

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

June 13, 2018

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

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

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language
Rona Johnson: ESL Teacher Pre-K – 2nd Grade

Mrs. Johnson has 48 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	14	9	4	1	11	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
TOTALS	69	37	31	1	56	3	10

There were no new students who entered the ESL/BE Program this month.
For the month of May, no students have exited or transferred out of the district.

For the month of May, benchmarks were administered.

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 through 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. There is a need for a bilingual teacher for kindergarten and third grade.

As a department, there has been communication with upcoming plans for the end of year event, which is an ESL/BE Picnic to be held, June 1 for grades 1-12.

For the month of May, Mrs. Johnson attended two professional development sessions sponsored by NJTESOL of Atlantic Co. In addition, several of her colleagues and she attended the annual state conference in Somerset, NJ. The conference was phenomenal; they are very grateful to have had the opportunity to attend this year.

It is with great pleasure and gratitude to Mrs. Sochor and Glassboro Public School District to announce that on May 21, Mrs. Johnson was awarded certification of the completion of the Orton-Gillingham Dyslexia Program. She will be placed on a regional list to provide afterschool tutoring to help youth.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:
Literacy: 25 Math _____

No new entrants tested into the program in May.

No students exited the program in May.

During the month of May, the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial sounds. Students reviewed the terms consonant, vowel and digraph.

The sight words pretty, our, ran, ride, say, please, his, yes, will, what, under, and too were introduced.

Mrs. White has two groups at level A and 4 groups at level B in the Leveled Literacy Program.

Mrs. White had testing blocks available to administer kindergarten screenings for new registrations for the 2018-19 school year on May 7, 14, 21, 22, and 23.

Mrs. White assisted chaperoning students on the Philadelphia Zoo trip.

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

Number of children currently in the program:

Overview:

26.0% decrease of students (32 students) being serviced through BSI from September 2017 to June 2018.

Total number of students exited from BSI in the 2016-2017 school year was 14.

All students who were exited in the 2016-2017 school year were in the 1st grade.

Total Number of Students Being Serviced in the 2017-2018 School Year			
<u>Grade Level</u>	<u>September 2017</u>	<u>February 2018</u>	<u>May 2018</u>
1 st Grade	57	50	41
2 nd Grade	43	36	31
3 rd Grade	40	38	33
Total	140	124	105

Transfers/Entries in the 2017-2018 School Year		
<u>Grade Level</u>	<u>Transfers</u> (out of district)	<u>Entries</u>
1 st Grade	6	10
2 nd Grade	4	5
3 rd Grade	3	1
Total	13	16*

*Note: 13 out of 16 new entries to the BSI program were students new to the district in the 2017-2018 school year.

Exits in the 2017-2018 School Year*		
<u>Grade Level</u>	<u>Exits</u>	<u>CST Classifications</u>
1 st Grade	16	1

2 nd Grade	11	1
3 rd Grade	5	0
Total	33	2

*Note: Exits are identified as students who have exited the BSI program in the 2017-2018 school year who tested at or above grade level on the Fountas & Pinnell Benchmark Assessment (does not transfer students).

1st Grade:

Cheryl Tartaglione and Lynn McConnell serviced a total of 51 first grade students in the month of May. Ten students will be exited from the Basic Skills Program as of 6/8/18 for a remaining total of 41 students moving into 2nd grade that will need Basic Skills services at the start of the 2018-2019 school year.

Since the start of the school year in 1st grade:

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

Seventeen students have exited the BSI program (two in November, five in February, and 10 in June).

One student entered the program based on district benchmark testing.

One student became a classified student with an IEP.

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

As of June, students in 1st grade should be reading at Level I/J according to the Fountas & Pinnell Text Gradient. Out of the 51 1st grade students, one student is being serviced at a Level A, three students are being serviced at a Level B, six students are being serviced at a Level C, five students are being serviced at a Level D, 11 students are being serviced at a Level E, two students are being serviced at a Level F, seven students are being serviced at a Level G, and six students are being serviced at a Level H. The 10 students being exited from the program include eight students reading at a Level I, one student reading at a Level J, and one student reading at a Level K.

2nd Grade:

Nicole Werner serviced a total of 39 2nd grade students in the month of May. Six students will be exited from the Basic Skills Program as of 6/8/18 for a remaining total of 33 students moving onto 3rd grade that will need Basic Skills services at the start of the 2018-2019 school year.

Since the start of the school year in 2nd grade:

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

Ten students have exited the BSI program (two in November, two in February, and six in June).

One student became a student with an IEP.

Three students new to the district in 2017-2018 school year entered the program (two in November and one in April).

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

As of June, students in 2nd grade should be reading at Level M according to the Fountas & Pinnell Text Gradient. Out of the 39 2nd grade students, one student is being serviced at a Level E, two students are being serviced at a Level F, five students are being serviced at a Level G, one student is being serviced at a Level H, one student is being serviced at a Level I, eight students are being serviced at a Level J, four students are being serviced at a Level K, and nine students are being serviced at a Level L. All six students being exited from the program are reading at a Level M.

3rd Grade:

Karen Peale serviced a total of 34 3rd grade students in the month of May. One student will be exited from the Basic Skills Program as of 6/8/18 for a remaining total of 33 students moving onto 4th grade that will need Basic Skills services at the start of the 2018-2019 school year.

Since the start of the school year in 3rd grade:

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

Five students have exited the BSI program (two in November, two in February, and one in June).

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

As of June, students in 3rd grade should be reading at Level P according to the Fountas & Pinnell Text Gradient. Out of the 34 3rd grade students, one student is being serviced at a Level K, three students are being serviced at a Level L, seven students are being serviced at a Level M, 15 students are being serviced at a Level N, and seven students are being serviced at a Level O. The student being exited from the program is reading at a Level P.

New entrants tested into the program in the month of May/June:

1st Grade: 0 new students were added to the program

2nd Grade: 0 new students were added to the program

3rd Grade: 0 new students were added to the program

Students who exited the program in the month of May/June:

1st Grade: 10 students exited; 0 students exited the program due to transfer to other districts

2nd Grade: 6 students exited; 0 students exited the program due to transfer to other districts

3rd Grade: 1 student exited; 0 students exited the program due to transfer to other districts

Throughout the school year, students have been 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. End of the year testing is wrapping up for each student's Basic Skills file and includes the following:

1st Grade: The Phonological Awareness Profile; The Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Fountas and Pinnell Benchmark Assessment; Foundations Unit Words (if applicable)

2nd Grade: The Phonological Awareness Profile; The Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Fountas and Pinnell Benchmark Assessment; Dolch Sight Words

3rd Grade: The Phonological Awareness Profile; The Dynamic Indicators of Basic Early Literacy Skills (DIBELS); Fountas and Pinnell Benchmark Assessment; Fry Sight Word List.

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 until 6/14/18. The basic skills staff continues to have opportunities to lead lessons and co-teach lessons during Foundations.

Basic Skills services will end on Friday, June 11. The week of June 12-15 will involve the Basic Skills Staff completing the following tasks: Review of Progress Reporting; Review of Basic Skills Files; Review of CAST Forms and Intervention Documentation for the 2018-2019 school year.

BSI Parent Informational Sessions:

On Thursday, May 31, the Dorothy L. Bullock School will host a Title 1 Family Math, Literacy, and Technology Night. The focus will be on the "summer slump" and provide families with an interactive experience on how to support their children over the summer in reading, writing and math. The following community members will also be represented that night: Gloucester County Library System, Barnes and Nobles, Rowan EDU Adventures Camp, Rowan Reading Clinic, Mosaic Family Success Center, Rastelli Kids Complex, Glassboro Child Development Center, Citizens United, TD Bank, Camp Sam, and Cecil Creek Farm. Donations were received from OnCourse (Echo Dot), Walgreens (80 journals), and Cheryl Tartaglione (Waterproof Wireless Speaker). GEA Pride Grant Money covered snacks, drinks and decorations. Below is a list of the faculty members who are scheduled to attend this event:

Administrators
Melanie Sweeney
Rich Taibi

Teaching Staff
Cheryl Tartaglione
Amy Masso
Jennifer Alleman
Carl Aird
Laure Budney
Lynn McConnell
Karen Peale
Sarah Rondeau
Susan Kornicki

Simone Marques

During the week of May 20, Lynn McConnell, Cheryl Tartaglione, Alisa McDermott, and Simone Marques went over to the Rodgers School to administer The Phonological Awareness Profile to each Kindergarten student. The Phonological Awareness Profile is designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence. This tool will allow us to group students for basic skills more strategically than in the past.

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

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

During the month of May, the BSI teachers met with their respective LLI and Guided Reading/Skills Groups once PARCC testing finished. Mrs. Hart continued to serve as a proctor, while Mrs. Rencher either was used as a test administrator, proctor or assisted with tech issues. Mrs. Rencher did not meet with her BSI groups as often as Mrs. Hart, since she was utilized consistently for PARCC testing and make-up testing. 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 presented with Dr. Brent Elder at the 2018 Symposium on Teacher Leadership, which was held at Rowan University on May 17. The presentation was on Using PDS to create sustainable inclusive education practices. Mrs. Rencher also continued her work as coordinator of the I & RS team at Bowe as well as coordinator of the after school-tutoring program, which ended on May 8.

Language Arts: Michelle Meehan
Intermediate School

Number of children currently in the program:
Literacy 123 Math _____

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

This month the focus was on poetry/music. Students explored the elements that make up both art forms and drew parallels between the two. They are ending the unit with students composing their own poems/songs/raps.

During the month of June they began working on a poetry/rap/son writing unit. Students close read and analyzed poems and song lyrics. They worked on poetry hyperdocs and figurative language identification. Students identified and practiced poetic elements in preparation to write their own poem/rap/song. They also watched a TedTalk on Shakespeare vs HipHop lyrics so they could draw the parallel between both poetry and music.

Language Arts: Jennifer Budmen
Intermediate School

Number of children currently in the program:

Literacy 48 Students Math 127 Students

There were no new entrants in the Math and Language Arts BSI Programs in the month of May.

There were no students who exited the Math and/or Language Arts BSI Program in the month of May.

During the first two weeks of May, seventh and eighth grade students completed the Math and ELA PARCC assessment. Eighth grade students also completed the 2018 Science assessment.

Math 7 – Students completed a communitive review of the 7th grade curriculum (ratios, probability, percent, solving equations, integers). After the PARCC assessment, students were instructed on how to find the volume and surface area of three-dimensional shapes. Finally, seventh grade students completed the Grade 7 Math Standards Benchmark and the Grade 7 Ed Connect Math Release Assessments (Unit 3 and Unit 4).

Math 8 – Students completed a communitive review of the 8th grade curriculum (solving equations, systems of equations, slope, and volume). After the PARCC, students continued to study how to find the line of best fit on a scatterplot. Eighth grade students completed the Grade 8 Math Standards Benchmark and the Grade 8 Ed Connect Math Release Assessments (Unit 3 and Unit 4).

Language Arts 7 – Students finished reading *The Giver* and completed a variety of text based activities. Students reviewed the strategies used for fiction and informational texts and completed the PARCC assessment. Students were assessed using the Fountas and Pinnell reading assessment and completed the Grade 7 Ed Connect ELA Release Assessments (Unit 3 and Unit 4).

Language Arts 8 – Students finished reading *To Kill a Mockingbird* and completed a variety of text based activities. Students reviewed the strategies used for fiction and informational texts and completed the PARCC assessment. Students were assessed using the Fountas and Pinnell reading assessment and completed the Grade 8 Ed Connect ELA Release Assessments (Unit 3 and Unit 4).

Mathematics: Nicholas Tarasevich

High School

Mathematics: Amy Stewart

High School

Number of children currently in the program:

Literacy__Math 35

No new entrants tested into the program in May.

No students exited the program in May.

Integrated GEOMETRY: Throughout the month of May, program emphasis has been on circles, PARCC review and testing, and measurement of figures and solids. Students have been applying and reinforcing their algebra skills while investigating circles, figures and solids.

Integrated ALGEBRA I: Throughout the month of May, program emphasis has been on quadratic equations and functions, PARCC review and testing and probability.

Language Arts: Sheila Sapphire

High School

Number of children currently in the program:

Literacy21 Math _____

No new entrants tested into the program in May.

No students exited the program in May.

Having completed *I Am Malala* exams, classes have been studying Greek and Roman mythology and will be reading the *Odyssey*.

In their discussions and writing, students revealed how impressed they were not only by Malala’s culture and life style by how she could impact her country and the world.

Students selected a unique vocabulary word, research its origin, and then created a tee-shirt with images to depict the meaning/essence of the word.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of May 2018:

DATE	SCHOOL	TO	TIME	BUSES
5/1/18	GHS	Deptford	2	1

5/1/18	GHS	GHS	1	4
5/2/18	GHS	Clayton	2	1
5/2/18	GHS	Auletto's	1.5	1
5/3/18	GHS	Penn Museum	3.75	1
5/3/18	GHS	Delsea HS	5.25	1
5/3/18	GHS	Woodstown	2	1
5/3/18	GHS	Woodstown	3	1
5/3/18	GHS	RCGC	2	1
5/4/18	GHS	Washington Twp	7	1
5/7/18	GHS	RCGC	2	1
5/7/18	GHS	Cumberland	3	1
5/8/18	GHS	RCGC	2	1
5/10/18	GHS	GCIT	2.5	1
5/10/18	GHS	Delsea HS	4	1
5/11/18	GHS	RCGC	1.5	1
5/14/18	GHS	Schalick	5	1
5/14/18	GHS	Schalick	2.5	1
5/14/18	GHS	Elmer Little Fields	1.5	1
5/15/18	GHS	Haddonfield	2	1
5/16/18	GHS	Triton	3.5	1
5/17/18	GHS	Delsea HS	4	1
5/21/18	GHS	Triton	3.5	1
5/21/18	GHS	RCGC	2	1
5/23/18	GHS	Six Flags Great Adventure	7	1
5/24/18	GHS	Six Flags Great Adventure	1	1
5/25/18	GHS	Washington Twp	6	1
5/26/18	GHS	Washington Twp	9.5	1
5/30/18	GHS	Deptford	2	1
5/30/18	GHS	NJ Conv. & Expo Center	1	1
5/30/18	GHS	Shuttle to various	5.5	1
5/30/18	GHS	Stockton	5	1
5/4/18	GIS	GHS	1.5	1
5/7/18	GIS	GHS	2	1
5/7/18	GIS	GHS	1	1
5/4/18	Bowe	Rowan Planetarium	1.5	2
5/8/18	Bowe	GHS	4	1
5/8/18	Bowe	GHS	2.5	1

5/10/18	Bowe	GHS	1	1
5/11/18	Bowe	Bowe	1	4
5/22/18	Bowe	Fort Mifflin	5	2
5/23/18	Bowe	Rowan Planetarium	2	4
5/24/18	Bowe	Fort Mifflin	4.5	2
5/29/18	Bowe	Bullock	2	3
5/30/18	Bowe	Camp Tockwagh, MD	5	4
5/30/18	Bowe	Bullock	2.5	1
5/8/18	Bullock	Storybook Land	5	4
5/10/18	Bullock	Philadelphia Zoo	5	1
5/11/18	Bullock	Camden Aquarium	5	4
5/14/18	Bullock	Rowan Planetarium	2	2
5/2/18	Rodgers	Rodgers	1	4
5/10/18	Rodgers	Philadelphia Zoo	5	1
5/17/18	Rodgers	Rowan Planetarium	2	1
5/21/18	ACA	Cape May Zoo	4.25	1
5/21/18	B&G Club	Phillies Game	4	1
5/17/18	Pitman	Shuttle	4	1
5/24/18	Pitman	Brunswick Zone	1.5	2
5/30/18	Pitman	Philadelphia Zoo	5	1
5/31/18	Pitman	Atkinson Bethel Mill	1.5	1

B. Curriculum Committees:

The following curriculum committees met during the month of May 2018:
 District Nurses, World Language, Music

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 May 16, 2018:

(Present: Rachael Melecio, Caterina Dawson, Anne-Sophie Meeks, Monica Fernandes)

- I. Ms. Fernandes shared handouts and a game she brought over that relate to Italian and French that Ms. Dawson and Ms. Meeks can use at the high school.

- II. Articulation: To improve the transition for Spanish students, there was discussion of what specific topics and projects were completed at GIS in both 7th and 8th grade. Introduction of all curricular topics and projects about Spanish-speaking countries and famous Spanish-speaking people were completed at GIS. Various regular verbs were introduced as well at GIS for recognition, not for conjugation purposes. Ms. Melecio and Ms. Fernandes also discussed use of video clips and films in Spanish classes.
- III. SGOs: They all discussed the objectives they reached with the world language students this year and the process between both buildings of submitting the student growth objectives.
- IV. Curriculum: Ms. Meeks discussed how she will be updating the rest of the Italian/French curriculum at the conclusion of the school year with the updated standards and technology standards. Certificates were distributed to the members present at the meeting and Ms. Handal's certificate has been sent to her via interoffice mail.

COMMITTEE: District Nurses
CHAIRPERSON: Marian Dunn
May 22, 2018, 2:30 p.m. Bowe School

MEETING AGENDA

1. Stop the Bleed
2. Home Instruction process
3. CPR/AED training
4. Opioid Overdose and Narcan Administration
5. Epi-pens
6. Final Supply order
7. Sub updates
8. Emergency Contact Information
9. Field Trips
10. Sports Physicals- required materials to be given to athletes
11. Care of Ill or injured Students at school- policy
12. Professional Development Plan
13. Staff Health Topic Education
14. Transitioning students

ADMINISTRATORS:

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

LENGTH OF MEETING: 2:30 p.m. – 5:15 p.m.

SUBJECTS DISCUSSED:

1. Stop the Bleed- Related to recent school tragedies, recommendations made for training so that school nurses and other trained employees could assist in controlling of potentially life-threatening bleeding after trauma. Marian reaching out to Andrew Halter from Gloucester County Emergency Management to see what would be involved in training.
2. Home Instruction Process- Procedure has school nurse as responsible staff member to obtain tutors for students in need of Medical Homebound Instruction. School Nurses do not have the expertise to determine who is an appropriate instructor from an academic stand-point, especially where certain subject matter or other specialties are indicated. School Nurses are requesting that their role in this process will end upon completion of getting School Physician signature/approval and forwarding this to CST. They will continue to be involved at 60 day intervals as per policy. Marian discussed with Christine Williams.
3. CPR/AED training- Two classes held this year. They will continue to use Judee Tamaska, R.N., Substitute School Nurse, Certified CPR/AED instructor to conduct classes moving forward. Judee has much health care expertise in this area and class was very well received.
4. Opioid Overdose and Narcan Administration- It will be necessary to return expired doses of Narcan to representative from Urban Treatment Associates in order to receive a new dose. Nurses will once again participate in Opioid overdose training either during the summer or in the fall, in order to get this Narcan. It may be necessary to purchase additional doses of Narcan to most effectively treat an overdose. Consideration must be given related to these purchases which are recommended for upper level students.
5. Epi-pens- Bio-Ridge Pharma has been providing Epi-pens over the past few years. Recent communication from this pharmaceutical indicates that there may be delay in providing of these pens. Our district order has been submitted and accepted, but Epi-pens have not been received. If Epi-pens not received in timely manner, it will be necessary to order through one of the vendors. This will incur a huge expense due to cost of the pens and quantity of 10 that are needed. In this event, consideration to budget increase of this “recurring expense” would be requested.
6. Final Supply order- to be submitted by June 15, 2018 as per recent directives by Board office
7. Sub updates- One new sub nurse was hired and will need orientation when all records turned into board office. Alyssa reaching out to sub nurses on list to inquire about ongoing interest as some have not been available for a few years. May continue to utilize Professional Staffing as a back-up when district subs not available. This has proved to be helpful this year.
8. Emergency Contact Information: Ongoing concern about incomplete or not updated emergency contact information in Power school. In some cases, no emergency contact information provided. Nurses are suggesting that there be a date of record update, so they can see how recent the information is and also that program be set up, so that the next screen cannot be accessed until demographic, emergency contact, and health information put in/updated.
9. Field Trips: Ongoing concern with nurses not being notified in timely manner about field trips. It is not possible to ensure medical needs addressed and meds available if not informed of trip or if informed at last minute. Would like to request that field trip

form be signed off by school nurse, before being turned into main office, so that they can note date and attempt to obtain sub if needed.

10. Sports Physicals- required materials to be given to athletes- Discussion of current policy. Erin reviewed at length. There are additional pamphlets/educational information that needs to be given to student-athletes including: concussion, eye injury, steroid testing (not listed in current policy). Also discussion re: intramural activities. Participants in activities such as Powder Puff and fundraiser volleyball (See B3), must also receive, sign, and return the pamphlet/ educational information on Sudden Cardiac Arrest. Consideration should be given to having all students at upper elementary receive this information and sign off due to the variety of activities of this nature. Nurses suggest due to important nature of this matter, that policy be reviewed by District Solicitor to ensure compliance with often changing state mandates on this topic.
11. Care of Ill or injured Students at school- policy: It is important that all students with illness or injury be evaluated by school nurse as per policy 8441, prior to decision being made to send a student home. This will help to ensure best health and safety of students.
12. Professional Development Plan: Nurses will work collaboratively and will include items related to medical emergencies, as this seems to be becoming more prominent and ever-increasing part of their practices.
13. Staff Health Topic Education- Will continue to provide general staff education on emergency medical topics at start of school year and develop first aid guide for some basic first aid topics in event that nurse not readily available.
14. Transitioning students: Set up a time to meet with nurse at next building to discuss student health and related concerns.

Conclusion (s) reached: Nurses will look into additional training opportunities for “Stop the Bleed” and Opioid overdose/May need to purchase additional medical supplies related to these topics and Epi-pens as discussed above/CPR plans with Judee Tamaska as instructor for next school year/Important for nurses to have easy access to current emergency contact information/ Nurses must be informed of all field trips in a timely manner to ensure optimal health/ safety of district students/Updates and review of Student-Athlete Policy needed/ Students going home from school due to illness/injury should be evaluated by school nurse prior to parent contact to pick up student as per policy/ School Nurses continue to be responsible for an increasing number of emergency training/coordination requirements/ School Nurses will continue to provide basic education to staff on health topics.

Recommendation(s): Nurses will obtain ongoing continuing education on new/relevant topics to help ensure student health and safety in school/settings/ Purchase of equipment and supplies related to emergency management will be needed/Nurses will continue to coordinate CPR/AED training for Janet’s Law compliance and MERT team members/ Submit supply orders as per new guidelines/ All field trip forms be signed off first by school nurse, before being submitted to main office for approval in order to ensure student health and safety concerns can be met/ Review and update of student athlete policy and review by District Solicitor to ensure ongoing compliance/ Students should be evaluated by school

nurse before parents called to take students home from school/Nurses to provide education on relevant health topic information at start of school year
DATE, TIME, PLACE OF THE NEXT MEETING: Schedule/location will be completed September, 2018

IV. **PERSONNEL**

A. **New Staff Members**

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

James Picioccio	1:1 Aide	Intermediate School
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Vacancies

None at this time.

B. **Substitute Teachers**

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