

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE  
CHIEF ACADEMIC OFFICER  
Danielle M. Sochor

April 25, 2018

**I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL**  
**Robin Boyd, Head Teacher**

As of March 31, 2018 there are 10 students enrolled in the Alternative Evening High School. Six students have an IEP. One student is part-time. There are three students on track to graduate with the class of 2018.

**II. STATE AND FEDERAL PROGRAMS**

**A. English As A Second Language**  
**Rona Johnson: ESL Teacher Pre-K – 2<sup>nd</sup> Grade**

Number of children currently in the program:  
Mrs. Johnson has 47 ELLs. The district-wide breakdown is listed below.

District-wide Enrollment:

<i>GRADE</i>	<i>TOTAL</i>	<i>PROGRAM: BILINGUAL</i>	<i>PROGRAM: MAINSTREAM</i>	<i>PROGRAM: REJECTED</i>	<i>LANGUAGE: SPANISH</i>	<i>LANGUAGE: TURKISH</i>	<i>LANGUAGE: OTHER</i>
PRE-K3/4	NA	NA	NA	NA	NA	NA	NA
K	13	11 (when available)	2	0	11	2	0
1	13	8	5	0	10	0	3
2	13	9	4	0	11	1	1
3	8	8 (when available)	0	0	8	0	0
4	9	0	9	0	7	0	2
5	2	0	2	0	2	0	0
6	2	0	2	0	2	0	0
7	3	0	3	0	1	0	1
8	1	0	1	0	2	0	0
9	1	0	1	0	1	0	0
10	0	0	0	0	0	0	0
11	2	0	2	0	0	0	2
12	1	0	1	0	0	0	1
ADULT ED	0	0	0	0	0	0	0
<b>TOTALS</b>	<b>68</b>	<b>36</b>	<b>32</b>	<b>0</b>	<b>55</b>	<b>3</b>	<b>10</b>

There were no new students entering the program in March. However, one student entered the district and will be monitored as she exited an ELL program from NYC.

For the month of March, one student transferred out to the Dominican Republic. ACCESS 2.0 tests was administered to most all 69 ELLs during the month of March. Make-up testing will be conducted April 6 for those students absent in March.

Administration has decided that Pre-Kindergarten services will be provided in the form of ELL specialist to teacher collaboration as needed. Kindergarten will receive daily skill-based lessons in addition to read aloud vocabulary instruction. Grades first thru third will receive daily push-in or pull-out instruction with guided reading, content instruction, and language arts skill support as well as in the upper grades. Additionally, a Bilingual program has been initiated to address the specific needs of the Spanish-speaking population in grades First and Second. They are in need of a bilingual teacher for kindergarten and third grade.

For the month of March, all registered and attending ELLs were taught ESL instruction. Translation services were provided as needed for Parent/Teacher conferences, meetings, positive phone calls needed to be made for homeroom teachers, in addition to the normal positive phone calls, and other inquiries.

No conferences or workshops were attended this month due to spring 2018 WIDA's ACCESS 2.0 for ELLs testing.

Plans are being made for the annual Multi-cultural night to be held April 12. More information to follow.

**B. Title I - Basic Skills Improvement Program**

**Charlene White: Basic Skills Coordinator**  
**J. Harvey Rodgers School**

Number of children currently in the program:  
Literacy: 27                      Math \_\_\_\_\_

No new entrants tested into the program in March.  
One student exited the program in March.

During the month of March, the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial sounds. Students reviewed the terms consonant and vowel. The students learned the diagraphs wh and -ck.

The sight words are, into, had, said, that, him, on, saw, if, out, and she were introduced.

All students are working in the Leveled Literacy Program. Two groups are at level A, and four groups are at level B.

Mrs. White participated in the parent teacher conferences.

**Melanie Sweeney: Supervisor of Basic Skills**  
**Dorothy L. Bullock School**

Number of children currently in the program:

Cheryl Tartaglione (25 students) and Lynn McConnell (27 students) are servicing 52 students in the 1<sup>st</sup> grade. Additionally, two 2<sup>nd</sup> grade students are receiving services with Nicole Werner (LLI) and Orton-Gillingham with Cheryl Tartaglione for a total of 60 minutes. Two 2<sup>nd</sup> grade students will be serviced for 30 minutes by the 1<sup>st</sup> grade basic skills staff for a total of 54 students.

Since the start of the school year in 1<sup>st</sup> grade:

Six students have transferred to a different district (two in October, two in November, one in December, and one in February).

Seven students have exited the BSI program (two in November and five in February).

One student entered the program based on district benchmark testing.

Five students new to the district in 2017-2018 school year entered the program (three in December and two in February).

At the beginning of January, students in 1<sup>st</sup> grade should be reading at Level G/H according to the Fountas & Pinnell Text Gradient. Out of the 52 1<sup>st</sup> grade students, two students are being serviced at Level A, five students are being serviced at Level B, 14 students are being serviced at Level C, 14 students are being serviced at Level D, five students are being serviced at Level E, eight students are being serviced at Level F, and four students are being serviced at Level G. Lynn McConnell is servicing one 2<sup>nd</sup> grade student at Level D and one at Level F.

Nicole Werner is servicing 35 students in the 2<sup>nd</sup> grade. Additionally, two 2<sup>nd</sup> grade students are receiving services with Nicole Werner (LLI) and Orton-Gillingham with Cheryl Tartaglione for a total of 60 minutes. One 3<sup>rd</sup> grade student will be receiving services with Nicole Werner (LLI) and Karen Peale (LLI) for a total of 60 minutes. Two 3<sup>rd</sup> grade student will be serviced by the 2<sup>nd</sup> grade basic skills staff for a total of 36 students.

Since the start of the school year in 2<sup>nd</sup> grade:

Four students have transferred to a different district (one in December, one in January, one in February, and one in March).

Five students have exited the BSI program (two in November and three in February).

One student became a student with an IEP.

Two students new to the district in 2017-2018 school year entered the program (in November).

Two students entered the program based on district benchmark testing (in February).

At the beginning of January, students in second grade should be reading at a Level K/L according to the Fountas & Pinnell Text Gradient. Out of the 36 2<sup>nd</sup> grade

students, three students are being serviced at Level D, one student is being serviced at Level E, four students are being serviced at Level F, two students are being serviced at Level G, three student is being serviced at Level H, 15 students are being serviced at Level I, eight students are being serviced at Level J, and one student is being serviced at Level K. Nicole Werner is additionally servicing one 3<sup>rd</sup> grade student at Level I and one at Level L; one student who is also seen by the 3<sup>rd</sup> grade BSI staff at Level K; one 2<sup>nd</sup> grade student twice throughout the day in order to focus on fluency at a lower level.

Karen Peale is servicing 33 students in the 3<sup>rd</sup> grade. Additionally, one 3<sup>rd</sup> grade student will be receiving services with Nicole Werner (LLI) and Karen Peale (LLI) for a total of 60 minutes, and two 3<sup>rd</sup> grade student will be serviced by the 2<sup>nd</sup> grade basic skills staff.

Since the start of the school year in 3<sup>rd</sup> grade:

Three students have transferred to a different district (one in November, one in February, and one in March).

Four students have exited the BSI program (two in November and two in February).

One student new to the district in the 2017-2018 school year entered the program (in October).

At the beginning of January, students in third grade should be reading at a Level N/O according to the Fountas & Pinnell Text Gradient. As of the start of January, out of the 35 3<sup>rd</sup> grade students, one student is being serviced at Level I, one student is being serviced at Level J, seven students are being serviced at Level K, 13 students are being serviced at Level L, 11 students are being serviced at Level M, and two students are being serviced at Level N.

New entrants tested into the program in the month of March:

1<sup>st</sup> Grade: 0 new students were added to the program

2<sup>nd</sup> Grade: 0 new students were added to the program

3<sup>rd</sup> Grade: 0 new students were added to the program

Students who exited the program in the month of March:

1<sup>st</sup> Grade: 0 students exited

2<sup>nd</sup> Grade: 3 students exited

3<sup>rd</sup> Grade: 2 students exited

2<sup>nd</sup> Grade: 1 student exited the program due to transfer to other districts

Student A – 3/20/18

3<sup>rd</sup> Grade: 2 students exited the program due to transfer to other districts

Student A – 2/12/18

Student B – 3/28/18

Students will continue to be monitored individually with one or more of the following assessments: Dolch Sight Words; Fry Sight Word List; The Phonological

Awareness Profile; The Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Fountas and Pinnell Benchmark Assessment.

Cheryl Tartaglione and Lynn McConnell will continue to push into a classroom each day for a 30 minute block to support the Foundations instruction provided by the classroom teacher. The basic skills staff continues to have opportunities to lead lessons and co-teach lessons during Foundations.

Guided reading times were assigned for each teacher and all basic skills instruction in 1<sup>st</sup> – 3<sup>rd</sup> take place during that block of time. All basic skills students continue to be seen by their classroom teacher as well as receive instruction from a basic skills teacher for small group reading instruction.

**BSI Parent Informational Session:**

On March 29, the fifth BSI parent informational session of the 2017-2018 school year was held at the Bullock School titled, “Behavioral Strategies to Use in the Home.” These parent nights are designed to assist the Basic Skills and Special Education families in the area of English/Language Arts. Dr. Richard Selznick, a nationally certified school psychologist, adjunct graduate school professor, university professor of pediatrics and school consultant presented an hour-long workshop to assist them in continuing to build the school and home connection. There was a total of 12 Bullock Families represented at the BSI parent informational session.

Transportation, discounted food from Masso’s Catering & Event Rentals, and childcare was provided for the families in attendance. GEA Pride Grant Money covered the cost of food and supplies. Door prizes were purchased from the Bullock Book Fair from the residual funds of the Glassboro Education Association Family Reading Grant. Three Rowan student teachers at the Bullock School and five National Honor Society Students from Glassboro High School assisted in the childcare of the families that attended. Below is a list of faculty members who attended this voluntary event:

Administrators	Teaching Staff
Melanie Sweeney	Cheryl Tartaglione (Bullock)
Rich Taibi	
Danielle Sochor	

This was the final parent night informational session for the 2017-2018 school year. They will be hosting a Family Literacy Night on Thursday, May 10 that will include parents and students.

**Read Across America Week:**

Members of the BSI staff at the Bullock School put together events and activities during Read Across America Week (April 26<sup>th</sup> – March 2<sup>nd</sup>), a reading initiative created by the National Education Association (NEA). The following activities took place:

Monday, February 26 – Green Eggs and Ham Day

Students and staff were to wear as much green as possible. Jim Donovan from CBS 3's Eyewitness News was at the Bullock School at the kick-off assembly for Read Across America Week.

Tuesday, February 27 – Snuggle Up With a Good Book

Students and staff were to wear their favorite pajamas and bring in their favorite book. The entire school read in the hallways of the Bullock School from 2:00 – 2:15.

Wednesday, February 28 – Wacky Wednesday

Students and staff were to wear their clothes backwards, inside out, or mismatched. Author, Kathleen D. Lindsey visited Bullock School for an assembly on her book, *Miss Mattie's Aprons*.

Thursday, March 1 – Crazy Hat/Hair Day

Students and staff were to wear their favorite hat or their hair in their craziest way! This was also a Teacher Swap Day where teachers switched classrooms all across the building for 30 minutes to read to another class.

Friday, March 2 – Read My Shirt Day

Students and staff were to wear a shirt that others could read.

The BSI staff also ran two school-wide contests: The Creative Class Photo Contest and a Door Decorating Contest.

The Creative Class Photo Contest was open up to all teachers to find the most creative way to capture their students reading. The photos were displayed and each student in the Bullock School voted for the winners. The following were the winners of the Creative Class Photo Contest:

1<sup>st</sup> Place: Mrs. Scharnagl (2<sup>nd</sup> Grade)

2<sup>nd</sup> Place: Ms. Sauer (1<sup>st</sup> Grade)

3<sup>rd</sup> Place: Mrs. Burt (2<sup>nd</sup> Grade)

The Door Decorating Contest was open to all staff members to decorate their doors to promote the events surrounding Dr. Seuss' birthday and Bullock School's love for reading. The voting took place by a select group of non-Bullock staff members. The following were the winners of the Door Decorating Contest:

Most Creative: Mrs. Masso (1<sup>st</sup> Grade)

Best Book Cover/Theme: Mrs. Budney (2<sup>nd</sup> Grade)

Best Use of Class Involvement: Mr. Johnson (3<sup>rd</sup> Grade)

Best Connection to a Dr. Seuss Book: Mrs. Brice (Guidance Counselor)

Mystery Category – Best Link to Instruction: Mrs. Stewart/Mrs. McDermott (1<sup>st</sup> Grade) and Ms. Sauer (1<sup>st</sup> Grade)

Feed to Read Campaign:

The 3<sup>rd</sup> Trimester School-wide Essential Question is: *How will you change the world by sharing and supporting your opinions?* They wanted to show the students of the Bullock School how a small gesture can help many in the community. From March 12– March 23, if students turned in one food item to be donated to the Glassboro

Food Bank, they received one free book donated to the Bullock School by The Bride of Books Foundation. The Bridge of Books Foundation donated enough books for each child to receive one, regardless of their participation in the Feed to Read Campaign. Donations by staff helped provide students who were unable to bring in a food item participate in the food drive. On Friday, March 23 each student at the Bullock School got to shop for a book from the donation that was made by the Bridge of Books Foundation.

The winning grade level with the most items collected got to watch Mr. Taibi, Principal of the Bullock School eat a “bug lunch” during their lunch period on Friday, March 23. The totals were:

- 1<sup>st</sup> Place: 2<sup>nd</sup> Grade with a total of 382 food items
- 2<sup>nd</sup> Place: 3<sup>rd</sup> Grade with a total of 380 food items
- 3<sup>rd</sup> Place: 1<sup>st</sup> Grade with a total of 211 food items

A total of 973 food items were donated and delivered on Wednesday, March 28 to the Glassboro Food Bank.

**Lisa Rencher: Basic Skills Coordinator**  
**Thomas E. Bowe School**

Number of children currently in the program:

Literacy BSI 40 Plus 25 Guided Reading/Skills Groups      Math 0

Four new entrants tested into the program in March. All of the students were added to BSI based on their February F & P benchmark levels.

Fifteen students exited the program in March. They were removed from the program based on their February F & P benchmark levels.

During the month of March, the BSI teachers met with their respective LLI and Guided Reading/Skills Groups. For the beginning of the month, Mrs. Rencher and Mrs. LoCastro were placed in two 6<sup>th</sup> grade classrooms, to fill a needed void. During this time, they did not meet with their groups. Mrs. LoCastro will remain in the 6<sup>th</sup> grade classroom for the remainder of the year, which has removed her from BSI. Her groups were divided between Mrs. Hart and Mrs. Rencher, with some students having been removed from the program based on their February F & P benchmark levels. Mrs. LoCastro, Mrs. Hart and Mrs. Rencher continued working with their Battle of the Books teams, encouraging the students to read outside of the classroom, the Book-It Reading Incentive Program. Mrs. LoCastro and Mrs. Rencher continued to work with Real Men Read, monitoring their student requirements. Mrs. LoCastro and Mrs. Rencher continued working on the Special Education Research grant with Dr. Brent Elder and Rowan University, as part of the PDS relationship between Bowe School and Rowan. Mrs. LoCastro and Mrs. Rencher co-presented and attended the National Association for Professional Development Schools national conference on March 15-17, in Jacksonville Florida.

Conferences and workshops attended:

Mrs. LoCastro and Mrs. Rencher attended and presented at the National Association for Professional Development Schools, in Jacksonville Florida. The national conference took place on March 15-17. Both believe several of the sessions were very informative and will help not only Bowe, but also other PDS schools in the district.

Mrs. Rencher attended the Intervention and Referral Services, the Next Generation workshop in Brick Twp. The workshop took place on 3/20/18. Mrs. Rencher felt the workshop provided insight into using data more effectively. During the process, the information on this as well as how to improve the process will help the I & RS team improve upon service to classroom teacher as well as students and their families.

**Language Arts: Michelle Meehan**  
**Intermediate School**

Number of children currently in the program:

Literacy \_\_\_\_\_ 126 \_\_\_\_\_ Math \_\_\_\_\_

No new entrants tested into the program in March.

No students exited the program in March.

In March they finished up their Informational Research Papers. The students worked on effective paragraph writing using the PEELS acronym. They learned how to incorporate evidence into their writing from outside sources and explain how their evidence was relevant to their topic. They completed works cited pages for their essays and submitted it. They also began to look at the argumentative essay and the parts of an argumentative.

During the month of March, students turned in their informational essays. They began working on the argumentative essay which will be due later in April. They played games like “would you rather” to help students understand the point of taking sides in an argument and to help with arguing using meaningful conversation stems/respectful talk. The students worked in groups to brainstorm argumentative topics that fell under the categories of: school, politics, science, health/exercise, technology, media, sports, etc. Students then had a gallery walk to pick topics that interested them and they would like to write about to help brainstorm ideas for their essay topic. They watched a comedian argue about the lack of conviction and authority in language and why it is important to speak with conviction and authority when trying to make a point. They read two essays (one pro, one con) on how energy drinks are effecting teenagers and students used graphic organizers to break down both essays. They are now using the same graphic organizer to build their arguments. They completed a hyperdoc on Argumentative introductions and students helped Ms. Meehan to build her own argumentative introduction for modeling.

**Language Arts: Jennifer Budmen**  
**Intermediate School**



Number of children currently in the program:

Literacy 48 Students Math 127 Students

No new entrants in the Math and Language Arts BSI Programs in the month of March.

No students exited the Math and/or Language Arts BSI Program in the month of March.

Students will be completing the Ed Connect Release Assessments during April.

Math 7 – During the month of March, seventh grade math students continued to work with inequalities. During the first part of the month, students solved inequalities and graphed their answer on a number line. Towards the end of the month, seventh grade math students began to identify whether a given set of data was a function and began to identify the slope of a given line.

Math 8 – During the month of March, eighth grade math students continued to work with geometry. Students calculated the volume of a given shape, such as a cylinder or cone, and found the area and circumference of a circle. Additionally, students used the Pythagorean Theorem to identify the missing measurement of a right angle.

Language Arts 7 – Students read a variety of informational text articles and used closed reading skills to identify important information. Students continued to read the novel, *The Giver* by Lois Lowry. Students reviewed elements of plot. As they are reading the novel, students are focusing on two unit questions (can there ever be an ideal society or government AND how much power should our leaders have) and identifying evidence from the story to support their opinion.

Language Arts 8 – Students have continued to read the informational novel, *The Omnivore's Dilemma* by Michael Pollan and have been reading a variety of informational and fictional short texts in preparation of the PARCC Assessment. Students have been reflecting on their reading using Reader Response Questions and comparing the writing styles of numerous authors and types of texts.

No workshops attended in March.

**Mathematics: Nicholas Tarasevich**  
**High School**

Number of children currently in the program:

Literacy \_\_\_\_\_ Math 38

No new entrants tested into the program in March.

One student exited the program in March.

Program emphasis:

Geometry- inclusion setting

Algebra 2 – inclusion setting

Students have been working on Quadrilaterals and how they are all related.  
Students now understand the specific features that separate them from each other.

**Mathematics: Amy Stewart**  
**High School**

Number of children currently in the program:  
Literacy\_\_Math 35

No new entrants tested into the program in March.  
One student exited the program in March.

Integrated GEOMETRY: Throughout the month of March, program emphasis has been on similarity and right triangles. Students have been applying and reinforcing their algebra skills while investigating similar and right triangles.

Integrated ALGEBRA I: Throughout the month of March, program emphasis has been on performing arithmetic operations on polynomials and factoring polynomials.

**Language Arts: Sheila Sapphire**  
**High School**

Number of children currently in the program:  
Literacy\_\_\_\_\_20\_\_\_\_\_ Math \_\_\_\_\_

No new entrants tested into the program in March.  
No students exited the program in March.

Every day the students have a "Do-Now" which involves reading a famous quotation that relates to a theme in *Romeo and Juliet* and they write an interpretation of it followed by an explanation as to how it relates it to their lives. After this activity they have a mini-grammar lesson or a lesson on commonly confused words.

Students and the teacher read the play aloud and interpreted the context. Video clips from various productions of *Romeo and Juliet* were viewed, analyzed, and discussed in terms of their similarities and differences and their effects on the audience and story.

Students took several quizzes and test assessments on Shakespeare's *Romeo and Juliet*.

Parent-Teacher conferences were held this month.

Mrs. Sapphire is enjoying working with the students and providing them with insights into the play.

III. **CURRICULUM**

### A. Field Trips

Field trips for the month of March 2018:

<b>DATE</b>	<b>SCHOOL</b>	<b>TO</b>	<b>TIME</b>	<b>BUSES</b>
3/6/18	GHS	Widener University	7.5	1
3/9/18	GHS	Kings Christian School	5	1
3/12/18	GHS	RCGC	5.75	1
3/15/18	GHS	Camden County College	5.5	1
3/17/18	GHS	Kingsway HS	5	1
3/19/18	GHS	Masso's	2.75	1
3/19/18	GHS	Paulsboro HS	4.25	1
3/19/18	GHS	Overbrook HS	4.75	1
3/19/18	GHS	Lindenwold HS	4	1
3/23/18	GHS	Park Ave., NYC	9	1
3/23/18	GHS	Wilson Hall @ Rowan	2.5	1
3/23/18	GHS	Schalick HS	8.25	1
3/26/18	GHS	Paulsboro HS	4.5	1
3/26/18	GHS	Haddon Twp HS	3.75	1
3/28/18	GHS	Gateway Reg. HS	4	1
3/28/18	GHS	Bullock	1.5	1
3/13/18	GIS	From GHS to GIS	1	1
3/15/18	GIS	Camden County College	5	1
3/13/18	Bullock	Rowan Planetarium	2	2
3/14/18	Bullock	Rowan Planetarium	2	2
3/16/18	Bullock	Rowan Planetarium	2	2
3/16/18	Bullock	Glou.Co.Justice Center	5	1
3/20/18	Bullock	Rowan Planetarium	2	2
3/29/18	Bullock	Parent night	2	1
3/2/18	Pitman	Pitman MS	.5	1
3/2/18	Pitman	Penns Grove HS	7	1
3/6/18	Pitman	Wilson Hall @ Rowan	2	1
3/9/18	Pitman	Walls, Memorial, Kindle	6	1
3/17/18	Pitman	Kingsway Reg HS	3	1
3/19/18	Pitman	Masso's	1	1
3/23/18	Pitman	Army Reserve Center	1.5	1

## B. Curriculum Committees:

The following curriculum committees met during the month of March 2018:  
District Nurses, Technology, Music, World Language, and Science Fair

District Technology Committee Meeting  
March 12, 2018  
<https://goo.gl/A7JfDX>

Members present: Sue Kornicki, Mike Sharkey, Erica Sloan, Vanessa Poggioli,  
Laure Budney

Norms:

1. Meeting structure: They will meet “all call” every other month; remaining meetings will be grouped by grade level. Only two reps per meeting will be compensated according to the budget, so feel free to rotate as needed.
2. They will be writing SMART goals for each building, as well as one for the district. Goals will be instructional in nature.
3. Members, along with their building-level colleagues (PLC), are expected to address their responsibilities according to the timeframe established by the SMART goals.

Old business:

SMART goal worksheet

Edcamp Glassboro - Feedback

- 80 guests
- WIFI was an issue - next year they need IT on site at 8 am
- Document sharing had to be troubleshooted on site - resolved
- Overall response was very positive re: sessions and organization

Students who can't use internet at home (Verizon)

- George will implement fixes on student computers at GHS and GIS; they will set up a time to have student come to the help desk.

Is there a way in PowerSchool for parents to have to check off a box indicating that they have seen / reviewed progress reports and marking period final grades. Can they make sure they have this option for the parents?

- Need Erin Williams to answer.

Impero not working correctly

- Will work on a fix before September.

New business:

Reports from building PLCs

- Bowe needs an extra cart for PARCC; GHS cart is best option due to when testing windows occur
- Bowe has one cart not charging; Sue will send Jacob over on 3/13 to disassemble the cart and plug in individual laptops
- Bullock interested in Google Classroom and Google Maps for future training
- Rodgers has tablets that don't work; no room to go back to desktop computers

Flashlight Fridays

Professional Sharing at PLCs (see slide deck)

Meetings\*: NO April Meeting (Happy Spring Break!)

May 14 - All call

Meeting in June.

COMMITTEE: District Nurses

CHAIRPERSON: Marian Dunn

DATE, HOUR AND LOCATION OF MEETING: March 14, 2018, 2:30 p.m. Bowe School

#### MEETING AGENDA

1. CPR/AED training- May 2018
2. Opioid Overdose and Narcan Administration
3. Epi-pens
4. Final Supply order
5. Employee Accident reports
6. Sub updates
7. Health Issues Updates
8. Emergency Contact Information
9. Field Trips

IN ATTENDANCE: Catherine Straube, Donna Begolly, Erin Perewiznyk, Marian Dunn, Nancy Fiebig (Excused)

LENGTH OF MEETING: 2:30 p.m. – 4:30 p.m.

SUBJECTS DISCUSSED:

1. CPR/AED training- May 2018- Dates for annual CPR/AED training for Janet's Law Mandate scheduled for May, 9, 2018 at Rodgers and May 15, 2018 at Bullock. Time of class is 9:00 am to 12:00 pm. Please advise participants that they will need to secure a substitute to cover their positions as needed so that they can participate in the class. Due to the need to have a specific number of delegates per building, it is best that participants remain available to participate in the training.
2. Opioid Overdose and Narcan Administration- District policy has been recently reviewed by Marian and Erin. There may be NJ bills under review that expand the availability of persons authorized to administer Narcan/Opioid Antidote in the school/after-school setting. Notations were made during policy review and forwarded to Administration. At the current time no policy changes from our original policy have been made. It will be necessary for nurses to attend another workshop on this topic in order to get another

Opioid antidote once the current doses expire. Nurses would once again request one-half comp day in order to attend this evening training.

3. Epi-pens- Nancy will obtain prescription from Dr. Palmer and order the Epi-pens so that we will have them before current Epi-pens expire.
4. Final Supply order- As is past practice, continue to put in an end of the year supply order for things that you need for the remainder of this school year. This is typically used for last minute first aid supplies to ensure adequate amount for end of school year, equipment in need of replacement due to age or improper functioning, items that will be expiring. In June, we will place our first supply order for the 2018-2019 school year. This process has seemed to work effectively over the past few years and has helped to ensure adequate use of budget monies, ability to order supplies close to expiration dates, and safe and proper functioning equipment.
5. Employee Accident reports- If employees are completing reports, please ensure that there is not identifying student information.
6. Sub updates- Review of current substitute nurse availability. This is a typically the busiest time of the year for sub nurses as many field trips occur at this time of the year. It has been a big help to be able to have Professional Medical Staffing available as a back- up substitute nurse option. The nurses we have used have been professional and seemed able to cover our offices with ease.
7. Health Issues Updates- Discussion over whether we should try to get a health issues update since some health concerns are put on record in pre-kindergarten and never removed from record.
8. Emergency Contact Information- Discussion over best mechanism to have parent and emergency phone contact information. Concern that we do not have any way of knowing most recent date of Power School updated contact information. It was expressed that it appears at times that the contact information in Power School is not correct and that parents might not take as much time in reviewing computer information as opposed to having to fill out information on Emergency Card. This is more of a concern at Elementary Level, since many students do not know parent phone numbers. Not as much of a problem at Middle and High school levels, as students have contact information in their cell phones.
9. Field Trips- There will be many upcoming field trips. Discussion over how to best manage end of year field trips and nurse coverage.

Conclusion(s) reached: CPR/AED training dates set and Principals have been advised. At present time district policy allows for Certified School Nurses to administer Opioid-antidote as deemed necessary. Will need to attend training again shortly in order to receive a new dose when current dose expires. Complete supply orders as indicated. Best utilization of sub nurses and put onto shared calendar to help ensure adequate nurse sub coverage across district. Different needs at lower and upper elementary level related to best mechanism to acquire emergency contact information for most expedient access.

Recommendation(s): Remind CPR/AED participants to acquire sub for upcoming training, participants are expected to attend/ Follow current district Opioid-antidote policy. Nurses will attend after-hours Opioid training and receive one-half comp day as has been done in past. Continue to utilize all of our sub nurses so they remain interested and available to sub and recommend renewing contract for Professional Medical Staffing as a back-up sub nurse agency. Best to have nurses at each building utilize Emergency contact system that works

best in their building. Nurses are responsible to contact parents/contacts as needed and are most knowledgeable and experienced to know what works best in individual offices.

DATE, TIME, PLACE OF THE NEXT MEETING: Wednesday, May 23, 2018 at 2:30 p.m. Bowe School

### Science Fair Meeting

March 14, 2018 3:45pm Bullock School

Barr shared that latest count is 6 judges. They need more.

Suggestions from the committee:

Eileen Miller

Brian Bennett—Challenge Island—[bbennett@challenge-island.com](mailto:bbennett@challenge-island.com)

856 318-2529

Brian has also offered to set up something in the vestibule if we want.

Going Green – We are still having some issues because the only person receiving email of those that sign up is Erin Williams. She also is the only one with access to the report generated from the survey. She has been in touch with technology and asked for Barr to have access as well. The Excel list of current students that have signed up was emailed to the committee.

Barr will make paper copies of info packet and interoffice to each school per the sign up list.

Barr will make copies of blue and green forms and interoffice them as well. Due to the issues with going green, we can accept blue forms until March 28.

Check on a donated dessert from Shoprite. I believe they donate 1 cake a year to schools.

We will need to purchase paper plates, plastic wrap for 4/19.

With all the new members, we need to locate/borrow some Lab coats if we want to wear them again this year.

We will meet at Bullock on April 19<sup>th</sup> at 9am.

Any questions or concerns please email Barr.

### World Languages District Curriculum Committee

Members:

Bowe: Walleska Handal

GIS: Monica Fernandes

GHS French: Anne-Sophie Meeks

GHS Italian: Caterina Dawson

GHS Spanish: Rachael Melecio

Facilitator: Anne-Sophie Meeks

Notes from March 14, 2018:

(Present: All members except Rachael Melecio & Wallaska Handal)

Differentiating Instruction: Discussion of how we as World Language teachers without in-class support handle students who range from extremely low to highly

advanced, large classes, and students with IEPs. Examples included stations, providing students choices on performance-based assessments, and giving individual separate assignments initiated by students (i.e. Jeopardy Game activity that Ms. Fernandes' advanced student created for class)

Best Practices: Discussion of how we do skits as performance-based assessments- Ms. Dawson discussed successes and problems with students selecting their own groups for PBAs. We also discussed rubrics we use. Ms. Fernandes asked Ms. Meeks to share sample rubrics used at the high school for skit PBAs.

Best Practices: We discussed the use of Quizlet and laptops for engaging students and improving proficiency in a world language. Ms. Meeks opened Quizlet and showed how students can improve their listening, speaking, and writing of the world language at an individual pace. Students can access study sets both inside and outside of class at any moment to practice and learn new vocabulary, grammar, etc.

FUTURE MEETINGS: We look forward to sharing more best practices. We are coming again to the next meeting ready to share more ideas of what works well in our classes and to ask for help with any world language lesson. Ms. Handal had ideas emailed that we were unable to discuss yet and look forward to sharing.

Planned meetings: April 18 and May 16 at 3pm in Room A116 at GHS

#### IV. **PERSONNEL**

##### A. **New Staff Members**

The following staff members were hired or transferred to another position during the month of March:

Andrea Giroux	LDTC	Bullock
Nicole Locantora	Computer	Bullock
Brandi Burton	Secretary	High School
Joseph Sloss	1:1 Aide	Rodgers
Catherine Rennick	Cafeteria Aide	Bullock

##### **Vacancies**

Middle School Principal Grades 7-8  
Elementary/Middle School Principal Grades 4-6  
1:1 Aide at Intermediate

##### B. **Substitute Teachers**

From this point on all potential Substitutes are being referred to Source4Teachers.