system to eliminate barriers regarding meeting times and locations.
3. School district officials shall adhere to all procedures contained in N.J.A.C. 6A:14-1.1 et seq. for transitioning children with disabilities from EIP to preschool programs.



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4. The Part C service coordinator shall be invited to the initial IEP meeting for a student transitioning from Part C to Part B.

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Revised: 13 March 2014
Revised:



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Special Education – In-Service Training Needs for
Professional and Paraprofessional Staff

M

R 2460.15 SPECIAL EDUCATION – IN-SERVICE TRAINING NEEDS FOR
PROFESSIONAL AND PARAPROFESSIONAL STAFF

The in-service training needs for professional and paraprofessional staff who provide special education, general education, or related services will be identified and appropriate in-service special education training will be provided by the district.

The district will maintain information to demonstrate its efforts to:

1. Prepare general and special education personnel with the content knowledge and collaborative skills needed to meet the needs of children with disabilities;
2. Enhance the ability of teachers and others to use strategies, such as behavioral interventions, to address the conduct of students with disabilities that impedes the learning of students with disabilities and others;
3. Acquire and disseminate to teachers, administrators, Board members, and related services personnel, significant knowledge derived from educational research and other sources and how the district will, if appropriate, adopt promising practices, materials, and technology;
4. Insure that the in-service training is integrated to the maximum extent possible with other professional development activities; and
5. Provide for joint training activities of parents and special education, related services, and general education personnel.

Adopted:



R 2460 SPECIAL EDUCATION (M)

M

School district officials and staff shall adhere to all regulations included in N.J.A.C. 6A:14-1.1 et seq. and the following special education regulations:

- R 2460.1 Special Education - Location, Identification, and Referral (M)
- R 2460.8 Special Education - Free and Appropriate Public Education (M)
- R 2460.9 Special Education - Transition from Early Intervention Programs to Preschool Programs (M)
- R 2460.15 Special Education – In-Service Training Needs for Professional and Paraprofessional Staff (M)
- R 2460.16 Special Education - Instructional Material to Blind or Print-Disabled Students (M)

Definitions:

Refer to N.J.A.C. 6A:14-1.3 for definitions of terms used in Regulations 2460.1 through 2460.16.

Issued: 16 March 2007
Revised: 15 March 2012
Revised:



Englewood Public School District

Technology

Grades 3-5

Educational Technology

Overview: Over the course of the school year, students will learn important technological skills to facilitate and amplify their learning and their knowledge of 21st century skills.

Time Frame: One school year

Enduring Understandings:

Technological tools facilitate learning.
Technological skills and knowledge are important in 21st century life.

Essential Questions:

What is Netiquette?
How can technology be used to help us learn?
What technologies are useful in the classroom?

Standards	Topics and Objectives	Activities	Resources	Assessments
8.1.5.D.1 Understand the need for and use of copyrights.	Netiquette	<u>You've Won a Prize!</u> Students learn what spam is, the forms it takes, and then identify strategies for dealing with it. Common Sense Educator	<u>Grades 3-5:</u> How to Cite a Site, Common Sense Education https://www.commonensemedia.org/educators/lesson/how-cite-site-6-8	Students will be evaluated on their participation and completion of the activities: 1. You've Won a Prize! 2. How to Cite a Site 3. Talking Safely Online 4. Super Digital 5. Citizenship 6. What's Cyberbullying 7. Private and Personal Information 8. The Power of Words 9. Digital Citizenship and You! 10. Copyright Kids
8.1.5.D.2 Analyze the resource citations in online materials for proper use.	Online Safety	<u>How to Cite a Site</u> Students reflect on the importance of citing all sources when they do research. They then learn how to write bibliographical citations for online sources. Common Sense Educator	Talking Safety Online, Common Sense Education https://www.commonensemedia.org/educators/lesson/talking-safely-online-3-5	
8.1.5.D.3 Demonstrate an understanding of the need to practice cyber safety, cyber security, and cyber ethics when using technologies and social media.	Digital Citizenship Twenty-First Century Themes and Skills include: • Informational Literacy • ICT Literacy • Media Literacy • Critical Thinking and Problem Solving • Communication and Collaboration	<u>Talking Safely Online</u> Students learn that the Internet	Super Digital Citizenship, Common Sense Education https://www.commonensemedia.org/educators/lesson/talking-safely-online-3-5	
8.1.5.D.4 Understand digital citizenship and demonstrate an understanding of the personal				

consequences of inappropriate use of technology and social media.

is a great place to develop rewarding relationships. But they also learn not to reveal private information to a person they know only online.
Common Sense Educator

- Students will define the purpose of intellectual property law.
- Students will make a list of circumstances of when this law would come into play.
- Students will explain why and how they should demonstrate cyber safety and security.
- Students will display digital citizenship and appropriate use of technology.

Super Digital Citizenship
Students design their own superhero and create a digital comic in which their superhero helps others and spreads digital citizenship. Common Sense Educator

Privacy Rules
Students learn that children's websites must protect their private information. They learn to identify these secure sites by looking for their privacy policies and privacy seals of approval. Common Sense Educator

What's Cyberbullying
Students explore how it feels to be cyberbullied, how cyberbullying is similar to or different than in-person bullying, and learn strategies for handling cyberbullying when it arises. Common Sense Educator

Private and Personal Information
In this lesson, students learn to think critically about the user information that some websites request or require. They learn the difference between private

[.org/videos/lesson-in-action-super-digital-citizen](https://www.commonensemedia.org/videos/lesson-in-action-super-digital-citizen)

Privacy Rules, Common Sense Education
<https://www.commonensemedia.org/educators/lesson/privacy-rules-3-5>

What's Cyberbullying, Common Sense Education
<https://www.commonensemedia.org/educators/lesson/whats-cyberbullying-3-5>

Private and Personal Information, Common Sense Education
<https://www.commonensemedia.org/educators/lesson/private-and-personal-information-3-5>

Grade 4 Lesson:

You've Won a Prize! Common Sense Educator
<https://www.commonensemedia.org/educators/lesson/youve-won-prize-4-5>

Grades 4 and 5 lessons:

The Power of Words, Common Sense Education
<https://www.commonensemedia.org/educators/lesson/power-words-4-5>

Rings of Responsibility, Common Sense Education
<https://www.commonensemedia.org/educators/lesson/rings->

11. The Almighty Blog!
12. Digital Etiquette
13. What is Cyberbullying?
14. Cyberbee

information and personal information, distinguishing what is safe and unsafe to share online. Common Sense Educator

The Power of Words

Students consider that they may get online messages from other kids that can make them feel angry, hurt, sad, or fearful. Students identify actions that will make them Upstanders in the face of cyberbullying. Common Sense Educator

Digital Citizenship and You!

Students learn about Digital Citizenship by viewing this short student created video. YouTube

Copyright Kids

Students learn what a copyright is and how they can register their own work. Copyright Kids

The Almighty Blog!

In this animated BrainPOP movie, Tim and Moby will teach you about one of the newest ways to share information on a specific topic-- the almighty blog! BrainPOP

Digital Etiquette

In this BrainPOP movie, Tim and Moby teach you about the dos and don'ts of digital etiquette, a.k.a. netiquette. BrainPOP

responsibility-4-5

Digital Citizenship and You!
<https://youtu.be/2VnAU2lbf2c>

Copyright Kids

<http://www.copyrightkids.org/>

Videos: BrainPOP Digital
Citizenship

<https://www.BrainPOP.com/technology/digitalcitizenship/blogs/>

Digital Etiquette

<https://www.BrainPOP.com/technology/digitalcitizenship/digitaletiquette/>

Video: What is Cyberbullying?

<http://viewpure.com/Xa0L2gHx4xM>

Video: Stand Up to
Cyberbullying

<http://www.onguardonline.gov/media/video0005standcyberbullying>

Interactive: Cyberbee

http://www.cyberbee.com/cb_copyright.swf

What is Cyberbullying?

Students watch a video about cyberbullying. On Guard Online

Cyberbee

Students explore this interactive website where they hover over pertinent cyber questions and click to reveal the answer.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

Topics	Storytelling Project	Keyboarding Resources:	Students will be evaluated on their participation and completion of the activities:
Advanced Keyboarding	Students will collaborate to produce a digital story about a local (global) event via the Educreations app.	NeoOffice: http://www.neooffice.org/neojava/en/index.php	
Twenty-First Century Themes and Skills include:	<ul style="list-style-type: none">Day One: Choose a story; summarize and then create a 3 - 5 slide storyboardDay Two and Three: Create and publish their story via Educreations.Extension: Blog about the project.	Text option for Copy/Paste keystrokes: http://www.180techtips.com/082.html	1. Storytelling Project 2. Storytelling 3. Celebrity Letters 4. Personalize Alphabet 5. Letter Writing 6. Keyboarding Lessons 7. Alphabetical List Relay
Informational Literacy		Video option for Copy/Paste Tips: https://www.youtube.com/watch?v=NqTxMSt99po	8. Dinosaur Endurance 9. Typing Football 10. Keyboarding Puzzles 11. Typing Games
Media Literacy		Microsoft Word, Keyboard Shortcuts http://www.free-training-tutorial.com/msWord2007-shortcuts.html	
ICT Literacy		Typing Test Fast Fingers https://10fastfingers.com/typing-test/english	
Creativity and Innovation		BlackDog4Kids, Typing Tests http://blackdog4kids.com/games/word/typing.html	
Critical Thinking and Problem Solving		Business Education Lesson	
Communication and Collaboration			
Objectives			
Students will learn how to use advanced features of keyboarding.	Students participate in online writing activities where someone else begins a story, and they complete it.		
Students will know the difference between the left and right click.	<u>Celebrity Letters</u> Students write a letter to a chosen celebrity in order to practice friendly letter writing and keyboarding.		
Students will know how to change bullets to symbols, pictures or clip art; how to insert symbols, page borders, text tools, etc.	<u>Personalize Alphabet</u> Students create an alphabet listing about something meaningful to you. Type the first letter of each section in parenthesis and then type the		
Students will apply advanced keyboarding when completing activities			

- in all core areas.
Students will enhance their ability to keyboard for longer periods of time with greater accuracy.

sentence or phrase that goes with it.

Keyboarding Practice

Students practice keyboarding numeric keys via three lesson plans. Business Education Lesson Plans

1. Numeric Keypad Assignment #1
2. Numeric Keypad Assignment #2
3. Numeric Keypad Assignment #3

Letter Writing

Students enhance their letter writing ability by completing two letter writing activities.

Business Education Lesson Plans by Tonya Skinner

Keyboarding Lessons

Students participate in keyboarding races with other students online while the instructor observes keyboarding techniques. Technique Checker

Alphabetical List Relay

Students practice keyboarding while conducting alphabet list relays. Technique Checker

Dinosaur Endurance

Students practice keyboarding while keyboarding dinosaur names. Business Education Lesson Plans by Tonya Skinner

Typing Football

Students work as two teams to

Plans by Tonya Skinner, Celebrity Writing Assignment <http://lessonplans.btskinner.com/keybrd.html>

Business Education Lesson Plans by Tonya Skinner,

- [Numeric Keypad Assn #1](#)
- [Numeric Keypad Assn #2](#)
- [Numeric Keypad Assn #3](#)
- [Excel Template for Assn #1 and #2](#)
- [Excel Template for Assn #3](#)

Kabubble Story Starters http://kabubble.com/games_tray/el_story_starters.htm

Keyboarding Letter Writing Assignment <http://lessonplans.btskinner.com/kbletter.html>

Keyboarding Lesson: Technique Checker, Type Racer <http://lessonplans.btskinner.com/kbchat.html>

Keyboarding Activity: Alphabetical List Relay <http://lessonplans.btskinner.com/kbalphalistrelay.html>

Keyboarding Dinosaur Endurance Exercise <http://lessonplans.btskinner.com/kbdino.html>

Keyboarding Activity: Typing Football <http://lessonplans.btskinner.com/>

kbtotypingfootball.html

Wibit Keyboarding
<https://wibit.wikispaces.com/Keyboarding>

Learning Games for Kids
http://www.learninggamesforkids.com/keyboarding_games.html

compete to type a paragraph accurately in a game called Typing Football. Business Education Lesson Plans by Tonya Skinner

Keyboarding Puzzles
Students complete typing puzzles Wibit Keyboarding.

8.1.5.A.2 Format a document using a word processing application to enhance text and include graphics, symbols and/or pictures.

8.1.5.A.3 Use a graphic organizer to organize information about problem or issue.

Topics

Microsoft Word

Twenty-First Century Themes and Skills include:

- Informational Literacy
- ICT Literacy

Objectives

- Students will create/organize file folders.
- Students will create documents with advanced formatting and graphics.
- Students creating documents with cutting/pasting and resizing graphics, WordArt.
- Students will identify/locate/use word processing features.
- Students will identify/locate/use network saving/retrieving steps.
- Students will discuss appropriate use of digital

Microsoft Word Lesson Plans, Applied Systems
<http://www.aeseducation.com/bl/og/2015/03/microsoft-word-lesson-plans>

Formatting Fun, Education World
http://www.educationworld.com/a_tech/techlp/techlp003.shtml

Microsoft Word Introduction, Money Instructor
<https://www.moneyinstructor.com/lesson/mwordintro.asp>

Designing in Microsoft Word, Hot Chalk Lesson Plans
<http://lessonplanspage.com/cidesigningflyersinmicrosoftword45-htm/>

Creating Tables in Microsoft Word, Hot Chalk Lesson Plans
<http://lessonplanspage.com/citab/lethis-tablesinmword57-htm/>

Instructors can select from a large variety of activities to introduce students to word processing, Applied Systems

Formatting Fun
Students practice formatting basics for use in classroom writing activities. Education World

Microsoft Word Introduction
This is an introductory lesson for a word processing class using Microsoft Word. Money Instructor

Designing in Microsoft Word
This lesson focuses on teaching students to use more advanced word features such as borders, word art, and text boxes. Hot Chalk Lesson Plans

Creating Tables in Microsoft Word
This lesson will teach students to set up a simple table in Microsoft Word. Hot Chalk Lesson Plans

8.1.5.C.1 Engage in online discussions with learners of other cultures to investigate a worldwide issue from multiple perspectives and sources, evaluate findings and present possible solutions, using digital tools and online resources for all steps.

8.1.5.E.1 Use digital tools to research and evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.

tools.

Topics	Inductively Evaluate Website Reliability	Inductively Evaluate Website Reliability, Birdseed	Students will be evaluated on their participation and completion of the activities:
Internet	<u>Inductively Evaluate Website Reliability</u>	http://www.byrdseed.com/inductively-evaluate-website-reliability/	1. <u>Inductively Evaluate Website Reliability</u>
Research	Search engines help us find relevant websites, however the ranking systems do not necessarily return the most reliable pages. This final step requires our human minds to make difficult and fuzzy decisions. During this lesson students participate in a group activity to discover what qualities have a reliable website possesses. Birdseed	http://www.cottageonblackbirdlane.com/2008/11/3rd-grade-biography-project.html?utm_content=buffer0d20e&utm_medium=social&utm_source=facebook.com&utm_campaign=buffer	2. <u>Creative Country Reports</u>
Twenty-First Century Themes and Skills include:			3. <u>Mini Research</u>
<ul style="list-style-type: none"> Informational Literacy Media Literacy ICT Literacy Creativity and Innovation Critical Thinking and Problem Solving Communication and Collaboration 			4. <u>Earth Day Groceries Project</u>
			5. <u>GeoGame Project</u>
			6. <u>The Great Chocolate Experience V</u>
			7. <u>Journey North Project Feeder Watch</u>
			8. <u>Walking in My Shoes Eeko World</u>
			9. <u>Five Themes of Geography Research Task</u>
<ul style="list-style-type: none"> Students will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. Students will evaluate and select information sources and digital tools based on the appropriateness for specific tasks. Students will learn how to cite sources. Students will access safe Internet sites to conduct research. 	Students conduct research about a person in science or history and present their findings with a poster with a cut out face that looks like the person.	Creative Country Reports, Wayback Machine http://web.archive.org/web/20110623211319/http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=13481	
	Students become polyglots by conducting research and identifying how to say something in ten different languages.	eThemes, University of Missouri https://ethemes.missouri.edu/grades?locale=en	
	<u>Creative Country Reports</u> Students conduct research on a country that they want to visit and make a travel brochure. Wayback Machine	How to Create a Virtual Tour, Wayback Machine http://web.archive.org/web/20090219213537/http://www.uen.org/utahlink/tours/tourFames.cgi?tour_id=6018	
	<u>Mini Research</u> Students conduct mini research reports by visiting the University of Missouri's eThemes to access resources for hundreds of topics. University of Missouri	Classroom Pet Exchange, http://classroom.jcschools.net/cpe/	
		Earth Day Groceries Project http://www.earthdaybags.org/	

Virtual Field Trip

Students create their own Virtual Field Trip with the help of Wayback Machine.

Classroom Pet Exchange

The Class Pet Exchange program will enable students in grades K-3 to connect with another class and share their experiences via email, the web, and journaling. Classes will exchange class pets (a stuffed animal) and its journal by snail mail. Classroom Pet Exchange

Earth Day Groceries Project

The Earth Day Groceries Project is a cost-free environmental awareness project in which students decorate paper grocery bags with environmental messages for Earth Day. Earth Day Bags

GeoGame Project

The object of this game is to try to learn where the TEACHER PAL classrooms are located, and learn a little United States geography at the same time. Global School Net

The Great Chocolate Experience V

The Great Chocolate Experience is a project that focuses on M&M Math or M&M Fractional Math. Education World

GeoGame, GlobalSchoolNet.org
<http://www.globalschoolnet.org/geogame/>

Journey North, Annenberg Learner
<http://www.learner.org/jnorth/>

Project FeederWatch, The Cornell Lab
<http://feederwatch.org/>

Walk in My Shoes, University of Illinois Extension
<http://extension.illinois.edu/wims/index.cfm>

Buy Green: Being an Eco-Friendly Consumer:
http://www.pbs.org/parents/eeoworld/lessons4_1.html

CultureGrams
<http://www.culturegrams.com/>

Journey North

Journey North allows classes around the world to participate in migratory tracking projects. Students observe the area around them and are able to report their findings on the site. Interaction between various classes is encouraged. Everything from Monarch Butterflies to Humpback whales is tracked here. Annenberg Learning

Project Feeder Watch

This project began in 1987 as a winter survey of the birds that visit backyard feeders in the U.S. and Canada. This information helps ornithologists track changes in the abundance and distribution of bird species that use feeder in the winter. The Cornell Lab

Walking in My Shoes

Walk in My Shoes is an activity project that reaches across generations and teaches young people about growing older and the physical changes that occur with age. University of Illinois Extension

Eeko World

Students will explore environmentally friendly products. They will use the resources of Eeko World as they learn about air pollution, water pollution, and how their actions can have an impact on

the earth. They will conduct Internet research, create an advertisement for an eco-friendly consumer product, and stage a class presentation. Buy Green: Being an Eco-Friendly Consumer. PBS Learning

Students will use Google Earth to record what can be discovered about the earth.

Five Themes of Geography Research Task

Students will select or be assigned an area of the world (a country or an American city or state) and will use the database Culturegrams to glean information about the Five Themes as they relate to this area. Culturegrams

After conducting research on career clusters and specific occupations, students will produce a report of his/her findings based on a pre-assigned job.

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Topics	PPT for Beginners	How to Use PowerPoint Resources:	Students will be evaluated on their participation and completion of the activities:
PowerPoint	Students will watch a video that explains how to make a PPT Presentation for beginners. YouTube	PowerPoint for Beginners https://youtu.be/xsNHJzz09QE	1. PPT for Beginners 2. All About Me PPT
Twenty-First Century Themes and Skills include:	PPT for Beginners	Creating a PowerPoint Presentation, Scholastic (grade 5) http://www.scholastic.com/teachers/lesson-plan/creating-powerpoint-presentation	3. Around the World in 10 Days 4. Bringing History Alice
<ul style="list-style-type: none"> • Informational Literacy • Media Literacy • ICT Literacy • Creativity and Innovation • Critical Thinking and Problem Solving 	Students will learn how to create a PPT Presentation. Scholastic		5. Digital Cloud Riddle 6. Multimedia Portfolio PPT

<ul style="list-style-type: none"> • Communication and Collaboration 	<p>Students will learn how to create a PPT Presentation for Beginners. Alabama Learning Exchange</p>	<p>Teach PowerPoint in Elementary School, Ask a Teacher https://askatechteacher.wordpress.com/2010/01/18/teach-powerpoint-in-elementary-school/</p>	<p>7. PPT and Digital Cameras 8. Endangered Animals PPT</p>
<p>Objectives</p>	<p>Students will learn how to create a PowerPoint slide show.</p>	<p><u>PPT for Beginners</u> Students will learn how to create a PPT Presentation for Beginners. Ask a Teacher</p>	<p>http://alex.state.al.us/lesson_view.php?id=16156</p>
<p>Students will learn how to insert and manipulate graphic images into a PowerPoint slide show.</p>	<p><u>All About Me PPT</u> Students will complete an All About Me PowerPoint. Digital Wish</p>	<p>PowerPoint Lesson Plan, Alabama Learning Exchange http://alex.state.al.us/lesson_view.php?id=16156</p>	<p><u>PowerPoint Projects:</u></p>
<p>Students will identify and explore PowerPoint components (Ribbon, tabs mini-toolbar, dialog box launcher, etc.)</p>	<p><u>Around the World in 10 Days</u> Students complete the Around the World in 10 Days – Landmark Project. Digital Wish</p>	<p>All About Me PPT Project, Digital Wish http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=7274</p>	<p>Around the World in 10 Days Project, Digital Wish http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=4963</p>
<p><u>Bringing History Alive</u></p>	<p>Students complete the Bringing Historical Figures Alive Project. Digital Wish</p>	<p>Bringing Historical Figures Alive, Digital Wish http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=4527</p>	<p>Cloud Riddle Book, Digital Wish http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=2299</p>
<p><u>Multimedia Portfolio PPT</u></p>	<p>Students will use PowerPoint to create a multimedia portfolio of work completed during the year. Digital Wish</p>	<p>Electronic Portfolio, Digital Wish http://www.digitalwish.com/dw/</p>	<p>Students use digital cameras to prove their knowledge of</p>

[digitalwish/view_lesson_plans?id=3937](http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=3937)

Nature of Geometry, Digital Wish

http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=2187

Save the Animals! Digital Wish
http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=3255

geometric terms by making a PPT. Digital Wish

Endangered Animals PPT

Students research an endangered animal. They then develop a PowerPoint presentation describing the animal, its habitat, its predators, its prey, and why it's endangered. Finally, students create a podcast for our class "Save the Animals!" series describing their plan to help these endangered species, as well as recruiting support. Digital Wish

Topics

Excel for Beginners
Students will watch a video tutorial on how to use Excel. YouTube

Tasty Tech Activity with Excel
This lesson plan helps classroom teachers introduce basic. Students rank their opinions of menu items from fast food restaurants, add their answers to the spreadsheet, and then create a simple graph of the results. Education World

A Simple Bar Chart
Students choose at least 8 items from the Fruit Stand Shopping List for their fruit juice and smoothie creations. Students create a basic spreadsheet and simple bar chart illustrating their choices. K-5 Computer Lab

How to Use Excel Activities:

Students will be evaluated on their participation and completion of the activities:

1. Excel for Beginners
2. Tasty Tech Activity with Excel
3. A Simple Bar Chart
4. How We Get to School
5. Bake Sale Chart
6. What is Your Favorite Pet?
7. Excel for the Elementary Classroom

Microsoft Excel 2016: Full Tutorial for Beginners

<https://youtu.be/HacWD9HSww0>

Tasty Tech Activity with Excel, Education World

http://www.educationworld.com/a_tech/techlp/techlp004.shtml

A Simple Bar Chart, K-5 Computer Lab

<http://oakdome.com/k5/lesson-plans/excel/second-excel-lesson.php>

How We Get to School, K-5 Computer Lab

<http://oakdome.com/k5/lesson-plans/excel/excel-how-do-you-get-to-school-chart.php>

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

8.1.5.A.4 Graph data using a spreadsheet, analyze and produce a report that explains the analysis of the data.

8.1.5.A.5 Create and use a database to answer basic questions.

8.1.5.A.6 Export data from a database into a spreadsheet; analyze and produce a report that explains the analysis of the data.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including

solving problems.

8.1.5.A.1 Select and use the appropriate digital tools and resources to accomplish a variety of tasks including solving problems.

How We Get to School

Students then use the tally results with a spreadsheet program to create a bar chart illustrating the results of how their classmates get to school. K-5 Computer Lab

Bake Sale Chart

Students choose at least 7 different items from the "Baked Sale Goods" list to sell at their bake sale. Students enter their choices into an Excel spreadsheet and create a chart with the data. K-5 Computer Lab

What is Your Favorite Pet?

Students use the tally results with a spreadsheet program to create a pie chart illustrating the results of their classmates' favorite pets. K-5 Computer Lab

Excel for the Elementary Classroom

Instructors select from a large variety of lessons and activities to hone students' ability to apply Excel and databases. Empower Students

Bake Sale Chart, K-5 Computer Lab

<http://oakdome.com/k5/lesson-plans/excel/excel-bake-sale-chart.php>

What is Your Favorite Pet? K-5 Computer Lab

<http://oakdome.com/k5/lesson-plans/excel/excel-what-is-your-favorite-pet.php>

Excel for the Elementary Classroom, Empower Students <https://empowerstudents.wikispaces.com/Excel+for+the+Elementary+Classroom>

8.1.5.F.1 Apply digital tools to collect, organize, and analyze data that support a scientific finding.

Topics

Digital Tools and Devices

Twenty-First Century Themes and Skills include:

- Informational Literacy

Digital Cameras and Animation:

100 Ways to Use Digital Cameras

Instructors consider 100 ways to use digital cameras in the

Digital Cameras:

100 Ways to Use Digital Cameras, Scholastic

<http://www.scholastic.com/teachers/lesson-plan/100-ways-use-digital-cameras>

Students will be evaluated on their participation and completion of the activities:

1. 100 Ways to Use Digital Cameras
2. Using Digital Cameras

classroom. Scholastic

- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students will apply a large variety of digital tools.
- Students will communicate virtually with content experts (authors, scientists, etc.)
- Students will use and apply Google Earth.
- Students will use digital cameras and video.

Using Digital Cameras in the Classroom

Instructors consider a plethora of ways to use digital cameras in the classroom. Terp Connect

Stop Animation!

Students learn how to use Stop Animation to learn about concepts that involve processes and progression. ISTE

Skype Lessons:

Instructors can select from a large variety of Skype lesson plans directly from Microsoft.

Exploring with an Explorer

Using exciting tales from his own expeditions and adventures all over the globe, Justin introduces children to ‘the world’ whilst covering key areas of geography and linking in with other curriculum subjects. Skype Lesson, Microsoft

What’s the View Like from Your Classroom Window?

Our environment changes constantly throughout the day. The area we live in is one specific environment as where we go to school is another environment. Some children go to school in cities, other children may live in towns or villages. Skype Lesson,

in the Classroom

3. Stop Animation!
4. Exploring with an Explorer
5. Mystery Skype
6. My Summer Vacation
7. The American Revolution
8. Using the Ruler Tool to Measure in Google Earth
9. Gathering Weather Data
10. Daily Weather Events

Using Digital Camera in the Classroom, Terp Connect

<http://terpconnect.umd.edu/~toh/image/DigitalCameraUses.htm>

Engage Elementary Students with Stop Animation! ISTE

<https://www.iste.org/explore/article/detail?articleid=128>

Google Docs:

Google Sheets or other spreadsheet application Create a Graph

<http://nces.ed.gov/nceskids/createagraph/>

Skype, Webinars, or Video Conferencing Software

Microsoft Skype Lesson Plans

<https://education.microsoft.com/skype-in-the-classroom/skype-lessons>

Exploring with an Explorer, Skype Lesson, Microsoft

<https://education.microsoft.com/Story/SkypeLesson?token=fd36f>

What’s the View Like from Your Classroom Window, Skype Lesson, Microsoft

<https://education.microsoft.com/Story/SkypeLesson?token=a23E>

Mystery Skype and What We Always Wanted to Share About our Location, Skype Lesson,

Microsoft

Mystery Skype

Sunset Elementary students would like to play Mystery Skype and share projects containing information about their location. Throughout several Skype sessions, they would want to share, compare and contrast issues and ideas, as well as find common solutions. Skype Lesson, Microsoft

Google Earth Lesson Plans:

Tutorial on How to use Google Earth, Google Earth in the Elementary Classroom. Open Stax

My Summer Vacation

Elementary students can explore geography while sharing something about themselves in this lesson. Discovery Education

The American Revolution

This activity is appropriate for elementary aged students and traces the paths of America's founding fathers. Discovery Education

Using the Ruler Tool to Measure in Google Earth

This lesson walks teachers through using the ruler tool in Google Earth as a learning resource. United Streaming

Weather Related Activities:

Microsoft

<https://education.microsoft.com/Story/SkypeLesson?token=J2V5>

Google Earth Activities:

Google Earth in the Elementary Classroom, Open Stax
<http://cnx.org/contents/0gaBMR8Z@2/Google-Earth-in-the-Elementary>

My Summer Vacation, Discovery Education, United Streaming

The American Revolution, Discovery Education, United Streaming

Using the Ruler Tool to Measure in Google Earth, Discovery Education, United Streaming

Weather Related Activities:

Gather Data: Experiment with Weather

http://teacher.scholastic.com/activities/wwatch/gather_data/index.htm

Weather Bug
www.weatherbug.com

Weather Today
<http://www.weather.com/weather/today/107746:4:US>

Weather Underground Historical Weather

Gathering Weather Data

Students expand their understanding of weather tools and what they measure. Scholastic

Daily Weather Events

Students learn about daily weather events. Weather Bug, Weather Today, and Weather Underground Historical Weather. Scholastic

Modifications:

- New Jersey Department of Education – Instructional Supports and Scaffolds
- Suggested Strategies for English Language Learners
- The educational technology curricula provides enrichment activities that allow for greater personalized learning to meet the needs of all learners including students with gifts and talents.

Vocabulary:

- Action button – Used to create actions in a slide show (i.e. change slides, play a sound, create animation).
- Animations – Moving graphics on a computer screen.
- Application – Computer software that performs a task such as word processing or drawing.
- Application menu – Icon in the upper right hand corner of the screen that shows the program that is open.
- Application switcher – A part of the operating system that allows you to switch between each of the applications that are running at the same time.
- Bold** – Heavy-faced (dark) font.
- Cell – Box on a spreadsheet or database that holds data.
- Cite sources – Give credit for information used (similar to a bibliography).
- Crash – When a computer suddenly stops working.
- Disk – Used to store a program or data.
- Email – Electronic mail sent from one computer to another.
- Export – Take data from one application and use it in another.
- Field – One piece of information in a database.
- Finder – Program used to find files.
- Footer – Text that appears at the bottom of every page of a document.
- Graphics – Pictures.
- Hardware – The parts of the computer that you can see and touch.
- Header – Text that appears at the top of every page of a document.

Home row keys – Keys where fingers rest when typing.

Hyperlinks – Clicking on text or images that connect you to other text or images.

Import – Use data produced by another application.

Input – Information that you enter into a computer.

Internet – Worldwide network of computers.

Italics – A font style with characters that slant upward to the right.

Launch – Start a program.

Launcher – Window that shows the icons for programs that can be opened.

Layout – The arrangement of text and graphics in a document or information in a database.

Memory – The part of a computer where information is stored.

Network – A system of interconnected computers.

Output – What the computer produces.

Page break – Where one page ends and another begins.

Page orientation – Direction information is laid out on a computer screen or printed page; landscape has a horizontal layout and portrait has a vertical layout.

Print area – Defined area in a file that will be printed.

Record – Collection of related fields in a database; one “card” in a database.

Search engine – Software that makes it possible to look for and get material on the internet.

Shared folder – Folder on a network where a group can share work.

Shortcuts – One or more keys you press on the keyboard to complete a task.

Slide – One screen in a multimedia presentation.

Slide show – A presentation containing more than one slide.

Software – Computer program.

Spreadsheet – Software that works with calculating numbers.

Template – Predesigned document to which information is added.

Text wrap – Words automatically move from one line to the next or around a picture.

Toggle – Switch between open programs.

Toolbar – Rows of command buttons.

Transitions – Special effects used to go from one slide to another in a slide show.

Web browser – Program used to view web pages.

Englewood Public School District

Technology Grades 6-8

Educational Technology

Overview: Over the course of the school year, students will learn important technological skills to facilitate and amplify their learning and their knowledge of 21st century skills.

Time Frame: One school year

Enduring Understandings:

Technological tools facilitate learning.
Technological skills and knowledge are important in 21st century life.

Essential Questions:

What is Netiquette?
How can technology be used to help us learn?
What technologies are useful in the classroom?

Standards	Topics and Objectives	Activities	Resources	Assessment
8.1.8.D.1 Understand and model appropriate online behaviors related to cyber safety, cyber bullying, cyber security, and cyber ethics including appropriate use of social media.	<p>Topics</p> <p>Netiquette</p> <p>Online Safety</p> <p>Digital Citizenship</p>	<p>Choices & Cheaters</p> <p>Students will play the NSTeens interactive comic <i>Choices & Cheaters</i> as an introduction to the concept of digital ethics. They will then complete an activity to learn about plagiarism. Netsmartz</p>	<p>Choices and Cheaters, Netsmartz.org http://www.netsmartz.org/Resources/ActivityCards</p> <p>Netiquette: A Lesson for Middle School Students http://prezi.com/22d21-tvray6/?utm_campaign=share&utm_medium=copy&rc=ex_0share</p>	<p>Students will be evaluated on their participation and completion of the activities:</p> <ol style="list-style-type: none"> 1. Choices & Cheaters 2. Cyberbullying 3. My Online Self 4. Digital Life 101
8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.	<p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • Informational Literacy • Media Literacy • ICT Literacy 	<p>Netiquette</p> <p>Students will watch a Prezi Presentation about Netiquette.</p> <p>Prezi</p>	<p>Cyberbullying, B-Safe Cherokee County http://www.cherokeek12.org/boe/departments/tech/cos/internet-safety/</p>	
8.1.8.D.3 Demonstrate an understanding of fair use and Creative Commons to intellectual property.	<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and 	<p><u>Cyberbullying</u></p> <p>Students learn about what Cyberbullying is and become familiar with different forms it</p>		

Collaboration

Objectives

- Students will use safe-reliable search engines.
- Students will use cyber safety, cyber security, and cyber ethics.
- Students will avoid cyber bullying.

can take. B-Safe Cherokee County

My Online Self

After discussing their own unique identities, students investigate how these identities are expressed through different offline and online roles. By reflecting on their own online and offline roles, students discover that they have choices about how they present themselves to others on the Internet. Common Sense Education

Digital Life 101

Students are introduced to the 24/7, social nature of digital media and technologies, and gain basic vocabulary and knowledge for discussing the media landscape. Common Sense Education

[curriculum-6-8/](#)

My Online Self, Common Sense Media

<https://www.commonensemedia.org/educators/lesson/my-online-self-6-8>

Digital Life 101, Common Sense Education

<https://www.commonensemedia.org/educators/lesson/digital-life-101-6-8>

Internet Safety - Newsround Caught In The Web
<https://youtu.be/kgCNGvL0glg>

8.1.8.D.4 Assess the credibility and accuracy of digital content.

8.1.8.D.5 Understand appropriate uses for social media and the negative consequences of misuse.

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

Topics

Microsoft Word

Twenty-First Century Themes and Skills include:

- Informational Literacy
- ICT Literacy

Objectives

- Students will create/organize file folders.
- Students will create documents with advanced formatting and graphics.
- Students will merge documents.

Students will review and learn advanced features of operating system and word processing skills to improve the quality of their writing assignments across the curricula.

Students will learn to merge documents and use network resources to store and retrieve data.

Instructors select from a large variety of lessons to hone students' ability to apply Microsoft Word. South Robeson High School

Microsoft Word Activities, South Robeson High School
<http://www.robeson.k12.nc.us/Page/21526>

Microsoft Word, Digital Literacy.gov
<http://www.gcflearnfree.org/word/>

Biography Report, Digital Wish

http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=4268

Collaborative Writing Using

Essays, Poems

Business Letters

Flyers/Posters

Newsletters

Students will create word processing documents. The students will proof, save, and print copies to be saved in their NJTAP-IN portfolio.

Students will be evaluated on their participation and

- Students will create documents with cutting/pasting and resizing graphics, WordArt.
- Students will identify/locate/use network saving/retrieving steps.

Biography Report

Students will be able to utilize basic features of Microsoft Word to create a report that showcases who they are as individuals. Digital Wish

Collaborative Writing Using Blogs

Students will create a paragraph that shares details of our weekly classroom learning. They will illustrate their paragraph with one or two appropriate pictures or photos. Then it will be put into our classroom blog. Digital Wish

Mail Merge

The mail merge feature in Microsoft Word allows you to type one letter and individualize it for a number of people. For this activity, students will type a letter inviting friends to a special event. PJ Nicholson

Amazing Mazes

Students will design a maze in Microsoft Word using the Tables and Borders toolbar. Choose a theme for your maze. PJ Nicholson

Team Times

Your class has been awarded the journalist for *The Teen Tribune*, a section of the local paper that focuses on teen news. It is your job to gather data that would be of interest to teens your age. The Teen Tribune has three areas of

Blogs, Digital Wish

http://www.digitalwish.com/dw/digitalwish/view_lesson_plans?id=4669

Mail Merge, PJ Nicholson
<http://pinicholson.com/mailmerge.htm>

Amazing Mazes, PJ Nicholson

<http://pinicholson.com/amazingmazes.htm>

Teen Times, PJ Nicholson
<http://pinicholson.com/mjcomapp/newspaper.htm>

completion of the activities:

1. Biography Report
2. Collaborative Writing Using Blogs
3. Mail Merge
4. Amazing Mazes
5. Team Times

focus, Recommended Teen Reading, Theme Park Recommendation, and Current Movie Review. PJ Nicholson

8.1.8.B.1 Synthesize and publish information about a local or global issue or event (ex. telecollaborative project, blog, school web).	8.1.8.C.1 Collaborate to develop and publish work that provides perspectives on a global problem for discussions with learners from other countries.	8.1.8.A.3 Use and/or develop a simulation that provides an environment to solve a real world problem or theory.	8.1.8.E.1 Effectively use a variety of search tools and filters in professional public databases to find information to solve a real world problem.	8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.
<p>Topics</p> <p>Internet</p> <p>Research</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • Informational Literacy • Media Literacy • ICT Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration <p>Objectives</p> <ul style="list-style-type: none"> • Students will locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media. • Students will evaluate and select information sources and digital tools based on the appropriateness for specific tasks. • Students will learn how to cite sources. • Students will access safe Internet sites to conduct research. • Students will use a variety 	<p><u>21st Century Internet Research</u></p> <p>The students will conduct research on the Internet for a curriculum project. Innovative Internet research will include videoconferencing, digital storytelling, and podcasting. The students will share their research with the class.</p> <p><u>Learning to Focus Internet Research</u></p> <p>This lesson is designed to help students effectively find information on the Internet using the basic features of a kid-friendly search engine. They learn how to use keywords to conduct an effective Internet search and how to refine a keyword search to yield more relevant results. They also learn how to scan search results to identify the best sites for the desired information. Read, Write, Think</p> <p><u>Virtual Fieldtrips</u></p> <p>Instructors will select on a large variety of virtual field trips. The Teacher's Guide</p> <ul style="list-style-type: none"> • Tour The American Museum of Natural History <p>You can find 360 degree tours of dioramas, pictures, and video.</p> <ul style="list-style-type: none"> • Tour an Ancient Roman Villa <p>In this virtual tour, you can</p>	<p>focus, Recommended Teen Reading, Theme Park Recommendation, and Current Movie Review. PJ Nicholson</p>	<p>Students will be evaluated on their participation and completion of the activities:</p> <ol style="list-style-type: none"> 1. 21st Century Internet Research 2. Learning to Focus Internet Research 3. Virtual Fieldtrips 4. Online Collaborative Projects 	<p>Learning to Focus Internet Research, Read, Write, Think http://www.readwritethink.org/classroom-resources/lesson-plans/keywords-learning-focus-internet-1122.html</p> <p>Virtual Field Trips, The Teacher's Guide http://www.theteachersguide.com/virtualtours.html</p> <p>Online Collaborative Projects, Education World http://www.educationworld.com/a_tech/archives/projects.shtml</p>

of research techniques.

- see the villa from all sides and enter the inside rooms.

- [Tour The Collection at The National Gallery of Art](#)

You can perform a search by artist, title, or subject.

- [Museo Galileo Institute and Museum of the History of Science](#)

The Online Catalogue of the museum presents the more than 1,200 objects on permanent exhibition through color images and detailed descriptions.

[Holocaust Museum Tour](#)

Find pictures, video, and art from the Holocaust Museum.

[Tour The Museum of](#)

[Unnatural Mystery](#)

Tour the Seven Wonders of the Ancient World, learn about geology, and some strange things.

[Online Exhibitions from the](#)

[Natural History Museum in](#)

[London](#)

Explore art themes, botanical illustrations, and save images of your favorite exhibits.

[Tour the Sistine Chapel](#)

Explore the paintings on your computer.

[Online Exhibits from](#)

[Colonial Williamsburg](#)

See restorations of paintings, examine types of currency, and explore colonial maps.

[Explore Plymouth Plantation](#)

Explore Plymouth and

interact with some of its people.

[The Great Wall of China](#)

[Virtual Tour](#)

A 360 degree view of parts of the wall. You can advance on the wall as if walking.

[Ancient Greek Artifacts](#)

View paintings, sculptures, and artifacts. Some are in 360 degree view.

[Yellowstone Park Webcams](#)

Not a virtual tour, but they do have web cams from the park.

[Virtual Gettysburg](#)

[Online Collaborative Projects](#)

Instructors can select from a large variety of online collaborative projects. Education World

- [Did You See That Poem?](#)
- [Students Use Technology to Preserve Inuit Heritage](#)
- [SchoolWorld Projects Bring Together Schools Around the World](#)
- [Rural Students Produce High-Tech Projects](#)
- [Fairy Tale and Folk Tale Cyber Dictionary](#)
- [Canadian School Weaves Web of Peace](#)
- [How Do You Eat YOUR Oreos?](#)
- [Fourth Graders Transform History Lesson Into Web Site](#)
- [And the Winner Is ...](#)
- [Computers and Phys Ed Do Mix!](#)
- [Cinco de Mayo WebQuest Includes a Fiesta!](#)
- [Science and Math e-Projects Connect Students Worldwide](#)

- [Kids Build Computers -- and a Future](#)
- [Creating a WebQuest: It's Easier than You Think!](#)
- [You've Got E-Mail --- But Can You Make It *Really* Deliver?](#)
- [Log On and Learn More: Ten On-Line Projects to Enhance Your Curriculum](#)
- [Senior Pals: Bridging the Generation Gap with Technology](#)
- [Scavenger Hunts: Searching for Treasure on the Internet!](#)
- ["Flat Students" Go Down on the Farm!](#)
- [Apple and Pumpkin PIE \(Poetry Is Exciting\)!](#)
- [Take a Museum Field Trip -- Without Leaving Your Classroom!](#)

Career Research Projects, Cal Career Research
<https://calcareercenter.org/Uploads/Links/mscareerresearch/lessonplan9.doc>

Students will be evaluated on their participation and completion of the activities:
 1. Career Research Projects
 2. PowerPoint Projects

PowerPoint Projects, Warrensburg School District
<http://www.warrensburgr6.org/education/components/scrapbook/default.php?sectiondetailid=383>

Career Research Projects

Students will research a selected career using the Internet to create a PowerPoint presentation to share with the class. Cal Career Research

PowerPoint Projects

Instructors can select from a variety of PPT Projects. Warrensburg School District

- PowerPoint Talking Books
<http://www.talkingbooklibrary.net/>
- Education World PowerPoint Article
http://www.educationworld.com/a_tech/tech/tech013.shtml

Topics

PowerPoint

Twenty-First Century Themes and Skills include:

- Informational Literacy
- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- The students will create curriculum based PowerPoints using subject

8.1.8.A.2 Create a document (e.g. newsletter, reports, personalized learning plan, business letters or flyers) using one or more digital applications to be critiqued by professionals for usability.

8.1.8.D.2 Demonstrate the application of appropriate citations to digital content.

- appropriate sounds, images, design templates, color schemes, animation schemes, slide transitions and concise, powerful phrases.
- Students will give credit for graphics on Works Cited slide – MLA style.
- Students will proof for spelling, usage, clarity, and fluency.
- Vicki Blackwell's Technology Ideas (and Let's Book It with Tech Knowledge) <http://www.vickiblackwell.com/classrm.html>
- Vicki Blackwell's PowerPoint Templates <http://www.vickiblackwell.com/ppttemplates.html>
- PowerPoint and KidPix Project Ideas http://www.cobbk12.org/sites/literacy/fetc/ppt/ppt_index.htm
- TechTrek's PowerPoint Ideas <http://www.techtrekers.com/PP/>
- World of Teaching (large collection of pre-made PowerPoints for every subject) <http://www.worldofteaching.com/>
- PowerPoint Features to use in the Classroom <http://www.amphi.com/departments-programs/technology/training-materials/microsoft-powerpoint.aspx>

8.1.8.A.4 Graph and calculate data within a spreadsheet and present a summary of the results.

8.1.8.A.5 Create a database query, sort and create a report and describe the process, and

Topics	Build Your Awesome Life, Digital Wish	Build Your Awesome Life, Digital Wish	Students will be evaluated on their participation and completion of the activities:
Spreadsheets	Students identify career interests and use Excel to calculate whether the student's expenses are more or less than their income. Digital Wish	http://www.digitalwish.com/digitalwish/view_lesson_plans?id=7645	1. Build Your Awesome Life 2. Microsoft Excel Activities 3. Create a Graph
Twenty-First Century Themes and Skills include:	The students will write thank you	Microsoft Excel Activities, Parry Dawg	
<ul style="list-style-type: none"> • Informational Literacy • ICT Literacy 			

explain the report results.

8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

Students will learn how to calculate mean, mode and median; format graph changes and review spreadsheets and graphs expanding their knowledge of graphing.

How to view different graph options with your spreadsheet data

How to change graph defaulted fonts, colors, styles, etc.

Produce a report using sort/query

Letters to chaperones for making time to go on a class trip. They will use a database to personalize the same letter for a few chaperones.

Students will gather curriculum related data. They will generate a spreadsheet to calculate, graph, and present curriculum related information. They will share their information.

Students will create a collaborative database with classmates who each enter their data for a survey completed on a relevant content area topic that addresses a problem and increases community awareness.

Students will critically analyze the data by querying, sorting, and developing a graphical display. Use the analysis to validate any conclusions or hypothesis to persevere in solving the problems. Write an explanatory text to support the development of a public service document conveying ideas and concepts.

Microsoft Excel Activities

Instructors can select from a large variety of activities. Parry Dawg

- Activity - 1
- Activity - 2
- Activity - 3
- Activity - 4
- Activity - 5
- Activity - 6
- Activity - 7

<http://parrydawg.weebly.com/microsoft-excel.html>

Create a Graph, Kids Zone
<http://nces.ed.gov/nceskids/crateagraph/>

Energy Drink Spreadsheet,
Frost Middle School
http://www.frostmiddleschool.org/apps/pages/index.jsp?uR_EC_ID=41724&type=u&pREC_ID=227731

Drive-Thru Nutrition,
Education World
http://www.educationworld.com/a_tech/techp/techp029.shtml

Google Sheets or other spreadsheet application
Create a Graph
<http://nces.ed.gov/nceskids/crateagraph/>

4. Energy Drink Spreadsheet
5. Drive-Thru Nutrition

- Activity - [8](#)
- Activity - [9](#)
- Activity - [10](#)
- Activity - [11](#)
- Activity - [12](#)

Create a Graph

Students learn how to make a simple graph using Microsoft Excel. Kids Zone

Energy Drink Spreadsheet

Students will use formulas to create a spreadsheet on energy drinks. Frost Middle School

Drive-Thru Nutrition

Students can individually record their intake for a designated time period, do research to evaluate personal nutritional habits, and enter into a collaborative database to increase the amount of data for analysis. Education World

8.1.8.F.1 Explore a local issue, by using digital tools to collect and analyze data to identify a solution and make an informed decision.

- Topics**
- Digital Tools and Devices
- Twenty-First Century Themes and Skills include:
- Informational Literacy
 - Media Literacy
 - ICT Literacy
 - Creativity and Innovation
 - Critical Thinking and Problem Solving
 - Communication and Collaboration

Objectives

100 Ways to Use Digital Cameras
Instructors consider 100 ways to use digital cameras in the classroom, Scholastic

Using Digital Cameras in the Classroom
Instructors consider a plethora of ways to use digital cameras in the classroom, Terp Connect

Portrait of the Year
Using the Internet, students will investigate a year of the twenty-first century. After researching the year, students will create an electronic image commemorating

Digital Cameras:

100 Ways to Use Digital Cameras, Scholastic

<http://www.scholastic.com/teachers/lesson-plan/100-ways-to-use-digital-cameras>

Using Digital Camera in the Classroom, Terp Connect
<http://terpconnect.umd.edu/~toh/image/DigitalCameraUses.htm>

Portrait of the Year, Digital Wish
<http://www.digitalwish.com/d>

Students will be evaluated on their participation and completion of the activities:

1. 100 Ways to Use Digital Cameras
2. Using Digital Cameras in the Classroom
3. Portrait of the Year
4. A Different View
5. Digital Storytelling
6. 50 Ideas for Using Skype in Your Classroom

[w/digitalwish/view_lesson_plans?id=4214](http://www.digitalwish.com/digitalwish/view_lesson_plans?id=4214)

A Different View, Digital Wish

http://www.digitalwish.com/digitalwish/view_lesson_plans?id=327

Digital Storytelling, Digital Wish

http://www.digitalwish.com/digitalwish/view_lesson_plans?id=3713

Skype, Webinars, or Video Conferencing Software

Microsoft Skype Lesson Plans

<https://education.microsoft.com/skype-in-the-classroom/skype-lessons>

Exploring with an Explorer, Skype Lesson, Microsoft <https://education.microsoft.com/Story/SkypeLesson?token=fd36f>

50 Ideas for Using Skype in Your Classroom, Teach Thought

<http://www.teachthought.com/the-future-of-learning/50-ideas-for-using-skype-in-your-classroom/>

that year. Digital Wish

A Different View

This is a visual art lesson, which involves writing and technology. Essential Question: "How do you see yourself?" Digital Wish

Digital Storytelling

Students will be challenged to create a digital story using digital camera and PowerPoint. Digital Wish

Skype, Webinars or Video Conferencing Software

50 Ideas for Using Skype in Your Classroom

Instructors can select from a large variety of lessons using Skype:

- **Practice a foreign language**
- **Peace One Day**
- **Around the World with 80 Schools**
- **Talk about the weather**
- **Collaborative poetry**
- **Practice interviews:**
- Hold a contest
- Hold a debate
- **Make beautiful music together**
- **Who are the people in your neighborhood?**
- **Combine with augmented reality**
- **Mystery call**
- **Art critics**
- **Interviews**
- **Tour a museum**

- Students will explore a local issue and identify a solution using digital tools.
- Students will apply a large variety of digital tools.
- Students will communicate virtually with content experts (authors, scientists, etc.)
- Students will use and apply Google Earth.
- Students will use digital cameras and video.
-

- [Guest lecturers](#)
- [Simulcast performances](#)
- [Storytime](#)
- [Participate in town hall meetings](#)

Modifications:

- New Jersey Department of Education – Instructional Supports and Scaffolds
- Suggested Strategies for English Language Learners
- The educational technology curricula provides enrichment activities that allow for greater personalized learning to meet the needs of all learners including students with gifts and talents.

Vocabulary:

Applications - Programs that allow you to accomplish certain tasks such as write letters, analyze numbers, sort files, manage finances, draw pictures, and play games.

Cell - The space at the intersection of a row and column in a spreadsheet.

Chart - A way to present information from a spreadsheet in the form of graphs or tables.

CPU (Central Processing Unit) - The main chip that allows computers to do millions of calculations per second and makes it possible for users to write letters and balance your checkbook.

Cyberbully - The electronic posting of mean-spirited messages about a person (as a student) often done anonymously.

Database - An organized collection of related information.

Domain - The part of an Internet address that identifies where a person's account is located. For example, in the address jdoe@dpi.state.nc.us, the domain is everything after the @.

Firewall - Technology that prevents users from visiting inappropriate web sites, and protects the network from unauthorized users.

Formatting Tools - Tools that are used to give shape, size, and general makeup (as of something printed).

Gif (Graphic Interchange Format) (Pronounced "jiff.") - A file format for pictures, photographs, and drawings that are compressed so that they can be sent across telephone lines quickly.

GPS - A navigational system using satellite signals to fix the location of a radio receiver on or above the earth's surface.

Graph - A picture showing the relationship of one or more sets of numbers to each other. Some graph types are line, bar, area, and pie graphs.

Graphic - Images/pictures created, edited, and/or published using a computer.

Green screen - The technique of photographing or filming an actor or object against a green monochrome backdrop, and replacing the backdrop with material from a different image using a color filter.

Hardware - Part of the computer system such as a keyboard, screen, mouse, joystick, printer, speakers, etc.

Home page - An introductory screen on a web page on the World Wide Web, used to welcome visitors. A home page can include special text or graphics on which you click to jump to related information on other pages on the Web.

Host - The name given to a computer directly connected to the Internet. Host computers are associated with computer networks, online services, or bulletin board systems.

Hyperlink or Hypertext - Special text when clicked jumps the user to the site.

Jpeg (Joint Photographic Experts Group) - A standard for shrinking graphics so they can be sent faster between modems and take up less space on your hard drive.

Landscape - The page setup that permits a document to be printed in a horizontal position.

Line graph - A graph used to display trends and compare data.

Line spacing - The span between lines of text.

Linear - Moving in a straight line or path; a multimedia presentation that moves in a straight line from image to image.

Links - Connections that bridge one image, page, or word to another by clicking.

Multimedia - To use a combination of text, pictures, sounds, movies, and/or animation in a presentation.

Network - A system of connected computers that allows the sharing of files and equipment. There are two types of networks: local area network (LAN) and wide area network (WAN).

Non-linear - Not moving in a straight line or path; a multimedia presentation that transitions from one image to another in an order that is preset, but not necessarily in a straight path.

Numeric - Keypad The portion of a keyboard, set up like an adding machine or calculator used to enter numbers and equations quickly into the computer.

OR - Formal name given to advanced search strategies using AND, OR and NOT connectors. Boolean logic was created by English mathematician

George Boole 150 years ago.

Pictogram - Pictures used to create a bar graph chart.

Pie graph - Circle graph divided into pieces that look like portions of a pie.

Piracy - The unauthorized use of another's production, invention, or conception especially in infringement of a copyright.

Security - Protection of computer, computer files or a computer network from use without permission of the owner or owners.

Server - A special computer used to store programs and files, and then sends it out to other computers one or all at a time.

Software - Programs that allow you to accomplish certain tasks such as write letters, analyze numbers, sort files, manage finances, draw pictures, and play games.

Sort - Arranging information in a specific order (usually ascending and descending).

Spreadsheet - An application that can be used to do calculations, analyze and present data. It includes tools for organizing, managing, sorting and retrieving data and testing "what if" statements.

Storyboard - A graphic organizer used for planning and developing a multimedia report/presentation. The contents, layout, and formatting of each card/slide and the linking together of the cards/slides.

Table - Columns and rows of cells that can be filled with text that are used to organize information.

Telecommunication - The act of sending and receiving information, such as data, text, pictures, voice, and video. The exchange of information can be within a building or around the globe.

URL Address - Uniform Resource Locator Website address. Example: <http://www.iss.k12.nc.us>.

User name - First part of an e-mail address. Example: jmwinton is the user name of the following e-mail address. jmwinton@iss.k12.nc.us.

Value - The term for a number in a spreadsheet that can be added, subtracted, multiplied or divided.

Video - A recording similar to videotape but stored in digital form.

Virus - A computer program designed to damage computer files.

Visualization - The act or process of interpreting in visual terms or of putting into visible form.

Web Browser - A computer program used for accessing sites or information on a network (like the World Wide Web).

Wiki - A web site that allows visitors to make changes, contributions, or corrections to a site. It is a collaboration tool.

Word processing- Using keyboarding skills to produce documents such as letters, reports, manuals, and newsletters.

Word wrap- This occurs when you get to the end of a line and continue typing the text will then go to the next line.

WWW (World Wide Web)- The section of the Internet that allows access to text, graphics, sound, and even video. A lot of free information can be found on the WWW.

WYSIWYG- an acronym for "What You See Is What You Get" and is pronounced "whizzy wig." WYSIWYG simply means that the text and graphics shown on your screen exactly match your printouts.

Englewood Public School District

Technology Grades K-2

Educational Technology

Overview: Over the course of the school year, students will learn important technological skills to facilitate and amplify their learning and their knowledge of 21st century skills.

Time Frame: One school year

Enduring Understandings:

Technological tools facilitate learning.

Technological skills and knowledge are important in 21st century life.

Essential Questions:

How do we use the Internet safely?

How can technology be used to help us learn?

What technologies are useful in the classroom?

Standards	Topics and Objectives	Activities	Resources	Assessments
8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.	<p>Topics</p> <p>Keyboarding</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> ICT Literacy <p>Objectives</p> <ul style="list-style-type: none"> Students will practice proper keyboarding and finger position. Students will understand the importance of good posture when keyboarding. 	<p>Students will learn how to keyboard using grade appropriate software and expectations.</p> <p>Students will utilize keyboarding games in all core areas to enhance their keyboarding skills.</p> <p>Students will learn how apply good posture and finger placement when keyboarding.</p>	<p>Keyboarding Software:</p> <p>Learn Keyboard Typing http://www.learnkeyboardtyping.com/</p> <p>Power Typing App http://www.powertyping.com/qwerty/lessonsq.html</p> <p>Ense-Lang.org Typing Tutorial http://sense-lang.org/typing/</p> <p>ABCYa.com Keyboarding Challenge http://www.abcy.com/keyboa</p>	<p>Students will be evaluated on their successful application of keyboarding skills.</p>

- Students will identify proper finger placement on the home row.
- Students will complete self-paced typing lessons.
- Students will keyboard grade appropriate words and sentences.
- Students will keyboard simple sentences and add a graphic image to a word document.
- Students will identify the basic features of a digital device and explain its purpose.

[rd.htm](#)

Peter's Online Typing Course
<http://www.typing-lessons.org/>

Keyboarding Games:

Web Wonders Keyboarding Games
<http://atypical3rd.wikispaces.com/Web+Wonders+-+Keyboarding>

Dance Mat Typing
<http://www.bbc.co.uk/guides/z3c6ffr>

Typing Games Zones
<http://www.typinggames.zone/>

Power typing
<http://www.powertyping.com/fog/foggies.html>

Auntie Lee, Easy Typing Games
<http://www.auntlee.com/kids/>

Math and Reading Help, The Typing of the Ghost Game
http://mathandreadinghelp.org/kids_games/the_typing_of_the_ghosts.html

Type Type Revolution
<http://www.auntlee.com/content/type-type-revolution-game>

<p>8.1.2.A.3 Compare the common uses of at least two different digital applications and identify the advantages and disadvantages of using each.</p> <p>8.1.2.A.4 Demonstrate developmentally appropriate navigation skills in virtual environments (i.e. games, museums).</p> <p>8.1.2.C.1 Engage in a variety of developmentally appropriate learning activities with students in other classes, schools, or countries using various media formats such as online collaborative tools, and social media.</p> <p>8.1.2.E.1 Use digital tools and online resources to explore a problem or issue.</p> <p>8.1.2.F.1 Use geographic mapping tools to plan and solve problems.</p> <p>8.1.2.D.1 Develop an understanding of ownership of print and nonprint information.</p>	<p>Topics</p> <p>Safe Internet Use</p> <p>Navigating Websites</p> <p>Google Earth</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • Informational Literacy • Media Literacy • ICT Literacy • Critical Thinking and Problem Solving • Communication and Collaboration <p>Objectives</p> <ul style="list-style-type: none"> • Students will interact with grade appropriate virtual games. • Students will engage with students from other schools and/or countries with collaborative tools. • Students will use digital tools to solve problems. • Students will identify places on a map using Google Earth. 	<p><u>Powerful Passwords</u> Students explore reasons why people use passwords, learn the benefits of using passwords, and discover strategies for creating and keeping strong, secure passwords</p> <p><u>My Online Community</u> Students explore the concept that people can connect with one another through the Internet. They understand how the ability for people to communicate online can unite a community.</p> <p><u>Show Respect Online</u> Students explore the similarities and differences between in-person and online communications, and then learn how to write clear and respectful messages.</p> <p><u>Google Earth</u> Instructors will select from a large variety of Google Earth lessons and activities.</p> <p>Students will access websites to review learning a task, visit locations remotely, and correlate classroom subject area learning.</p>	<p>Internet Safety:</p> <p>What should you do if a stranger sends you a message? Brain Pop https://jr.brainpop.com/artsandtechnology/technology/internet_safety/</p> <p>Hippo and Hedgehog in the Cyber-Five, Internet Safety http://www.abeya.com/cyber_five_internet_safety.htm</p> <p>Online Safety Lessons https://kids.usa.gov/teachers/lessons-plans/online-safety/index.shtml</p> <ol style="list-style-type: none"> 1. FBI Cyber Surf Islands Teacher's Guide 2. Safe Surfing Kids 3. NetSmartz – Teaching Materials 4. Stay Safe Online <p>Lesson: Whose Is It, Anyway McGruff: The Crime Dog http://www.mcgruff.org/#/Main</p> <p>Video Bad Netiquette Stinks http://www.netsmartz.org/NetSmartzKids/BadNetiquetteStinks</p>	<p>Students will be evaluated on their participation and completion of the activities:</p> <ol style="list-style-type: none"> 1. Powerful Passwords 2. My Online Community 3. Show Respect Online 4. Google Earth
<p>Internet Safety:</p> <p>What should you do if a stranger sends you a message? Brain Pop https://jr.brainpop.com/artsandtechnology/technology/internet_safety/</p> <p>Hippo and Hedgehog in the Cyber-Five, Internet Safety http://www.abeya.com/cyber_five_internet_safety.htm</p> <p>Online Safety Lessons https://kids.usa.gov/teachers/lessons-plans/online-safety/index.shtml</p> <ol style="list-style-type: none"> 1. FBI Cyber Surf Islands Teacher's Guide 2. Safe Surfing Kids 3. NetSmartz – Teaching Materials 4. Stay Safe Online <p>Lesson: Whose Is It, Anyway McGruff: The Crime Dog http://www.mcgruff.org/#/Main</p> <p>Video Bad Netiquette Stinks http://www.netsmartz.org/NetSmartzKids/BadNetiquetteStinks</p>	<p>Students will be evaluated on their participation and completion of the activities:</p> <ol style="list-style-type: none"> 1. Powerful Passwords 2. My Online Community 3. Show Respect Online 4. Google Earth 			
<p>Internet Safety:</p> <p>What should you do if a stranger sends you a message? Brain Pop https://jr.brainpop.com/artsandtechnology/technology/internet_safety/</p> <p>Hippo and Hedgehog in the Cyber-Five, Internet Safety http://www.abeya.com/cyber_five_internet_safety.htm</p> <p>Online Safety Lessons https://kids.usa.gov/teachers/lessons-plans/online-safety/index.shtml</p> <ol style="list-style-type: none"> 1. FBI Cyber Surf Islands Teacher's Guide 2. Safe Surfing Kids 3. NetSmartz – Teaching Materials 4. Stay Safe Online <p>Lesson: Whose Is It, Anyway McGruff: The Crime Dog http://www.mcgruff.org/#/Main</p> <p>Video Bad Netiquette Stinks http://www.netsmartz.org/NetSmartzKids/BadNetiquetteStinks</p>	<p>Students will be evaluated on their participation and completion of the activities:</p> <ol style="list-style-type: none"> 1. Powerful Passwords 2. My Online Community 3. Show Respect Online 4. Google Earth 			

Navigating Websites:

Welcome to the Web
<http://www.teachingideas.co.uk/the-internet/welcome-to-the-web>

Internet Guide for Teachers
and Students
<https://www.teachervision.com/educational-technology/resource/6007.htm>

Kindergarten Sites:

Internet Safety for Kids
<https://youtu.be/89eCHtFs0XM>

Gracie and Friends Treasure
Bubbles
<https://itunes.apple.com/us/app/gracie-friends-treasure-bubbles/id922540241?mt=8>

Gracie and Friends Birthday
Café
<https://itunes.apple.com/us/app/gracie-friends-birthday-cafe/id923468817?mt=8>

The Three Little Pigs
presented by Dog and Cat
<https://itunes.apple.com/us/app/three-little-pigs-presented/id498949558?mt=8>

Stumpy's Alphabet Dinner
<https://itunes.apple.com/us/app/stumpys-alphabet-dinner/id663784476?mt=8&item=stumpy%27s%20dinner&ign-mpt=uo%3D4>

Math for Kids: teach numbers
<https://itunes.apple.com/us/app/math-for-kids-teach->

[numbers/id861230829?mt=8](https://www.apple.com/us/app/numbers/id861230829?mt=8)

Geoboard, by the Math Learning Center

<https://itunes.apple.com/us/app/geoboard-by-math-learning/id519896952?mt=8>

First and Second Grade Websites:

Fishbowl Addition

<http://www.education.com/game/fish-bowl-addition/>

Subtraction Pizza Party

<http://www.education.com/game/subtraction-pizza-party/>

Segmenting Sounds Spelling

<http://www.education.com/game/segmenting-sounds-spelling/>

Blending Sounds Photoshoot

<http://www.education.com/game/blending-sounds-photoshoot/>

Less Than or Greater Than: 1 to 20

<http://www.education.com/game/blending-sounds-photoshoot/>

3D Shapes Ice Cream Attack

<http://www.education.com/game/3d-shapes-ice-cream-attack/>

Google Earth:

[Flying with Google Earth](#) -

Examines the controls used to get around in Google Earth

[Using Placemarks](#) - Looks at what a placemark is and how they can be used

[GE Tips](#) - General tips on using Google Earth

[Overlays](#) - Shows how to lay pictures over the ground in Google Earth

[Creating Placemarks](#)- Shows the basics of creating placemarks which can be used in lessons

[Images and the Web](#) - Shows how to use graphics from the web in placemarks

[Images II and Publishing](#) - More advanced image handling

[The Art of Map Making](#) - A definite MUST SEE if you plan on constructing complex placemark collections!! 5 Stars!

Academic Sites:

Phonics Instruction
www.Starfall.com

Math Application Games:
www.Gregtangmath.com

Educational Games:
www.abcya.com

Educational Shareware:
www.shepardsoftware.com

Reading Solution's Software:
www.Readinga-z.com

<p>8.1.2.A.1 Identify the basic features of a digital device and explain its purpose.</p> <p>8.1.2.A.2 Create a document using a word processing application.</p> <p>8.1.2.B.1 Illustrate and communicate original ideas and stories using multiple digital tools and resources.</p>	<p>Topics</p> <p>Microsoft Word</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none">• Informational Literacy• ICT Literacy <p>Objectives</p> <ul style="list-style-type: none">• Students will use a word processing application.	<p>Students will expand their ability to use Microsoft word.</p> <p>Students will utilize the tab, insert, and file tabs on Microsoft Word.</p> <p>Students will change their font, bold, center, underline, and use bullets and numbering.</p> <p>Students will use spell check, save and print a word doc.</p> <p>Students will change add clip art, shapes and word art.</p>	<p>Microsoft Word Lesson Plans:</p> <p>Microsoft Word – Lesson 1 https://betterlesson.com/community/lesson/26906/microsoft-word-lesson-1</p> <p>Word Processing, Eagle Mountain Saginaw ISD http://www.emsisd.com/page/904</p>	<p>Students will be evaluated on their effective use of Microsoft Word.</p>
<p>8.1.2.A.5 Enter information into a spreadsheet and sort the information.</p> <p>8.1.2.A.6 Identify the structure and components of a database.</p> <p>8.1.2.A.7 Enter information into a database or spreadsheet and filter the information.</p>	<p>Topics</p> <p>Spreadsheets</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none">• Informational Literacy• ICT Literacy <p>Objectives</p> <ul style="list-style-type: none">• Students will enter information into a spreadsheet.• Students will filter	<p>Students will learn how to use spreadsheets.</p> <p>Students will differentiate between cells, rows and columns.</p> <p>Students will learn how to alphabetize using Excel worksheet.</p> <p>Students will make a chart using an Excel worksheet.</p> <p>Create Simple Shapes in Excel</p>	<p>Spreadsheet Lesson Plans:</p> <p>Life in a Tech Lab http://www.lifeintechlab.com/Lab_Fourth/fourthSpreadsheet/</p> <p>1st Grade Template- Caesar Rodney School District http://teachers.cr.k12.de.us/~galgano/1linkstemp.htm</p>	<p>Students will be evaluated on their effective use of spreadsheets.</p>

Modifications:

- New Jersey Department of Education – Instructional Supports and Scaffolds
- Suggested Strategies for English Language Learners
- The educational technology curricula provides enrichment activities that allow for greater personalized learning to meet the needs of all learners including students with gifts and talents.

Vocabulary:

Backspace – Erases characters to the left of the cursor.

Caps lock – Capitalizes a whole word or sentence.

Click – To press and let go of mouse button once quickly.

Close – To finish working on a file.

Computer – A machine that works with, or processes, information that you give it.

Cursor – The blinking dot or line that marks the place on the screen where the next letter or symbol you type will appear.

Data – Information that you input to a computer, or that the computer outputs.

Database – Information stored in a file.

Delete key – Erases information from the computer.

Desktop – The screen that displays icons for programs, files, and folders.

Document – A file created containing text and/or graphics.

Document folder – A folder containing user’s work.

Double-click – To press and let go quickly of mouse button twice.

Drag – Moving the mouse while holding the button down to move objects on the screen.

Font – Characters that come in different styles.

Enter key – Command key; also, moves cursor to the next line.

Files – Data that is stored in the computer.

Folder – Holds files.

Highlight – To select, usually by clicking or dragging with the mouse.

Icon – Small picture or image on the monitor.

Keyboard – A tool used for typing information into the computer.

Log in – To connect to the computer network.

Log out – To disconnect from the computer network.

Menu bar – A horizontal strip across the top of a program containing commands or options.

Monitor – Computer screen.

Mouse – A pointing device used to control the position of the cursor and to click on icons.

Mouse pad – The pad the mouse moves on.

Open – Opens work or a program that has been highlighted.

Printer – Prints information on paper.
Program – Piece of software or application.
Quit – Exit from a program.
Return key – Command key; also, moves cursor to the next line.
Save – Used when saved work already has a title.
Save as – Used when work needs a title before saving.
Scroll – Move lines of text up, down, or from side to side.
Shift key – Capital letters produced when this key is held down when typing a letter.
Shutdown – Turn off computer.
Spacebar – Long bar on the keyboard that types spaces.
Window – Box that appears on screen when you run a program.
Word processing – Set-up, editing (revising and correcting), saving, and printing text.

Englewood Public School District Technology High School

Educational Technology

Overview: Over the course of the school year, students will learn important technological skills to facilitate and amplify their learning and their knowledge of 21st century skills.

Time Frame: One school year

Enduring Understandings:

Technological tools facilitate learning.

Technological skills and knowledge are important in 21st century life.

Essential Questions:

What is Netiquette?

How can we be responsible digital citizens?

How do we use technology to conduct research?

Standards	Topics and Objectives	Activities	Resources	Assessments
8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	Netiquette	Instructors can select from a large variety of PowerPoint presentations from Purdue University to address netiquette issues in high school.	CERIAS - Lesson Plans / Presentation Handouts, Purdue University https://www.cerias.purdue.edu/site/education/k-12/teaching_resources/lessons_presentations/	Students will be evaluated on their participation and completion of the activities (Instructor will select from the following):
8.1.12.D.2 Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.	Online Safety	1. Licking the Security Stamp	https://youtu.be/DwdgQjCFWSc	1. Ethics and MP3's: A WebQuest
8.1.12.D.3 Compare and contrast policies on filtering and censorship both locally and globally.	Digital Citizenship	2. Information Security Boot Camp	Discussion Board Netiquette	2. Internet Hoax Scavenger Hunt
	Twenty-First Century Themes and Skills include:	3. Privacy Primer		3. Copyright
	• Informational Literacy	4. Copyright and Turnitin		4. Safe Surfing
	• Media Literacy	5. Viruses		
	• ICT Literacy	6. Viruses and Firewalls		
	• Creativity and Innovation	7. Web Site Evaluation		
	• Critical Thinking and Problem Solving	8. Site Credibility		
	• Communication and			

8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Collaboration

Objectives

- Students will reflect on the positive and negative impacts of digital media on society.
- Students will identify some benefits of sharing information online.
- Students will reflect on the risks of sharing inappropriate information online.
- Students will think critically about what to post and share online.
- Students will identify the different forms of cyberbullying.

Instructors can select from a large variety of lessons plans from Purdue University to address netiquette issues in high school:

1. Ethics and MP3s: A WebQuest
2. Internet Hoax Scavenger Hunt
3. Copyright
4. Safe Surfing

Students will watch a video that reviews netiquette practices. YouTube

8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

8.1.12.D.4 Research and understand the positive and negative impact of one's digital footprint.

Topics

Internet

Research

- Twenty-First Century Themes and Skills include:
- Informational Literacy
- Media Literacy
- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

Picking the Right Search Terms

Students learn that words they choose to type into a search tool, such as Google, have a direct connection to the sources that are suggested and their results. Students practice taking real-world questions and topics and convert them into a set of search terms to use for developing queries. Global Digital Citizen Foundation

Understanding Search Results
Students read results to confirm if they asked the right questions, and then annotate a search results page to set up

15 Lesson Plans for Making Students Better Online Researchers, Global Digital Citizen Foundation

<https://globaldigitalcitizen.org/1-5-lesson-plans-for-making-students-better-online-researchers>

High School Research Competitions, eBird
<http://ebird.org/content/ybn/research-high-school-research-projects/>

1. [AMNH Young Naturalist Awards](#)
2. [Intel Science Talent Search](#)
3. [Siemens Competition in](#)

Students will be evaluated on their participation and completion of the activities:

1. Picking the Right Search Terms
2. Understanding Search Results
3. Evaluating Credibility of Sources
4. Your Digital Footprint: Leaving a Mark
5. College Bound
6. Greedy Computer

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

- Students will refine searches by using advanced search options.
- Students will plan and manage activities to develop a solution or complete a project.
- Students will use multiple processes and diverse perspectives to explore alternative solutions.
- Students will conduct advanced research for English, mathematics, science, and social studies topics.
- Students will solve problems related to English, mathematics, science, and social studies.

an array of tactical and strategic decisions. Global Digital Citizen Foundation

Evaluating Credibility of Sources

Students participate in an activity where they work on a fictitious site to highlight the importance of using unbiased, reliable, and accurate information. Global Digital Citizen Foundation

Your Digital Footprint: Leaving a Mark

In a digital world and information-sharing age, it can sometimes be hard to understand where privacy ends and what the real risks are. In this lesson students will learn about the rights and responsibilities they have as digital citizens, and gain awareness of steps they can take to be safe and secure, and be empowered to make smart choices in order to remain in control of their digital reputation. Teaching Digital Citizenship

College Bound

Students learn that everything they or anyone else posts about them online becomes part of a public online presence known as a digital footprint. Using the Admissions Packet Student Handout, they view

Math, Science, and Technology

4. Junior Science and Humanities Symposia
5. Google Science Fair

Your Digital Footprint, Teaching Digital Citizenship <http://www.teachnetl.org/lessons/yourdigitalfootprint.php>

College Bound, Common Sense Education <https://www.commonssensemedia.org/educators/lesson/college-bound-9-12>

Teach your students about social conscience with DoSomething.org, where every week begins with a new challenge to save the planet, feed the poor, or stop bullying. Join more than 2.5 million teens around the world, in changing the world together. www.dosomething.org

Greedy Computers, Science NetLinks <http://sciencenetlinks.com/science-news/science-updates/greedy-computers/>

elements of two students' digital footprints and consider how the footprints might affect those students' admission to college.
Common Sense Education

Students can select from five research competitions. eBird

1. AMNH Young Naturalist Awards
2. Intel Science Talent Search
3. Siemens Competition I Math, Science and Technology
4. Junior Science and Humanities Symposia
5. Google Science Fair

Within English, mathematics, science, or social studies courses students will produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

Using DoSomething.org, or some other online collaborative tool, students will develop an innovative solution to a real- world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

Using DoSomething.org, or some other online collaborative tool, students will collaborate in online courses, learning communities, social networks, or virtual worlds to discuss a resolution to a problem or issue.

Select digital tools or resources to use for a real-world task in English, mathematics, science, or social studies and justify the selection based on their efficiency and effectiveness.

Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Greedy Computer

On the surface, computers seem like an environmentalist's dream: they replace reams of wasted paper with streams of bits and bytes. But the truth is that paper consumption has skyrocketed during the computer age. And computers pose many other environmental challenges that we've barely begun to deal with. During this lesson students consider the environmental challenges posed by computers. NetLinks

<p>8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.</p> <p>8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.</p>	<p>Topics</p> <p>Microsoft Word</p> <p>Internet-based Drives (Google Apps for Education)</p> <p>Video Conferencing (Skype, ooVoo or other)</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • Informational Literacy • Media Literacy • ICT Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration <p>Objectives</p> <ul style="list-style-type: none"> • Students will know how to access and use Google Docs. • Students will compare Google Docs and Microsoft Word (or another word processing program) • Students will manage files and folders on a hard drive and on an Internet-based drive, such as Google drive. 	<p>Students consider the capabilities and limitations of Google Apps versus Microsoft.</p> <p>Students will create a digital portfolio using a variety of digital tools and resources in English, mathematics, science, and social studies.</p> <p>Students will produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review in English, mathematics, science, and social studies.</p> <p>Students create an annotated bibliography in English, mathematics, science, or social studies using Microsoft word or Google Docs.</p>	<p>Google Apps for Education vs. Microsoft 365, Campus Suite</p> <p>https://www.campusuite.com/google-apps-education-vs-microsoft-365-for-education/</p> <p>Office 365 for Education vs. Google Apps for Education, CloudAlly</p> <p>http://www.cloudally.com/office-365-for-education-vs-google-apps-for-education/</p> <p>Google Drive:</p> <p>https://tools.google.com/dlpage/drive</p> <p>Getting Started with Google Drive</p> <p>https://support.google.com/drive/answer/2424384?hl=en</p> <p>What is Google Drive</p> <p>http://www.gcflteamfree.org/googledriveanddocs/1.2</p> <p>The Global Classroom Project: Collaborative Projects</p> <p>http://theglobalclassroomproject.org/category/our-contributors/pemille-ripp/</p> <p>Cool Ways to Use Skype in the Classroom</p> <p>http://www.teachhub.com/usin-g-skype-classroom</p> <p>ooVoo – Synchronous video chat or video recording</p> <p>http://www.oofoo.com/home.aspx</p>	<p>Students will be evaluated on their participation and completion of the activities:</p> <ol style="list-style-type: none"> 1. Digital Portfolio 2. Multi-page Digital Document 3. Annotated Bibliography
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Topics	Students learn how to use PowerPoint to construct presentations.	YouTube PowerPoint Lesson 1, YouTube https://youtu.be/DEHUdiXdyy0	Students will be evaluated on their participation and completion of the activities:
PowerPoint	Students create their own Adventure Story using PowerPoint or Google Slides. Because slides can contain hyperlinks to other slides, students could build a whole story where the reader chooses different options at key points in the story, leading them down completely different paths.	Microsoft PowerPoint Lessons, Utah State University http://ocw.usu.edu/instructional-technology-learning-sciences/computer-applications-for-instruction-and-training/Microsoft_PowerPoint_Lesson_1.html	<ol style="list-style-type: none"> 1. Adventure Story 2. Subject Area Tutorial 3. Subject Area Vocabulary
Google Slides	Students create a PowerPoint for a topic in English, mathematics, science, or social studies and add features such as video and animation.	Getting Started with Google Slides, Ten Google Slides Activities to Add Awesome to Classes, Ditch that textbook http://ditchthattextbook.com/2015/02/02/10-google-slides-activities-to-add-awesome-to-classes/	
Twenty-First Century Themes and Skills include:	Instructors can create a Google presentation and then create a slide for every student in the class. Students can use it as a quick “do now” activity, as an exit ticket or other type of formative assessment. When finished, let them scroll through other students’ slides (and add comments!) or display on a projector.	Getting Started with Google Slides, Applied Education Systems http://www.aeseducation.com/blog/2016/02/google-slides-fundamentals	
<ul style="list-style-type: none"> • Informational Literacy • Media Literacy • ICT Literacy 	Students will add text boxes and format slides in both PowerPoint and Google Slides.		
<ul style="list-style-type: none"> • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration 	Students will change line and paragraph spacing in PowerPoint and Google Slides.		
<ul style="list-style-type: none"> • Students will create multi-level bulleted and numbered lists in both PowerPoint and Google Slides. • Students will add shapes and graphics to a slide in both PowerPoint and 			

Google Slides.

- Students will insert table and chart slides in both PowerPoint and Google Slides.
- Students will apply slide transitions between slides in both PowerPoint and Google Slides.

Students make their own vocabulary presentations by using PowerPoint or Google Slides to illustrate pertinent vocabulary in English, mathematics, science, and social studies courses.

8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.

8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

Topics

Excel

Students conduct a peer survey and display the data using Microsoft Excel or Google Forms.

Google Forms

Students consider their social media use by asking other students to complete an anonymous survey and then graph the results using Excel or Google Forms.

Twenty-First Century Themes and Skills include:

- Informational Literacy
- ICT Literacy
- Critical Thinking and Problem Solving
- Communication and Collaboration

In English, mathematics, science, or social studies, students combine the use of mobile devices, QR Codes, and Google Forms to create a learning expedition. Student teams locate QR codes using the student-created directions and access content/videos and then submit a response using Google Forms.

Objectives

- Students will enter and edit cell content.
- Students will insert data by using AutoFill.
- Students will sort and filter lists.
- Students will insert and modify formulas.
- Students will use date and time, financial, and logical functions.

Excel Lessons, Kutztown

University

<http://faculty.kutztown.edu/sc/haeffe/Excel/Excel.html>

Students will be evaluated on their participation and completion of the activities:

1. Peer Survey
2. Anonymous Survey
3. QR Codes

Microsoft Excel, Kenston

High School:

1. Gradebook Assignment
2. Gradebook Rubric
3. Candy Spreadsheet

<http://www.kenston.k12.oh.us/khs/academics/computer-apps/computer-app-web.php>

Teaching with Excel,

Chichester High School

www.txkisd.net/curriculum/.../Excel/Teaching%20with%20Excel.doc

Lesson Plans-Chichester High School

<http://forum.swarthmore.edu/workshops/chichester/lessons.html>

Analyzing Data Using Excel

<http://www.microsoft.com/education/tutorial/online/excel.asp>

Microsoft-Graphing
<http://www.microsoft.com/education/tutorial/classroom/off97/graph.asp>

Microsoft-Mail Merge
<http://www.microsoft.com/education/tutorial/classroom/off97/merge.asp>

Microsoft: Hands on Exercises
<http://www.microsoft.com/education/tutorial/classroom/off97/exlab1.asp>

Microsoft - Excel Lesson Plans
<http://www.beavton.k12.or.us/vince/micapp.html>

Excel in the Classroom (COOL!)
<http://www.esc20.k12.tx.us/techserv/workshops/msoffice/excel/default.html>

Spreadsheet Lesson Plans - Grades 4-12
<http://canadateachers.about.com/cs/spreadshtlessons/index.htm?once=true&iam=dpile&terms=+Excel++spreadsheet++classroom>

A+ Educational Software Lessons
<http://canadateachers.about.com/cs/softwarelessons/index.htm?once=true&iam=dpile&terms=+Excel++spread>

[sheet++classroom](#)

Lesson: Spreading
Christmas Cheer Using
Spreadsheets
<http://kidsmath.about.com/dynamic/offsite.htm?site=http%3A%2F%2Fwww.ta-mu-commerce.edu%2Fcoe%2Fshed%2Fespinoza%2Fs%2Ftschoerner-h-lp1.html>

Lesson: Class Picnic
Budget
<http://www.dpi.state.nc.us/Curriculum/Computer.skills/lesson/SSlesson.G6.2.3.1.html>

Computer Applications
(Look under Spreadsheets
Section)
<http://www.angelfire.com/ks/tonyaskinner/computer.html>

Graphing Projects
<http://www.hellgate.k12.mt.us/bldg2/first/bessette/excel.html>

16 Ideas for Student Projects
Using Google Docs, Slides
and Forms, Cult of Pedagogy
<http://www.cultofpedagogy.com/google-student-projects/>

The NEW Google Forms: 9
Classroom Uses, Ditch that
Textbook
<http://ditchthattextbook.com/2>

8.1.12.A.3

Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Topics

Digital Tools

Twenty-First Century Themes and Skills include:

- Informational Literacy
- Media Literacy
- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

In English, mathematics, science, and social studies courses, students will evaluate or refine a technological solution to reduce the impact of humans on natural systems.

In English, mathematics, science, and social studies courses students will use multiple sources and sustained research to present and identify the issue, and prior attempts to solve it.

In English, mathematics, science, and social studies courses, students will

collaborate online to further research other perspectives on the issue(s), previous solutions and their impact(s).

In English, mathematics, science, and social studies courses, students will pose a self-generated question to prepare a report to increase knowledge and awareness regarding the issues.

In English, mathematics, science, and social studies courses, students will demonstrate understanding by recommending strategies to decrease or resolve the issue.

Students will be evaluated on their participation and completion of the activities:

1. Technological Solution
2. Issue Research, Collaboration, Report, and Strategies

Community Lessons:

Integrating Service-Learning Into K-12 Curriculum, The Massachusetts Department of Education
www.doe.mass.edu/csl/complexe/son.pdf

Tell Your Story on Digital Learning Day, Edutopia
<https://www.edutopia.org/digital-learning-technology-resources>

Use of Technology in Teaching and Learning, US Department of Education
<https://www.ed.gov/oie-news/use-technology-teaching-and-learning>

Website for Digital Learning Games and Interactive, National Education Association
<http://www.nea.org/tools/lessons/56481.htm>

1. [Eduweb: Portfolio](#)
contains digital learning games and interactives suitable for grades K-12.
Resources are grouped under featured, subject, grade, client, and those for mobile. Subjects represented are history,

earth & space science, engineering & technology, natural history, the arts, geography & economics, health, and reading. Eduweb develops activities for museums, zoos, and other educational organizations. Some activities will be on client websites.

2. [Be a Spacecraft Engineer](#) introduces students to elements of spacecraft design using the STARDUST spacecraft and the International Space Station as examples.
3. [Shedd Educational Adventures \(SEA\)](#) features six aquatic science interactives covering grades K-12. Two Build-a-Fish and Squish the Fish) are in Spanish as well as English. Lesson plans and fact sheets are provided.
4. [Where in the World and What in the World is Money?](#) takes players to different times and places. As they get home, players learn about forms of exchange have been used as money.

Modifications:

- New Jersey Department of Education – Instructional Supports and Scaffolds
- Suggested Strategies for English Language Learners
- The educational technology curricula provides enrichment activities that allow for greater personalized learning to meet the needs of all learners including students with gifts and talents.

Vocabulary:

Application software - A program that performs a specific function.

Bit: A fundamental unit of information having just two possible values, either 0 or 1.

Boot Sector Virus - A virus that infects the start-up files.

Byte - A sequence of adjacent bits, usually eight, operated on as a unit by a computer.

CD-R - Compact disc on which you can write only once and thereafter is read-only.

CD-ROM - A compact disk that functions as read-only memory.

CD-RW - Compact disk-rewritable.

Circuits - (a) A closed path followed or capable of being followed by an electric current. (b) A configuration of electrically or electro magnetically connected components or devices.

Computer Virus - Programming code created as a prank or as a malicious action that secretly affects other programs and causes unwanted consequences.

CPU - Central processing unit. The “brains” of the computer. The CPU is housed on a tiny silicon chip that contains millions of switches and pathways that help your computer interpret and execute instructions.

Digital Audiotape: A format for storing music on magnetic tape.

DVD-ROM - Digital video disk, better capabilities.

File server - A computer that is dedicated to running applications and storing data, which can be shared with other workstations.

File virus - A file that infects the files and programs that are on the hard drive.

Folder - A way to organize files into logical and manageable groups.

Format - Prepares a disk for use on a specific type of drive by imprinting the disk with the information it needs to work in that particular kind of drive. Also the ability to control the appearance and layout of data in a file.

Gigabyte - A unit of computer memory or data storage capacity equal to 1,024 megabytes.

GUI (Graphical User Interface) - A computer interface that enables a user to control the computer and launch commands by pointing and clicking at graphical objects such as windows, icons, and menu items.

Hard Disk - A rigid magnetic disk mounted permanently in a drive unit.

Icons - An image that represents an executable file.

Input devices - Any device used to input data into the computer (keyboard, mouse, scanner, etc.).

IP Address - A unique address assigned to a computer so it may be located across the web.

Kilobyte - A unit of computer memory or data storage capacity equal to 1,024 bytes.

LAN Intranetwork - Local Area Network. A method by which multiple computers and other devices such as printers or scanners are connected within a confined space such as an office building.

Laser - High quality and faster. Uses the same technology as copier machines.

Magnetic storage - Storage device where data is saved (before disks). Much like a reel to reel.

Megabyte - A unit of computer memory or data storage capacity equal to 1,024 kilobytes.

Menus - A list or table of executable options.

MHz - Millions of cycles per second, a unit used to measure clock speed in computers.

Multitasking - The ability of an operating system to run more than one software program at a time.

Operating System software - A type of software that provides an interface between the user or application software and the computer hardware.

Optical Storage - Use of laser technology to read and write data on silver platters.

Output Devices - Device used when reading/looking at output—printer, screen.

Pentium - The name given to Intel's P5 chip, the successor to the 80486. The name was chosen because of difficulties Intel had in trade marking a number. It suggests the number five (implying 586) while (according to Intel) conveying a meaning of strength "like titanium."

Peripheral devices - Devices connected by cable to the CPU of a computer; disk drives and printers are important peripherals.

Pixels - The basic unit of the composition of an image on a television screen, computer monitor, or similar display.

Platform - Compatible computers from one or more manufacturers; the two popular platforms for personal computers are PCs and Macintoshes.

Program - A series of commands and executable files that produce an expected result.

RAM - Random Access Memory. It is the main memory and stores data and programs while the computer is running. When the computer is turned off anything in main memory disappears. Computer can read from and write to this memory.

Resolution - Amount of pixels on the screen. More pixels the better resolution.

ROM - Read Only Memory. A computer chip that stores specific instructions to manage the computer's operation. Unlike main memory, this type of memory is non-volatile—the instructions remain permanently on the chip and cannot be changed.

Silicon chip - a small crystal of silicon semiconductor fabricated to carry out a number of electronic functions in an integrated circuit.

Storage devices - A hardware device, such as a hard disk or floppy disk, used to record and store data.

Terabyte - A unit of computer memory or data storage capacity equal to 1,024 gigabytes.

Time Bomb - Computer virus that does not cause its damage until a certain date or until the system has been booted a certain number of times.

Trojan Horse - A virus that can sneak inside of another file that can be executed at a specific time, or under specific circumstances.

WAN Internetwork - Wide Area Network by which computers over larger geographical areas can be connected.

Worm - A computer virus that makes many copies of itself resulting in the consumption of system resources, thus slowing down or actually halting tasks.

Write-protected -To modify (a file or disk) so that its data cannot be edited or erased.

Englewood Public School District

Technology

Grades 3-5

The Nature of Technology

Overview: Over the course of the school year, students will study and implement the use of technology throughout the core subjects. Students will research technology, solve problems, and create their own technologies to address issues in science, social studies, mathematics, and English language arts.

Time Frame: One school year

Enduring Understandings:

Technology is an integral part of 21st century life and skills.
 Technology can be used to enhance what we learn.
 Technology adapts to meet new challenges and solve new problems.

Essential Questions:

How can we make the best use of technology?
How does technology relate to other subjects we learn about?
What makes a system function?

Standards	Topics and Objectives	Activities	Resources	Assessments
<p><u>8.2.A Creativity and Innovation</u></p> <p>8.2.5.A.1 Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.</p> <p>8.2.5.A.2 Investigate and present factors that influence the development and function of a product and a system.</p>	<p>Topics</p> <p>Characteristics of Technology</p> <p>Relationship of Technology and Other Fields</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> Informational Literacy Media Literacy Creativity and Innovation Critical Thinking and Problem Solving Communication and 	<p>Natural vs. Man-made</p> <p>Natural Resources</p> <p>Instructors can select from a variety of lesson plans regarding natural resources, SMCPS</p> <ul style="list-style-type: none"> Recycling: Make a Map Earth Awareness: What's Our Cause? How Oil Production Can Impact Oceans <p>Students will bring items to school that reflect the two</p>	<p>Natural or Man-Made, SMCPS https://schools.smcps.org/gkes/images/Natural_or_Man-Made-.pdf</p> <p>Natural Resources Bingo, California Academy of Sciences https://www.calacademy.org/educators/lesson-plans/natural-resources-bingo</p> <p>Group Product-Pitch Presentations, Scholastic http://www.scholastic.com/teachers/lesson-plan/group-product-</p>	<p>Students will be evaluated on the quality of their participation and completion of the activities:</p> <ol style="list-style-type: none"> Natural Resources Natural Resources Bingo Group Product-Pitch Presentations Technology: Past, Present, and Future

Collaboration

Objectives

- Students will consider the qualities of natural vs. man-made products.
- Students will investigate the factors that influence the development of a given product.
- Students will consider the resources, criteria and constraints of the development of a given product.
- Students will gain an understanding of the impact of technology over time.
- Students will identify an understanding of how new understandings in science impact technology.

categories, natural vs. man-made.

Natural Resources Bingo

Students will learn what types of natural resources are used to make objects we use every day by playing Natural Resources Bingo. California Academy of Sciences

Product Design

Group Product-Pitch Presentations

Students will work in teams to create a new and unique product. They will use their public speaking skills in a presentation that advertises their product. Scholastic

Students will create a drawing of a product or device that communicates its function to the peers.

After reading a book on goods and services, students will explain why we need to make new products.

In small groups, students will consider how to improve a product that is used in the classroom.

Students will complete a research project on an inventor/invention. The student then modifies the invention to meet needs of today's society.

[pitch-presentation](#)

Technology: Past, Present, and Future, Science NetLinks <http://sciencenetlinks.com/lesson/s/technology-past-present-and-future/>

Teacher Resources:

Natural Resources, Brain Pop <https://educators.brainpop.com/bp-jr-topic/natural-resources/>

8.2.5.A.3 Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.

8.2.5.A.4 Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

8.2.5.A.5 Identify how improvement in the understanding of materials science impacts technologies.

Impact of Technology

Technology: Past, Present, and Future

In this lesson, students examine a number of technological innovations that have occurred since the beginning of humanity. As they become familiar with these needs-based inventions, they are prompted to consider how they helped change the way people lived and how societies work. Science NetLinks

The class will make a list and identify how technology impacts or improves life and are designed to meet human needs.

Students will conduct simple research and identify how the ways people live and work has changed because of technology.

8.2.B Technology and Society

8.2.5.B.1 Examine ethical considerations in the development and production of a product through its life cycle.

8.2.5.B.2 Examine systems used for recycling and recommend simplification of the systems and share with product developers.

Life Cycle of Products

The instructor will generate a class discussion about how electricity impacts our lives.

Students extend their knowledge of matter and energy cycles in organisms to engineering life cycle assessment of products. They learn about product life cycle assessment and the flow of

Life Cycles, Teach Engineering https://www.teachengineering.org/lessons/view/cub_life_lesson01

Product Life Cycle, PBS Learning http://florida.pbslearningmedia.org/resource/psc10.sci.life.lp_product/product-life-cycle/

From Cradle to Grave: Product Lifecycles, Teachers Try Science <http://www.teacherstryscience.org>

Students will be evaluated on the quality of their participation and completion of the activities:

1. Life Cycles
2. Product Life Cycle
3. From Cradle to Grave: Product Lifecycles
4. Buyer's Choice
5. Feed the Bin
6. How Computers and Electronics are Recycled

8.2.5.B.3 Investigate ways that various technologies are being developed and used to reduce improper use of resources.

8.2.5.B.4 Research technologies that have changed due to society's changing needs and wants.

8.2.5.B.5 Explain the purpose of intellectual property law.

8.2.5.B.6 Compare and discuss how technologies have influenced history in the past century.

- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students will develop an initial understanding of the ethical considerations in the development of the new products and their life cycle.
- Students will gain an understanding of recycling and make suggestions for simplifying the process.
- Students will consider how materials are disposed of improperly and suggest ways to improve.
- Students will investigate how technology has changed to meet new needs and wants.
- Students will explain what intellectual property law is and why it is important.
- Students will explain the impact that technology has had in the 21st century.

energy through the cycle, comparing it to the flow of nutrients and energy in the life cycles of organisms. Teach Engineering

Product Life Cycle

In this lesson, students apply geographic knowledge and critical thinking skills to consider where materials come from. By examining objects from their own backpacks or the classroom garbage can, students piece together the objects' "life stories" and discuss implications for disposal and biodegradation.

PBS Learning

From Cradle to Grave: Product Lifecycles

Students will learn that products have life cycles that can be compared to the life cycles of living things. Throughout the lesson, students will consider where products come from and how the life cycle of a product can impact the environment. Teachers Try Science

Recycling and Disposal

Buyer's Choice

By making very simple changes in our purchases, we can prevent waste by not generating it in the first place. Such changes include making purchases of high quality,

[g/lp/cradle-grave-product-lifecycles](http://www.greeningschools.org/resources/view_cat_teacher.cfm?id=8)

Buyer's Choice, Greening Schools

http://www.greeningschools.org/resources/view_cat_teacher.cfm?id=8

Feed the Bin, WakGov

<http://www.wakegov.com/recycling/recycle/ftb/pages/lessonplans.aspx>

How Computers and Electronics Are Recycled, Sims Recycling Global

<https://youtu.be/lw4g6H7alvo>

What is Intellectual Property?

Street Law, Inc.

<http://www.educateip.org/images/pdf/FINAL+Lesson+1.pdf>

Technology at Work, Discovery Education

<http://www.discoveryeducation.com/teachers/free-lesson-plans/technology-at-work.cfm>

Technological Artifacts and the Evolution of the Student Desk, Learn NC

<http://www.learnnc.org/lp/pages/5543>

7. Expository Essay
8. What is Intellectual Property?
9. Technology at Work
10. Technological artifacts and the evolution of the student desk

durable products, reusing what we can, and recycling as much as possible. Greening Schools

Feed the Bin

During this lesson, students will identify items that can be recycled from those that cannot. Additionally, students will sort and match items based on whether they are recyclable or not. WakGov

Students will create a brochure showing recycle, renew, reuse.

How Computers and

Electronics are Recycled

Students will discuss how computers are disposed of properly and then watch a video on the subject. Sims Recycling Global

Students will write an expository essay about how disposing of materials properly impacts the environment.

Students will conduct on-site research and identify how their school recycles.

Students will research how NJ is developing renewable energy sources.

Students will design their own energy source (windmill; solar panels; etc.) with simple designs and a plan for how to develop them.

Intellectual Property

The students will be given specific details of the purpose of trademarks and products in the global society with consideration of the proper ethics.

What is Intellectual Property?

In this lesson, students focus on the basic building blocks of intellectual property law. They will participate in an interactive strategy and connect intellectual property with everyday life. Street Law, Inc.

Evolution of Technology

Technology at Work

During this lesson students will learn that the history of technology began in prehistoric times. Discovery Education

Technological Artifacts and the Evolution of the Student Desk

In this lesson, students discuss a variety of definitions for the word “technology” and the relationships between technology, science, and society. Learn NC

8.2.C Design

8.2.5.C.1 Collaborate with peers to illustrate components of a designed

Topics

Attributes of Design

Application of Engineering Design

Components of Design

Students will develop a business: brochure; trademark; budget; and marketing plan.

Elements of Design, Kid Courses

<http://kidcourses.com/lessons-on-elements-design-coloring-sheet/>

Students will be evaluated on the quality of their participation and completion of the activities:

1. Elements of Design
2. My School as a System

<p>system.</p> <p>8.2.5.C.2 Explain how specifications and limitations can be used to direct a product's development.</p> <p>8.2.5.C.3 Research how design modifications have lead to new products.</p> <p>8.2.5.C.4 Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.</p> <p>8.2.5.C.5 Explain the functions of a system and subsystems.</p> <p>8.2.5.C.6 Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.</p> <p>8.2.5.C.7 Work with peers to redesign an existing product for a different purpose.</p>	<p>Invention and Innovation</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • Informational Literacy • Media Literacy • ICT Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration <p>Objectives</p> <ul style="list-style-type: none"> • Students will create an illustration that displays the components of a system. • Students will consider how to direct a product's development. • Students will explain how design modifications have evolved into new products. • Students will participate in several STEM projects in order to collaborate and design solutions to real-world problems. • Students will suggest ways to repair a broken product. • Students will consider how to repurpose a given product. <p>Students will conduct a survey, and then based upon the results suggest a product based on consumer wants and needs (t-shirt; ice cream flavor; etc.).</p> <p>Students will bring in the packages of a product and then display how to modify the design to create a new product.</p> <p><u>Elements of Design</u></p> <p>Instructors can select from a large variety of activities to hone students' understanding of the elements of design. Kid Courses</p> <p><u>My School as a System</u></p> <p>In this lesson, students will explore systems; they will think about their schools as systems, focusing on a social rather than scientific understanding of the concept. Science NetLinks</p> <p><u>Limitations of Design</u></p> <p>Develop a product, such as a car that would be safer. What features would you put in this Smart car?</p> <p><u>Product Design at ArtCenter College of Design</u></p> <p>Students watch a video on product design. ArtCenter College of Design</p> <p><u>Problem Solving</u></p> <p>Five Problem-Solving</p>	<p>My School as a System, Science NetLinks http://sciencenetlinks.com/lesson/s/my-school-as-a-system/</p> <p>Product Design at ArtCenter College of Design https://youtu.be/kv8GSZApW_g</p> <p>Five Problem-Solving Activities fro Elementary Classrooms, Concordia University http://education.cu-portland.edu/blog/teaching-strategies/5-problem-solving-activities-for-elementary-classrooms/</p> <p>Problem-Solving Process, Learning Skills http://www.edresources.com/edcreative.htm</p> <p>Simple Machines, Science NetLinks http://sciencenetlinks.com/lesson/s/systems-1-simple-machines/</p>	<p>3. Product Design at Art Center College of Design</p> <p>4. Five Problem-Solving Activities for Elementary Classrooms</p> <p>5. Problem-Solving Process</p> <p>6. Simple Machines</p>
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Activities fro Elementary

Classrooms

Classroom problem-solving activities teach children how to engage problems rather than become frustrated with them. Teachers have the opportunity to teach children the proper methods for dealing with stressful situations, complex problems, and fast decision-making. Concordia University

Problem-Solving Process

This lesson covers the problem-solving process using a program example with a student-selected issue or problem to use the process to develop a solution. Learning Skills

Students will collaborate and brainstorm with peers to solve a problem, considering all solutions to provide the best results with supporting sketches or models.

The instructor will present a product that has stopped working. Students will examine the product and then brainstorm ideas to correct the problem.

Students will bring in a product and take it apart, sketch how the parts fit, and put it back together. Next, students will identify the strengths and weaknesses of the product.

Collaboratively, students will apply a design process to solve a simple problem from everyday experiences.

Systems and Subsystems

Simple Machines

During this lesson, students will explore the parts of a system and develop their understanding of the interactions between those parts. Additionally, students will engage in troubleshooting and design related to systems. Science NetLinks

Students will describe how technology can help produce products and systems. For example: designing a pizza to satisfy the different tastes of consumers.

Using Inspiration or another mind-mapping tool, students will diagram a living system and its subsystems.

8.2.D

Abilities for a Technological World

8.2.5.D.1 Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

Topics

The Design Process

Technological Products and Systems

Impact of Products and Systems

Use and Twenty-First Century Themes and Skills include:

- Informational Literacy

Problem Solving With Technology

Students will identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.

Using Creative Thinking and

Design Technology: Children's Engineering, Erin Denniston, LEARN NC

<http://www.learnnc.org/lp/editio ns/designtech/contents>

Using Creative Thinking and Technology to Solve World Problem, Accenture

<https://www.plotr.co.uk/assets/files/view/f9a4b895-baaf-4fdb-9d10-612cac889bc4/pdf>

Students will be evaluated on the quality of their participation and completion of the activities:

1. Using creative thinking and technology to solve world problem.
2. Find It with GPS!
3. Going... Going...Gond ola!
4. Design Technology: Children's Engineering

5. Technology: Past, Present and Beyond
6. Environmental Impact

Technology to Solve a World Problem

During this lesson, students think creatively and discuss how technology could help to reduce food waste. Accenture

Find It with GPS!

Students explore how the development of global positioning systems has revolutionized both defense and consumer product engineering. Students work in teams to understand the technology behind GPS, explore current applications, and brainstorm new applications for global use of GPS. Try Engineering

Alternative Solutions

Going...Going...Gondola! Students will develop an understanding of the complexity of floodwater problems in Venice, Italy and the controversy surrounding the solutions that have been proposed. Students will use critical thinking and problem-solving strategies while learning about the intervention by man in natural environments and how this intervention has continuously created more problems and solutions. PBS Learning

How to Report

Given a specific task, students

Media Literacy

- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students will identify a problem that can be resolved using technology.
- Students will generate alternative solutions to a given problem.
- Students will complete a how to report or project.
- Students will explain why systems need to be monitored.
- Students will gain an understanding of the materials and processes needed to make a given product.
- Students will understand the positive and negative effects of a given product.
- Students will investigate the impact of a given technology on the environment.

8.2.5.D.2 Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.

8.2.5.D.3 Follow step by step directions to assemble a product or solve a problem.

8.2.5.D.4 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.

8.2.5.D.5 Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.

8.2.5.D.6 Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.

8.2.5.D.7 Explain the impact that resources such as energy and materials used in a process to produce products or

Find it with GPS! Try

Engineering

www.tryengineering.org/lessons/finditgps.pdf

Teacher Resource:

Problem-Solving Activities with the Help of Technology, EdTech Review

<http://edtechreview.in/trends-insights/insights/749-problem-solving-activities-with-the-help-of-technology>

Going... Going... Gondola! PBS Learning

www.tc.pbs.org/wgbh/nova/education/ideas/media/2914-tranham-overview.doc

Technology: Past, Present and Beyond, Ohio.gov

<http://dnet01.ode.state.oh.us/IMS.ItemDetails/LessonDetail.aspx?id=0907f84c805317c4>

Environmental Impact, Baltimore County Public Schools

https://www.bcps.org/offices/lis/TR.SYMPOSIUM.01_alattimore_071311.docx

system have on the environment.

will list and demonstrate the steps to complete an everyday task.

Attributes of Products

Design Technology: Children's Engineering

Instructors can select from a large variety of children's engineering activities:

1. Aesthetics and Practicality
2. Heat and Temperature
3. Stability
4. Properties of Materials

Technology and the Environment

Technology: Past, Present and Beyond

In this lesson students investigate the positive and negative impact that technology has had on society and how it has changed over the years. Students will use pictures, newspapers, magazines and technology tools such as television and computers to find examples of technology and the impact it has had on human life. Ohio.gov

Environmental Impact

Students will develop an environmental impact report for individual invention/innovations. Baltimore County Public Schools

8.2.E

Computational Thinking: Programming

8.2.5.E.1 Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.

8.2.5.E.3 Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.

8.2.5.E.4 Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).

Topics

Computational Thinking as tools Used in Design

Twenty-First Century Themes and Skills include:

- Informational Literacy
- Media Literacy
- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students will gain an understanding of how a computer works.
- Students will create a loop using simple programming language.
- Students will use computer technology language appropriately.

How Computer's Work

All About Computers

Students will hone their understanding of how the Internet works. Discovery Education

Programming

Bee: Debugging
In this lesson, students will encounter puzzles that have been solved incorrectly. They will need to step through the existing code to identify errors, including incorrect loops, missing blocks, extra blocks, and misordered blocks.
Code.org

Why Kids Must Learn to Code
Students will watch a video that explains why it's important to learn how to code. YouTube

Graph Paper Programming
By "programming" one another to draw pictures, students will begin to understand what programming is really about. The class will begin by having students instruct each other to color squares in on graph paper in an effort to reproduce an existing picture. Code.org

Sorting Networks: Beat the Clock

To make computers go faster, it can be a lot more effective to have several slower computers

All About Computers, Discovery Education

<http://www.discoveryeducation.com/teachers/free-lesson-plans/all-about-computers.cfm>

Bee: Debugging, Code.org
<https://code.org/curriculum/course2/10/Teacher#GetStarted>

Why Our Kids Must Learn to Code, Youtube.com
<https://youtu.be/STRPsW6IY8k>

Teacher Resources:

Teach our K-8 Intro to Computer Science, CODE.org
<https://code.org/educate/curriculum/accelerated-course>

Coding in the Classroom: 16 Top Resources, Edudemic.com
<http://www.edudemic.com/coding-classroom-16-top-resources/>

Computer Science without a Computer, Computer Science Unplugged
<http://csunplugged.org/>

15+ Ways of Teaching Every Student to Code (Even Without a Computer), Eductopia
<https://www.edutopia.org/blog/15-ways-teaching-students-coding-vicki-davis>

Computer Vocabulary, Youtube
<https://youtu.be/wIORiFBjDrg>

Basic Programming Vocabulary,

Students will be evaluated on the quality of their participation and completion of the activities:

1. All About Computers
2. Bee: Debugging
3. Why Kids Must Learn to Code
4. Graph Paper Programming
5. Sorting Networks: Beat the Clock
6. Lightbot
7. Find the Technology
8. Basic Programming Vocabulary

working on a problem than a single fast one. This raises questions about how much of the computation can be done at the same time. Here we use a fun team activity to demonstrate an approach to parallel sorting. It can be done on paper, but we like to get students to do it on a large scale, running from node to node in the network. Code.org

Computer Programming

Instructors can select from a large variety of games and activities to teach elementary students about basic computer programming. Lightbot

Computer Vocabulary

Find the Technology

This simple computer game can be utilized to assist students to consider which objects are considered “technology.”
Education City

Computer Vocabulary

Students watch a video game that provides clarity about what the different parts and systems of a computer are. YouTube

Basic Programming Vocabulary

This chart displays basic programming language that can be used in the classroom.
Lightbot

Education City

<https://www.google.com/#q=computer+vocabulary&start=20>

Computer Programming,
Lightbot

<http://lightbot.com/>

Modifications:

- New Jersey Department of Education – Instructional Supports and Scaffolds
- Suggested Strategies for English Language Learners
- The Nature of Technology curricula provides enrichment activities that allow for greater personalized learning to meet the needs of all learners including students with gifts and talents.

Vocabulary:

Aesthetics – Pleasing in appearance.

Algorithm – Instruction or set of instructions explaining how to solve a problem.

Brainstorming - Seeking creative solutions to an identified problem

Cause-Effect – What happened and what made it happen.

Constraints – The limits on a design.

Consumer – A person or household that purchases goods or services.

Copyright Law - The law that protects the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something

Credits - To give reference to the creator and source of the information used in a presentation.

Criteria - The features a product or system must have in order to meet the expectations of the customer.

Design Cycle – The process of creating a model of how computer code can be written to provide the functionality or features to solve the problem described in the problem statement and requirements list.

Engineer – A person who is trained in and uses technological and scientific knowledge to solve practical problems.

Engineering design process: A series of steps used by engineering teams to guide them as they develop new solutions, products or systems. The process is cyclical and may begin at, and return to, any step.

Engineering: The use of science and mathematics to solve problems to improve the world around us.

Function - A factor to consider before buying a product.

Optimize - An act, process, or methodology used to make a design or system as effective or functional as possible within the given criteria and constraints.

Problem – Issue or situation that requires a solution.

Problem Solving/Design Process - the procedure used to develop technology that will attempt to satisfy peoples technological needs and wants.

Processes - The steps needed to complete a series of identifiable tasks within a system.

Prototype - A working model of a system, assembly, or product that is built to test the operation, maintenance, and safety of the item.

Revision Cycle – The process of incorporating review comments about a document into revisions of a later version of the document.

Specifications - A detailed description of the design and materials used to make something.

Trade Off - An exchange of one thing in return for another; especially relinquishment of one benefit or advantage for another regarded as more desirable.

Englewood Public School District

Technology

Grades 6-8

The Nature of Technology

Overview: Over the course of the school year, students will study and implement the use of technology throughout the core subjects. Students will research technology, solve problems, and create their own technologies to address issues in science, social studies, mathematics, and English language arts.

Time Frame: One school year

Enduring Understandings:

Technology is an integral part of 21st century life and skills.
Technology made for one purpose can be used to solve additional problems.

Essential Questions:

How can we make the best use of technology?
How does the enormous increase in knowledge and information affect society today?
What are the risks and rewards of using technology?

Standards	Topics and Objectives	Activities	Resources	Assessment
<p>8.2.A <u>Creativity and Innovation</u></p> <p>8.2.8.A.1 Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).</p> <p>8.2.8.A.2 Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve</p>	<p>Topics</p> <p>Characteristics and Scope of Technology</p> <p>Core Concepts of Technology</p> <p>Technology and Other Fields</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • Informational Literacy • Media Literacy • ICT Literacy • Creativity and Innovation • Critical Thinking and 	<p><u>Computer vs. Paper Models</u></p> <p>Students will analyze computer and paper models of faults based on their relative strengths and limitations.</p> <p>Grade 6 Science, MP 1 – Earth Systems – Plate Tectonics, Earthquakes, & Volcanoes</p> <p><u>Gravity-Fed Water Systems</u></p> <p>Students will design a water delivery system to aid developing communities in the <u>Gravity-Fed Water System Activity</u>. Grade 6 Science –</p>	<p>Computer vs. Paper Models Folds, Faults and Mountains https://ees.as.uky.edu/sites/default/files/elearning/module10s/wf.swf</p> <p>Gravity-Fed Water System Teach Engineering https://www.teachengineering.org/activities/view/cub_gravityfed_activity1</p> <p>Gravitywater, Teach Engineering https://www.teachengineering.org/activities/view/cub_huma</p>	<p>Students will be evaluated on the quality of their participation and completion of the activities:</p> <ol style="list-style-type: none"> 1. Computer vs. Paper Models 2. Gravity-Fed Water Systems 3. Greywater 4. Life Support Systems 5. Create a Colony 6. Marine Food Web and Human Impact 7. Cells to Tissues 8. Playing with Parachutes 9. All the Energy in the

[nwatercycle_lesson01_activit](#)
y1

Modeling Marine Food Webs and Human Impact, NSTA
<http://ngss.nsta.org/Resource.aspx?ResourceID=516>

Cells to Tissues, Better Lesson
http://betterlesson.com/lesson/632404/cells-to-tissues-to-organs?grade=19&subject=2&from=bl_directory_no-keywords_middle-school_human-anatomy--physiology-and-body-systems_mt-lesson_632404_title

Playing with Parachutes, Try Engineering
www.tryengineering.org/lessons/playingwithparachutes.pdf

All the Energy in the Universe TedEd
<http://ed.ted.com/lessons/all-of-the-energy-in-the-universe-is-george-zaidan-and-charles-morton>

MP2 – Rocks and Minerals

Greywater
Students will model the amount of “greywater” generated in a home and propose solutions to reduce water waste in the [Shades of Grey\(water\) activity](#). Grade 6
Science – MP2 – Rocks and Minerals

Life Support Systems
In English, Social Studies and/or Science students will design a life support system that would allow humans to live in every level of the atmosphere taking into consideration changes in temperature, pressure, and radiation.

Create a Colony
Based on research about the solar system, students will *Create a Colony* by selecting a place for future colonization and developing a plan for addressing all basic human needs in that environment.
Grade 6 Science – MP4 – Space Systems

Marine Food Web and Human Impact
Students develop food webs and investigate human impacts on marine ecosystems in [Modeling Marine Food Webs and Human Impact](#).
Grade 7 Science – MP3 –

Problem Solving and Communication and Collaboration

Objectives

- Students will describe the nature of technology and the consequences of technological activity.
- Students will describe how components of a technological product, system, or environment interact.
- Students will describe how one technological innovation can be applied to solve another human problem that enhances human life or extends human capability.
- Students will describe how technological activity has an affect on economic development, political actions, and cultural change.
- Students will explain the cultural and societal effects resulting from the dramatic increases of knowledge and information available today.

the system.

8.2.8.A.3 Investigate a malfunction in any part of a system and identify its impacts.

8.2.8.A.4 Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.

8.2.8.A.5 Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.

Matter and Energy in Organisms and Ecosystems

Cells to Tissues

Students will model how the body is a system of interacting subsystems by completing the lesson [From Cells to Tissues to Organs](#). Grade 7 Science – MP4, Unit 8 – Living Things and Body Systems

Playing with Parachutes

Student will experiment with different parachute designs in the lab [Playing with Parachutes](#). Grade 8 Science – MP2 – Force and Motion

All the Energy in the Universe

Students will watch the video [All the Energy in the Universe is...](#) and trace the path energy in an everyday activity. Grade 8 Science – MP3 – Relationship Among Forms of Energy

8.2.B

Technology and Society

8.2.8.B.1 Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.

8.2.8.B.2 Identify the desired and undesired consequences from the use of a product or system.

Topics

The Effects of Technology

Technology and the Environment

Societal Use of Technology

Technology and History

Twenty-First Century Themes and Skills include:

- Informational Literacy

Classroom Paper Recycling

Lesson focuses on how engineers and others have developed and improved the manufacturing of recycled paper. Students work in teams to recycle and manufacture their own recycled paper while learning how recycled paper is manufactured on a larger scale in paper facilities. Student teams evaluate current processes for creating paper and develop

Classroom Paper Recycling, Try Engineering

<http://tryengineering.org/sites/default/files/lessons/paper.pdf>

Decision Making: Scarcity, Opportunity Cost, and You Council of Economic Education

www.councilforeconomic.org/lessons/lessons/Focus_Personal_Decision_Making_sample_lesson.pdf

Students will be evaluated on the quality of their participation and completion of the activities:

1. Classroom Paper Recycling
2. Decision Making: Scarcity, Opportunity Cost, and You
3. Genetically Modified Seeds
4. Consumption
5. Trip Tally: Discovering Environmental Solutions

<p>8.2.8.B.3 Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.</p> <p>Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.</p> <p>8.2.8.B.4 Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.</p> <p>8.2.8.B.5 Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.</p> <p>8.2.8.B.6 Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.</p> <p>8.2.8.B.7 Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.</p>	<ul style="list-style-type: none"> • ICT Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration <p>Objectives</p> <ul style="list-style-type: none"> • Students will gain a strong understanding of the need and importance of sustainability on product design. • Students will identify the positive and negative impact of a given product. • Students will conduct research to better understand the ethical issue of a given product. • Students will conduct research to learn more about the negative consequences of some technologies. • Students will explain how new technologies are developed based upon societal demands and needs. • Students will gain a strong understanding of intellectual property rights. • Students will investigate the process of upcycling a given product. 	<p>improvement to the procedure. Try Engineering</p> <p>Students examine recycling of tires to identify the impact of its ecological footprint during the tires' life cycle.</p> <p>Students analyze and present alternative methods to reduce waste during one stage of the product life cycle, minimizing human impact on the environment.</p> <p>Students use technology to collaborate, produce and publish research to increase awareness in the community demonstrating the impact of upcycling to individuals and society.</p> <p><u>Decision Making: Scarcity, Opportunity Cost, and You</u> During this lesson, students will identify the opportunity cost in examples of personal decision-making. Additionally, students will describe the trade-offs involved in their choices. Council of Economic Education</p> <p><u>Genetically Modified Seeds</u> During this lesson students will consider the prevalence of genetically modified seeds in the food supply. And students will select the three most important benefits</p>	<p>6. Environmentally Modified Seeds, PBS Learning http://www.pbs.org/pov/foodinc/lesson-plan-3/</p> <p>7. The Trash We Pass</p> <p>8. Clean It Up!</p> <p>9. Generators: Three Mile Island vs. Hoover Dam</p> <p>Consumption, No Impact Projects http://noimpactproject.org/educators-middle-high-school-environment-curriculum.html/consumption-lesson-plan/</p> <p>Trip Tally: Discovering Environmental Solutions, Northeast Sustainability Energy Association https://www.edutopia.org/environmentally-conscious-lesson-ideas</p> <p>Environmental Explorers, National Geographic Society https://www.edutopia.org/environmentally-conscious-lesson-ideas</p> <p>The Trash We Pass, Redefining Progress http://rprogress.org/education/lesson_plans.htm</p> <p>Clean It Up! Teach Engineering https://www.teachengineering.org/lessons/view/cub_lifescience_lesson04</p> <p>Generators: Three Mile Island vs. Hoover Dam, Teach Engineering https://www.teachengineering.org/lessons/view/cub_lifescience_lesson04</p>
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[org/lessons/view/duk_powergen_tech_less](http://www.pbs.org/lessons/view/duk_powergen_tech_less)

and/or controversies related to the use of genetically modified seeds and explain their significance in a position paper. PBS Learning

Consumption

This lesson plan features the film and book from the project, *No Impact Man*, which follows a family in New York City as they examine how they live, exchange old habits for more environmentally-friendly ones, and discover in the process that such changes actually make them happier and healthier. No Impact Projects

Trip Tally: Discovering Environmental Solutions

What impact does car transportation have on the local environment? That's the key question this lesson aims to ask and answer as students conduct a simple air pollution experiment and analyze the findings in the context of their own weekly trip tally, which documents their comings and goings about town by car, foot, bike, and public transportation. Northeast Sustainability Energy Association

Environmental Explorers

This lesson calls upon observation and analysis skills

as students explore and then discuss the changes that have been made to the natural environment. Students observe and document natural and human features in their locale (during a walk around the neighborhood or a trip downtown, for example), and evaluate the impact of changes made by humans, such as the leveling of an area for a subdivision or the damming of a local stream or river. National Geographic Society

The Trash We Pass

A day's worth of classroom garbage becomes the basis for this lesson, which explores the amount of waste students (and their schools, families, and community) produce each day, and the impact of all this trash on the environment. Faced with the dirty truth about how much trash they accumulate, students are asked to brainstorm how to reduce their waste production (by using less, recycling more, and so on) and then to put their newfound knowledge to further use by taking action in their community. Redefining Progress

Clean It Up!

Students learn about a special branch of engineering called bioremediation, which is the

use of living organisms to aid in the clean-up of pollutant spills. Students learn all about bioremediation and see examples of its importance. In the associated activity, students conduct an experiment and see bioremediation in action! Teach Engineering

Generators: Three Mile Island vs. Hoover Dam
 Students are given a history of electricity and its development into the modern age—an energy lifeline upon which our society so depends. A range of methods of electrical power generation are introduced—turbines, hydroelectric, steam, fuel cells, solar power and wind power—along with further discussion of each technology's pros and cons. Teach Engineering

8.2.C Design

8.2.8.C.1 Explain how different teams/groups can contribute to the overall design of a product.

8.2.8.C.2 Explain the need for optimization in a design process.

8.2.8.C.3 Evaluate the function, value, and aesthetics

Topics

Attributes of Design

Applications of Engineering Design

Inventions and Innovations

Twenty-First Century Themes and Skills include:

- Informational Literacy
- ICT Literacy
- Creativity and Innovation

Chemical Reaction Design Challenge

Students will engage in an engineering Chemical Reactions and Design Challenge.

Grade 8 Science – MP2 – Chemical Reactions

Bumper Boats

Students will design solutions for colliding objects in the Bumper Boats Activity.

Grade 8 Science – MP2 –

Chemical Reactions and Design Challenge, Middle School Chemistry

<http://www.middle-school-chemistry.com/lessonplans/chapter6/lesson11>

Bumper Boats, Better Lesson
<http://betterlesson.com/lesson/634470/newton-s-second-and-third-laws-of-motion-bumper-boats-investigation>

Energy Forms and Changes,

Students will be evaluated on the quality of their participation and completion of the activities:

1. Chemical Reaction Design Challenge
2. Bumper Boats
3. Energy Forms
4. Transition to Digital Television
5. Copycat Engineers

of a technological product or system, from the perspective of the user and the producer.

8.2.8.C.4 Identify the steps in the design process that would be used to solve a designated problem.

8.2.8.C.5 Explain the interdependence of a subsystem that operates as part of a system.

8.2.8.C.5.a Create a technical sketch of a product with materials and measurements labeled.

8.2.8.C.6 Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.

8.2.8.C.7 Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.

8.2.8.C.8 Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to

- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students will demonstrate and explain how the design process is not linear.
- Students will use hands on activities to analyze products and systems to determine how the design process was applied to create the solution.
- Students will identify a technological problem and use the design process to create an appropriate solution.
- Students will describe how variations in resources can affect solutions to a technological problem.
- Students will select and safely use appropriate tools and materials in analyzing, designing, modeling or making a technological product, system or environment.
- Students will collaborate to make a new product including a sketch of the product using accurate measurements and appropriate details.

Force and Motion

Energy Forms

Students will explore heat transfer and build their own systems in the simulation [Energy Forms and Changes](https://www.teachengineering.org/lessons/view/cub_lifescience_lesson03).
Grade 8 Science – MP3 – Thermal Energy

Transition to Digital Television

Students will gain a fundamental understanding of the transition from analog television to digital with a scientific and policy perspective. They will then develop a presentation to inform consumers of the upcoming digital TV transition in the lesson [Transition to Digital Television](https://www.pbs.org/newshour/spc/telenews/materials/digitalconverson_lessonplan.pdf).
Grade 8 Science – MP4 – the Electromagnetic Spectrum

Copycat Engineers

Students are introduced to the idea of biomimicry—or looking to nature for engineering ideas. Biomimicry involves solving human problems by mimicking natural solutions. Students learn about a few fun examples of the many creative and useful instances of biomimicry. Teach Engineering

Colorado.edu
www.SCHSFormsandTranformationsofEnergy-pdf.pdf

Copycat Engineers, Teach Engineering
https://www.teachengineering.org/lessons/view/cub_lifescience_lesson03

Transition to Digital Television, PBS

www.pbs.org/newshour/spc/telenews/materials/digitalconverson_lessonplan.pdf

peers.

8.2.D Abilities for a Technological World

8.2.8.D.1 Design and create a product that addresses a real world problem using a design process under specific constraints.

8.2.8.D.2 Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.

8.2.8.D.3 Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.

8.2.8.D.4 Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.

8.2.8.D.5 Explain the impact of resource selection and the production process in the development of a common or

Topics

Apply the Design Process

Technological Products and Systems

Impact of Products and Systems

Twenty-First Century Themes and Skills include:

- Informational Literacy
- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
- Students will explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost

Keep It Cool

Students will engineer a thermos in the [Keep It Cool](#) activity. Grade 8 Science – MP3 – Thermal Energy

Cause for Alarm

Students will design an alarm system in Chapter Project (p33) Cause for Alarm. Grade 8 Science – MP4 – Types of Interactions

Are Dams Forever?

Students learn that dams do not last forever. Similar to other human-made structures, such as roads and bridges, dams require regular maintenance and have a finite lifespan. Many dams built during the 1930-70s, an era of intensive dam construction, have an expected life of 50-100 years. Teach Engineering

Are You in Control?

Students learn about airplane control surfaces on tails and wings, and engineering testing wherein one variable is changed while others are held constant. Through the associated activity, they compare the performance of a single paper airplane design while changing its shape, size and flap positions. Teach Engineering

Keep It Cool, Try Engineering www.Keepitcool.pdf

Are Dams Forever?, Teaching Engineering https://www.teachengineering.org/lessons/view/cub_dams_le_sson08

Are You in Control, Teach Engineering https://www.teachengineering.org/lessons/view/cub_airplane_s_lesson07

Students will be evaluated on the quality of their participation and completion of the activities:

1. Keep It Cool
2. Cause for Alarm
3. Are Dams Forever?
4. Are You in Control?

technological product or system.

8.2.8.D.6 Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.

- efficiency, and sustainability.
- Students will explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control, and communication.
- Students will identify how the process used to construct a new product can be revised to limit the impact on the environment.

8.2.8.E Computational

Thinking: Programming

8.2.8.E.1 Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.

8.2.8.E.2 Demonstrate an understanding of the relationship between hardware and software.

8.2.8.E.3 Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.

8.2.8.E.4 Use appropriate terms in conversation (e.g., programming, language, data,

Topics

Tools Used in Design and Engineering

Twenty-First Century Themes and Skills include:

- Informational Literacy
- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students will consider how computers are used in different careers.
- Students will explain the relationship of hardware to software.

Brain is a Computer, Teach Engineering

https://www.teachengineering.org/lessons/view/umo_ourbod_ies_lesson01

Basic Computer Hardware and Software, ACMF

www.articlimatemodeling.org/lessons/.../acmp_k4_DataAnalysisAndDisplay_BasicComputerHardwareAndSoftware.pdf

Computer Comparison Project Alabama Learning Exchange http://alex.state.al.us/lesson_view.php?id=4741

Get Creative with Programming, Scratch <https://scratch.mit.edu/>

The Alice Project

Students will be evaluated on the quality of their participation and completion of the activities:

1. Brain is a Computer
2. Basic Computer Hardware and Software
3. Computer Comparison Project
4. Get Creative with Programming
5. The Alice Project
6. Code Combat

RAM, ROM, Boolean logic terms).

- Students will learn basic programming language and develop an algorithm to solve an assigned problem.

www.Alice.org

Code Combat

<https://codecombat.com/>

and software. If possible, have one or more types of computers available to show students the hardware components found on different computer models. A multimedia projector can be used to show students the different types of software described in the lesson.
ACMP

Computer Comparison Project

In this collaborative project students compare computer hardware and software. Students input data and summarize as a class.
Alabama Learning Exchange

Get Creative with Programming

Instructors can select from a large variety of online games, lessons and activities to introduce students to computer programming.
Scratch

The Alice Project

This site is educational software that teachers students computer programming in a 3D environment. Alice.org

Code Combat is a platform for students to learn computer science while playing through a real game.

Modifications:

- New Jersey Department of Education – Instructional Supports and Scaffolds
- Suggested Strategies for English Language Learners
- The Nature of Technology curricula provides enrichment activities that allow for greater personalized learning to meet the needs of all learners including students with gifts and talents.

Vocabulary:

- Analyze - To study something carefully in order to understand it or learn more about it.
- Anti-Virus - An application designed to search for viruses and repair files on a computer.
- Assess - To judge or figure out the value of something, both good and bad values.
- Copyright Law - The law that protects the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something.
- Credits - To give reference to the creator and source of the information used in a presentation.
- Define - To describe something exactly.
- Design: Loosely defined, the art of creating something that does not exist.
- Derive - To get something from a source.
- Distance learning - Situation in which the instructor and students are separated by time, location, or both. Courses are delivered to remote locations via synchronous or asynchronous means.
- Drawing - A sketch, plan, or design. E-learning - Education via the Internet, network, or standalone computer.
- Network- Enabled transfer of skills and knowledge. E learning refers to using electronic applications and processes to learn.
- E-learning applications and processes include Web-based learning, computer-based learning, virtual classrooms, and digital collaboration.
- E-books - A book composed in or converted to digital format for display on a computer screen or handheld device.
- Ergonomics - The science of designing products and structures around the people who use them, It is also called human factors analysis.
- Feature - A characteristic of a passage.
- Freeware - Software written and then donated to the public, so anyone is free to copy it and share it with their friends. This is not the same as shareware or commercial software, which is supposed to be paid for.
- Function - The purpose for which something is designed or used.
- Goal - The desired result or achievement of a proposed solution.
- Interpret - To find or explain the meaning of something.
- Intellectual Property - The property (as an idea, invention, or process) that derives from the work of the mind or intellect related topic to another.
- Justify - To defend or prove a response using specific examples.
- Methodology - A group of methods, hypotheses, and rules used by a field of study to resolve problems or to maintain useful practices.
- Model - An example that shows the construction or appearance of something.
- Netiquette -Etiquette governing communications on the Internet.
- Predict - To estimate (guess) future events based upon present and past information.
- Personal Information - Information about yourself such as name, address, phone number, birthday or any family members' information.
- Problem Solving - The process of working through details of a problem to reach a solution.
- Process - A number of actions done to make a special thing happen.

Prototype - A full scale working model, the original or model on which something is based or formed.

Public Domain - Software written and then donated to the public. Anyone can use and copy public domain software free of charge, but it is not always the same quality as commercial software.

Quality Control - a process that includes all the systems and programs that ensure the outputs of technological systems will meet engineering standards and customer expectations

Shareware - Software that can be tried before you purchase.

Sketch - A rough design, plan, or draft, of a possible solution.

Source - A firsthand document or primary reference work.

Specifications - A detailed description or assessment of requirements, dimensions, and materials, etc.

Structure - Something built; or the way parts go together and work together.

Theory - An idea or set of ideas about how and why things work together.

Vandalism - The intentional act of destroying computer files or computer networks.

Vary - To change something.

Englewood Public School District

Technology

Grades K-2

The Nature of Technology

Overview: Over the course of the school year, students will study and implement the use of technology throughout the core subjects. Students will research technology, solve problems, and create their own technologies to address issues in science, social studies, mathematics, and English language arts.

Time Frame: One school year

Enduring Understandings:

Technology is an integral part of 21st century life and skills.
Technology affects a lot of what we do in our daily lives.
We can use technology to help and teach others.

Essential Questions:

How does technology affect our daily lives?
How do we use technology at home, work, and school?
How do computers work?
How do we fix broken tools and toy?

Standards	Topics and Objectives	Activities	Resources	Assessments
8.2. The Nature of Technology 8.2.2.A.1 Define products produced as a result of technology or of nature. 8.2.2.A.2 Describe how designed products and systems are useful at school, home and work. 8.2.2.A.3 Identify a system and the components that work	Topics Characteristics of Technology Relationship of Technology and Other Fields Twenty-First Century Themes and Skills include: <ul style="list-style-type: none"> • Informational Literacy • Media Literacy • Critical Thinking and Problem Solving • Communication and 	In a small group, students will express how technological tools and resources are practical for everyday life. <u>Natural vs. Man-Made – An Introduction</u> Students learn to identify what is natural vs. man-made. Better Lesson As a class, students will list the products of today compared to those of the past.	Natural vs. Man-Made – An Introduction, Better Lesson http://betterlesson.com/lesson/637596/natural-vs-man-made-an-introduction Exploring Parts and Wholes, Project 2061 www.project2061.org/publications/rs/online/Guide/Ch2/hlp/par0.pdf Exploring Parts and Wholes, Science NetLinks	Students will be evaluated on the quality of their participation and completion of the activities: <ol style="list-style-type: none"> 1. Natural vs. Man-Made – An Introduction 2. Something Old, Something Changed 3. Trains and Travel: Then and Now 4. Exploring Parts and Wholes 5. Exploring Parts and Wholes

together to accomplish its purpose.

- 8.2.2.A.4 Choose a product to make and plan the tools and materials needed.
- 8.2.2.A.5 Collaborate to design a solution to a problem affecting the community.

Collaboration

Objectives

- Students will define and distinguish between a natural product and a man-made product.
- Students will explain how products are useful in different settings.
- Students will analyze a system and explain its components.
- Students will create a product.
- Students will collaborate to solve a community problem.

As a class, make a list of ways that technology affects our daily lives.

Given a set of materials, students will identify which items are man-made and which items come from nature.

Something Old, Something Changed

This lesson asks students to be detectives, to look at evidence to discover what has changed in the present and why. Department of Education

Trains and Travel: Then and Now

Upon completion of this lesson, students will understand the changes in preferred forms of transportation over time. Library of Congress

Exploring Parts and Wholes I

At the end of this lesson, students will be able to make some interesting and accurate statements about how parts of a product are related to the whole. Project 2061

Exploring Parts and Wholes II

Students will further explore how parts of a product are related to the whole. Project 2061

<http://sciencenetlinks.com/lessons/exploring-parts-and-wholes/>

Something Old, Something Changed, Department of Education

<https://dnet01.ode.state.oh.us/items.itemdetails/lessondetail.aspx?id=0907f84c80531d28>

Trains and Travel: Then and Now

Library of Congress
www.library.mtsu.edu/tps/lessonplans&ideas/Lesson_Plan_Pullman_Porters.pdf

Teacher Resources:

Real-World Problem Solving: Project-Based Solutions, Edutopia

<https://www.edutopia.org/practice/real-world-problem-solving-project-based-solutions>

6. Product Design
7. Safety Brochure
8. Repair a Broken Tool or Toy

Students will create a safety brochure for a toy or household product. They will explain the importance of safety in the use and selection of appropriate tools and resources for a specific purpose.

Each student will design their own product and describe how it was made and how it works.

As a class, students will brainstorm and devise a plan to repair a broken toy or tool using the design process.

Describe how the parts of a common toy or tool interact and work as part of a system.

Collect and post the results of a digital classroom survey about a problem or issue and use data to suggest solutions.

8.2.B **Technology and Society**

8.2.2.B.1 Identify how technology impacts or improves life.

8.2.2.B.2 Demonstrate how reusing a product affects the local and global environment.

8.2.2.B.3 Identify products or systems that are designed to meet human needs.

Topics

The Effects of Technology

Societal Use of Technology

Technology and History

Twenty-First Century Themes and Skills include:

- Informational Literacy
- Media Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving

Students will watch a video “Kids of Today vs. 1980’s Technology” and discuss their parent’s technology and their own.

Individually, students will create a Venn diagram comparing how technology has helped and improved our lives.

Individually, students will research how a specific technology affects their life

Kids of Today vs. 1980’s Technology

<https://youtu.be/7v75QpvISUs>

Save Our Earth! Alternative Uses of Common Trash, Teacher Vision

<https://www.teachervision.com/environmental-education/printable/63713.htm>

Trash and Climate Change, Teacher Vision
<https://www.teachervision.com>

Students will be evaluated on the quality of their participation and completion of the activities:

1. Report: How a Technology Affects My Life
2. Save Our Earth! Alternative Uses of Common Trash
3. Trash and Climate Change
4. Communicating Past and Present

8.2.2.B.4 Identify how the ways people live and work has changed because of technology.

- Communication and Collaboration

Objectives

- Students will identify how technology affects their life at home and in school.
- Students will explain how reusing products helps the environment.
- Students will explain how different products meet their needs.
- Students will create projects that explain how technology affects human life.

and write a simple report (one to three paragraphs, with assistance).

Save Our Earth! Alternative Uses of Common Trash

With considerable instructor assistance, students participate in a lesson about alternative uses for common trash.

Trash and Climate Change

Instructors can select from a large variety of activities regarding trash and climate change. Teacher Vision

Students will select a product and identify how the technology makes life better.

In a classroom discussion, determine technology that is used to improve our lives.

Students will examine the positive and negative impact of specific technologies, including its impact on the environment.

Students will examine how technology has affected and/or changed their lives.

Communicating Past and Present

In this lesson, second-graders interview people from two or three generations to explore how technology has changed the daily life and work

m/climate-change/printable/63738.html

Communicating Past and Present – Grade Two Interdisciplinary Lesson, Ohio Department of Education www.myps.org/cms/lib8/IN01906626/Centricity/.../lp14CommpastPresent.pdf

Teaching with Technology: Problem Solving at the Computer, Scholastic <http://www.scholastic.com/teachers/article/teaching-technology-problem-solving-computer>

experiences of people over time. Ohio Department of Education

8.2.C Design

8.2.2.C.1 Brainstorm ideas on how to solve a problem or build a product.

8.2.2.C.2 Create a drawing of a product or device that communicates its function to peers and discuss.

8.2.2.C.3 Explain why we need to make new products.

8.2.2.C.4 Identify designed products and brainstorm how to improve one used in the classroom.

8.2.2.C.5 Describe how the parts of a common toy or tool interact and work as part of a system.

8.2.2.C.6 Investigate a product that has stopped working and brainstorm ideas to correct the problem.

Topics

Attributes of Design

Application of Engineering Design

Inventions and Innovations

Twenty-First Century Themes and Skills include:

- Informational Literacy
- Media Literacy
- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students will brainstorm ideas on how to solve a real-world problem.
- Students will construct a basic drawing of a product and explain its function.
- Students will explain why we need new products.
- Students will explain the parts of a product and how the product works.
- Students will make conjectures as to how to fix a broken product.

Technology at Work 2
Students will consider the strengths and weaknesses of modern technology.
Discovery Education

In small groups, students will investigate, brainstorm, and design a plan to solve real-world problems.

Students will be provided with a real-world problem, consider a technological solution, and identify the resources needed to create technological products.

Students will select one tool in the classroom and suggest ways to improve upon it.
Next, students will draw a design of the innovation.

Given a broken toy, and working in groups, students will suggest ways to fix it.

The Challenge: Green Design
In this hands-on challenge, students consider ways to repurpose materials and invent an environmentally friendly beverage can holder. In the process, they consider what it means to “be green,” identify low-impact alternatives for common items, and use the

Technology at Work 2,
Discovery Education
<http://www.discovereducation.com/teachers/free-lesson-plans/technology-at-work-2.cfm>

The Challenge: Green Design,
PBS Kids
http://pbskids.org/designsquad/parentseducators/lesson-plans/green_design.html

Form vs. Function, Teach Engineering.org
https://www.teachengineering.org/lessons/view/cub_motion_lesson1

An Introduction to Incline Planes, Teaching Engineering
https://www.teachengineering.org/lessons/view/duk_heaveho_music_lesson

What Will Biodegrade? Teach Engineering
https://www.teachengineering.org/lessons/view/duk_landfill_music_lesson

Students will be evaluated on the quality of their participation and completion of the activities:

1. Technology at Work 2
2. The Challenge: Green Design
3. Form vs. Function
4. An Introduction to Incline Planes
5. What Will Biodegrade?
6. Teaching with Technology: Problem Solving at the Computer

design process to devise a green packaging system for beverage cans. PBS Kids

Form vs. Function

Students take a closer look at cars and learn about some characteristics that affect their energy efficiency. They come to see how vehicles are one example of a product in which engineers are making changes and improvements to gain greater efficiency and thus require less energy to operate. Teach Engineering

An Introduction to Incline Planes

Students are introduced to the concept of simple tools and how they can make difficult or impossible tasks easier. They begin by investigating the properties of inclined planes and how implementing them can reduce the force necessary to lift objects off the ground. Teach Engineering

What Will Biodegrade?

Students investigate what types of materials biodegrade in the soil, and learn what happens to their trash after they throw it away. They learn about the concepts behind landfills and compost piles. In an associated activity, students create their own miniature landfills—a hands-on way to learn the difference between

organic and inorganic waste.
Teach Engineering

Teaching with Technology:
Problem Solving at the
Computer

No-fail mazes, word puzzles,
and deductive thinking
activities. Teach Engineering

Topics	Problem Solving, Teach Engineering	Students will be evaluated on the quality of their participation and completion of the activities:
The Design Process	https://www.teachengineering.org/lessons/view/cla_lesson2_problem_solving	1. Problem Solving 2. Marshmallow Challenge: A Tower Building Adventure 3. New Product Advertisement
Technological Products and Systems	Teacher Resources: Ready for Primary Time: Adapting Engineering Curriculum for the K-2 Classroom, Oregon State University www.asee.org/documents/conferences/k12/2011/07/17-Ready-for-	
The Impact of Products and Systems	Provided with specific technologies (like a car), students will explain what can happen if the system malfunctions.	
Twenty-First Century Themes and Skills include:	Students will create a new product and create a brochure or poster to advertise it.	
<ul style="list-style-type: none">• Informational Literacy• ICT Literacy• Creativity and Innovation• Critical Thinking and Problem Solving• Communication and Collaboration	A Collection of Elementary STEM Design Challenge Based Children's Literature Integrated STEMed tem.uark.edu/resources/includes/2013_student.narrative.curd	
Objectives	Given a simple product, students will take it apart and put it back together again.	
<ul style="list-style-type: none">• Students will collaborate and apply the design process to solve an everyday problem.• Students will understand how the parts work on a simple product.• Students will identify the strengths and weaknesses	Students select a product (such as a video game or some other product that is important to them) and will identify the strengths and the weaknesses of the product.	

8.2.D Abilities for a Technological World

8.2.2.D.1 Collaborate and apply a design process to solve a simple problem from everyday experiences.

8.2.2.D.2 Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.

8.2.2.D.3 Identify the strengths and weaknesses in a product or system.

8.2.2.D.4 Identify the resources needed to create technological products or systems.

8.2.2.D.5 Identify how using a tool (such as a bucket or wagon) aids in reducing work.

- of a product.
Students will explain how a tool reduces workload.

Students will be given a list of tools and will explain how each aids in reducing the workload.

Marshmallow Challenge: A Tower Building Adventure
Students will get hands on experience building a stable structure in teams. They will learn also learn about rapid trial and error—a skill essential in early phases of engineering design. Bay Area Scientists

Marshmallow Challenge: A Tower Building Adventure, Bay Area Scientists
www.crs-science.org/lessonplans/2_MarshmallowChallenge_Gautham_1213.pdf

Engineering and Design, ZoomSCE
<http://pbskids.org/zoom/activities/sci/>

Solving/Critical Thinking Lesson Plans and Resources, Eds-resources.com
<http://www.eds-resources.com/edcreative.htm>

8.2.E Computational Thinking: Programming

8.2.2.E.1 List and demonstrate the steps to an everyday task.

8.2.2.E.2 Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.

8.2.2.E.3 Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).

8.2.2.E.4 Debug an algorithm (i.e., correct an error).

Topics

- Tools Used in Design and Engineering
- Twenty-First Century Themes and Skills include:
- Informational Literacy
 - ICT Literacy
 - Creativity and Innovation
 - Critical Thinking and Problem Solving

Objectives

- Students will be able to demonstrate the steps needed to complete an everyday task.
- Students will be able to explain in simple language how a computer works.

Students will create a how-to book for a topic of choice.

Students will watch a video regarding how a computer works.

Students will implement a set of instructions to navigate through an age-appropriate computer maze.

Students will identify basic computer vocabulary words.

The Parts of a Computer
Students will identify the parts of a computer. Alabama Learning Exchange

Programming Lesson Plan: Run Marco! Game
In this lesson plan, which is adaptable for grades 1-8,

How do computers work?

<https://youtu.be/QEIVrqBwnk>

Programing Lesson Plan: Run Marco! Game, Brain Pop
<https://educators.brainpop.com/lesson-plan/run-marco-game/?bp-jr-topic=parts-of-a-computer>

The Parts of a Computer, Alabama Learning Exchange
http://alex.state.al.us/lesson_view.php?id=6861

K-2 Maze Games:
A Maze Race, Knowledge Adventure
<http://www.knowledgeadventure.com/games/a-maze-race/>

Students will be evaluated on the quality of their participation and completion of the activities:

1. How-To Book
2. The Parts of a Computer
3. Programming Lesson Plan: Run Marco! Game

8.2.2.E.5 Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).

- Students will navigate a computer game (such as a maze) using pre-defined commands.
- Students will use correct terminology when discussing computers.

students use Brain POP resources (including an online game) to explore computer coding, algorithms, and programming. Brain Pop

Primary Games, Ladybugs
<http://www.primarygames.com/science/insects/games/ladybugs/>

Modifications:

- New Jersey Department of Education – Instructional Supports and Scaffolds
- Suggested Strategies for English Language Learners
- The Nature of Technology curricula provides enrichment activities that allow for greater personalized learning to meet the needs of all learners including students with gifts and talents.

Vocabulary:

- Data – Information gathered during an investigation.
- Design (Noun) – A plan for a structure or process that will solve a problem.
- Design (Verb) – Process of changing or inventing a structure or process.
- Evidence – Information or data used to support or refute a hypothesis.
- Hypothesis – A prediction that can be tested by doing an investigation.
- Investigation – A process of studying a question scientifically.
- Model – Object that represents a design.
- Observation - Using your senses to carefully collect information.
- Pattern – Reoccurring data or information.
- Prediction – A Possible outcome in the future.
- Procedure – A logical systematic plan for an investigation.
- Question – Something that you are curious about the natural world that can be investigated.
- Safety – Avoiding harm to self, others, and objects.
- Solution – Structure or process that solves a problem.
- Technology – Structure or process designed to solve a problem or meet a need.
- Testing – Process of investigating a solution to see if it meets the criteria and constraints.
- Tool – An object that helps you build something.

Englewood Public School District Technology High School

The Nature of Technology

Overview: Over the course of the school year, students will study and implement the use of technology throughout the core subjects. Students will research technology, solve problems, and create their own technologies to address issues in science, social studies, mathematics, and English language arts.

Time Frame: One school year

Enduring Understandings:

Technology is an integral part of 21st century life and skills. Technology can be used to enhance what we learn. We can use technology to help and teach others.

Essential Questions:

*How can we make the best use of technology?
How does technology fit into what we are learning? How can it help us to learn?
What are the risks and rewards of using technology?*

Standards	Topics and Objectives	Activities	Resources	Assessments
<p>8.2.A Creativity and Innovation</p> <p>8.2.12.A.1 Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.</p> <p>8.2.12.A.2 Analyze a current technology and the resources used, to identify the trade-offs in terms of</p>	<p>Topics</p> <p>The Characteristics and Scope of Technology</p> <p>The Core Concepts of Technology</p> <p>Technology and Other Fields</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • Informational Literacy • Media Literacy • Creativity and Innovation 	<p>In English, mathematics, science and social studies, students will use appropriate data to discuss the full costs, benefits and trade-offs, and risks related to the use of selected technologies.</p> <p>Students will explain how technological development is affected by competition through a variety of management activities associated with planning, organizing, and controlling the enterprise.</p>	<p>Transportation Fuels: The Future is Today, US Dept. of Energy www.formula-hybrid.org/wp-content/uploads/DOE-Alternative-Fuels-Teacher-Guide.pdf</p> <p>Electric Messages: Then and Now, Try Engineering http://tryengineering.org/sites/default/files/lessons/electrictomessages.pdf</p> <p>Mobile Phones, British Council</p>	<p>Students will be evaluated on the quality of their participation and completion of the activities:</p> <ol style="list-style-type: none"> 1. Transportation Fuels: The Future Is Today 2. RST: How Tech. Shaped History 3. RST: How a Tech. Affected a Specific Time Period 4. What Changed the World the Most? 5. The Triumph of Steam and Electricity

availability, cost, desirability and waste.

8.2.12.A.3 Research and present information on an existing technological product that has been repurposed for a different function.

- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students will propose an innovation that addresses a future need based upon research and supported speculation.
- Students will identify the tradeoffs of an existing technology.
- Students will suggest a way to upcycle a given technological product.

When writing a Research Simulation Task in English, students will provide various examples of how technological developments have shaped human history.

When writing a Research Simulation Task in English, students will investigate and report on a technology used in a given period of history.

Transportation Fuels: The Future is Today

This resource is a series of cooperative learning activities in which secondary students evaluate the advantages and disadvantages of conventional and alternative transportation fuels for themselves and their communities. US Dept. of Energy

Throughout the study of history in World History, US I and US II, students will determine the impact and changes made to meet human wants and needs.

Throughout the study of history in World History, US I and US II, students will research how and the extent to which a particular technology brought about massive social, economic and cultural changes.

What Changed the World the Most?

In World History, students write an essay answering the Essential

<http://www.teachingenglish.org.uk/sites/teacheng/files/mobile-phone-lesson-plan.pdf>

6. Industrial Age Inventors
7. Morse Code
8. Motion Pictures
9. Media and Technologies Role in Politics
10. Electric Messages: Then and Now
11. Mobile Phones

Question: What changed the world the most between 1400 and 1800—trade, travel, weaponry, or ideas? MP1 – 500 C.E. to 1800 C.E.

The Triumph of Steam and Electricity

In World History, students will examine and analyze an English lithograph, “The Triumph of Steam and Electricity,” commemorating the Diamond Jubilee (60th anniversary) of Queen Victoria, and use it to answer questions relative to “What was so revolutionary about the Industrial Revolution?” MP2 – Revolution

Industrial Age Inventors

In US I, students will research Industrial Age inventors and their inventions. Then, students will research manufacturing and technology problems during the Industrial Age and invent their own machines to solve a problem. Students will create posters that depict their invention and explain how it works and what problem it solves. MP2 – America from 1789 – 1855

Morse Code

In US I, students will research the inventions of Morse code, the refrigerator, and the telephone and consider the implications of these inventions’ introductions. MP3 – America from 1846 – 1900

Motion Pictures

In US I, students will watch one of the world's first motion pictures and read about the history of the motion picture. MP4 – The Rise of the West to the Progressive Era

Media and Technologies Role in Politics

In US II, students examine media and technology's role on political issues by examining numerous resources and considering, "What is social media's role in Election 2016?" MP4 – Vietnam to Present

Electric Messages: Then and Now

Lesson focuses on exploring electric message systems, from light signals using International Morse Code to text messaging. Students construct a simple telegraph using a battery, wires, a switch, and bulb, and explore the impact of communications on society. Try Engineering

Mobile Phones

In this lesson students will create and perform telephone conversations, decipher text messages, and write and send their own. The lesson considers the importance of mobile phones for people today and how texting has changed the way they communicate. British Council

Topics

The Effects of Technology

Manufacture Your Future, Discovery Education

www.manufactureyourfuture.com/sites/manufactureyourfuture.

Students will be evaluated on the quality of their participation and completion of the activities:

8.2.B

Technology and Society

8.2.12.B.1 Research and

<p>analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.</p> <p>8.2.12.B.2 Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.</p> <p>8.2.12.B.3 Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.</p> <p>8.2.12.B.4 Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.</p> <p>8.2.12.B.5 Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.</p>	<p>Technology and the Environment</p> <p>Societal Use of Technology</p> <p>Technology and History</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • Informational Literacy • Media Literacy • ICT Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration <p>Objectives</p> <ul style="list-style-type: none"> • Students will evaluate or refine a technological solution to reduce the impact of humans on natural systems. • Students will use multiple sources and sustained research to present and identify the issue and prior attempts to solve it. • Students will collaborate online to further research other perspectives on the issue(s), previous solutions and their impact(s). • Students will pose a self-generated question to prepare a report to increase knowledge and awareness regarding the issues. 	<p>design process and design specification limitations influenced the final solution.</p> <p><u>Retrofitting Suburbia</u></p> <p>In Environmental Science, student will watch <u>Urbanization and the Evolution of Cities Across 10,000 Years</u> and <u>Retrofitting Suburbia</u>, participate in an online quiz and discussion. MP3 – Earth’s Resources</p> <p><u>Conservation Maps</u></p> <p>In Environmental Science, students will explore <u>Conservation Maps</u> for a global perspective of land use and conservation efforts. MP3 – Earth’s Resources</p> <p>In science, students will evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.</p> <p>In science, students will develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed designs in the solution of a technological problem using hands-on activities.</p> <p>In science, students will diagnose a malfunctioning product and system using appropriate critical thinking methods.</p> <p>In science, students will create a technological product, system, or</p>	<p><u>pdf</u></p> <p>Urbanization and the Evolution of Cities Across 10,000 Years, TedEd Lessons http://ed.ted.com/lessons/urbanization-and-the-future-of-cities-vance-kite</p> <p>Retrofitting Suburbia, TedEd Lessons http://ed.ted.com/lessons/ellen-dunham-jones-retrofitting-suburbia</p> <p>Interactive Conservation Maps, TNC Maps http://maps.tnc.org/web_maps.html</p> <p>Environmental Hazards on the Farm, PBS Learning Media http://florida.pbslearningmedia.org/resource/envh10.sci.life.eco.hazardfarm/environmental-hazards-on-the-farm/</p> <p>Environmental Hazards at the Coast, PBS Learning Media http://florida.pbslearningmedia.org/resource/envh10.sci.life.eco.hazardcoast/environmental-hazards-at-the-coast/</p> <p>Environmental Hazards in the City, PBS Learning Media http://florida.pbslearningmedia.org/resource/envh10.sci.life.eco.hazardcity/environmental-hazards-in-the-city/</p> <p>The Greenhouse Effect, PhET</p>	<p>1. Retrofitting Suburbia</p> <p>2. Conservation Maps</p> <p>3. Environmental Hazards</p> <p>4. Greenhouse Effect</p> <p>5. Manufacture Your Future</p>
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- Students will demonstrate understanding by recommending strategies to decrease or resolve the issue.
- Students will hone their understanding of intellectual property rights.

environment using given design specifications and constraints by applying design and engineering principles.

Environmental Hazards
In Environmental Science, students will explore the Environmental Hazards on The Farm, Environmental Hazards at the Coast, and Environmental Hazards in the City interactive simulations. MP1 – Introduction to Environmental Science

Greenhouse Effect
In Environmental Science, students explore the Greenhouse Effect simulation to model the atmosphere during the ice age and today. MP3 – Earth’s Resources

Manufacture Your Future
In US II, students experience a Problem-Based Unit called “Manufacture Your Future” to gain a firsthand understanding of how manufacturing has changed over time and the opportunities students have to engage with technologies used by engineers and designers. Discovery Education. MP4 – Vietnam to Present

Interactive Simulations
<https://phet.colorado.edu/en/simulation/greenhouse>

8.2.C
Design
8.2.12.C.1 Explain how open source technologies follow the design process.

Topics
Attributes of Design
Applications of Engineering Design

In science, students will explain the life cycle of a product from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and

Sustainable Cities: Nature Based Solutions in Urban Design, PBS Learning Media <http://florida.pbslearningmedia.org/resource/nature-works-everywhere-sustainable-cities/nature-works->

Students will be evaluated on the quality of their participation and completion of the activities:
1. Water Sanitation
2. Sustainable Cities
3. Electromagnetic

<p>8.2.12.C.2 Analyze a product and how it has changed or might change over time to meet human needs and wants.</p> <p>8.2.12.C.3 Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).</p> <p>8.2.12.C.4 Explain and identify interdependent systems and their functions.</p> <p>8.2.12.C.5 Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.</p> <p>8.2.12.C.6 Research an existing product, reverse engineer and redesign it to improve form and function.</p> <p>8.2.12.C.7 Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that</p>	<p>Inventions and Innovations</p> <p>Twenty-First Century Themes and Skills include:</p> <ul style="list-style-type: none"> • Informational Literacy • ICT Literacy • Creativity and Innovation • Critical Thinking and Problem Solving • Communication and Collaboration <p>Objectives</p> <ul style="list-style-type: none"> • Students will explain open source technologies. • Students will analyze the development of a product throughout its lifetime. • Students will analyze the impact of particular products on the environment and humans. • Students will create a scale drawing of a product. • Students will reverse engineer a product. • Students will construct a product that addresses a global problem. 	<p>sustainability principles.</p> <p>In science, students will analyze the factors that influence the design of products, systems, and environments.</p> <p>In English, mathematics, science and social studies, students will compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.</p> <p>In science and mathematics, students will create a scaled drawing of a product with exact measurements.</p> <p>In science, students will construct an innovation that improves upon an existing product and addresses a global problem.</p> <p><u>Water Sanitation</u> In Environmental Science, students explore how cost-benefit analysis is applied to <u>water sanitation</u> in order to apply this model to design solutions related to human sustainability. MP4 – Toward a Sustainable Future</p> <p><u>Sustainable Cities</u> In Environmental Science, students will use nature-based solutions to solve urban sustainability issues in the <u>Sustainable Cities</u> activity. MP4 –</p>	<p>everywhere-sustainable-cities/</p> <p>Electromagnetic Spectrum, NASA http://imagine.gsfc.nasa.gov/science/toolbar/em_spectrum_obse_rvatories1.html</p> <p>Electric Current, The Concord Consortium https://concord.org/stem-resources/electric-current</p> <p>Parallel Resistance, The Concord Consortium https://concord.org/stem-resources/dc-circuits-parallel-resistances-sparks-2</p> <p>Series Resistance, The Concord Consortium https://concord.org/stem-resources/dc-circuits-series-resistances-sparks-1</p> <p>Parallel Resistance, The Concord Consortium https://concord.org/stem-resources/dc-circuits-series-parallel-resistances-sparks-3</p> <p>Spectrum</p> <p>4. Electric Current</p> <p>5. DC Circuits</p>
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include data and materials.

Toward a Sustainable Future

Electromagnetic Spectrum

In Physics, students will explore NASA's websites [Introduction to the Electromagnetic Spectrum](#) and [Technology for Imaging the Universe](#) to gather background information on the topic. MP3 – Waves, Sound, and Electromagnetic Radiation

Electric Current

In Physics, students will explore the relationships between voltage, current, and resistance that make up Ohm's Law using molecular models of circuits in the [Electric Current](#) simulation. MP3 – Waves, Sound, and Electromagnetic Radiation

DC Circuits

In Physics, students will explore DC circuits in the [Parallel Resistances](#), [Series Resistances](#), and [Series-Parallel Resistances](#) simulations. MP3 – Waves, Sound, and Electromagnetic Radiation

8.2.D

Abilities for a

Technological World

8.2.12.D.1 Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the

Topics

Apply the Design Process

Technological Products and Systems

Impact of Products and Systems

Twenty-First Century Themes and Skills include:

My NASA Data

In Environmental Science, students will select satellite datasets using the [MY NASA DATA](#) interactive website to answer questions related to system interactions and feedbacks. MP 1 – Introduction to Environmental Science

African Lions

In Environmental Science,

My NASA Data, NASA

<https://mynasadata.larc.nasa.gov/>

African Lions, The Concord Consortium

<https://concord.org/stem-resources/african-lions-modeling-populations>

Carbon Stabilization Wedge, Princeton University

Students will be evaluated on the quality of their participation and completion of the activities:

1. My NASA Data
2. African Lions
3. Carbon Stabilization Wedge
4. Beneficial Bacteria
5. Properties of Gas
6. Ramp Game
7. Parachutes and Velocity

- 8. Gravity Force
- 9. Build a Solar House
- 10. Sound Waves

<http://cmi.princeton.edu/wedges/game.php>

Gas Properties Simulations,
PhET Interactive Simulations
<https://phet.colorado.edu/en/simulation/gas-properties>

Ramp Game, The Concord Consortium
<https://concord.org/stem-resources/ramp-game>

Parachute Model, The Concord Consortium
<https://concord.org/stem-resources/parachute-model>

Parachute and Terminal Velocity, The Concord Consortium
<https://concord.org/stem-resources/parachute-and-terminal-velocity>

Gravity Force, PhET Interactive Simulations
<https://phet.colorado.edu/en/simulation/gravity-force-lab>

Build a Solar House, The Concord Consortium
<https://concord.org/stem-resources/model-solar-house>

Sound Waves, PhET Interactive Simulations
<https://phet.colorado.edu/en/simulation/sound>

students use the data presented in the [African Lions Activity](#) to make a prediction regarding the zebra population during periods of increased rainfall. MP 1 – Introduction to Environmental Science

[Carbon Stabilization Wedge](#)
In Environmental Science, students play the [Carbon Stabilization Wedge](#) game in order to evaluate competing design solutions for developing, managing, and utilizing energy resources based on cost-benefit ratios. MP4 – Toward a Sustainable Future

[Beneficial Bacteria](#)
In Biology, students will observe the everyday uses of fermentation in the video “The Beneficial Bacteria that Make Delicious Food.” MP2 – Matter and Energy Transformations in Living Systems

[Properties of Gas](#)
In Chemistry, student will use the [Gas Properties](#), [Gas Laws](#), [Temperature-Pressure Relationship](#), [Temperature-Volume Relationship](#), and [Volume Pressure Relationship](#) simulations to explore the interrelationships of pressure, temperature, and volume with atomic models. MP3 – Energy and Rates of Reaction

[Ramp Game](#)
In Physics, students will create and race a virtual car and analyze data

- Informational Literacy
- ICT Literacy
- Creativity and Innovation
- Critical Thinking and Problem Solving
- Communication and Collaboration

Objectives

- Students will design a prototype to solve a real world problem.
- Students will write a feasibility study of a product.
- Students will select the appropriate resources to develop a product.
- Students will consider the impact of emerging technologies on developing countries.
- Students will identify the impact of using one material over another and its impact on the quality of the product.
- Students will synthesize data regarding the effect of a specific technology on humans and the environment.

solution for peer review.

8.2.12.D.2 Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.

8.2.12.D.3 Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.

8.2.12.D.4 Assess the impacts of emerging technologies on developing countries.

8.2.12.D.5 Explain how material processing impacts the quality of engineered and fabricated products.

8.2.12.D.6 Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.

in the [Ramp Game](#) simulation.
MP1 – Motion, Forces and Newton’s Laws

Parachutes and Velocity

In Physics, students will explore gravity, freefall, and air resistance in the simulations [Parachute Model](#) and [Parachute and Terminal Velocity](#). MP1 – Motion, Forces and Newton’s Laws

Gravity Force

In Physics, students will visualize the gravitational force that two objects exert on each other in the [Gravity Force Lab](#) simulation and complete a [Lab Sheet](#). MP2 – Gravitation, Rotation Motion, Momentum and Energy Conservation

Build a Solar House

In Physics, students will construct and measure the energy efficiency and solar heat gain of a cardboard model house in the simulation [Build a Solar House](#). MP2 – Gravitation, Rotation Motion, Momentum and Energy Conservation

Sound Waves

In Physics, students will adjust the frequency to both see and hear how the wave changes to explain how different sounds are modeled, described, and produced in the [Sound Waves](#) simulation. MP3 – Waves, Sound, and Electromagnetic Radiation

8.2.E Computational Thinking: Programming

- 8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.
- 8.2.12.E.2 Analyze the relationships between internal and external computer components.
- 8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
- 8.2.12.E.4 Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).

Topics

- Tools Used in Design and Engineering
- Twenty-First Century Themes and Skills include:
 - Informational Literacy
 - ICT Literacy
 - Critical Thinking and Problem Solving

Objectives

- Students will explain how computers solve specific challenges.
- Students will explain the relationship of hardware and software.
- Students will employ simple computer programming and coding to accomplish a task.

Ecological Footprint
 In Biology, students will investigate how much land area it takes to support their lifestyle using the Ecological Footprint Calculator. MP3 – Human Activity and Biodiversity

School Energy Use
 In Biology, students investigate how much energy they use at school and the financial and environmental cost in the activity “Know Your Energy Costs.” MP3 – Human Activity and Biodiversity

National Climate Assessment
 In Biology, students explore the National Climate Assessment to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity. MP3 – Human Activity and Biodiversity

Ecological Footprint Calculator, Global Footprint Network
<http://www.footprintnetwork.org/en/index.php/GFN/page/calculators/>
 National Climate Assessment, GlobalChange.gov
<http://nca2014.globalchange.gov/>

Students will be evaluated on the quality of their participation and completion of the activities:
 1. Ecological Footprint
 2. School Energy Use
 3. National Climate Assessment

Modifications:

- New Jersey Department of Education – Instructional Supports and Scaffolds
- Suggested Strategies for English Language Learners
- The Nature of Technology curricula provides enrichment activities that allow for greater personalized learning to meet the needs of all learners including students with gifts and talents.

Vocabulary:

- Accidental Discovery - The act or an instance of discovering any event that happens unexpectedly, without a deliberate plan or cause.
- Alternative - A choice or option that might solve a given problem.
- Brainstorming - The technique of solving specific problems by gathering ideas from a group where there are no wrong answers.
- Constraint - A limitation or restriction.

Copyright Law - The law that protects the exclusive legal right to reproduce, publish, sell, or distribute the matter and form of something.

Criteria - List of requirements, rules or principles for evaluating or testing something.

Culture - The behaviors and beliefs characteristic of a particular social, ethnic, or age group.

Define the Problem - Understanding the problem.

Design - To prepare the preliminary sketch, drawing also known as the plans.

Design Criteria - The criteria that designers should meet in designing a system or device.

Drawing - A sketch, plan, or design.

Educated Guess - An estimate or guess based on knowledge and experience, making it more likely to be correct.

Hacker - An unauthorized person who secretly gains access to computer files.

Implementation - The act of putting a solution in place.

In-sight - An understanding of relationships that sheds light on or helps solve a problem.

Limitation - Something that limits; a rule, a boundary, a limitation or a restriction.

Luxury - A good or service that is not required or indispensable.

Methodology - A group of methods, hypotheses, and rules used by a field of study to resolve problems or to maintain useful practices.

Model - An example that shows the construction or appearance of something.

Optimize - To make as effective, perfect, or useful as possible.

Past Experience - Knowledge or practical wisdom gained from what one has observed, encountered, or undergone.

Principle - The basic way something works; also, the model of quality or right-and-wrong that people follow in life.

Problem Solving - The process of working through details of a problem to reach a solution.

Prototype - A full scale working model, the original or model on which something is based or formed.

Risk Benefit trade-off - Direct relationship between possible risk and possible reward that holds for a particular situation. To realize greater reward one must generally accept a greater risk, and vice versa.

Sector - A pie-shaped part of a circle; also, a part of an area where military forces are in control.

Sketch - A rough design, plan, or draft, of a possible solution.

Specifications - A detailed description or assessment of requirements, dimensions, and materials, etc.

System - A method of achieving a desired result.

System of Production - A method used in assembly to create goods and conveniences from various resources.

Social-technical system - The means by which the interaction between people and technology in workplaces is designed so that complex organizational work may be carried out with minimal waste of time and resources.

Solution - The results of problem solving; an explanation or answer.

Trade-off - The exchange of one thing for another of more or less equal value, especially to affect a compromise.

Trial And Error - A procedure for solving problems through step-by-step exploration, and by employing known criteria to unknown factors.

Values - Certain qualities and beliefs that are shared within a specific culture or group of people. These traits can be religious, economic, political, etc.

Worm - A computer file designed to do damage that goes through a computer and possibly a network.

Quarles Grade: Pre-K	Turtle Back Zoo West Orange, NJ Purpose: To observe a variety of animals and their habitats.	June 9, 2017	Students: 14 Chaperones/ Teachers	Paid by Students Admission: \$10 each Paid by District: Nurse: 11-000-213-100-67-103-000 Transportation: First Student Bus 11-000-270-512-02-220-000 Overall Cost of Trip: Final Cost to District:	<u>\$140</u> <u>\$150</u> <u>\$300</u> <u>\$590</u> <u>\$450</u>
Grieco Grade: 1	Liberty Science Center Jersey City, NJ Purpose: To explore science topics and participate in hands-on experience.	May 10, 2017	Students: 229 Chaperones/ Teachers	Paid by Students Admission: Paid by District: Nurse: 11-000-213-100-67-102-000 Transportation: First Student 11-000-270-512-05-220-000 Overall Cost of Trip: Final Cost to District:	<u>\$3353</u> <u>\$150</u> <u>\$1770</u> <u>\$5273.00</u> <u>\$1920</u>

WHEREAS, the Englewood Board of Education already board approved the above trips but the date has changed,

Grieco Grades: 2 & 3	Louie Bacoat Historic Community Garden Englewood , NJ Purpose: Students learn how to toil, prepare, and grow food for a healthy diet. Students learn how to improve the soil for planting and how to protect the environment.	May 19,26, 2017 & June 2, 9 & 16 for 2 nd grade May 16,31, 2017 & June 9, 20, 2017 for 3 rd grade	Students: 52 Chaperones/ Teachers	Paid by District: Transportation: District Buss 11-000-270-512-05-000-000 Overall Cost of Trip: Final Cost to District:	<u>\$400</u> <u>\$400</u> <u>\$400</u>
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BUDGET TRANSFERS				
MARCH, 2017				
DATE	ACCOUNT	FROM	TO	DESCRIPTION
03/16/17	11-240-100-610-64-101-000	\$ 5,600.00		Bilingual Education - Instruction - General Supplies
03/16/17	11-401-100-500-20-000-000		\$ 5,600.00	School Sponsored Co-curricular and Extra-curricular Activities - Instruction - Other Purchased Services
03/24/17	11-000-219-320-40-000-000	\$ 5,000.00		Child Study Teams - Purchased Professional - Educational Services
03/24/17	11-000-216-320-40-000-000		\$ 5,000.00	Speech/Occupational Therapy/Physical Therapy and Related Services - Purchased Professional - Educational Services
03/24/17	11-000-218-500-20-000-000	\$ 2,000.00		Guidance Services - Other Purchased Services
03/24/17	11-190-100-610-20-000-000		\$ 2,000.00	Regular Programs - Instruction - General Supplies
03/28/17	11-140-100-101-77-101-000	\$ 30,000.00		Grades 9-12 - Instruction - Salaries of Teachers
03/28/17	11-120-100-101-73-101-000	\$ 69,703.67		Grades 1-5 - Instruction - Salaries of Teachers
03/28/17	11-120-100-101-74-101-000	\$ 33,379.83		Grades 1-5 - Instruction - Salaries of Teachers
03/28/17	11-110-100-101-85-101-000	\$ 10,362.04		Kindergarten - Instruction - Salaries of Teachers
03/28/17	11-140-100-101-98-000-000		\$ 143,445.54	Grades 9-12 - Instruction - Salaries of Teachers
03/28/17	11-204-100-101-40-101-000	\$ 17,270.00		Learning and/or Language Disabilities - Instruction - Salaries of Teachers
03/28/17	11-212-100-101-40-101-000		\$ 14,420.00	Multiple Disabilities - Instruction - Salaries of Teachers
03/28/17	11-216-100-101-40-101-000		\$ 2,850.00	Preschool Disabilities - Full-Time - Instruction - Salaries of Teachers
03/29/17	11-190-100-610-07-000-000	\$ 360.00		Regular Programs - Instruction - General Supplies
03/29/17	11-190-100-500-02-000-000		\$ 180.00	Regular Programs - Instruction - Other Purchased Services
03/29/17	11-190-100-610-02-000-000		\$ 180.00	Regular Programs - Instruction - General Supplies
03/30/17	11-190-100-500-10-000-000	\$ 2,480.00		Regular Programs - Instruction - Other Purchased Services
03/30/17	11-190-100-890-98-000-000		\$ 2,480.00	Regular Programs - Instruction - Miscellaneous Expenditures
03/31/17	11-000-251-890-63-000-000	\$ 1,000.00		Central Services - Miscellaneous Expenditures
03/31/17	11-000-251-600-63-000-000		\$ 1,000.00	Central Services - Supplies and Materials
03/31/17	11-000-221-600-64-000-000	\$ 3,000.00		Improvement of Instruction Services - Supplies and Materials
03/31/17	11-000-223-320-02-000-000	\$ 1,000.00		Instructional Staff Training Services - Purchased Professional - Educational Services
03/31/17	11-000-223-320-03-000-000	\$ 6,000.00		Instructional Staff Training Services - Purchased Professional - Educational Services
03/31/17	11-000-223-320-20-000-000	\$ 7,500.00		Instructional Staff Training Services - Purchased Professional - Educational Services
03/31/17	11-000-223-580-98-000-000	\$ 2,500.00		Instructional Staff Training Services - Travel
03/31/17	11-000-221-500-60-137-000		\$ 20,000.00	Improvement of Instruction Services - Other Purchased Services
03/31/17	11-000-223-320-02-000-000	\$ 1,500.00		Instructional Staff Training Services - Purchased Professional - Educational Services
03/31/17	11-000-222-600-02-000-000	\$ 2,000.00		Educational Media/Library Services - Supplies and Materials
03/31/17	11-000-240-580-02-000-000	\$ 1,000.00		School Administration - Travel
03/31/17	11-000-240-600-02-000-000	\$ 800.00		School Administration - Supplies and Materials
03/31/17	11-000-223-580-02-000-000		\$ 5,300.00	Instructional Staff Training Services - Travel
03/31/17	11-130-100-101-73-101-000	\$ 15,207.00		Grades 6-8 - Instruction - Salaries of Teachers
03/31/17	11-130-100-101-67-103-000		\$ 15,207.00	Grades 6-8 - Instruction - Salaries of Teachers
03/31/17	11-150-100-610-40-000-000	\$ 1,000.00		Home Instruction - Instruction - General Supplies
03/31/17	11-212-100-610-40-000-000	\$ 1,000.00		Multiple Disabilities - Instruction - General Supplies
03/31/17	11-150-100-320-40-000-000		\$ 2,000.00	Home Instruction - Instruction - Purchased Professional - Educational Services
03/28/17	60-057-100-100-02-000-000	\$ 1,423.51		2016-2017 After School Program - Instruction - Personnel Services - Salaries
03/28/17	60-057-100-100-03-000-000	\$ 519.01		2016-2017 After School Program - Instruction - Personnel Services - Salaries
03/28/17	60-057-100-100-05-000-000	\$ 896.94		2016-2017 After School Program - Instruction - Personnel Services - Salaries

BUDGET TRANSFERS				
MARCH, 2017				
DATE	ACCOUNT	FROM	TO	DESCRIPTION
03/28/17	60-057-291-220-02-000-000		\$ 1,423.51	2016-2017 After School Program - Personnel Services - Unallocated Employee Benefits - Social Security Contributions
03/28/17	60-057-291-220-03-000-000		\$ 519.01	2016-2017 After School Program - Personnel Services - Unallocated Employee Benefits - Social Security Contributions
03/28/17	60-057-291-220-05-000-000		\$ 896.94	2016-2017 After School Program - Personnel Services - Unallocated Employee Benefits - Social Security Contributions
	TOTAL	\$ 222,502.00	\$ 222,502.00	

Englewood Public School District Monthly Transfer Report

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Regular Programs	11-1XX-100-XXX 12-1XX-100-XXX 13-1XX-100-XXX 15-1XX-100-XXX 18-1XX-100-XXX	16,423,126.62	0.00	16,423,126.62	1,642,312.66	429,325.12	2.61	2,071,637.78	183,599.48
Special Education, Basic Skills/Remedial and Bilingual Instruction and Speech/OT/PT and Ex	1X-2XX-100-XXX 1X-000-216-XXX 1X-000-217-XXX	10,786,033.60	0.00	10,786,033.60	1,078,603.36	(238,387.34)	-2.21	840,216.02	33,490.46
Vocational Programs-Local	1X-3XX-100-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
School-Spon. Co/Extra-Curr. Activities, School Sponsored Athletics, and Other Instructiona	11-4XX-100-XXX 11-4XX-200-XXX 12-4XX-100-XXX 15-4XX-100-XXX 15-4XX-200-XXX	1,023,800.00	5,792.00	1,029,592.00	102,959.20	(7,185.00)	-0.70	95,774.20	158,619.17
Community Services Programs/Operations	1X-800-330-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
UNDISTRIBUTED EXPENDITURES		28,232,960.22	5,792.00	28,238,752.22					375,709.11
Tuition	11-000-100-XXX 16-000-100-XXX 17-000-100-XXX 18-000-100-XXX	5,064,681.00	0.00	5,064,681.00	506,468.10	87,959.99	1.74	594,428.09	59,105.83
Attendance and Social Work, Health, Guidance, Child Study Teams, Education Media Services/	1X-000-211-XXX 1X-000-213-XXX 1X-000-218-XXX 1X-000-219-XXX 1X-000-222-XXX	4,772,035.71	138,246.00	4,910,281.71	491,028.17	399,575.92	8.14	890,604.09	109,765.11
Improvement of Instruction Services and Instructional Staff Training Services	1X-000-221-XXX 1X-000-223-XXX	890,683.00	72,000.00	962,683.00	96,268.30	(402,472.00)	-41.81	0.00	30,071.01
General Administration	1X-000-230-XXX	954,752.00	69,100.00	1,023,852.00	102,385.20	409,917.00	40.04	512,302.20	261,461.83
School Administration	1X-000-240-XXX	3,177,295.00	0.00	3,177,295.00	317,729.50	60,143.73	1.89	377,873.23	35,386.61
Central Services & Administrative Information Technology	1X-000-25X-XXX	1,095,570.00	0.00	1,095,570.00	109,557.00	172,076.27	15.71	281,633.27	14,397.99
Operation and Maintenance of Plant Services	1X-000-26X-XXX	6,202,336.77	13,484.50	6,215,821.27	621,582.13	(204,842.00)	-3.30	416,740.13	286,270.67
Student Transportation Services	1X-000-270-XXX	3,673,985.00	0.00	3,673,985.00	367,398.50	200,661.30	5.46	568,059.80	54,662.43

Englewood Public School District

Monthly Transfer Report

va_s1701
03/01/2017

Budget Category	Accounts	Original Budget	Revenues Allowed + Pr Yr Reserve	Orig + Rvnues Allowed + Pr Yr Reserve	Maximum Transfer Out Allowed	YTD Net Transfers	% change of Transfers	Remaining Transfers Out Allowed	Account Balance
Personal Services-Employee Benefits	1X-XXX-XXX-2XX	8,643,861.00	0.00	8,643,861.00	864,386.10	(705,378.00)	-8.16	159,008.10	208,166.48
Food Services	11-000-310-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer Property Sale Proceedes to Debt Service Reserve	11-000-520-934	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer from General Fund Surplus to Debt Service Fund to Repay CDL	11-000-520-936	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL GENERAL CURRENT EXPENSE		34,475,199.48	292,830.50	34,768,029.98					1,059,287.96
Equipment	12-XXX-XXX-73X 15-XXX-XXX-73X	108,000.00	0.00	108,000.00	10,800.00	19,990.00	18.51	30,790.00	2,466.80
Facilities Acquisition and Construction Services	12-000-4XX-XXX	2,509,772.00	395,900.00	2,905,672.00	0.00	0.00	0.00	0.00	795,589.82
Capital Reserve-Transfer to Capital Expend. Fund	12-000-4XX-931	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Capital Reserve-Transfer to Repayment of Debt	12-000-4XX-933	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL CAPITAL EXPENDITURES		2,617,772.00	395,900.00	3,013,672.00					798,056.62
TOTAL SPECIAL SCHOOLS	13-XXX-XXX-XXX	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Transfer of Funds to Charter Schools	10-000-100-56X	2,348,798.00	0.00	2,348,798.00	234,879.80	(221,384.99)	-9.43	13,494.81	0.01
General Fund Contribution to School Based Budgets	10-000-520-930	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
OPERATING BUDGET GRAND TOTAL		67,674,729.70	694,522.50	68,369,252.20					2,233,053.70

School Business Administrator Signature

Date

Englewood Public School District
Bills And Claims Report By Vendor Name
for Batch 61 and Check Date is from 04/01/2017 to 04/30/2017

va_bill5.10272014
04/01/2017

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
CAPITAL ONE BANK/ 6982	17-01467	11-000-291-220-63-000-000/ EMP BENEFITS SOC SEC		HP	PAYROLL 04/13/2017	1756	18,375.31
		11-000-291-220-63-000-000/ EMP BENEFITS SOC SEC		HP	PAYROLL 04/28/2017	1759	16,361.19
Total for CAPITAL ONE BANK/ 6982							\$34,736.50
STATE OF NEW JERSEY/ 2826	17-01183	11-000-291-270-63-450-000/ NJ STATE HEALTH BENEFITS		HP	APRIL 2017	1755	709,431.51
Total for Unposted Checks							\$744,168.01

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Englewood Public School District

Bills And Claims Report By Vendor Name

va_bill5.10272014
04/01/2017

for Batch 61 and Check Date is from 04/01/2017 to 04/30/2017

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed. Run on 05/08/2017 at 12:35:41 PM

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	11			\$744,168.01		\$744,168.01
	GRAND	TOTAL	\$0.00	\$0.00	\$744,168.01	\$0.00	\$744,168.01

Chairman Finance Committee

Member Finance Committee

Englewood Public School District

Bills And Claims Report By Vendor Name

va_bill5.10272014
04/01/2017

for Batch 62 and Check Date is from 05/01/2017 to 05/31/2017

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
ASTUTO, DENISE/ 8805	17-02488	11-000-218-500-20-000-000/ OTHER PURCHASED SERVICES		CP	3/31 - 4/24, 4/18 - 4/21	39923	2,400.00
COHEN, RACHEL/ 8802	17-02479	11-000-218-500-20-000-000/ OTHER PURCHASED SERVICES		CP	3/31 - 4/25, 4/17 - 4/20	39924	2,250.00
LONSDALE, BRITTANY/ 8804	17-02487	11-000-218-500-20-000-000/ OTHER PURCHASED SERVICES		CP	3/31 - 4/24, 4/17 - 4/20	39925	2,400.00
MINAROVICH, KIMBERLY/ 8806	17-02489	11-000-218-500-20-000-000/ OTHER PURCHASED SERVICES		CP	3/31 - 4/25, 4/17 - 4/21	39926	2,550.00
PIEKARZ, DANIEL RAYMOND/ 8803	17-02486	11-000-218-500-20-000-000/ OTHER PURCHASED SERVICES		CP	3/31 - 4/24, 4/17 - 4/20	39927	2,400.00
ROSSI, DENNIS/ 8842	17-02635	11-000-218-500-20-000-000/ OTHER PURCHASED SERVICES		CP	2/18 - 2/28, 3/1 - 3/20	39928	10,725.00
STATE OF NEW JERSEY/ 2826	17-01183	11-000-291-270-63-450-000/ NJ STATE HEALTH BENEFITS		HP	MAY 2017	1760	721,704.46
TOUSSAINT, SAPPHIRE/ 8807	17-02490	11-000-218-500-20-000-000/ OTHER PURCHASED SERVICES		CP	3/31 - 4/25	39929	1,800.00
Total for Unposted Checks							\$746,229.46

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Run on 05/08/2017 at 12:38:10 PM

Englewood Public School District

Bills And Claims Report By Vendor Name

va_bill5.10272014

04/01/2017

for Batch 62 and Check Date is from 05/01/2017 to 05/31/2017

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Run on 05/08/2017 at 12:38:10 PM

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	11	\$24,525.00		\$721,704.46		\$746,229.46
	GRAND	TOTAL	\$24,525.00	\$0.00	\$721,704.46	\$0.00	\$746,229.46

Chairman Finance Committee

Member Finance Committee

Englewood Public School District

Bills And Claims Report By Vendor Name

for Batch 63 and Check Date is 05/11/2017

va_bill5.10272014
04/01/2017

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
A&A RIDGEWOOD REGISTERED PROF ASSOC/ 1000	17-01586	11-000-213-320-40-000-000/ HEALTH - ED SERVICES		CP	MARCH 2017	39930	7,676.36
APPLE COMPUTER INC./ 1177	17-02534	20-253-100-600-40-000-000/ GENERAL SUPPLIES		CF	INV #4433566698	39931	96.00
	17-02420	20-510-100-600-33-000-000/ GENERAL SUPPLIES		CF	VARIOUS INVOICES	39931	7,748.30
Total for APPLE COMPUTER INC./ 1177							\$7,844.30
ATLANTIC BUSINESS PRODUCTS/ 1226	17-01614	11-000-251-340-63-000-000/ CENTRAL SVCS TECH SVC		CP	INV #CNIN622511	39932	1,401.13
ATLANTIC TOMORROWS OFFICE/ 6860	17-01172	11-000-251-600-60-203-000/ COPY MACHINE STAPLES		CP	INV #ARIN389957	39933	84.70
ATRA JANITORIAL SUPPLY CO., IN/ 1230	17-02671	11-402-100-600-20-000-000/ ATHLETICS		CF	inv #40663	39934	103.37
AUTOMATIC TEMPERATURE CNTRL SVC. INC./ 5196	17-01226	11-000-261-420-71-538-000/ JOHNSON CONTROL CONT		CP	INV #P7113	39935	44.80
AUTOZONE NORTHEAST, INC./ 6216	17-01213	11-000-262-420-71-549-000/ VEHICLE REPAIRS		CP	VARIOUS INVOICES LESS CREDITS	39936	52.62
BABE'S TAXI/ 1263	17-02432	11-000-270-514-40-000-000/ TRANS SPECIAL VENDORS		CP	INV #0000018347	39937	3,408.51
BARNES & NOBLE BOOKSELLERS/ 4731	17-02643	11-000-221-600-64-000-000/ IMPVT OF INST SUPPLIES		CF	ORD #507133	39938	417.12
	17-02535	20-231-100-600-66-000-003/ TITLE I - SUPPLIES/MATER		CF	INV #3440884	39938	220.54
Total for BARNES & NOBLE BOOKSELLERS/ 4731							\$637.66
BCCSA/ 8557	17-02646	11-000-230-890-61-000-000/ GEN ADMIN OTHER OBJECTS		CF	VALEDICTORIAN BREAKFAST	39939	200.00
BENJAMIN BROS. INC./ 4757	17-01227	11-000-262-610-71-610-000/ MISC SUPPLIES		CP	VARIOUS INVOICES	39940	190.62
BENWAY SCHOOL/ 1404	17-02517	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MAY 2017..LESS CREDITS	39941	13,075.20
BERGEN ARTS AND SCIENCES CHARTER SCHOOL/ 7162	17-01564	10-000-100-561-63-238-000/ TRANSFER OF FUNDS TO CHA		CP	MAY 2017	39942	975.00

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Englewood Public School District

Bills And Claims Report By Vendor Name

for Batch 63 and Check Date is 05/11/2017

va_bill5.10272014
04/01/2017

Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
BERGEN CNTY SPECIAL SERV/ 1407	17-01612	20-253-200-300-40-030-000/ PURCHASED PROFESSIONAL A		CP	INV #M201601564...MAY 2107	39943	32,240.00
BERGEN COUNTY SPECIAL SERVICES/ 1388	17-01829	11-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -		CP	INV #M201601564...MAY 2017	39944	51,435.00
	17-02418	11-000-100-565-40-000-000/ TUITION CSSD SPEC		CP	INV #M201601564...MAY 2017	39944	31,500.00
Total for BERGEN COUNTY SPECIAL SERVICES/ 1388							\$82,935.00
BIG NORTH CONFERENCE/ 7623	17-02476	11-402-100-500-20-000-000/ ATHLETICS		CF	2017 SPRING TRACK	39945	250.00
BILINGUAL DICTIONARIES INC./ 6787	17-02607	11-000-221-600-64-000-000/ IMPVT OF INST SUPPLIES		CF	INV #32450	39946	42.86
BRIGGS, WAYNE/ 7419	17-1495	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39947	81.00
BROWN, ELY/ 7697	17-1476	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39948	75.00
BURKE, MICHAEL/ 8501	17-1471	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39949	60.00
CAFFREY, RON/ 7544	17-1502	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39950	58.00
CAMCOR, INC./ 5818	17-02634	20-218-100-600-02-000-000/ PRESCHOOL SUPPLIES		CF	INV #2417581	39951	1,695.57
CAMP NEJEDA FOUNDATION, INC./ 8824	17-02557	11-000-213-580-40-000-000/ HEALTH TRAVEL		CF	INV #021521	39952	270.00
CAPICCHIONI, JULIAN/ 7528	17-1494	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39953	81.00
CARPENTER, SHAWN/ 7560	17-1474	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39954	75.00
CARTWRIGHT, ROBERT/ 8856	17-1478	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39955	81.00
	17-1487	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39955	81.00
Total for CARTWRIGHT, ROBERT/ 8856							\$162.00
CATAPULT LEARNING, LLC./ 4072	17-01405	20-509-200-330-28-000-000/ NON PUB NURSE SERV		CP	MARCH 2017	39956	1,221.48
		20-509-200-330-32-000-000/ NON PUB NURSE SERV		CP	MARCH 2017	39956	7,421.54
		20-509-200-330-33-000-000/ NON PUB NURSE SERV		CP	MARCH 2017	39956	3,070.27

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Unposted Checks							
CATAPULT LEARNING, LLC./ 4072		20-509-200-330-35-000-000/ NON PUB NURSE SERV		CP	MARCH 2017	39956	9,670.75
		20-509-200-330-36-000-000/ NON PUB NURSE SERV		CP	MARCH 2017	39956	294.84
					Total for CATAPULT LEARNING, LLC./ 4072		\$21,678.88
CHAPEL HILL ACADEMY/ 8645	17-01799	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CF	MAY - JUNE 2017	39957	15,840.00
CIRCLE AUTO SERVICE, INC./ 5723	17-01298	11-000-262-420-71-549-000/ VEHICLE REPAIRS		CP	INV 3K0906872	39958	37.00
CITY OF ENGLEWOOD/ 1577	17-02538	11-000-262-590-71-558-000/ MISC PURCHASED SVCS		CF	VARIOUS INVOICES	39959	1,512.00
CLASSIC SYSTEM/ 5486	17-01113	11-000-261-420-71-520-000/ FIRE		CP	INV #26758	39960	505.00
CLIFFSIDE PARK BD OF ED/ 1581	17-01673	11-000-270-514-40-000-000/ TRANS SPECIAL VENDORS		CF	MAY - JUNE 2017	39961	3,780.00
COMPREHENSIVE EDUCATIONAL SERVICES/ 7399	17-01408	11-000-219-320-40-000-000/ CHILD STUDY TEAM SVCS		CP	INV #11797	39962	400.00
COOPER ELECTRIC SUPPLY COMPANY, INC./ 8562	17-01266	11-000-262-610-71-603-000/ ELECTRICAL SUPPLIES		CP	INV #S028833376.001	39963	91.80
CRESKILL BOARD OF EDUCATION/ 1749	17-01503	20-253-100-500-40-000-000/ OTHER PURCHASED SERVICES		CP	EXT DAY, SP- MAR, MAY TUIT,	39964	3,434.70
DELTA DENTAL PLAN OF NJ/ 1787	17-01184	11-000-291-270-63-451-000/ DENTAL BENEFITS		CP	MAY 2017	39965	34,033.82
DESIDERIO, DANIEL/ 8858	17-1481	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39966	60.00
DIAZ, FABIO/ 8857	17-1479	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39967	60.00
EASTWICK COLLEGE- HACKENSACK CAMPUS/ 6278	17-01732	11-190-100-500-07-000-000/ REG PROGRAM-UNDISTRIBUTE		CP	APRIL 2-17	39968	3,850.00
ECLC OF N.J./ 1975	17-01444	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MAR SVCS, MAY TUITION, LESS CR	39969	7,722.22
EDUCATION INCORPORATED/ 5776	17-02367	11-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -		CP	VARIOUS INVOICES	39970	2,003.98

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EDUCATIONAL DATA SERVICES/ 1897	17-02619	11-000-251-890-63-000-000/ CENTRAL SVC OTHER OBJECT		CF	INV #127551	39971	1,990.00
ENGLEWOOD BOE - CAFETERIA ACCO/ 1777	17-02498	20-231-200-800-00-727-000/ TITLE I - PARENT INVOLVE		CF	TITLE I - PARENT INVOLVE	39972	200.00
	17-02320	20-231-200-800-00-727-000/ TITLE I - PARENT INVOLVE		CF	TITLE I - PARENT INVOLVE	39972	390.00
	17-02458	11-190-100-500-05-000-000/ OTHER PURCHASED SERVICES		CF	OTHER PURCHASED SERVICES	39972	500.00
	17-02576	11-000-218-500-20-000-000/ OTHER PURCHASED SERVICES		CF	OTHER PURCHASED SERVICES	39972	75.00
Total for ENGLEWOOD BOARD OF EDUCATION/ 1777							\$1,165.00
ENGLEWOOD ON THE PALISADES/ 2045	17-01508	10-000-100-561-63-238-000/ TRANSFER OF FUNDS TO CHA		CP	MAY 2017	39973	155,722.00
EPIC HEALTH SERVICES INC./ 6911	17-01621	11-000-213-320-40-000-000/ HEALTH - ED SERVICES		CF	INV #718626, 715748 (PARTIAL)	39974	1,077.50
ERNEST HAUPT LLC/ 5926	17-01310	50-910-310-500-63-000-000/ FOOD SERVICES		CP	INV #2015134	39975	325.00
ESSEX REGIONAL EDUCATIONAL SVCS COMM/ 8767	17-02318	11-000-100-561-63-000-000/ TUITION TO OTHER LEAS WI		CP	MAY 2017	39976	3,753.80
EXPRESS HEATING CO. INC./ 1948	17-01498	11-000-261-420-71-503-000/ MAINTENANCE BOILER		CP	INV #00120879	39977	1,009.00
FELDMAN BROTHERS ELECTRICAL SUPPLY CO./ 6849	17-02529	11-000-262-610-71-603-000/ ELECTRICAL SUPPLIES		CP	INV #2320895-00	39978	149.81
FIRST STUDENT INC. 1309/ 2155	17-01735	11-000-270-511-84-000-000/ TRANS HOME AND SCHOOL		CF	INV #11332643	39979	83,114.10
		11-000-270-514-40-000-000/ TRANS SPECIAL VENDORS		CP	INV #11332643	39979	18,853.20
Total for FIRST STUDENT INC. 1309/ 2155							\$101,967.30
FRANCOLLA, JOHN/ 7559	17-1486	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39980	75.00
FREY SCIENTIFIC CO./ 2195	17-02381	11-190-100-610-03-000-000/ REG PROGRAM-UNDISTRIBUTE		CF	VARIOUS INVOICES	39981	1,494.70
FREY, STEPHEN/ 8266	17-1492	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39982	81.00

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Unposted Checks							
FRIDMAN, ESTHER M.D./ 5738	17-01410	11-000-219-320-40-000-000/ CHILD STUDY TEAM SVCS		CP	DOE 4/4/17	39983	550.00
GARCIA, RICHARD/ 2231	17-02624	11-000-219-320-40-000-000/ CHILD STUDY TEAM SVCS		CP	MAR - APR EVALS	39984	1,800.00
GENERAL PLUMBING/ 7480	17-01297	11-000-262-610-71-612-000/ PLUMBING/HEAT SUPPLIES		CP	VARIOUS INVOICES	39985	228.25
GLENCOE/MCGRAW HILL/ 2276	17-02621	20-501-100-640-34-000-000/ N.P TEXTBOOKS		CP	INV #97233872001	39986	64.11
GOMEZ, STEVEN/ 8849	17-1470	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39987	60.00
	17-1503	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39987	60.00
				Total for GOMEZ, STEVEN/ 8849			\$120.00
HANSEN, DAVID/ 7569	17-1482	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39988	75.00
HAYLES, GARY/ 7885	17-1469	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39989	81.00
HOHOKUS SCHOOL OF TRADE/ 5762	17-01733	11-190-100-500-07-000-000/ REG PROGRAM-UNDISTRIBUTE		CP	APRIL 2017	39990	550.00
HOLDER, OSCAR/ 8850	17-1483	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39991	81.00
HOME DEPOT/ 2494	17-02647	11-000-262-610-71-610-000/ MISC SUPPLIES		CF	ACCT #6035322535035673	39992	186.81
HOUGHTON MIFFLIN HARCOURT/ 2144	17-02588	20-501-100-640-35-000-000/ N.P TEXTBOOKS		CF	INV #953014876	39993	2,749.05
HOWARD INDUSTRIES, INC./ 6469	17-02526	11-000-222-600-68-000-000/ SUPPLIES AND MATERIALS		CP	INV #17-00785421	39994	46.00
HUNKEN, MICHAEL/ 2530	17-1505	11-000-262-800-71-000-000/ OTHER OBJECTS		CF	OTHER OBJECTS	39995	241.15
	17-1506	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	39995	190.00
				Total for HUNKEN, MICHAEL/ 2530			\$431.15
IDENTICARD SYSTEMS/ 8272	17-02539	11-000-262-420-71-519-000/ SECURITY		CF	INV #9333626713	39996	167.12
INNOVATIVE TRANSPORTATION LLC/ 8631	17-01573	11-000-270-511-63-000-000/ TRANS - DISPLACED		CF	APRIL 2017 INVOICES	39997	1,564.00

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INSTITUTE FOR EDUCATIONAL DEVELOPEMENT/ 4373	17-02561	11-000-223-580-02-000-000/ STAFF TRAINING TRAVEL		CF	INV #4739176	39998	245.00
JANELLE PUBLICATIONS/ 8831	17-02595	11-000-216-600-40-000-000/ OT/PT/SPEECH SUPPLIES		CF	INV #99131	39999	598.00
JCC THURNAUER SCHOOL OF MUSIC/ 5066	17-01946	11-190-100-500-00-000-000/ JCC MUSIC PROGRAM		CF	FINAL PAY 2016-2017	40000	34,584.00
JEWEL ELECTRIC SUPPLY CO./ 2659	17-01253	11-000-262-610-71-603-000/ ELECTRICAL SUPPLIES		CP	VARIOUS INVOICES	40001	1,943.88
JONES SCHOOL SUPPLY CO. INC./ 2693	17-02633	11-190-100-610-98-000-000/ REG PROGRAM-UNDISTRIBUTE		CF	INV #1466061	40002	460.58
KONE, INC/ 6365	17-01491	11-000-261-420-71-528-000/ ELEVATOR REPAIRS		CP	INV #949534514	40003	3,575.00
KRYKALSKI, ROBERT/ 8567	17-1480	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40004	81.00
L&H SUPPLY / FERGUSON/ 7992	17-01272	11-000-262-610-71-612-000/ PLUMBING/HEAT SUPPLIES		CP	INV #0133812,0134907	40005	440.16
LEARNING A-Z/ 5710	17-02553	20-071-100-600-02-000-000/ PNC GRANT - SUPPLIES		CF	INV #1777998	40006	949.50
LECTORUM PUBLICAT INC./ 2304	17-02269	11-240-100-610-64-101-000/ GENERAL SUPPLIES		CP	INV #766695, 764833	40007	3,914.00
LEGACY TREATMENT SERVICES, INC./ 8235	17-02441	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MARCH 2017	40008	4,204.43
		20-253-100-500-40-000-000/ OTHER PURCHASED SERVICES		CF	MARCH 2017	40008	1,577.61
					Total for LEGACY TREATMENT SERVICES, INC./ 8235		\$5,782.04
LUBIN, KATLYNE - MD, MPH, FAAP/ 3664	17-01415	11-000-219-320-40-000-000/ CHILD STUDY TEAM SVCS		CP	INV #1342	40009	300.00
MENZELLA, RICH/ 8454	17-1477	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40010	75.00
MERGEL, DAVE/ 8861	17-1490	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40011	75.00
MGL PRINTING SOLUTIONS/ 3085	17-02648	11-000-251-600-63-000-000/ CENTRAL SVCS SUPPLIES		CF	INV #146126	40012	1,937.00

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Unposted Checks							
MIRACLES IN COMMUNICATION OF NORTHERN NJ/ 7483	17-01417	11-204-100-320-40-000-000/ SPEC ED-LEARN & LANG DIS		CP	MARCH 2017	40013	1,100.00
MISSION ONE EDUCATIONAL STAFFING SERV LL/ 7338	17-01194	11-190-100-500-63-723-000/ DELTA -T		CF	INV #INV030578,030576	40014	100,711.77
		11-240-100-500-63-723-000/ DELTA - T		CP	INV #INV030578, 030576	40014	12,506.82
	17-01721	11-000-221-500-63-722-000/ MISSION ONE		CF	INV #INV030577	40014	5,553.75
		11-000-240-500-63-722-000/ MISSION ONE		CP	INV #INV030577	40014	1,647.08
		11-402-100-500-20-722-000/ PURCHASED SERVICES (300-		CF	INV #INV030577	40014	8,096.88
		Total for MISSION ONE EDUCATIONAL STAFFING SERV LL/ 7338					\$128,516.30
MUNICIPAL CAPITAL CORP/ 6893	17-01528	11-000-262-490-63-202-000/ OTHER PURCHASED PROPERTY		CP	MAY 2017..LEASE #15921	40015	6,373.07
MURPHY, BOB/ 7550	17-1466	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40016	81.00
NASCO/ 2537	17-02477	11-190-100-610-03-000-000/ REG PROGRAM-UNDISTRIBUTE		CF	INV #362243	40017	97.20
NEFC, INC./ 5299	17-02637	20-270-200-300-66-000-035/ PURCHASED PROFESSIONAL A		CF	INV #IN4-00106656	40018	5,103.00
NORTHERN VALLEY SERVICES AUTO BODY LLC/ 8854	17-02683	11-000-262-420-71-548-000/ REPAIR		CF	MITCHELL SVC #911465	40019	1,113.62
NORTHERN VALLEY REGIONAL H.S./ 4229	17-01418	11-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -		CP	MARCH 2017	40020	2,460.00
	17-01449	11-000-100-562-40-000-000/ TUITION IN STATE SPECIAL		CF	MAY - JUNE 2017	40020	39,524.19
		Total for NORTHERN VALLEY REGIONAL H.S./ 4229					\$41,984.19
NOVAK, FRANK/ 7935	17-1498	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40021	58.00
OCEAN COMPUTER GROUP, INC./ 7659	17-02632	11-000-222-500-68-000-000/ ED MEDIA TECH SERVICE		CF	INV #272476G	40022	17,505.84

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ON-SITE FLEET SERVICE, INC./ 6789	17-01307	11-000-270-420-63-000-000/ CLEANING, REPAIR, & MAIN		CF	INV #110072116,110072144	40023	5,502.85
PASCACK VALLEY COUNCIL-REGION III/ 17-01419 7821		11-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -		CP	02/14 - 03/14/17	40024	183.00
PASSAIC ARTS AND SCIENCE CHARTER SCHOOL/ 8544	17-01563	10-000-100-561-63-238-000/ TRANSFER OF FUNDS TO CHA		CP	MAY 2017	40025	424.00
PEARSON EDUCATION/ 6354	17-02600	11-216-100-610-40-000-000/ SPEC ED-PRE HANDI FULL T		CF	INV #11135250	40026	415.09
	17-02582	11-000-216-600-40-000-000/ OT/PT/SPEECH SUPPLIES		CF	INV #11132509	40026	383.72
	17-02583	20-501-100-640-35-000-000/ N.P TEXTBOOKS		CF	INV #4024992595	40026	2,659.66
					Total for PEARSON EDUCATION/ 6354		\$3,458.47
PERSEUS DISTRIBUTION/ 5900	17-02575	20-501-100-640-32-000-000/ N.P. TEXTBOOKS		CF	INV #15450417	40027	531.55
POLKOSNIK, GEORGE/ 7614	17-1493	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40028	75.00
POMPTONIAN FOOD SERVICE/ 3536	17-01222	50-910-310-500-63-000-000/ FOOD SERVICES		CP	APR 2017	40029	89,509.01
PRITCHARD INDUSTRIES/ 4537	17-01214	11-000-262-420-71-501-000/ CUST/MAINT CONTRACT		CP	INV #0020013196	40030	153,830.10
	17-01215	11-000-262-420-71-500-000/ CUST/MAINT EXTRA HOURS		CP	#0020013153,13109,13159,13169	40030	2,323.68
					Total for PRITCHARD INDUSTRIES/ 4537		\$156,153.78
PRNY, PC/ 8693	17-01984	11-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -		CP	INV #2518	40031	270.00
PUBLIC SERVICE ELECTRIC & GAS/ 2672	17-01493	11-000-262-622-71-516-000/ ELECTRICITY		CP	MARCH 2017 INVOICES	40032	46,015.30
R.D. SALES, LLC./ 3630	17-01258	11-000-261-420-71-519-000/ SECURITY ALARMS		CP	INV #DH12867, 13071	40033	1,642.50
	17-01256	11-000-261-420-71-526-000/ LOCKSMITH SERVICES		CP	INV #DH13058,12949	40033	1,026.70
					Total for R.D. SALES, INC./ 3630		\$2,669.20
RAFTI, JOHN/ 8859	17-1485	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40034	75.00
RAPP, JIM/ 7256	17-1491	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40035	81.00

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Unposted Checks							
RESERVE ACCOUNT/ 2662	17-01174	11-000-230-890-61-000-000/ GEN ADMIN OTHER OBJECTS		CF	ACCT #17147240	40036	6,800.00
		11-000-230-890-63-000-000/ GEN ADMIN OTHER OBJECTS		CF	ACCT #17147240	40036	4,500.00
					Total for RESERVE ACCOUNT/ 2662		\$11,300.00
RICKARD REHABILITATION SERVICE/ 3697	17-01420	11-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -		CF	MARCH 2017	40037	2,347.50
RIDGEFIELD BOARD OF ED./ 2712	17-02362	11-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -		CP	MARCH 2017 OT/PT	40038	200.00
RIDGEWOOD PRESS/ 3699	17-02666	11-000-230-590-69-000-000/ GEN ADMIN OTHER SVC		CF	INV #110340,110341	40039	522.20
ROTO-ROOTER/ 4376	17-01217	11-000-261-420-71-513-000/ PLUMBING/HEATING		CP	VARIOUS INVOICES	40040	320.00
SAGE DAY/ 3784	17-01547	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MAY 2017	40041	13,062.00
SAMMARCO, STEVE/ 7545	17-1499	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40042	58.00
	17-1501	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40042	58.00
					Total for SAMMARCO, STEVE/ 7545		\$116.00
SCHNEIDER, PEGGY/ 8860	17-1489	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40043	75.00
SCHOOL SPECIALTY/ 6612	17-02596	11-000-216-600-40-000-000/ OT/PT/SPEECH SUPPLIES		CF	INV #208118059277	40044	45.96
SCHOOL SPECIALTY/ 6647	17-02378	11-190-100-610-03-000-000/ REG PROGRAM-UNDISTRIBUTE		CF	INV #208118075186	40045	162.63
	17-02384	11-190-100-610-03-000-000/ REG PROGRAM-UNDISTRIBUTE		CF	INV #208118033536	40045	52.92
					Total for SCHOOL SPECIALTY/ 6647		\$215.55
SCHOOL SPECIALTY INC/ 2770	17-02585	20-218-100-600-02-000-000/ PRESCHOOL SUPPLIES		CF	INV #308102717043	40046	787.58
	17-02261	11-190-100-610-05-000-000/ GENERAL SUPPLIES		CF	#208118160036,308102719005	40046	471.89
					Total for SCHOOL SPECIALTY INC/ 2770		\$1,259.47
SCHOOL SPECIALTY / ABILITATIONA/ 8610	17-02386	11-000-216-600-40-000-000/ OT/PT/SPEECH SUPPLIES		CF	#208117837529,208118122703	40047	195.04

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Vendor # / Name	PO #	Account # / Description	Inv #	Check Type *	Check Description or Multi Remit To Check Name	Check #	Check Amount
Unposted Checks							
SCHULZ, KENNETH/ 8862	17-1497	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40048	81.00
SEREIKA, TOM/ 7376	17-1475	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40049	75.00
SERVIDEO, FRANK/ 8254	17-1488	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40050	81.00
SHARP ELEVATOR COMPANY, INC./ 3882	17-01335	11-000-261-420-71-528-000/ ELEVATOR REPAIRS		CP	INV #38945MAINT	40051	640.00
SHOEBRIDGE, TERRY/ 7466	17-1467	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40052	81.00
SITEONE LANDSCAPE SUPPLY, LLC./ 7898	17-02503	11-000-261-420-71-502-000/ MAINTENANCE LANDSCAPING		CF	INV #79908003	40053	402.16
		11-402-100-600-20-000-000/ ATHLETICS		CF	INV #79908003	40053	403.12
Total for SITEONE LANDSCAPE SUPPLY, LLC./ 7898							\$805.28
SOUTH BERGEN JOINTURE COMMISSION/ 3957	17-02025	11-000-270-511-98-000-000/ TRANS HOME AND SCHOOL		CP	INV #52244..MAY 2017	40054	89,758.54
	17-01622	11-000-216-320-40-000-000/ PURCHASED PROFESSIONAL -		CP	VARIOUS INVOICES	40054	60,920.68
Total for SOUTH BERGEN JOINTURE COMMISSION/ 3957							\$150,679.22
SPECTROTEL/ 8624	17-02652	11-000-230-530-71-615-000/ COMMUNICATION TELEPHONE		CP	CUST #346472	40055	4,683.56
SPORTS TIME, INC/ 3972	17-02615	11-402-100-600-20-000-000/ ATHLETICS		CF	INV #1740703	40056	2,760.00
STAPLES ADVANTAGE/ 6570	17-01967	11-000-240-600-20-000-000/ SCHOOL ADMIN SUPPLIES		CF	ORD #151521388	40057	186.07
		11-000-240-600-98-000-000/ SCHOOL ADMIN SUPPLIES		CF	ORD #151521388	40057	186.06
	17-01974	11-000-240-600-20-000-000/ SCHOOL ADMIN SUPPLIES		CF	ORD #151522512	40057	242.72
	17-01947	11-000-218-600-20-000-000/ GUIDANCE SUPPLIES		CF	ORD #151780442,152443286	40057	1,467.61
	17-01929	11-000-218-600-07-000-000/ GUIDANCE SUPPLIES		CF	ORD #152443676,151915091	40057	517.64
Total for STAPLES ADVANTAGE/ 6570							\$2,600.10
STAPLES CONTRACT & COMMERCIAL, INC./ 8593	17-60427	11-190-100-610-05-000-000/ GENERAL SUPPLIES		CF	ORD #148502515	40058	139.89

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Unposted Checks							
STAPLES CONTRACT & COMMERCIAL, INC./ 8593	17-60402	11-190-100-610-20-000-000/ REG PROGRAM-UNDISTRIBUTE		CF	ORD #148500887	40058	102.40
					Total for STAPLES CONTRACT & COMMERCIAL, INC./ 8593		\$242.29
STAVROU, SAVVAS/ 7549	17-1468	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40059	81.00
SUPER DUPER SCHOOL CO./ 4054	17-02597	11-000-216-600-40-000-000/ OT/PT/SPEECH SUPPLIES		CF	INV #2243108A	40060	143.65
SUTERA, JOE/ 8863	17-1504	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40061	60.00
TEACHER LEARNING CENTER/ 5666	17-02577	11-000-223-580-05-000-000/ OTHER PURCHASED SERVICES		CF	INV #13789	40062	450.00
TEANECK COMMUNITY CHARTER SCH./ 4120	17-02405	10-000-100-561-63-238-000/ TRANSFER OF FUNDS TO CHA		CP	APR- MAY 2017	40063	3,878.00
TERANOVA, BOB/ 8055	17-1496	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40064	75.00
THE SHERWIN-WILLIAMS CO./ 4603	17-01209	11-000-262-610-71-611-000/ PAINT SUPPLIES		CP	#4187-2,4242-5,4129-4,3856-3	40065	1,150.58
THERADAPT PRODUCTS, INC./ 5672	17-02560	11-216-100-610-40-000-000/ SPEC ED-PRE HANDI FULL T		CF	INV #I0026531	40066	81.65
TOLOMEO, JIM/ 7687	17-1472	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40067	75.00
TOMKO, JOHN/ 7271	17-1500	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40068	75.00
UNITED HEALTH CARE / SPECTERA INC./ 3966	17-01185	11-000-291-270-63-452-000/ VISION BENEFITS		CP	INV #20170417000203	40069	7,309.72
UNITED MOTOR PARTS INC./ 8791	17-02419	11-000-270-615-63-000-000/ TRANSPORTATION SUPPLIES		CP	INV 31670239,1667751,1667153	40070	131.58
VERIZON WIRELESS/ 3759	17-01268	11-000-261-420-71-512-000/ PAGING SERVICES		CP	ACCT #586021457-00001	40071	984.10
W.W. GRAINGER INC/ 2060	17-01206	11-000-262-610-71-610-000/ MISC SUPPLIES		CP	VARIOUS INVOICES	40072	3,836.22
WALSH-MERKEL, ROBYN MA, CCC-SLP/ 4740	17-01416	11-204-100-320-40-000-000/ SPEC ED-LEARN & LANG DIS		CP	APRIL 2017 EVALS	40073	540.00

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Unposted Checks							
WB MASON CO., INC./ 5743	17-02530	11-000-240-600-10-000-000/ SCHOOL ADMIN SUPPLIES		CF	INV #142695794	40074	147.84
	17-02290	11-190-100-610-03-000-000/ REG PROGRAM-UNDISTRIBUTE		CF	INV #142053208	40074	1,024.50
	17-02515	11-190-100-610-20-000-000/ REG PROGRAM-UNDISTRIBUTE		CF	INV #142757233	40074	266.36
	17-02613	11-000-251-600-63-000-000/ CENTRAL SVCS SUPPLIES		CF	INV #143165280	40074	259.96
Total for WB MASON CO., INC./ 5743							\$1,698.66
WEINER LAW GROUP/ 4452	17-02459	11-000-230-331-63-401-000/ GENERAL ADMIN LEGAL FEES		CP	INV #202098	40075	51,332.00
WINDSOR BERGEN ACADEMY, INC./ 8422	17-01452	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MARCH 2017..LESS CR	40076	5,410.26
WINDSOR LEARNING CENTER/ 7841	17-01453	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MAY 2017 LESS CR	40077	6,100.00
YOUTH CONSULTATION SERVICE/ 4580	17-02000	20-253-100-500-40-000-000/ OTHER PURCHASED SERVICES		CP	MARCH 2017	40078	6,034.56
	17-01556	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MARCH 2017	40078	34,419.42
	17-02453	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MARCH 2017	40078	4,246.62
Total for YOUTH CONSULTATION SERVICE/ 4580							\$44,700.60
YOUTH CONSULTATION SERVICES/ 4579	17-02592	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MARCH 2017	40079	7,283.85
	17-02591	11-000-100-566-40-000-000/ TUTION PSD IN STATE		CP	MARCH 2017	40079	7,283.85
Total for YOUTH CONSULTATION SERVICE/ 4579							\$14,567.70
ZIONTZ, CAREY/ 7711	17-1473	11-402-100-500-20-000-000/ ATHLETICS		CF	ATHLETICS	40080	75.00
Total for Unposted Checks							\$1,423,216.13

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Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed.

Fund Summary		Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
10	10	\$160,999.00				\$160,999.00
10	11	\$1,084,222.51				\$1,084,222.51
Fund 10	TOTAL	\$1,245,221.51				\$1,245,221.51
20	20	\$88,160.61				\$88,160.61
50	50	\$89,834.01				\$89,834.01
GRAND	TOTAL	\$1,423,216.13	\$0.00	\$0.00	\$0.00	\$1,423,216.13

Chairman Finance Committee

Member Finance Committee

Englewood Public School District

Bills And Claims Report By Account Number

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Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To Check Name	Check#	Check Amount
UNPOSTED CHECKS							
11-000-211-100-60-101-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	3,572.12
11-000-211-172-07-000-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	7,455.25
11-000-211-172-60-000-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	5,207.90
11-000-211-172-73-000-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	1,776.38
11-000-211-172-76-000-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	4,427.91
11-000-211-172-77-000-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	3,937.27
11-000-211-172-85-000-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	1,776.37
11-000-211-173-60-101-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	5,564.75
11-000-211-173-67-103-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	1,911.00
11-000-213-100-60-102-000/ HEALTH SERVICES SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	HEALTH SERVICES SALARY	21	750.00
11-000-213-100-73-101-000/ HEALTH SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	HEALTH SALARIES	21	3,903.00
11-000-213-100-74-101-000/ HEALTH SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	HEALTH SALARIES	21	2,852.75
11-000-213-100-76-101-000/ HEALTH SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	HEALTH SALARIES	21	2,802.75
11-000-213-100-77-101-000/ HEALTH SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	HEALTH SALARIES	21	2,146.70
11-000-213-100-85-101-000/ HEALTH SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	HEALTH SALARIES	21	6,676.51
11-000-213-100-98-101-000/ HEALTH SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	HEALTH SALARIES	21	2,146.70
11-000-216-100-40-101-000/ RELATED SERVICES SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	RELATED SERVICES SALARY	21	37,634.03
11-000-218-104-76-101-000/ GUIDANCE SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	GUIDANCE SALARY	21	8,076.15
11-000-218-104-77-101-000/ GUIDANCE SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	GUIDANCE SALARY	21	12,337.15
11-000-219-104-40-101-000/ CHILD STUDY TEAM SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	CHILD STUDY TEAM SALARY	21	56,429.05
11-000-219-105-40-101-000/ CHILD STUDY TEAM SEC	17-0010		4614 / E.B.O.E.- PAYROLL	HP	CHILD STUDY TEAM SEC	21	2,860.10
11-000-221-102-64-101-000/ IMPVT OF INSTRUCTION SAL	17-0010		4614 / E.B.O.E.- PAYROLL	HP	IMPVT OF INSTRUCTION SAL	21	5,520.83
11-000-221-102-65-101-000/ IMPVT OF INSTRUCTION SAL	17-0010		4614 / E.B.O.E.- PAYROLL	HP	IMPVT OF INSTRUCTION SAL	21	5,412.50
11-000-222-100-60-101-000/ ED MEDIA SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	ED MEDIA SALARY	21	6,864.29
11-000-222-100-60-104-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	559.86

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UNPOSTED CHECKS							
11-000-222-100-73-101-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	2,145.08
11-000-222-100-74-101-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	1,855.76
11-000-222-100-76-101-000/ ED MEDIA SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	ED MEDIA SALARY	21	1,983.83
11-000-222-100-77-101-000/ ED MEDIA SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	ED MEDIA SALARY	21	2,039.71
11-000-230-100-61-101-000/ GENERAL ADMIN SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	GENERAL ADMIN SALARY	21	10,646.41
11-000-240-103-07-101-000/ SCHOOL ADMIN SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	21	12,146.20
11-000-240-103-40-101-000/ SCHOOL ADMIN SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	21	6,175.00
11-000-240-103-60-101-000/ SALARIES OF PRINCIPALS/A	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES OF PRINCIPALS/A	21	10,625.00
11-000-240-103-73-101-000/ SCHOOL ADMIN SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	21	11,079.54
11-000-240-103-74-101-000/ SCHOOL ADMIN SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	21	12,061.36
11-000-240-103-75-101-000/ SCHOOL ADMIN SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	21	10,916.66
11-000-240-103-76-101-000/ SCHOOL ADMIN SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	21	17,025.37
11-000-240-103-77-101-000/ SCHOOL ADMIN SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SCHOOL ADMIN SALARY	21	31,512.49
11-000-240-103-98-101-000/ SALARIES OF PRINCIPALS/A	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES OF PRINCIPALS/A	21	17,002.26
11-000-251-100-63-000-000/ CENTRAL SERVICE SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	CENTRAL SERVICE SALARY	21	26,002.08
11-000-251-100-69-000-000/ CENTRAL SERVICES SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	CENTRAL SERVICES SALARY	21	9,945.21
11-000-252-100-68-000-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	9,916.19
11-000-261-100-71-101-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	2,926.96
11-000-262-104-71-000-000/ SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES	21	5,276.94
11-000-266-100-60-101-000/ SECURITY SALARIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SECURITY SALARIES	21	28,994.33
11-000-270-160-60-000-000/ SAL. FOR PUPIL TRANS(BET	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SAL. FOR PUPIL TRANS(BET	21	2,234.68
11-000-270-162-60-000-000/ SAL. FOR PUPIL TRANS(BET	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SAL. FOR PUPIL TRANS(BET	21	6,090.66
11-110-100-101-67-103-000/ PRESCHOOL/KINDERGARTEN -	17-0010		4614 / E.B.O.E.- PAYROLL	HP	PRESCHOOL/KINDERGARTEN -	21	461.00
11-110-100-101-80-102-000/ REG PROGRAM-PRESCH/KINDE	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-PRESCH/KINDE	21	2,250.00
11-110-100-101-84-101-000/ PRESCHOOL/KINDERGARTEN -	17-0010		4614 / E.B.O.E.- PAYROLL	HP	PRESCHOOL/KINDERGARTEN -	21	4,941.12

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UNPOSTED CHECKS							
11-110-100-101-85-101-000/ REG PROGRAM-PRESCH/KINDE	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-PRESCH/KINDE	21	54,398.48
11-120-100-101-67-103-000/ REG PROGRAM-GRADES 1-5	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 1-5	21	5,596.29
11-120-100-101-73-101-000/ REG PROGRAM-GRADES 1-5	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 1-5	21	67,349.41
11-120-100-101-73-710-000/ GRADES 1-5 - SALARIES OF	17-0010		4614 / E.B.O.E.- PAYROLL	HP	GRADES 1-5 - SALARIES OF	21	2,351.80
11-120-100-101-74-101-000/ REG PROGRAM-GRADES 1-5	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 1-5	21	125,082.79
11-120-100-101-74-710-000/ GRADES 1-5 - SALARIES OF	17-0010		4614 / E.B.O.E.- PAYROLL	HP	GRADES 1-5 - SALARIES OF	21	5,879.50
11-120-100-101-80-102-000/ REG PROGRAM-GRADES 1-5	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 1-5	21	13,130.00
11-130-100-101-67-103-000/ REG PROGRAM-GRADES 6-8	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 6-8	21	4,057.31
11-130-100-101-73-101-000/ GRADES 6-8 - SALARIES OF	17-0010		4614 / E.B.O.E.- PAYROLL	HP	GRADES 6-8 - SALARIES OF	21	14,910.75
11-130-100-101-74-101-000/ GRADES 6-8 - SALARIES OF	17-0010		4614 / E.B.O.E.- PAYROLL	HP	GRADES 6-8 - SALARIES OF	21	12,906.35
11-130-100-101-76-101-000/ REG PROGRAM-GRADES 6-8	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 6-8	21	112,666.70
11-130-100-101-80-102-000/ REG PROGRAM-GRADES 6-8	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 6-8	21	5,600.00
11-140-100-101-07-101-000/ REG PROGRAM-GRADES 9-12	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 9-12	21	13,117.70
11-140-100-101-67-103-000/ REG PROGRAM-GRADES 9-12	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 9-12	21	4,197.30
11-140-100-101-77-101-000/ REG PROGRAM-GRADES 9-12	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 9-12	21	130,128.92
11-140-100-101-80-102-000/ REG PROGRAM-GRADES 9-12	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 9-12	21	8,550.00
11-140-100-101-98-000-000/ REG PROGRAM-GRADES 9-12	17-0010		4614 / E.B.O.E.- PAYROLL	HP	REG PROGRAM-GRADES 9-12	21	164,330.44
11-150-100-101-40-101-000/ HOME INSTRUCTION	17-0010		4614 / E.B.O.E.- PAYROLL	HP	HOME INSTRUCTION	21	244.00

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Account # / Description	PO #	Inv #	Vendor # / Name	Check Type *	Check Description or Multi Remit To Check Name	Check#	Check Amount
UNPOSTED CHECKS							
11-204-100-101-40-101-000/ SPEC ED-LEARN & LANG DIS	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SPEC ED-LEARN & LANG DIS	21	63,349.70
11-212-100-101-40-101-000/ MULTIPLE DISABILITIES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	MULTIPLE DISABILITIES	21	50,899.55
11-213-100-101-40-101-000/ RESOURCE ROOM/CENTER	17-0010		4614 / E.B.O.E.- PAYROLL	HP	RESOURCE ROOM/CENTER	21	97,485.85
11-216-100-101-40-101-000/ SPEC ED-PRE HANDI FULL T	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SPEC ED-PRE HANDI FULL T	21	31,513.64
11-240-100-101-67-103-000/ SALARIES OF TEACHERS	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES OF TEACHERS	21	205.88
11-240-100-101-73-101-000/ BILINGUAL ED	17-0010		4614 / E.B.O.E.- PAYROLL	HP	BILINGUAL ED	21	13,469.13
11-240-100-101-74-101-000/ BILINGUAL ED	17-0010		4614 / E.B.O.E.- PAYROLL	HP	BILINGUAL ED	21	40,771.62
11-240-100-101-76-101-000/ BILINGUAL ED	17-0010		4614 / E.B.O.E.- PAYROLL	HP	BILINGUAL ED	21	4,411.87
11-240-100-101-77-101-000/ BILINGUAL ED	17-0010		4614 / E.B.O.E.- PAYROLL	HP	BILINGUAL ED	21	8,711.06
11-240-100-101-84-101-000/ SALARIES OF TEACHERS	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES OF TEACHERS	21	3,364.50
11-240-100-101-85-101-000/ BILINGUAL ED	17-0010		4614 / E.B.O.E.- PAYROLL	HP	BILINGUAL ED	21	5,207.90
20-218-100-101-02-000-000/ PRESCHOOL SAL OF TEACH	17-0010		4614 / E.B.O.E.- PAYROLL	HP	PRESCHOOL SAL OF TEACH	21	34,616.90
20-218-100-101-80-102-000/ PRESCHOOL SAL OF TEACH	17-0010		4614 / E.B.O.E.- PAYROLL	HP	PRESCHOOL SAL OF TEACH	21	1,700.00
20-231-100-100-66-000-003/ TITLE I - SALARY TEACHER	17-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE I - SALARY TEACHER	21	3,602.75
20-231-100-100-66-000-010/ TITLE I - TEACHER SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE I - TEACHER SALARY	21	3,013.93
20-231-100-100-66-103-002/ TITLE I EXTRA COMP QUARL	17-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE I EXTRA COMP QUARL	21	701.50
20-231-100-100-66-103-005/ TITLE I - SAL EXTRA COMP	17-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE I - SAL EXTRA COMP	21	3,743.88
20-231-100-100-66-724-020/ TITLE I FOCUS TEACH SAL	17-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE I FOCUS TEACH SAL	21	6,560.50
20-241-100-100-66-000-000/ TITLE III SAL OF TEACH	17-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE III SAL OF TEACH	21	968.38
20-270-200-100-66-000-000/ TITLE II - SALARY	17-0010		4614 / E.B.O.E.- PAYROLL	HP	TITLE II - SALARY	21	5,291.66
60-057-100-100-02-000-000/ SALARIES - QUARLES	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES - QUARLES	21	7,521.06
60-057-100-100-03-000-000/ SALARIES - MCCLLOUD	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES - MCCLLOUD	21	6,537.18
60-057-100-100-05-000-000/ SALARIES - GRIECO	17-0010		4614 / E.B.O.E.- PAYROLL	HP	SALARIES - GRIECO	21	8,089.85
Total for Unposted Checks							\$1,585,091.19

* CF -- Computer Full CP - Computer Partial HF - Hand Check Full HP - Hand Check Partial

Englewood Public School District

Bills And Claims Report By Account Number

APRIL 28, 2017 PAYROLL

va_bill1.10272014
04/01/2017

Resolution that the list of claims for goods received and services rendered and certified to be correct by the Business Administrator, be approved for payment and further that the Secretary's and Treasurer's financial reports be accepted as filed. Run on 04/25/2017 at 10:34:13 AM

Fund Summary	Fund Category	Sub Fund	Computer Checks	Computer Checks Non/AP	Hand Checks	Hand Checks Non/AP	Total Checks
	10	11			\$1,502,743.60		\$1,502,743.60
	20	20			\$60,199.50		\$60,199.50
	60	60			\$22,148.09		\$22,148.09
	GRAND	TOTAL	\$0.00	\$0.00	\$1,585,091.19	\$0.00	\$1,585,091.19

Chairman Finance Committee

Member Finance Committee

ENGLEWOOD BOARD OF EDUCATION FACILITY RENTAL FEES EFFECTIVE 07/01/2017

<u>Description</u>	<u>Fees</u>	<u>Additional information</u>
HIGH SCHOOL CAMPUS		
H.S. Auditorium	\$400.00 first hour/\$200.00 ea. Addl.	
H.S. Auditorium Utilities	\$25 per hour	
H.S. Auditorium Technician	\$65.00 per tech, per hour if available	AV assistance
AV Equipment- nominal guest's equipment hook up	\$35.00 per event	Booth not available without a district tech or prior approval by EPSD technology
H.S. Cafeteria	\$50.00 per hour	
H.S. Kitchen	\$50.00 per hour	Must have kitchen contractor onsite
H.S. Kitchen Staff	OT Rate	Must contact kitchen contractor
H.S. Media Center	\$65.00 per hour	
H.S. Classroom	\$30.00 each, per hour	
H.S. Library	\$65.00 per hour	
H.S. Upper band/choir room	\$40.00 per hour	
H.S. Softball Field Lower	N/A	No renting of this field/moratorium
H.S. Upper Baseball Field	N/A	No renting of this field/moratorium
H.S. Gymnasium/Large	\$150.00 per hour	
H.S. Gymnasium/Small	\$100.00 per hour	
MIDDLE SCHOOL CAMPUS		
M.S. Gym	\$100.00 per hour	
M.S. Cafeteria	\$50.00 per hour	
M.S. Kitchen	\$75.00 per hour	Must have kitchen contractor onsite
M.S. Kitchen Staff	Hourly rate plus OT	Must contact kitchen contractor
M.S. Classrooms	\$30.00 each, per hour	
M.S. Media Center	\$50.00 per hour	
ELEMENTARY SCHOOLS		
E.S. Gymnasium	\$100.00 per hour	
E.S. Cafeteria	\$50.00 per hour	
E.S. Kitchen	\$50.00 per hour	Must have kitchen contractor onsite
E.S. Kitchen Staff	OT rate	Must contact kitchen contractor
E.S. Classrooms	\$30.00 each, per hour	
E.S. Media Center	\$50.00 per hour	
Grieco Cafatorium	\$75.00 per hour	
Quarles Auditorium	\$65.00 per hour	
WINTON WHITE STADIUM		
Football Field*	\$400.00 first hour/\$200.00 ea. Addl.	Inside of stadium not available for rental
<i>*includes artificial turf field, outdoor bathrooms & bleachers</i>		
Stadium Lights	\$25.00 per hour	
Stadium Concessions	N/A	Not available for rental
Natural Grass Fields	\$100.00 per hour	
OTHER SCHOOL GROUNDS		
	Determined by each application request	
FOR ALL EVENTS		
Administration Fee	\$30.00 per event	
Custodians	\$30.00 per hour, per custodian	Events over 100 people require 2 Custodial Staff on premises for the entire event & a minimum of 1 hour after
Security	\$35.00 per hour, per person	Events over 100 pp require at least 2 Security Staff on premises for the entire event + 1/2 hour before and after event
<i>*Not for Profit Organizations eligible for a 20% discount. Must provide Non-Profit Certificate to receive discount. Discount is applied to facility fees only. It is not applicable to labor/utility fees.</i>		

TAB - 12

2017-18 TENURED/NON-TENURED ADMINISTRATORS RENEWAL LIST			
#	LAST NAME	FIRST NAME	SALARY
1	ALARCON	ABRAHAM	\$132,738
2	ARMENTAL*	JOSEPH	\$131,200
3	BELL*	JOSEPH	\$160,643
4	BENDER	CAROL ANN	\$133,148
5	DIVINCENT	TERESA	\$130,175
6	ELBERT*	PETER	\$160,643
7	ESPINAL-FLORES	FINA	\$126,101
9	GORDON*	NOEL	\$156,518
10	JASINSKI	JOHN	\$127,101
13	LEONARD-EDONE	GINA	\$130,175
14	MATHIEU	LAURA	\$129,765
15	MILLA-SANCHEZ	CARROLL	\$138,375
17	MURPHY	DAVID	\$126,101
18	NG	ARLENE	\$138,375
19	NG	MARIETTE	\$123,000
21	SEITEL	ROSEMARY	\$135,813
22	SMALL-BAILEY	DANIELA	\$151,905
23	SUCHANSKI	RICHARD	\$138,375
24	TELLEZ-GIL	MERCEDES	\$133,148
25	THOMAS	LAMARR	\$154,263

* Per Resolution # 17-B-10 - February 16, 2017 staff on paid suspension

2017-18 TENURED/NON-TENURED CERTIFICATED STAFF RENEWAL LIST

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
1	* ABRUZZESE	WINDSOR	Teacher MA	\$59,340
2	ACEBO	JANICE	Teacher MA+30	\$71,100
3	ALLEYNE	ERIC	Teacher BA	\$61,730
4	ALSTON	MEGAN	Teacher MA	\$58,890
5	ALTILIO	ANTONIAETTA	Teacher BA	\$55,590
6	ANDERSON	NADRA	Teacher MA	\$59,850
7	ANTHON	GREGORY	Teacher MA	\$72,006
8	ARONSON	JUDY	Teacher MA	\$63,080
9	ARRIETA	SHANNON	Teacher MA+30	\$72,600
10	ATAMIAN	GARY	Teacher BA	\$55,140
11	BAIRD	DESIREE	Teacher MA+30	\$104,808
12	BALUJA	MARGARITA	Teacher BA	\$87,630
13	BANDAZIAN	LUCIE	Teacher MA	\$94,186
14	BARRIENTOS	YACKELIN	Teacher MA+30	\$71,100
15	BATTISTA	CARMINE	Teacher BA	\$87,630
16	BECK	JOANNA	Teacher MA+30	\$72,600
17	BECK	SHARON	Teacher MA+30	\$76,730
18	BEDDOE	LINDA	Teacher MA	\$89,146
19	BI	YING ~	Teacher MA	\$59,850
20	BIANCHI	ALISON	Teacher MA	\$59,340
21	BICKHAM	LYNETTE	Teacher BA	\$87,630
22	BICKOFF	ROBBIN	Teacher MA+30	\$74,330
23	BLANCO	MARIA	Teacher MA+30	\$104,808
24	BOROWSKI	KIM	Teacher MA+30	\$104,808
25	BRADBURY	JESSICA	Teacher BA	\$55,590
26	BROWNE	GRACE	Teacher BA	\$56,600
27	BUCKLEY	MARIA	Teacher MA+30	\$90,528
28	BURGIS	ARLENE	Teacher MA+30	\$90,528
29	BURKE	LAUREN	Teacher MA+30	\$82,850
30	BURKE-DUDA	KATHLEEN	Teacher BA	\$57,100

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
31	BUZZERIO	ANTHONY	Teacher BA	\$56,100
32	CALENDA	ELIZABETH	Teacher MA	\$59,340
33	CAMPAGNOLO	JOSEPH	Teacher DOCT	\$74,475
34	CANE	MARIANNE	Teacher MA	\$61,350
35	CAPILLI	LAUREN	Teacher MA+30	\$72,600
36	CARDONA	GERMAN	Teacher BA	\$59,330
37	* CARLEN	LORETTA	Teacher BA	\$55,590
38	CARLISLE	SANDRA	Teacher DOCT	\$96,891
39	CARTWRIGHT	NICOLE	Teacher MA+30	\$86,428
40	CARVAJAL	DINA	Teacher MA+30	\$72,600
41	CASA	KAITLYN	Teacher BA	\$55,140
42	CASTLE	TARA	Teacher MA+30	\$72,600
43	CELUCH	NINA	Teacher MA	\$59,850
44	CERRATO	GINA	Teacher MA+30	\$79,650
45	CHAMBERS	TIANAH	Teacher BA	\$56,100
46	CHAO	LIH-YUN	Teacher MA	\$59,850
47	CHAPMAN	JANICE	Teacher MA+30	\$104,808
48	CHUN	CHRISTINA	Teacher MA+30	\$86,428
49	CIBELLI	DANIELLE	Teacher BA	\$56,100
50	CIRILLI	JOHN	Teacher MA+30	\$72,600
51	CLARK	CONSTANCE	Teacher MA+30	\$82,850
52	CLEMEN	JENNIFER	Teacher MA+30	\$72,600
53	COLEMAN	QINYING	Teacher MA	\$36,510
54	CONCEICAO	MELISSA	Teacher BA	\$57,100
55	CONCEPCION	YEILEN	Teacher BA	\$55,140
56	CONDELLO	CHERYL	Teacher MA	\$68,400
57	CONNORS	MAURA	Teacher MA+30	\$72,600
58	CONTRERAS-PEREZ	CHRISTINA	Teacher MA	\$72,006
59	COOPER	CYNTHIA	Teacher MA+30	\$104,808
60	CORIZZI	THOMAS	Teacher BA	\$55,590
61	COWAN	SUZANNE	Teacher MA+30	\$94,968
62	CROCE	ANGELINA	Teacher MA+30	\$72,600

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
63	CRUZ	ILIANA	Teacher MA+30	\$74,330
64	CRUZ	SHIRLEY	Teacher MA	\$29,445
65	CSASZAR	MARGARET	Teacher MA	\$68,400
66	CYRAN	SHAWN	Teacher MA+30	\$72,100
67	D'IZZIA	ELIZABETH	Teacher BA	\$57,600
68	DAILEY	KATHLEEN	Teacher BA	\$56,100
69	DANIELS	NICOLE	Teacher MA+30	\$72,600
70	DE LUCA	MARGARET	Teacher MA+30	\$82,850
71	DE OLIVEIRA	DIANE	Teacher MA	\$59,850
72	DEESPOSITO	CARMEN	Teacher MA	\$63,080
73	DENNIS	RYAN	Teacher BA	\$55,590
74	* DI COSMO-PONTICELLO	CRYSTAL	Teacher DOCT	\$76,205
75	DIBARTOLOMEO	CHRISTINA	Teacher MA+30	\$94,968
76	DIENE	MODOU	Teacher MA	\$94,186
77	DIMINO	CARISSA	Teacher MA+30	\$72,100
78	DINALLO	ANTHONY	Teacher MA	\$74,464
79	DIXON	ANGELA	Teacher MA	\$84,346
80	DODD	JEFFREY	Teacher MA	\$59,850
81	DOELL	CHARLES	Teacher BA	\$55,140
82	DONNELLY	JENNIFER	Teacher MA+30	\$79,650
83	DRUMELER	JAIME	Teacher MA+30	\$104,808
84	DRUMGOOLE	KATHRYN	Teacher MA+30	\$71,100
85	DYM	ROBIN	Teacher MA+30	\$104,808
86	EATON	LESLIE	Teacher MA	\$89,146
87	EMONT	TAMARA	Teacher MA	\$58,890
88	ESCOBEDO	MICHELLE	Teacher MA	\$60,850
89	FARRELL	KERRY	Teacher BA	\$54,690
90	FERNANDEZ	VIRGINIA	Teacher MA+30	\$94,968
91	FERNANDEZ-COS	SERENA	Teacher MA	\$75,806
92	FERNANDO	HASHENKA	Teacher BA	\$56,100
93	FERRARA	JAMES	Teacher BA	\$87,630
94	FISCHER	PEYTON	Teacher MA+30	\$72,100

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
95	FORDICE	ALISON	Teacher MA	\$63,080
96	FORMAN	JEFF	Teacher MA+30	\$104,808
97	FOSTER	BRIAN	Teacher BA	\$57,600
98	FOSTER	TONI	Teacher DOCT	\$81,525
99	GADSDEN	VALERIE	Teacher DOCT	\$106,731
100	GARRIGO	JOSE	Teacher BA	\$87,630
101	GENEROSO	MONICA	Teacher MA+30	\$104,808
102	GHICHLIAN	ROSINE	Teacher BA	\$55,140
103	GHIZZONE	MARISOL	Teacher MA	\$59,850
104	GIANETTI	KAREN	Teacher MA+30	\$104,808
105	GIBBONS	BEVERLY	Teacher BA	\$55,590
106	* GILLIARD	VERONICA	Teacher MA	\$59,340
107	GILROY	MARGARET	Teacher MA	\$60,350
108	GIOFFRE	COLLEEN	Teacher MA+30	\$86,428
109	GOLSTON	ZURI	Teacher MA+30	\$72,600
110	GOMEZ	CARLOS	Teacher BA	\$57,100
111	GONZALEZ	SAADIA	Teacher MA+30	\$79,650
112	GOOLSARRAN	JACQUELINE	Teacher MA+30	\$86,428
113	* GORMALLY	KRISTINA	Teacher MA	\$59,850
114	GREEN	DAJKYIA	Teacher MA+30	\$72,600
115	GUTIERREZ	JENNIFER	Teacher MA+30	\$72,100
116	HA	IVY CHUNG YING	Teacher BA	\$55,140
117	HALL	BRIAN	Teacher DOCT	\$84,725
118	HALL	KENNETH	Teacher MA+30	\$71,600
119	HAM	EUNSON	Teacher MA	\$60,850
120	HANSON	STEPHEN	Teacher MA	\$94,186
121	HARMON	PAULINE	Teacher MA+30	\$104,808
122	HAUGHTON	GRACE ANN	Teacher MA	\$94,186
123	HELLEGERS	MICHAEL	Teacher MA+30	\$72,100
124	HEREDIA	DIANA	Teacher MA	\$60,850
125	HERRERA	WENDY	Teacher MA+30	\$82,850
126	HESLIN	STEFANIE	Teacher MA+30	\$72,100

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
127	HINCAPIE	MARIBEL	Teacher MA+30	\$79,650
128	HOLLANDER	AMY	Teacher MA	\$60,350
129	HOLLANDER	GARY	Teacher DOCT	\$80,539
130	HRBEK	JANE	Teacher BA	\$56,600
131	HRICZOV	ELIZABETH	Teacher BA	\$57,100
132	HUANG	ZISHAN	Teacher MA+30	\$82,850
133	HUGGETT-KANE	KATHRYN	Teacher BA	\$87,630
134	HUMPHREY	PAMELA	Teacher MA+30	\$76,730
135	HUNTER	AKIBA	Teacher BA	\$55,140
136	HUNTER	NICOLE	Teacher MA	\$63,080
137	HURTADO	DIANA	Teacher MA+30	\$76,730
138	IGLESIAS	MARIA CARMEN	Teacher MA+30	\$104,808
139	ILOSKI	ANNETTE	Teacher MA+30	\$76,730
140	JAMES	GLENDA	Teacher MA+30	\$82,850
141	JANO	JACLYN	Teacher BA	\$56,100
142	* JAQUINET	CRISTINA	Teacher MA	\$59,850
143	JONES	MITZU	Teacher MA	\$94,186
144	JOYCE	JACQUELINE	Teacher MA+30	\$94,968
145	KANYI	SUSANA	Teacher MA	\$75,806
146	KAROUTSOS	JESSICA	Teacher BA	\$56,100
147	KAUFMAN	ELAINE	Teacher MA+30	\$104,808
148	KAYS	ALICIA	Teacher MA	\$72,006
149	KEARNEY	STEPHANIE	Teacher BA	\$55,140
150	KEENAN	ANDREA	Teacher BA	\$55,590
151	KIM	DANA	Teacher BA	\$55,140
152	KLEINMAN	TOBEY	Teacher MA+30	\$104,808
153	KNIGHT	KELLY	Teacher DOCT	\$106,731
154	KNOWLES	OSIA	Teacher MA+30	\$99,768
155	KRUG	MICHAL	Teacher MA+30	\$71,100
156	KURIKOVA	MARINA	Teacher MA	\$63,080
157	LADRON	NESTOR	Teacher DOCT	\$76,205
158	* LAGOS	CLAUDIA	Teacher BA	\$56,100

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
159	LAND	JEROME	Teacher MA+30	\$82,850
160	LARUSSO	JOHN	Teacher BA	\$55,590
161	* LAVELANET	DANIELLE	Teacher MA	\$59,340
162	LAWRENCE	MATTHEW	Teacher BA	\$57,600
163	LEE	VICTORIA	Teacher MA+30	\$94,968
164	LEWIS	BRANDI	Teacher MA+30	\$71,100
165	LEWIS-GUITMANN	JODI	Teacher MA	\$56,512
166	LI	XIAOHONG	Teacher MA	\$47,880
167	LIBERATI	KELLY	Teacher MA+30	\$72,100
168	LONDONO	DENISE	Teacher BA	\$57,100
169	LORA-MORALES	SUGEIDY	Teacher MA	\$59,850
170	LUPARDI	AMY	Teacher MA+30	\$71,100
171	MANCHE	BARBARA	Teacher MA+30	\$90,528
172	MANZIANO	THERESA	Teacher MA+30	\$71,100
173	MARCELLUS	MARTINE	Teacher BA	\$56,100
174	MARKERT	DANIEL	Teacher BA	\$56,100
175	MARKOWSKI	ANNA	Teacher MA+30	\$86,428
176	MARMOLEJOS	WINSTON	Teacher MA+30	\$94,968
177	* MARTIN	JARED	Teacher MA	\$59,340
178	MARTINEZ	ROSA	Teacher MA+30	\$72,600
179	MARTIRE	NICOLE	Teacher MA	\$59,340
180	MATA	DANIRA	Teacher MA+30	\$70,590
181	* MAUDER	AMANDA	Teacher MA+30	\$70,590
182	MAZZA	MARIETTA	Teacher MA+30	\$104,808
183	MAZZOCCOLI	ANNA	Teacher BA	\$61,730
184	MCCLAREN	TANISHA	Teacher MA+30	\$71,100
185	MCCLELLAND	DOROTHY	Teacher MA+30	\$99,768
186	MCCROSSON	DEBRA	Teacher MA	\$94,186
187	MCDERMOTT	MEAGHAN	Teacher BA	\$55,590
188	MCDONALD	JAMES	Teacher MA+30	\$94,968
189	MCGILCHRIST	ANTHONY	Teacher MA+30	\$72,100
190	MCGRATH	CHRISTINA	Teacher MA+30	\$82,850

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
191	MECHAIL	MOHEB	Teacher MA+30	\$104,808
192	MEEKS	MARIA	Teacher MA+30	\$104,808
193	MEIDHOF	EDWARD	Teacher DOCT	\$106,731
194	MELTZER	SANDRA	Teacher MA+30	\$104,808
195	MERCADO	JAGELA	Teacher MA+30	\$104,808
196	MIKA	JULIE	Teacher BA	\$55,140
197	MILLER	BREIGH	Teacher BA	\$56,100
198	MINA	JENNIFER	Teacher BA	\$87,630
199	MITCHELL	BASHEBA	Teacher MA+30	\$76,730
200	MITTMAN	BARBARA	Teacher BA	\$78,790
201	MOHN	HEATHER	Teacher MA+30	\$79,650
202	MOMOTAZ	RUBINA	Teacher BA	\$56,100
203	MONLLOR	JOSHUA	Teacher BA	\$57,600
204	MONTENEGRO	CASEY	Teacher BA	\$56,100
205	MOORE	CAROLE	Teacher MA	\$94,186
206	MORGAN -BLACK	ALISON	Teacher DOCT	\$92,451
207	MORONTA	KATHERINE	Teacher MA	\$59,850
208	MOTYKA	JOFFIN-MARI	Teacher MA	\$65,480
209	MOYLE	BRIAN	Teacher BA	\$62,220
210	MURPHY	THEODORA	Teacher BA	\$57,100
211	MURRAY	KATELYN	Teacher BA	\$55,140
212	NESFIELD	CLIFF	Teacher BA	\$78,790
213	NIETO	MARIEMMA	Teacher MA+30	\$74,330
214	NORELL	NANCY	Teacher BA	\$59,330
215	NUKK	TARA	Teacher MA+30	\$72,100
216	* O'SHEA	DANIELLE	Teacher BA	\$55,590
217	ODEN	LISA	Teacher MA+30	\$104,808
218	ORTIZ	ALBERT	Teacher BA	\$78,790
219	OTOKITI	CHRISTINE	Teacher BA	\$55,140
220	PANARESE	MELANIE	Teacger BA	\$57,600
221	PARK	JIN	Teacher BA	\$56,100
222	PASCARELLO	BETH	Teacher MA	\$94,186

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
223	PAZYMINO	YSORIS	Teacher MA+30	\$79,650
224	PENNINGTON	JAMES	Teacher BA	\$56,100
225	PEPE	ALICIA	Teacher BA	\$56,100
226	PEREZ	CAMILLE	Teacher BA	\$57,600
227	PERRY	DEBBY	Teacher BA	\$55,590
228	PETERKIN	CLAUDETTE	Teacher MA+30	\$71,100
229	PICCINICH	KRISTIN	Teacher BA	\$55,590
230	POWELL	ROSLYN	Teacher MA+30	\$104,808
231	PRATT	RANDALL	Teacher MA+30	\$94,968
232	* PRIBULA	ANDREA	Teacher BA	\$56,600
233	PRODA	LAUREN	Teacher BA	\$55,590
234	PUGH	CARROLL	Teacher MA+30	\$72,600
235	QIAO-MCCOMAS	JIE	Teacher MA	\$23,940
236	QUINONES	CINDY	Teacher BA	\$57,100
237	RAMIREZ-CASANOVA	DAISY	Teacher MA+30	\$104,808
238	RAVITZ	MITCHELL	Teacher BA	\$86,330
239	REGALADO	JERRY	Teacher MA	\$79,906
240	REINERT-DOVIK	STACEY	Teacher BA	\$87,630
241	REITER	ROSA	Teacher MA+30	\$104,808
242	RENTAS	DIODELINA	Teacher MA+30	\$104,808
243	RESTITUYO	AVARELLE	Teacher MA	\$60,350
244	RICHARDSON	CHARISSA	Teacher MA+30	\$104,808
245	ROBINSON	DEAN	Teacher MA+30	\$70,590
246	ROCHMAN	MINDY	Teacher MA+30	\$72,600
247	RODRIGUEZ	CHRISTINE	Teacher MA+30	\$72,600
248	RODRIGUEZ	LUIS	Teacher MA	\$60,850
249	RODRIGUEZ	MAURICIO	Teacher BA	\$56,600
250	RODRIGUEZ	ROSIE	Teacher BA	\$71,250
251	RODSAN	ALEXA	Teacher MA+30	\$71,100
252	ROMBA	JILLIAN	Teacher MA	\$59,340
253	ROSA	ELIZABETH	Teacher MA+30	\$74,330
254	ROSE	VENUS	Teacher MA+30	\$82,850

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
255	ROSENBLUM	ANA	Teacher MA	\$94,186
256	ROSENZWEIG	AMY	Teacher MA+30	\$79,650
257	RUBINSTEIN	ANNE	Teacher BA	\$57,100
258	RUDER	LINDA	Teacher MA+30	\$86,428
259	SADLER	KETSIA	Teacher DOCT	\$81,525
260	SALAZAR	EVELYN	Teacher MA+30	\$72,100
261	SALAZAR	YOLANDA	Teacher BA	\$78,790
262	SALVATORE	NICHOLAS	Teacher BA	\$57,100
263	SANCHEZ	LUIS	Teacher MA+30	\$99,768
264	SAUNDERS	CINDY	Teacher MA	\$94,186
265	SCHUCK	CHRISTINE	Teacher MA+30	\$74,330
266	SEBE	ALINA	Teacher MA	\$94,186
267	SHERIDAN	SAMANTHA JO	Teacher MA+30	\$94,968
268	SHERRY	RANDY	Teacher MA	\$67,414
269	SHESTACK	JULES	Teacher MA+30	\$104,808
270	SILVERSTEIN	WENDY	Teacher MA+30	\$71,100
271	SIU	STEPHANIE	Teacher MA+30	\$71,100
272	SKINNER	CAROLINE	Teacher MA+30	\$104,808
273	SLOAN	ILENE	Teacher BA	\$87,630
274	SMITH	MICHELE	Teacher MA+30	\$72,600
275	SMITH	NICOLE	Teacher MA+30	\$72,600
276	SONG	STEPHANIE	Teacher MA+30	\$104,808
277	SPERBER	JANA	Teacher MA+30	\$74,330
278	STEELMAN	AMANDA	Teacher MA	\$58,890
279	SULLIVAN	DENNIS	Teacher MA+30	\$74,330
280	TARQUINO	LUZ	Teacher BA	\$55,590
281	* TERBRUGGEN	JACQUELINE	Teacher MA	\$59,340
282	THOMAS	ANTHONY	Teacher MA	\$94,186
283	THOMAS	ERIN	Teacher MA+30	\$104,808
284	THOMAS	TANYA	Teacher MA+30	\$72,600
285	THOMPSON	MARK	Teacher MA	\$65,480
286	TIMBIE	MARIA	Teacher MA+30	\$72,100

#	LAST NAME	FIRST NAME	JOB TITLE	2017-18 SALARY
287	TISDALE	CHRISTOPHER	Teacher MA+30	\$82,850
288	TRAVKIN	KRISTEN	Teacher MA+30	\$71,100
289	TRIANO	ELIZABETH	Teacher MA+30	\$71,100
290	URBAY-CROSS	ODETTE	Teacher MA	\$94,186
291	VALCARCEL	JORGE	Teacher BA	\$87,630
292	VAN DER LINDEN	STEPHANIE	Teacher MA+30	\$72,100
293	VANAMO	JALMARI	Teacher BA	\$86,980
294	VELAZQUEZ	JAVIER	Teacher MA	\$94,186
295	VERA	HAYDEE	Teacher BA	\$57,100
296	VIGNOLA	DAVID	Teacher BA	\$87,630
297	VLANTIS	MARINA	Teacher MA	\$60,850
298	WAGNER	CYNTHIA	Teacher MA+30	\$104,808
299	WALDECK	ERIKA	Teacher MA+30	\$104,808
300	WALKER	ARTHORINE	Teacher DOCT	\$96,891
301	WALKER	SHIRLEY	Teacher MA	\$68,400
302	WATT	LATOYA	Teacher BA	\$55,590
303	WELCH	LUCIA	Teacher MA	\$94,186
304	WIDENSKY	JEANETTE	Teacher MA	\$94,186
305	WINFREE	JAZMIN	Teacher MA	\$59,850
306	WISE-WHITE	MALVA	Teacher MA+30	\$104,808
307	YANNITSADIS	CLEOPATRA	Teacher MA	\$65,480
308	YUN	JUNGHYE	Teacher BA	\$55,590
309	YURA	CARLY	Teacher MA+30	\$72,600
310	ZORRILLA	RHARIA	Teacher MA+30	\$86,428

2017-18 NON-GUIDE STAFF RENEWAL LIST

#	LAST NAME	FIRST NAME	JOB TITLE	JOB TERM	2017-2018 SALARY
1	ANDERSON	CRAIG	Security Officer	Non Guide-12 months	\$36,307.56
2	ASLAM	KASHIF	Part Time Bus Driver	Non Guide-12 months	\$21.14
3	BALLARD	JASON	Security Officer	Non Guide-10 months	\$25,593.84
4	BROWN	LANCELOT	ISS Officer - HS	Non Guide-10 months	\$35,700.00
5	BROWN	LINDA	Payroll Coordinator	Non Guide-12 months	\$68,641.49
6	BROWN	MICHAEL	Director of Instruction and Technology	Non Guide-12 months	\$161,160.00
7	BROWN	ROBERT	School Treasurer	Non Guide-12 months	\$8,531.28
8	CAPELLAN	WILSON	Computer Technician Specialist	Non Guide-12 months	\$46,772.74
9	CECE	ROSANDRA	Confidential Exec. Asst. to the Superintendent	Non Guide-12 months	\$60,758.26
10	DAVIS	ANDREW	Security Officer	Non Guide-10 months	\$17.92
11	DE LYON	THOMAS	District Electrician	Non Guide-12 months	\$71,651.99
12	EDDINGS	FLORENCE	Parent Liason	Non Guide-12 months	\$77,959.95
13	FANFAN-VILCEAN	EVENIDE	Student Information Systems Analyst	Non Guide-12 months	\$87,445.62
14	GARCIA	AGUSTINA	Bus Driver	Non Guide-12 months	\$21.77
15	GARCIA	JOSE	Bus Driver	Non Guide-10 months	\$20.52
16	GARDNER	ROGER	Network Engineer	Non Guide-12 months	\$81,588.53
17	GILLESPIE	LISA	Security Officer	Non Guide-10 months	\$19.52
18	HARRIS	BARRINGTON	Head of Security Officer	Non Guide-12 months	\$59,825.60
19	HENRY	TREVON	Security Officer	Non Guide-10 months	\$17.48

#	LAST NAME	FIRST NAME	JOB TITLE	JOB TERM	2017-2018 SALARY
20	HICKS	LARRY	Security Officer	Non Guide-12 months	\$35,354.35
21	HUNKEN	MICHAEL	Director of Facilities	Non Guide-12 months	\$129,179.94
22	JACOBS	DIANNE	Security Officer	Non Guide-10 months	\$25,593.84
23	JOHNSON WILSON	CHRISTINA	Accounts Payable Coordinator	Non Guide-12 months	\$59,101.19
24	KENDRICK	CAROLYN	School Resource Liason	Non Guide-12 months	\$60,018.18
25	KLOSE	MARIA	Parent Liason	Non Guide-12 months	\$58,265.54
26	KONO	DAICHI	Computer Technology Specialist	Non Guide-12 months	\$54,206.07
27	LAVAYEN	JUAN	Security Officer	Non Guide-10 months	\$24,480.00
28	LEARY	MYRON	Security Officer	Non Guide-12 months	\$35,354.35
29	LEWIS	MARVA	Security Officer	Non Guide-10 months	\$17.92
30	MAISONET	CRUZ	Asst. Transportation Coordinator	Non Guide-12 months	\$52,000.00
31	MARTINEZ	ELSA	Confidential Human Resource Asst.	Non Guide-12 months	\$61,457.21
32	MCCALLUM	COLLEEN	Office Manager	Non Guide-12 months	\$100,448.84
33	MEDINA	CARLOS	Security Officer	Non Guide-10 months	\$32,162.63
34	MENENDEZ	DONNA	Special Education Office Manager	Non Guide-12 months	\$62,588.45
35	MILTEER	DORIAN	Director of Curriculum, Instruction and Assessment	Non Guide-12 months	\$161,160.00
36	NEUSCHWANTER	KEITH	Security Officer	Non Guide-10 months	\$24.43
37	OSBOURNE	DONALD	ISS Officer - MS	Non Guide-10 months	\$40,314.42
38	OTERO	CARLOS	Computer Technology Specialist	Non Guide-12 months	\$67,059.06
39	PAWLAK	ANNA	Confidential Exec. Asst. to the Business Administrator	Non Guide-12 months	\$68,537.04

#	LAST NAME	FIRST NAME	JOB TITLE	JOB TERM	2017-2018 SALARY
40	PETERSON	BRIANNA	Security Officer	Non Guide-10 months	\$25,092.00
41	PETERSON	JOHN	Security Officer	Non Guide-12 months	\$51,967.93
42	SABIO	ROSLYN	Bus Driver	Non Guide-12 months	\$21.77
43	SIMS	ROBERT	Accountant	Non Guide-12 months	\$98,617.41
44	TRIPPODO	ELIZABETH	Human Resources Benefits Specialist	Non Guide-12 months	\$59,601.85
45	WALDRON	HEATHER	Financial Services Asst.	Non Guide-12 months	\$54,704.97
46	WALTERS	NICOLE	Security Officer	Non Guide-10 months	\$26,105.72
47	WHITE	ROBERT	Security Officer	Non Guide-10 months	\$27,360.09
48	WILDER	DAMON	Security Officer	Non Guide-10 months	\$26,105.72

ENGLEWOOD PUBLIC SCHOOL DISTRICT

TAB - 13

JOB DESCRIPTION

TITLE: DIRECTOR OF PUPIL PERSONNEL SERVICES

QUALIFICATIONS:

- Valid New Jersey School Administrator Certificate
- Master's Degree or higher
- Minimum of five (5) years of supervisory experience in the field of educational administration
- Previous administrative experience in School Counseling Services and Special Education preferred
- Extensive knowledge of state and federal laws and regulations pertaining to general and special education
- Demonstrated ability to work with diverse populations of staff, parents and students
- Knowledge of innovative, progressive and alternative education programs
- Excellent oral and written communication skills
- Proficient in technology
- Ability to analyze statistical data for purposes of data-driven decision making

REPORTS TO: The Director of Pupil Personnel Services reports to the Superintendent of Schools and/or his/her designee.

JOB GOAL: To provide leadership in the areas of School Counseling Services, Grades PK-12; Federal and State Programs, Ages 3-21(I.D.E.A & Title III-ELL); Crisis Intervention Team; Section 504/ADA; NJ Anti-Bullying Bill of Rights Act; NJ Intervention and Referral Services; Division of Child Protection and Permanency; and the McKinney-Vento Act (Homeless).

PERFORMANCE RESPONSIBILITIES:

School Counseling Services, Grades PK-12

1. Coordinates the development, implementation and evaluation of a school counseling program that is comprehensive in scope, preventive in design, and developmental in nature.
2. Compiles, updates and disseminates a comprehensive description of the K-12 school counseling program including policies, procedures and other components.
3. Works closely with the district's principals in the design and implementation of their master schedules.
4. Works closely with the district's principals, the director of curriculum and director of instruction to coordinate elementary, middle and high school programs of study.
5. Provides academic and non-academic post-high school opportunity information to all students.

6. Oversees the application process (for post-high school education, armed services, scholarships, etc.) and ensure the timely submission of high quality documents.
7. Identifies and addresses the needs of special populations through special school counseling programs and other activities (i.e., at-risk youth, disaffected students, students making the transition from eighth to ninth grade)
8. Oversees the implementation of NJ State law and regulation, Board policies and school procedures in the school counseling department.
9. Ensures that appropriate records are maintained by counselors to track student progress, note counseling services provided, and generate necessary NJ State and District reports.
10. Maintains communications with offices and agencies that provide specialized help to students and parents.

Federal and State Programs, Ages 3-21

I.D.E.A (Students with Disabilities) and Title III (English Language Learners)

11. Coordinates the work of: all Child Study Team personnel; all staff serving students with disabilities and English Language Learners; and all related service providers and teacher assistants.
12. Works cooperatively with building administrators in the development, staffing, implementation and evaluation of programs for English Language Learners and Special Education in their school.
13. Administers of all special education programs.
14. Monitors the implementation of non-public school programs covered by P.L. 192 and 193 and I.D.E.A.
15. Determines the need for program modification and new programs and services in accordance with state and federal mandates as well as local policies and needs.
16. Arranges for the placement of handicapped students in out-of-district special education programs where appropriate and when so provided in the student's Individualized Education.
17. Programs and continues to monitor this placement to ensure the appropriate implementation of the Individualized Education Plan.
18. Arranges for the provision of related services defined by statute when such services form a part of a student's Individualized Education Plan.
19. With other members of the administrative team, develops and administers a district-wide assessment program, contributes to a review and analysis of its results, and utilizes the data for the needs associated with the District's programs for English Language Learners and Special Education students including, but not limited to, the purposes of: identifying students for the program, determining student progress, measuring program improvement annually, and compiling sustained effects data.
20. Prepares and administers budgets in accordance with local, state and federal requirements for the District's programs for English Language Learners and Special Education students.
21. Study state and federal legislation, projects and programs for the possibilities and opportunities they offer for educational grants, entitlements, and allocations available relevant to the needs of the district.

22. Compiles all applications and reports associated with the District's programs for English Language Learners and Special Education students and submits these documents in accordance with timelines and requirements to the New Jersey State Department of Education.
23. Maintains all records for the District's programs for English Language Learners and Special Education students required by local, state, and federal policies and regulations and ensure the expeditious retrieval of data from these records utilizing current technology.
24. Coordinates the preparation for monitoring visits conducted by the New Jersey State Department of Education and federal agencies for the District's programs for English Language Learners and Special Education students.
25. Coordinates the District's Child Find initiative for English Language Learners and Special Education students.
26. Works with the Superintendent of Schools and the Board of Education in the development or revision of policies to ensure compliance with federal and state laws and regulations for the identification of English Language Learners and Special Education students.
27. Coordinates the implementation of the Board of Education policies and administrative procedures for the identification of students who are potential candidates for service in the District's programs for English Language Learners and Special Education students.
28. Provide in-service training to familiarize personnel on techniques for identifying and referring potential participants in the District's programs for English Language Learners and Special Education students.

Child Study Team

29. Develops procedures for the referral of potential students with disabilities to the Child Study Team for evaluation.
30. Schedules evaluations of referred students by Child Study Team personnel and approved medical consultants.
31. Supervises the scheduling of meetings of the Child Study Team(s) and arranges for the attendance of school personnel, parents and, where appropriate, students and representatives of community agencies for the purposes of classification and the construction of Individualized Education Plan.
32. Provides for the maintenance and appropriate dissemination of minutes of all Child Study Team meetings.
33. Ensures compliance with federal and state mandates as well as with local policy in the maintenance of paper files and computerized Child Study Team records relating to individual students with disabilities and the operation of the Child Study Team.
34. Schedules members of the Child Study Team to most effectively utilize their time and expertise in accomplishing their job responsibilities.

Crisis Intervention Team (Social-Emotional)

35. Serves as the Coordinator of the District's Crisis Intervention Team.
36. Develops District's Crisis Intervention and Response Plan for Social-Emotional crises.

37. Trains the District's Crisis Intervention Team (CIT).
38. Meets annually with CIT to review District's plan.
39. Leads all CIT activities during Social-Emotional crisis response.

Section 504/ADA

40. Serves as the District's Coordinator of Section 504/ADA
41. Coordinates the district's compliance with its responsibilities under Section 504 and Title II of the Americans with Disabilities Act (ADA).
42. Coordinates and monitors the district's compliance with Section 504 and Title II of the ADA, as well as, state civil rights requirements regarding discrimination and harassment based on disability.
43. Oversees prevention efforts to avoid Section 504 and ADA violations from occurring.
44. Implements the district's discrimination complaint procedures with respect to allegations of Section 504/ADA violations, discrimination based on disability, and disability harassment.
45. Investigates complaints alleging violations of Section 504/ADA, discrimination based on disability, and disability harassment.

NJ Anti-Bullying Bill of Rights Act

46. Serves as the District's Anti-Bullying Coordinator.
47. Responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of pupils.
48. Meets at least annually with school and district leaders to review policy and regulations.
49. Disseminates HIB reporting, investigation and response guidelines and forms.
50. Coordinates district HIB training, interventions and coordination.
51. Collaborates with district HIB team and school level Anti-Bullying Specialists, and the Superintendent to prevent, identify, and respond to incidents of harassment, intimidation, or bullying of students in the district.
52. Disseminates list of Anti-Bullying Specialists at each school and posts on the District website.
53. Disseminates any HIB policy and procedures updates.
54. Provides professional development workshops relating to HIB policy, programs, and suicide prevention.
55. Reports data, as submitted from each building principal, in collaboration with the Superintendent, to the Board of Education and NJ Department of Education regarding harassment, intimidation, or bullying of pupils.
56. Conducts analysis of HIB data and develops recommendations with District Safety Team for HIB.
57. Reports data to the Superintendent of Schools each semester.
58. Reports data to NJDOE annually.
59. Executes such other duties related to student harassment, intimidation, or bullying as requested by the Superintendent of Schools.

60. Meets at least quarterly during the school year as a group with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
61. Reviews policies and procedures to ensure compliance and bully-free schools and classrooms.
62. Develops programs and budgets to address requirements of NJ ABR and district policy and regulations.
63. Coordinates and strengthens the District's policies to prevent, identify, and address harassment, intimidation, and bullying of students.
64. Collaborates with school anti-bullying specialists in the district, the Board of Education, and the Superintendent of Schools to prevent, identify, and respond to harassment, intimidation, and bullying of students in the District.
65. Provides data, in collaboration with the superintendent of schools, to the Department of Education regarding harassment, intimidation, and bullying of students.
66. Executes such other duties related to school harassment, intimidation, and bullying as requested by the Superintendent of Schools.

Intervention & Referral Services (I&RS)

67. Serves as the District's I&RS Coordinator.
68. Collects information on the identified learning, behavior, and health difficulties.
69. Develops and implements action plans that provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior, and health difficulties.
70. Provides support, guidance and professional development to school staff who identify learning, behavior and health difficulties.
71. Provides support, guidance and professional development to school staff who participate in each building's system for planning and providing intervention and referral services.
72. Communicates and involves parents or guardians in the development and implementation of intervention and referral services action plans.
73. Coordinates the access to and delivery of school resources and services for achieving outcomes identified in intervention and referral services action plans.
74. Coordinates the services of community-based social and health provider agencies and other community resources for achieving outcomes identified in intervention and referral services action plans.
75. Maintains records of all requests for assistance and all intervention and referral services action plans and all related student information.
76. Reviews and assesses the effectiveness of each intervention and referral services action plan in achieving the identified outcomes, and modify each action plan to achieve the outcomes, as appropriate.
77. Reviews intervention and referral services action plans as prescribed by law and the actions taken because of the building's system of intervention and referral services, and make recommendations to the principal for improving school programs and services, as appropriate.

Division of Child Protection & Permanency (DCP&P)

78. Serves as the District's DCP&P liaison.
79. Serves as the District's liaison to act as the primary contact person between the schools in the District and child welfare authorities about general information sharing, the development of mutual training and other cooperative efforts (N.J.A.C. 6A:16-11.1(a)6).
80. Facilitates school registration, placement, educational planning, support services, collaboration and problem resolution.
81. Serves as the point person for communication, collaboration, information sharing and resource identification.
82. Acquires knowledge about outside systems and resources, which may require attendance at cross-trainings offered at state and local levels.
83. Participates in and turnkey county-offered trainings and activities that foster collaboration, communication and problem resolution between the education and child welfare communities.
84. Coordinates with CP&P to provide the required training of school district employees, volunteers and interns (N.J.A.C. 6A:16-11.1(a)8).

McKinney-Vento Act (Homeless)

85. Serves as the District's McKinney-Vento liaison.
86. Identifies homeless students.
87. Enrolls homeless students in school and provides access to school services.
88. Obtains immunizations or medical records.
89. Informs parents, school personnel, and others of the rights of homeless children and youth.
90. Works with school staff to make sure that homeless children and youth are immediately enrolled in school pending resolution of disputes that might arise over school enrollment or placement.
91. Helps to coordinate transportation services for homeless children and youth.
92. Collaborates and coordinates with the State Coordinator for the Education of Homeless Children and Youth and community and school personnel responsible for providing education and related support services to homeless children and youth.

Professional Development

93. Facilitates the participation of Pupil Personnel Services staff in professional development opportunities to enhance their job-related knowledge and skills; and conduct in-service training for District programs as required.
94. Continues own professional growth and development through memberships; attendance at relevant meetings, workshops and conferences; enrollment in advanced courses; and similar activities.
95. Stays current with changes and developments in the profession by attending professional workshops and meetings, reading professional journals and other publications, and participating in other experiences.

96. Represents the District at relevant local, Bergen County and NJ State Pupil Personnel Services meetings.

School and Community Relations

97. Promotes on-going, two-way communications with students, school personnel, parents and others to enhance programs of the Pupil Personnel Services Department.

98. Facilitates articulation experiences for Pupil Personnel Services staff.

99. Participates in relevant administrative meetings conducted by the Superintendent of Schools.

100. Performs such other duties as may be assigned by the Superintendent of Schools and/or his/her designee.

APPOINTMENT:

Appointment shall be made by the Board of Education upon the recommendation of the Superintendent of Schools and/or his/her designee.

TERMS OF EMPLOYMENT:

Twelve (12) months per year. Salary to be established by the Board of Education upon the recommendation of the Superintendent of Schools and/or his/her designee and according to collective negotiations agreement (if applicable).

EVALUATION:

Performance of this position will be evaluated annually in accordance with the law and the provisions of the Board's policy on evaluation of certificated personnel and the administrative procedures on certificated staff evaluation.

BOARD APPROVAL:

RESOLUTION #:

ENGLEWOOD PUBLIC SCHOOL DISTRICT

JOB DESCRIPTION

TITLE: **AFFIRMATIVE ACTION OFFICER**

QUALIFICATIONS:

- Valid New Jersey Instructional or Educational Services Certificate
- Minimum experience in curriculum review and staff development activities as determined by the Board
- Demonstrated knowledge of federal and state anti-discrimination laws and regulations
- Knowledge of recruitment/selection procedures and practices related to equal employment opportunity within the public education system

REPORTS TO: The Affirmative Action Officer reports to the Superintendent of Schools and/or his/her designee.

JOB GOAL: To ensure equal educational opportunity for all students in the District and equal employment opportunity for all employees in compliance with current statute and code.

PERFORMANCE RESPONSIBILITIES:

1. Provides leadership for the District's affirmative action team, development of the comprehensive equity plan, and coordination of the education equality and equity programs to ensure compliance with state and federal statutes governing educational equity.
2. Oversees the implementation of the district's multi-year equity plan; identifies problems through on-going internal survey; and establishes goals and timelines to correct discriminatory patterns and practices.
3. Participates in the ongoing review and development of the District's educational equality and equity policies.
4. Reviews school and classroom practices and employment and contract practices to ensure compliance with law, administrative code, and district policies.
5. Makes recommendations for corrective measures when necessary.
6. Notifies all students and staff of District grievance procedures for handling discrimination complaints and administers the grievance process. If assigned, investigates specific complaints and preserves evidence that may be useful in determining the validity of those complaints.
7. Acts as liaison between school district and the community organizations, contractors, vendors and others concerned with equal opportunity employment.
8. Assists in the planning and development of career counseling or training programs for upward mobility where such programs can be realistically implemented.

9. Monitors in-service training, recreational or social programs to determine if there is equal access for all employees.
10. Develops and coordinates required professional development programs for certificated and noncertificated school personnel on a continuing basis to identify and resolve problems associated with the student achievement gap and other inequities arising from prejudice on the basis of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status.
11. Conducts the required annual internal District monitoring to ensure continuing compliance with state and federal statues and code governing educational equity.
12. Develops guidelines for selection of textbooks, library books and other instructional materials in consultation with appropriate teaching staff members.
13. Reviews curriculum guides, guidance services, standardized tests, curricular and extracurricular programs, athletic programs and scholarship programs to assure that they are nondiscriminatory, and recommends corrective steps when necessary.
14. Develops guidelines for professional staff to develop non-discriminatory school and classroom practices.
15. Ensures the inclusion of a multicultural curriculum and required courses related to the history of other cultures. Assists in the development of resource lists of multicultural, nonsexist, unbiased supplemental materials.
16. Reviews the organizational aspects of the interscholastic athletic programs to assure equal treatment in such areas as coaches' salaries, purchase and maintenance of equipment, quality and availability of facilities, scheduling practice and game time, length of season and other related matters.
17. Monitors equal access to programs and facilities and a harassment-free school environment for all students and employees.
18. Maintains professional competence and continuous improvement through continuing education and professional development activities. Keeps abreast of current discrimination issues; relevant state and federal laws; and effective affirmative action/equal education strategies.
19. Performs such other duties as may be assigned by the Superintendent of Schools and/or his/her designee.

APPOINTMENT: Appointment shall be made by the Board of Education upon recommendation of the Superintendent of Schools and/or his/her designee.

TERMS OF EMPLOYMENT: Twelve (12) months per year. Salary to be established by the Board of Education upon the recommendation of the Superintendent of Schools and/or his/her designee and according to collective negotiations agreement (if applicable).

EVALUATION: Performance of this position will be evaluated annually in accordance with the law and the provisions of the Board's policy on evaluation of certificated personnel and the administrative procedures on certificated staff evaluation.

BOARD APPROVAL:

RESOLUTION: