

GLASSBORO HIGH SCHOOL

May Report

Submitted by: Dr. Danielle F. Sneathen

ADMINISTRATION:

- Staff Evaluations (April)

Tenured Certified Staff	16	
Non-Tenured Certified Staff	8	
Non-Certified Staff	0	

- Committee Meetings

4.9.18 Athletic Hall of Fame Mtg.
4.11.18 Safety Team Mtg.
4.11.18 Student Life Mtg.
4.10.18 ScIP Mtg.
4.17.18 Department Meetings
4.23.18 Administrative Council Mtg.
4.24.18 Faculty Mtg.
4.13, 4.20, & 4.27 GHS Admin. Mtg.
4.25.18 BOE Mtg.
4.25.18 IR&S Mtg.
4.30.18 Trace Scholarship Presentation Mtg.

- PTO Meetings

4.9.18 After Prom Mtg.

Professional Development

INSTRUCTION / STUDENT NOTES:

Guidance

Total number of Parent Contacts- by Phone: 98 By Email: 88
Parent sessions: 24

Total # of Consultations with Teachers, Administrators and Child Study Team Members:
119

Total # of Conferences with Teachers, Administrators and Child Study Team Members:
131

Total # of Contacts with outside Services, Agencies, School:32

Meetings Attended: I&RS, SCIP, GCPCA, Friends of Rachel, HIB, Diversity, STEM, PARCC,

Training/Additional Activities:

Attended GCPCA Mtg.

Orientation and tour of RCGC

Master Schedule- continued to fine tune-scheduling process with E. Williams

SAT Registrations

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RCGC HSOP Scheduling
Planned and implemented ASVAB Testing
Prepared for AP Testing
Prepared for PARRC Testing
Met with TRACE Scholarship Committee
Attended Riverswind College Fair
Planning Prom Assembly with SRO
Continued to meet with seniors for college and career
Attended CST meetings
Coordinated tables for Army and Marine
Course selection
Bianca's Closet

Student Sessions

R. Boyd	M. Mattioli	M. Ragozzino
Total 157	Total- 162	Total 159
12 th -31	12 th - 43	12 th - 38
11 th - 39	11 th - 30	11 th - 38
10 th - 38	10 th - 53	10 th - 30
9 th - 49	9 th - 36	9 th - 53

Business

The entrepreneurship class is studying the different ways to protect intellectual property and comparing and contrasting patents, copyrights and trademarks. They were introduced to the Google advanced patent search where students were assigned specific products used in our everyday lives to research and obtain all information about the products and who invented them. Students also analyzed infringement of intellectual information through real life case studies and examples. Many were surprised to learn that such things like song lyrics ("This Sick Beat"- Taylor Swift) and names of children (Beyonce's and Jay Z's daughter, Blue Ivy) are copyrighted and trademarked.

In Software Applications, students completed the Excel portion of the curriculum taking the end-of-chapter test and are currently utilizing the skills and techniques learned in MS Excel and TestOut software to complete the "My Dream Car" project. Students were given \$35,000 to spend on a new or used car and instructed to research 10 cars for year, make, model, mileage, MPG, cost and color. Students will utilize excel to produce a number of spreadsheets/tables to analyze related costs, including insurance, gasoline, brakes, tires, car payment and other items for comparison and decide on the best car to buy.

Math/Science

All members of the Class of 2018 are cleared to graduate. Three students are graduating with a portfolio appeal. There are 20 students in the Class of 2019 who have yet to meet their graduation test requirement. They will continue to receive Basic Skills Instruction.

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Science:

Biology – In Ms. Keefer’s ICS Biology classes, with Mr. Humes and Mr. Scheuer, we are currently working on the Genetics unit. Students completed the first of two performance tasks for this unit, Ajax Seed Company task. For this task students assumed the role of a geneticist working with a farmer to guarantee the seeds he buys will have the desired characteristics. Students analyzed the genetic characteristics of these hypothetical seeds to advised the farmer. Students will also be completing a Pedigree Project as their second performance assessment. This involves students working together to map a pedigree of a specific trait through a hypothetical family. This family will consist of each of the group members, acting as siblings, and adding hypothetical parents, spouses, and children. The groups will be tasked with drawing an appropriate pedigree and labeling each individual with the correct genotype and phenotype.

Human Anatomy – In Ms. Keefer’s Human Anatomy class the current unit deals with communication, control, and integration. Students learn about the nervous and endocrine systems and how they are the “command” centers. We discuss how the brain provides voluntary movements, interpretation and integration of senses, consciousness, and cognitive function. Also, students discover the relationship that exists between both systems. The performance task for this unit has students in the role of a research scientist researching a specific drug and its effect on two different systems, more specifically, the communication, control, and integration pathways and components of these systems.

STEM:

Barb Jones took 4 students to Rowan for a Computer Competition. The students had lots of fun coding! Barb Jones is also registered for a Cybersecurity training at Rowan this summer.

Mary Aruffo has 6th grade students registering for the FLL Summer Robotics Camp at Rowan. Mary is working on STEAM Student kits with the 6th grade STEM class.

Rich Morrison had 2 teams compete at Widener this year for the TEAMS/JETS competition. Rich’s engineering students continue to work on their WestPoint Bridge building.

Thirteen STEM students are registered for fall classes at Rowan, in addition to their GHS classes.

English/Social Studies

Honors English I: In April, students began their study of Greek Mythology. Through the study of the creation of Greek Gods and Goddesses students learned of the Greek Concepts and used those concepts as a lens in which to understand the literature. Focus points for the close reads revolved around character development throughout myths. Once the foundation was set for Greek Mythology students transitioned into reading hero myths. The lens for the hero myths was Joseph Campbell's Journey of the Hero. Again, students focused on character development of the gods and goddesses, and the heroes. As a writing assignment, students focused on writing a creation myth or a hero myth. The students had to use a variety of sentence structure in their

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narrative using both opening adjective sentences, delayed adverb sentences, and interesting dialogue. Following the curriculum, the students then moved onto reading *The Odyssey*. The students focused on the literary terms associated with an epic, the development of Odysseus and Penelope's character, and the qualities of an epic hero. Upon completing *The Odyssey*, the students took the department created benchmark exam to assess knowledge of standards and ability to complete text-dependent questions. Our culminating activity was a trip to the University of Penn's Anthropology and Archeology Museum.

Journalism: The Journalism students have finished the yearbook that will be published in June. Moving forward the students are working on mailing all photos back to parents who submitted pictures, contacting all businesses that bought Ads and delivering thank you notes photographing spring events, sorting photos, and creating the pages for the supplement that will come out in the summer.

CP English II: Students finished reading *Night*. Students read the poem "Mending Wall", Elie Wiesel's speech "The Perils of Indifference", and *The New York Times'* article "Portraits of Reconciliation". While reading, students focused on tone, rhetoric, purpose, vocabulary in-context, themes, and poetic form. They completed an in-class argumentative essay in which students compared the Yiddish and current endings of *Night* through the diverse tones and style. In order to complete the essay, students completed a graphic organizer and learned how to compose rebuttals. Students began reading *The Things They Carried*. Students are actively partaking in google classroom, google forms, Poll Everywhere, Kahoot, etc. Students continue to learn in-context and tiered vocabulary.

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CP English III: Students practiced writing strategies such as brainstorming, prewriting, and editing to complete a "Where I'm From" poem based on a mentor text by George Ella Lyons and were encouraged to use imagery, similes and other poetic techniques while developing a poem about themselves. Students also used a magazine style layout to publish their Element research papers.

Honors English III and CP English III: In addition to writing "Where I'm From" poems, students read and presented non-fiction articles on history and behaviors linked to *The Crucible* teaching their classmates about Herd Behavior, Historical Witch Hunts, McCarthyism and Arthur Miller's experience during the 1950's. Students have been performing the play, writing text-based responses and analyzing the motif of fear.

ELA I: Students read "A Raisin in the Sun"/Wrote essay to analyze theme of play

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ELA II: Students began unit on activism, social justice, volunteerism, equity, and inclusion

ESL: ELL students worked with the fabulous Lynn Harman for 11th grade English.

English I: Students worked on vocabulary in context and grammar. Students read chapters 4-25 of *I Am Malala*, responding to text-dependent questions for each chapter. Students took reading quizzes on *I Am Malala*. Students read and analyzed the allegory “Terrible Things” by Eve Bunting, then discussed how its themes apply to our Malala unit. Students performed jigsaw reading and collaborated on group projects. Students gave presentations consisting of chapter summaries, analyses, and discussion questions. Students participated in class discussions about oppression, gender roles, and the power to effect change.

AP Composition: At the beginning of April, students in this course completed an extended writing exercise that asked them to perform a rhetorical analysis on a portion of Ralph Waldo Emerson’s seminal essay “Self-Reliance”. Students were asked to mirror expectations of the actual AP exam, where they will perform a similar task. Towards the latter end of the month, students were introduced to their independent study projects, which requires them to select, read, analyze and write about an important contemporary or classic work of nonfiction. As students schedule their own work around this project, we began in class a unit entitled Ethics and Morality, during which we will read the likes of Aristotle, Nietzsche, and even David Foster Wallace.

English IV CP: April marked the beginning of students’ personal and collective journeys into the wilderness, both internally and externally, through the reading of John Krakaur’s *Into the Wild*. In addition to regular vocabulary and grammar studies, students read accounts of famous explorers and non-conformists, and wrote extensively about the dangers and benefits of seeking something outside typical expectations for an American youth. Students gained a connection to the story’s main character, Christopher McCandless, eventually developing their own unique alter-egos.

American History II: The units of study covered in April consisted of Postwar America (the 1950s and Cold War) and the 1960s. Relevant chapters of *The Americans* that were covered were chapter 26, 27, 28, and 31. As always, a variety of formative activities were used including (but not limited to) primary/secondary source analysis, guided note taking, etc. Part of our study of the 1950s included viewing the film “The Founder” which depicts the beginning of the McDonalds franchise. Students found the story very engaging, and many of my students work at McDonalds currently. Furthermore, a highlight from this past month would be a tech-based collaborative project on a topic relating to the 1960s. Groups have started presenting these in class, and I am very happy with the quality of the projects thus far.

ATHLETICS:

Softball-

After a conference with the head coach, Glassboro has submitted paperwork to the NJSIAA to not participate in the state tournament.

Head Football Coach Hagerty has recommended the following people to the athletic director for his staff. Athletic Director has met with the individuals and is recommending them for

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BOE approval. Coaches are Herb Neilio, Paul Cynewski, Nick Tarasevich and Jeff Lake. Volunteer football coaches that will be recommended are James Screven, Rocky Aliberti and Michael Gillespie.

Request requirements for volunteer coaches. Do they need a teaching certificate and/or a county substitute certificate to be eligible for board approval?

Spring sports awards night is rescheduled for June 8, 2018 at 7pm.

Currently teachers are teaching:

9th grade- Ms. Bernat is teaching a Fitness and Ultimate Frisbee units

10th grade – Callahan is teaching drivers education and archery units.

11th grade- Mr. Neilio is teaching Archery unit.

12th grade- Mr. Cynewski is teaching Badminton unit.

OPERATIONS (FACILITIES AND TRANSPORTATION)

Tennis courts need to be fixed.

Track surface needs to be repaired and/or resurfaced.

Press box needs to be replaced or have a new roof and new floor put into it.

Speakers and clocks are being installed in offices and bathrooms that were left out of the original scope of work.

ADMINISTRATION (PERSONNEL)

Vacant coaching positions- Head Coach Boys & Girls Cross Country coach, Assistant Girls Soccer coach, Assistant field hockey coach, MS field hockey head coach, winter cheerleading coach, Winter Track & Field Head Coach, Spring Boys Head Coach for Track & Field.

Part – time Drama Instructor – currently in sample lesson phase of interview process

Special Education – Math – (1) needed due to retirement and (1) due to non-renewal - posted

Self- contained special education – needed due to retirement - posted

Music teacher – needed due to non-renewal - posted

OPERATIONS (FACILITIES AND TRANSPORTATION)

NURSE: Attachment

COMMUNITY:

4.14.18 Vendor Fair

4.16.18 SJ Coaches Hall of Fame Banquet

4.17.18 Tri-M & NAHS Inductions

4.24.18 Thespian Society Inductions

4.26.18 Take Your Child to Work Day

4.27.18 Soph Hop

4.27.18 GSA National Day of Silence

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UPCOMING EVENTS:

- 5.5.18 Italian Club Car Wash – 10AM – 2PM at Beach
- 5.7.18 After Prom Committee Mtg. – 6PM – GHS Library
- 5.7.18 Academic Excellence Dinner – 7PM – Adelpia's
- 5.12.18 Orchid Club Luncheon – 11AM – Masso's
- 5.18.18 Pre-Prom – 4-6PM – GHS Auditorium
- 5.18.18 Prom 6:30-10:30 PM – Adelpia's
- 5.18-19.18 After Prom Event – Rowan University Gym – 11PM – 5AM
- 5.22.18 GHS Spring Choral/Orchestra Concert – 7PM
- 5.24.18 GHS Spring Band Concert – 7PM
- 5.30.18 GHS Retirement Dinner – 5-9PM – Terra Nova
- 5.31.18 GHS Academic Awards Night – 6:30PM – GHS Auditorium

A		B	C	D	E	F	G	H	I	J	K	L	M	N
1	Board report- GHS nurse	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
2	Health office log #of days/month													
3	Illness (1a,3a)													
4	First Aid/injury(1a,3a)													
5	Health Information Counseling (1b,2a, 2b)													
6	gym excuses (1a,3a,1e)													
7	medications (daily, as needed) (2e, 3b)													
8	asthma (rescue inhalers, nebulizers)													
9	Accident reports (student)													
10	infectious exculsion (1a, 1e)													
11	Sent home (1a, 1e)													
	sent home and referred to physician/hospital (1e)													
12	medical emergency/911 required													
13	doctors notes													
14	diabetic management (Bloodsugars, insulin, carb counts/insulin pumps)													
15	Concussion (evaluation, assessment, referral/health care plans/504, education to staff/students) S=sport injury; G=gym class; O=other/home injury													
16														
17	other													
18	Screening (1b, 4c, 2e)													
19	heights/weights/blood pressures													
20	Additional blood pressure screenings													
21	Hearing													
22	Vision													
23	Screening Referrals													
24	CDS assessment													
25	I&RS													
26	CST													
27	Sport Physicals processing													
		72	60	13	24	31	15	9	26	18	4			

A		B	C	D	E	F	G	H	I	J	K	L	M	N
1	Board report- GHS nurse	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
2	Health office log #of days/month													
49	guidance/CST/I&RS conferences (1bc, 2ab,3af)	18	21	18	16	19	19	18	20	17				
50	professional communication (1b,4b)	11	5	5	2	1	6	5	8					
51	Reports submitted	8	14	8	4	9	4	5	0					
52	HIB referral/involvement	1	2	1	2	1	1	1	1					
53	Staff	1	2	1	0	1	1	0	0					
54	health office visits	19	15	12	7	18	15	11	7					
55	Trainings/teaching	1-CPR c0	1	3	1/1cpr	0	1 cpr	2	2					
56	Workman's comp claims initiated	0	0	1	0	4	0	2	1					
57	referrals	1	0	0	0	0	0	0	1					
58	Education of student medical needs	3	1	1	1	2	1	1	3					
59	Meetings/Workshops/Activites													
60	Teacher inservice	0	0	0	0	0	0	0	0					
61	Faculty	1	1	1	1	1	1	1	1					
62	Departmental (Nurse, Health/PE) safety	1	0	0	1	2	1	1	0					
63	I&RS	1	1	1	1	1	1	1	1					
64	Drills	2	2	2	2	3	2	2	2					
65	Nursing Continuing ED/workshops	0	0	1	0	0	0	0	0					
66	Other													
67	Free/reduced lunch forms	4	15	2	0	0	0	0	0					
68	Field Trip student list review	2	4	6	3	1+lockii	4	5	6					
69	Review emergency cards	200	0	0	0	0	0	0	0					
70	Substitute plans	1	1	1	1	1	1	1	1					
71	bulitin boards	1	1	0	1	0	1	1	1					
72	Blood drive	N/A	plannin g	assembly	complete	na	plannin g	55	\$750 scholarship					
	Volunteering/fund raisers/	0	1	0	0	1	0	1	0					
73	mentoring/back to school/other													
74	Student Nurse	N/A	n/a	n/a	n/a	n/a	0	0	0					

	A	B	C	D	E	F	G	H	I	J	K	L	M	N
1	Board report- GHS nurse	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
2	Health office log #of days/month	18	21	18	16	19	18	20	17					
	Additional Nurse's office Coverage/class	0	0	3	1	0	0	0	0	0	0			
75	trips to GHS													
76	health Classes taught	0	0	0	0	0	0	3	0	0	0			