

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

November 14, 2018

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

As of October 31, 2018 there are nine students enrolled in the Alternative Evening High School. Three students have an IEP. One student is attending part-time in order to meet his graduation requirements.

II. STATE AND FEDERAL PROGRAMS

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

Number of children currently in the program:
Mrs. Johnson has 49 ELLs. The district-wide breakdown is listed below.

District-wide Enrollment:

GRADE	TOTAL	PROGRAM: BILINGUAL	PROGRAM: MAINSTREAM	PROGRAM: REJECTED	LANGUAGE: SPANISH	LANGUAGE: TURKISH	LANGUAGE: OTHER
PRE-K3/4	NA	NA	NA	NA	NA	NA	NA
K	15	11 (when available)	3	1	11	1	3
1	13	11	2	0	12	1	0
2	15	10	4	1	12	0	3
3	8	8 (when available)	0	0	8	0	0
4	7	0	7	0	6	1	0
5	6	0	6	0	5	0	1
6	1	0	1	0	1	0	0
7	2	0	2	0	2	0	0
8	4	0	4	0	3	0	1
9	1	0	1	0	1	0	0
10	1	0	1	0	1	0	0
11	0	0	0	0	0	0	0
12	2	0	2	0	0	0	2
ADULT ED	0	0	0	0	0	0	0
TOTALS	75	40	33	2	62	3	10

New Entrants District-wide:

There was one new kindergarten student who entered the program in October.
No students exited the program in October.

No other testing beyond placement testing has occurred.

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 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. Additionally, the program would flourish with the support of bilingual aides.

As a department, they held their first BPAC meeting which was held on October 4, 2018. They had a decent turnout with a dozen or more parents in attendance.

For the month of September, Mrs. Johnson attended an informational workshop geared toward supervisors held by the NJDOE. They provided up-to-date information on state mandates for the programming.

Mrs. Johnson is assisting Ms. Antuna with a parent movie night fundraiser to be held on November 2. All proceeds will be put towards a Hispanic charity to be named.

B. Title I - Basic Skills Improvement Program

Carrie Owens: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy X Math

Owens- 29

Morrison-21

No new entrants tested into the program in October.

No students exited the program in October.

Phonological Awareness Profile (PAP). This test was given to the BSI students as a pre-test to track their phonological progress and for the BSI teachers' SGOs.

During the month of October 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 upper and lower case letters D, S, E, U, L, H, & K were introduced along with the sounds they make and vocabulary pictures that coordinate with each letter. A variety of multi-

sensory activities using Orton Gillingham and Project Read strategies were used. The sight words up, no, down, and, black, me, jump, and come were introduced.

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

Number of children currently in the program:

BSI Teacher: Tartaglione	
Grade/Level	Number of Students
Grade 1	
Level A	8
Level B	1
Level C	9
Level D	5
Total Grade 1 Students	23
Grade 2	
Level B	1
Level C	2
Level D	1
Level E	5
Total Grade 2 Students	9
Total Students Serviced	32

BSI Teacher: McConnell	
Grade/Level	Number of Students
Grade 1	
Level A	3
Level B	5
Level C	10
Level D	5
Total Grade 1 Students	23
Grade 2	
Level B	3
Level C	3
Level H	3
Total Grade 2 Students	9
Total Students Serviced	32

BSI Teacher: Werner	
Grade/Level	Number of Students
Grade 1	
Level A*	4
Level D	3
Total Grade 1 Students	3
Grade 2	
Level E	4
Level F	4
Level G	4
Level H	1
Total Grade 2 Students	13
Grade 3	
Level E	1
Level F	2
Level G	2
Level J	4
Level K	4
Total Grade 3 Students	13
Total Students Serviced	29

* Note: These students are being double-dipped with another teacher for a total of 60 minutes.

BSI Teacher: Peale	
Grade/Level	Number of Students
Grade 1	
Level A*	1
Total Grade 1 Students	0
Grade 2	
Level D	4
Level H	5
Total Grade 2 Students	9
Grade 3	
Level G	1
Level I	1
Level J	4
Level K	3
Level L	10
Total Grade 3 Students	19
Total Students Serviced	28

* Note: These students are being double-dipped with another teacher for a total of 60 minutes.

1 st – 3 rd BSI Student Totals		
Grade	September	October
1	48	49
2	40	40
3	32	32
Grades 1-3	120	121

New entrants tested into the program:

1 st – 3 rd BSI New Entrants	
Grade	October
1	1 – New Student
2	0
3	0
Grades 1-3	1

*New Student – all new students into district complete a Fountas & Pinnell Benchmark Assessment and DIBELS Testing to qualify for Basic Skills.

Students who exited the program:

1 st – 3 rd BSI Exits	
Grade	October
1	0
2	0
3	0
Grades 1-3	0

All new students to Glassboro Public Schools in the 2018-2019 school year will be administered the following assessments to determine eligibility into the Basic Skills Program:

- Fountas & Pinnell Reading Benchmark Assessment
- The Phonological Awareness Profile (designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence) It is given based upon the results of the Fountas & Pinnell Reading Benchmark Assessment.
- The Dynamic Indicators of Basic Early Literacy Skills (set of procedure and measures for assessing acquisition of early literacy skills from Kindergarten

through sixth grade that can identify areas of weakness in indicators of phonemic awareness, alphabetic principle, accuracy and fluency).

Basic Skills services for all students in grades 1-3 began on September 19, 2018. Guided reading times have been created for each teacher and all basic skills instruction in 1-3 will take place during that block of time. All basic skills students will be seen by their classroom teacher as well as receive instruction from a basic skills teacher for small group reading instruction.

1st grade students seen by Lynn McConnell and Cheryl Tartaglione will receive a combination of The Fountas & Pinnell Leveled Literacy Intervention System (LLI) and Orton-Gillingham. Both Lynn McConnell and Cheryl Tartaglione are Orton-Gillingham certified. Orton-Gillingham places an emphasis on the connections between letters and sounds through an explicit, direct, and multisensory instructional method. 1st – 3rd grade students seen by Nicole Werner and Karen Peale will use The Fountas & Pinnell Leveled Literacy Intervention System (LLI).

At the end of Kindergarten, students should be reading at a Level D. For the 1st trimester of the 2018-2019 school year, they are able to service all students identified in the 1st grade as Levels A-D who scored a 45 or higher (out of 60) on the Phonological Awareness Profile.

At the end of 1st grade, students should be reading at a Level I/J. For the 1st trimester of the 2018-2019 school year, they are able to service all students identified in the 2nd grade as Levels A-H (except for students reading at Level H in an inclusion setting).

At the end of the 2nd grade, students should be reading at a Level M. For the 1st trimester of the 2018-2019 school year, they are able to service all students identified in the 3rd grade as Levels A-L (except for students reading at Level L in an inclusion setting).

On Wednesday, October 24th they held their first BSI parent informational session of the 2018-2019 school year at the Bullock School. These parent nights are designed to assist the Basic Skills and Special Education families in the area of English/Language Arts. The invite was exclusively for the 1st grade families and a total of 20 Bullock families were represented at the BSI parent informational session.

A presentation on the First Grade Fundamentals for Pupil Success was given by Cheryl Tartaglione (Basic Skills Teacher), Lynn McConnell (Basic Skills Teacher), Rita Procopio (1st Grade Teacher), Robyn Sauer (1st Grade Teacher), and Heather Stewart (1st Grade Teacher). In order to support the English Language Learner (ELL) families, Simone Marques (Bullock's 1st and 2nd grade bilingual teacher) translated the informational session in its entirety.

Transportation, discounted food from Nick's Pizza, and childcare was provided for the families in attendance. GEA Pride Grant Money covered the cost of food and

supplies. Four National Honor Society Students from Glassboro High School assisted in the childcare of the families that attended. Below is a list of faculty members and volunteers who attended this voluntary event:

<u>Administrators</u>	<u>Teaching Staff</u>	<u>National Honor Society</u>
Melanie Sweeney	Cheryl Tartaglione (Bullock)	Omar Peralta
	Simone Marques (Bullock)	Rashad Burt
	Lynn McConnell (Bullock)	Morelia Quintuna
	Rita Procopio (Bullock)	Kayla Young
	Robyn Sauer (Bullock)	
	Heather Stewart (Bullock)	

The next parent informational session will take place at the Bullock School on Wednesday, November 28 at 6:00 pm and is titled, *Parent “To Do’s”: Help Your Kids Do Great in School This Year!* Transportation, dinner, and childcare will continue to be provided for each parent informational session.

A series of parent workshops will again be held at the Dorothy L. Bullock School in the 2018-2019 school year and include the following dates and topics:

Wed., Nov. 28	Parent “To Do’s”: Help Your Kids Do Great in School This Year!
Wed., Dec. 19	What is all of this SEL stuff anyway?
Wed., Jan. 30	How much is too much? Minecraft, Fortnite and More!
Wed., Feb. 27	Spelling and Foundations - What Parents Need to Know!
Wed., March 27	Writing Tips to Support the Budding Writer
Tue., April 16	Building Good Readers-What do the Experts say?
Thur., May 30	Preparing for Summer “SUNSATIONAL EVENT” (Family Event for Grades 1-3)

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:

Literacy: 19 Math: 0

No new entrants tested into the program in October.

No students exited the program in October. One student did not officially begin the program, as per parent request.

The BSI teachers spent the month beginning LLI instruction. On Fridays they are infusing technology through the use of Commonlit.com and google classroom.

Activities of special interest:

- The BSI teachers continued their work with Battle of the Books.
- Traveled with RMR to Rodgers for season themed read alouds.
- Continued organizing the African American Read In and Art Exhibition, for 2018-2019.

- They also worked closely with Dr. Elder in continuing the PDS initiatives.
- Mrs. LoCastro and Mrs. Rencher, as part of the I&RS team, held their annual Fall Follow-up meetings.

Ms. Rencher presented at Rowan's PDS Open House on 10/15/18. They met with several promising teacher candidates.

Language Arts: Andrea Locastro
Thomas E. Bowe School

Number of children currently in the program:

Literacy 20 Math N/A

No new entrants tested into the program in October.

No students exited the program in October.

The BSI teachers spent the month beginning LLI instruction. On Fridays, they are infusing technology through the use of CommonLit.com and Google Classroom.

Activities of special interest:

- Continued work with Battle of the Books.
- Traveled with RMR program to Rodgers for season-themed read alouds.
- Continued organizing the Annual African-American Read-In and Art Exhibition for the 2018-2019 school year.
- Worked in conjunction with administration to elevate the Social/Emotional climate of the building.
- Worked closely with Dr. Elder in continuing the PDS initiatives
- Held multiple Fall Follow-up I&RS Meetings
- Started to work on Fall Book Fair
- Set-up library for book exchange

Ms. Locastro presented at Rowan's PDS Open House (October 15th) and met with several promising Teacher Candidates.

Language Arts: Michelle Meehan
Intermediate School

Number of children currently in the program:

Literacy 71 Math

There was one new entrant tested into the program in October.

There was one student who exited the program in October.

ELA: In October, they began reading the novel *The Outsiders*. They worked with characterization and development, inferences, theme, conflict, symbolism, irony, author's purpose, and plot. The students completed weekly journal entries in which

they had to use direct evidence from the text to support their reasoning in their entries.

Writing: In October, the students continued to work on their personal narratives. They completed mini lessons on compound sentences, dialogue, paragraphing, adjectives, verbs, strong introductions, showing vs. telling, pacing, staying in the same tense, figurative language, and usage. They also completed grammar tasks for their bell ringer each day.

ELA: The students are really interested in reading *The Outsiders* each day. They have done sustained silent reading, reading as a class, small guided groups, and listening to the text. The students work on coding notes in each class and complete a weekly reading log to track their progress while reading. They also have been keeping Reading Response Journals on Google Classroom in response to the text.

Writing: The students have been working on applying the aspects of the mini lesson each day to their personal narrative pieces. They have been doing a lot of small group work in which students look at mentor texts and find elements the author does well. They have also made their own anchor charts and came up with better word choices for over used dialogue tags and overused verbs and adjectives.

Mrs. Meehan attended Equity workshop at Rowan 10/24/2018.

Language Arts: Ilisa Noble
Intermediate School

Number of children currently in the program:

Literacy _____ 53 _____ Math _____

No new entrants tested into the program in October.

No students exited the program in October.

Benchmark (Unified Classroom Departmental Benchmark for ELA) was used.

7th Grade: During the month of October, focus was on elements of plot, conflict and theme. Emphasis was on the following language arts skills:

- Inferencing
- Writing Theme Essays
- Irony
- Character and plot development

8th Grade: During the month of October, focus was on literary elements. Emphasis was on the following language arts skills:

- Irony
- Foreshadowing
- Mood and tone
- Figurative Language

Activities of special interest:

- 7th and 8th graders are working on final essays for Unit 1.
- 7th grade is writing an essay comparing themes of a novel and poem.
- 8th grade is writing a narrative in the voice of a character about which they have read.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy _____ Math 34

No new entrants tested into the program in October.

No students exited the program in October.

In Integrated Algebra 1, solving linear equations and graphing linear equations and functions are being taught, practiced, and explored.

In Integrated Algebra 2, an exploration of rational exponents and radical functions was had, and currently exponential and logarithmic functions are being analyzed and demonstrated on the graphing calculator.

Graphing Calculator Explorations are of constant interest and a great way of explaining challenging concepts.

Mathematics: Michele Keating
High School

Number of children currently in the program:

Literacy _____ Math 17

There were new no entrants tested into the program in October.

There were no students who exited the program in October.

The students in Integrated Algebra I are learning to write and graph linear equations, using slope and intercepts.

Students use their laptops for resource materials and homework/classwork. Students also use their laptops to play Kahoot and Bingo for practice problems.

Mathematics: Amy Stewart
High School

Number of children currently in the program:

Literacy _____ Math 24

No new entrants tested into the program in October.

No students exited the program in October.

Integrated ALGEBRA I: Throughout the month of October, program emphasis has been on graphing and solving linear equations and functions. Students used prior knowledge of solving multi-step problems and using units to guide the solution to help them solve real-world applications. Students also continued representing functions as rules, tables and graphs as well as identifying domains and ranges of functions.

Language Arts: Sheila Sapphire
High School

III. CURRICULUM

A. Field Trips

Field trips for the month of October 2018:

DATE	SCHOOL	TO	TIME	BUSES
10/1/18	GHS	Atkinson Park	1.5	1
10/1/18	GHS	Woodstown	3	1
10/1/18	GHS	Woodstown	1.25	1
10/3/18	GHS	Atkinson Park	3	1
10/3/18	GHS	Schalick	3	1
10/4/18	GHS	Seneca	4.5	1
10/5/18	GHS	Sterling	5	1
10/5/18	GHS	Delsea Drive Park	2	4
10/6/18	GHS	Salem/Millville Memorial	12	2
10/6/18	GHS	Salem	5.5	1
10/6/18	GHS	Salem	7	2
10/7/18	GHS	9 th St. Philadelphia	3.75	1
10/7/18	GHS	Rosenhayn Parade	5.5	2
10/8/18	GHS	Delsea HS	4.5	1
10/9/18	GHS	Atkinson Park	2	1
10/10/18	GHS	Salem	3.25	1
10/12/18	GHS	Pennsville	3	1
10/12/18	GHS	Gloucester City	3.5	1
10/12/18	GHS	Gloucester Catholic	2.5	1
10/13/18	GHS	Clayton	6.25	2
10/15/18	GHS	Gateway	2.5	1
10/15/18	GHS	Clearview	2	1
10/16/18	GHS	Ry's Bagels	1	1

10/16/18	GHS	Woodstown	2.5	1
10/16/18	GHS	Atkinson Park	2.5	1
10/17/18	GHS	Haddon Twp	3.75	1
10/18/18	GHS	Schalick	2.25	1
10/18/18	GHS	Gloucester City	3	1
10/19/18	GHS	Maple Shade	4.25	1
10/19/18	GHS	Mainland	3.25	1
10/20/18	GHS	Penns Grove	7	2
10/20/18	GHS	Penns Grove	7	2
10/20/18	GHS	Penns Grove	4.75	1
10/22/18	GHS	Salem	3	1
10/24/18	GHS	Target Mantua	1.75	1
10/24/18	GHS	Woodbury	3	1
10/25/18	GHS	Tiddlewinks Learning Ctr	5.25	1
10/26/18	GHS	Penns Grove	3	1
10/26/18	GHS	Woodstown	6.5	1
10/26/18	GHS	Woodstown	6.75	2
10/26/18	GHS	Woodstown	5	1
10/26/18	GHS	Woodstown	6	1
10/26/18	GHS	GIS then Rowan Tech Park	1.25	1
10/27/18	GHS	Alloway Parade	5	2
10/29/18	GHS	Rowan Art Gallery	2	1
10/30/18	GHS	Westmont Parade	4.5	2
10/3/18	GIS	Delsea	1.5	1
10/9/18	GIS	Clearview	1	1
10/9/18	GIS	Williamstown	1.5	1
10/10/18	GIS	GHS	1	1
10/10/18	GIS	GHS	1.5	2
10/12/18	GIS	GHS	1	1
10/16/18	GIS	Schalick	1.75	1
10/19/18	GIS	Fossil Park	2.75	1
10/22/18	GIS	Pennsville	2.75	1
10/25/18	GIS	Pitman	1.5	1
10/25/18	GIS	Rowan Wilson Hall	1	1
10/5/18	Bowe	GHS for inservice	1	1
10/11/18	Bowe	Glassboro Train Station	3.5	1
10/30/18	Bowe	Rodgers to read	1	1

10/5/18	Bullock	GHS for inservice	1	1
10/11/18	Bullock	Duffield Farm	2.5	2
10/24/18	Bullock	Parent shuttle to Bullock	1	1
10/26/18	Bullock	Fossil Park	4.5	3
10/5/18	Rodgers	GHS for inservice	1	1
10/17/18	Rodgers	Mood's Farm	3	5
10/16/18	ACA	Coombs Farm	3.5	2
10/10/18	TLC Daycare	Duffields	3.25	1
10/19/18	B&G Club	Mood's Farm	3.25	1
10/31/18	B&G Club	Rowan Blvd Trunk or Treat	1.75	1
10/6/18	Pitman	Clearview	6	1
10/13/18	Pitman	Edison High School	8.25	1
10/13/18	Pitman	West Deptford	7	1
10/20/18	Pitman	Central Regional	8	1
10/21/18	Pitman	Kingsway	9.25	1
10/25/18	Pitman	Zimmerman's	2.5	1
10/27/18	Pitman	Edison High School	8.5	1
10/30/18	Pitman	Westmont Parade	3.5	2

B. Curriculum Committees:

The following curriculum committees met during the month of October 2018:
Nurse, Technology, and Music

District Nurses

CHAIRPERSON: Marian Dunn

DATE, HOUR AND LOCATION OF MEETING: October 25, 2018, Intermediate School

INSERVICE/MEETING AGENDA

1. Technology Training Topics- (Erin Perewiznyk) - Topics may include: running different reports from power school, running student lists, running emergency sheets
2. Drug Screening - review of procedure, school nurse role, contract with Jefferson
3. Crisis threat assessment
4. Nurse's Tool Box - Group Collaboration. What are 10 items you have in your office that you use on a daily basis and do not feel you could do without?
5. Group Collaboration - Social Emotional Care/Strategies in the Nurse's office. What assessment and intervention strategies do you incorporate? What do you do differently than you did before to meet needs of our students who may have been affected by trauma issues in their lives. Important to discuss this for all grade levels
6. Opioid Antidote Training - District Nurses attended on 9/11/18
7. Registration concerns

8. Power School concerns
9. QSAC report
10. Planning for Annual CPR
11. MERT drills
12. Security procedures in each school
13. Sub Nurses
14. Plans for Stop the Bleed

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

LENGTH OF MEETING: 8:00 am- 2:00 pm

SUBJECTS DISCUSSED:

1. Technology Training Topics - Train the Trainer Sessions on various applications including: running different reports from power school, running student lists, running emergency sheets, running daily/monthly report. Limited discussion on excel spreadsheet/mail merge.
2. Drug Screening - review of procedure, school nurse role, contract with Jefferson-how it plays out if student goes via ambulance or if parent takes student, school referral form, consent procedures, substance abuse assessment, billing for various scenarios. If care beyond Drug Screening/Assessment deemed necessary in ER, then this portion reverts to parent/guardian insurance policy.
3. Crisis threat assessment - to be completed by guidance counselor in each building. In his/her absence, may be completed by members of CST who have been trained, or possibly a guidance counselor from another building. School Nurses have not had training on this assessment. Due to this and the length of time involved to accurately conduct this screening, along with ongoing nursing responsibilities - both scheduled and emergent, the school nurse should not be called upon to complete this assessment. The nurse's role might include student assessment to decide on need for emergent medical care and ambulance transport due to physical assessment decline.
4. Nurse's Tool Box - Group Collaboration- Discussion on our "go to" items, used on a daily basis for optimal function in our roles. Some items listed included stethoscope, BP cuff, pulse ox, emergency bag, emergency cards, computer/laptops, health issues lists - including food allergy and Epi-pen lists, first aid supplies of our choosing, information/notification forms.
5. Group Collaboration - Social Emotional Care/Strategies in the Nurse's office. The nurse group did not feel that this was new for us, however, we continue heightened awareness of treating the whole person, rather than just focusing on the symptom that presents in our offices. This frequently involves collaboration with teachers, counselors, other school staff who may have more knowledge of student overall situation. Similarly, when appropriate, we confidentially communicate with other school members related to student concerns that may be impacting daily function in class and school overall. We continue in our roles to help families access physical and emotional services in a health care system that has become difficult to access due to computerized records and difficulty in speaking directly to a health care professional. We continue to remain aware of tolerance on days when our offices are

- overwhelming with student and family needs - as we may be the person who can truly make a difference that day.
6. Opioid Antidote Training - District Nurses attended on 9/11/18. Each nurse received second vial of Narcan. At current time, only certified school nurse permitted to administer Opioid Antidote in school setting.
 7. Registration Concerns - Discussed concerns related to not being aware of new students who are in our buildings due to lack of notification. Students continue to start school without required medical documentation as well.
 8. Power School Concerns - Concerns with Student Emergency Sheet - lack of completion/update by 20 to 30 % in some buildings. Related concern information on sheet not always matching information in power school. Although this may be a small number, it takes extra time to investigate and check various sources for contact information. Concerns for parent hitting wrong key when typing in phone numbers, which makes number invalid. Concern for ongoing lack of date of student visits to the nurse, instead replaced by 'NaNaNa'. The accurate dates are crucial in reporting efforts and reviewing and developing times lines for referrals and agency outreach such as DCP and P.
 9. QSAC - Complete report for your building and get to Donna ASAP. She will take to Dr. Palmer for review/signature.
 10. Planning for Annual CPR - Will use Judee Tamaska, RN, to provide training to MERT team members as approved last school year.
 11. MERT Drills - to be held at scheduled intervals in each school. AED trainers/manikins available for more realistic scenarios
 12. Security Procedures for Each School - New procedures being instituted in each building. Check with building to see how this may impact your sending sick students home from school.
 13. Sub Nurses - Continue to document sub nurse on shared nurse calendar. Increased number of district field trips leading to increased use of sub nurses. Sub Nurse, Margaret Cassidy, in process of setting up orientation at each building. Be sure sub plans are readily available.
 14. Plans for Stop the Bleed - Have been in touch with County provider and will set up training for nurses after school hours. Training is hands-on and requires a few hours.

Conclusion(s) reached: Nurses continue to collaborate related to increased utilization of Power School and other technology applications/Contract for UDS in place with Jefferson. Nurses role to ensure emergent transport via 911 to ER not indicated/Crisis threat assessment being completed by guidance counselors, others who have received training, or trained personnel from another building as needed/ Nurses have certain "tools" and protocols and procedures for use in individual offices. Each nurse is the best person to know what works best for safest/most efficient operation of her office/ Nurses continue to consider social/emotional/trauma concerns in care of our students and their families and outreach to best meet students overall needs/ Nurses re-trained in Opioid Antidote procedures/ Continue to have ongoing registration/ power school concerns that impact efficiency and operations of school nurse office/role/ Annual CPR trainings and MERT drills will take place as per state mandates

Recommendation(s): Ongoing collaboration to increase utilization and efficiency with various technology applications/ Be familiar with procedure and contract with Jefferson related to Urine Drug Testing/ Crisis Threat Assessment be completed by district staff who have had specific training in use of the tool/ Address nurse concerns related to registration and power school/Reaching out to Power School (corporation) to correct the “NaNaNa” that comes up in place of date for student log entries/ Maintain compliance with Janet’s Law Mandates/ Be familiar with security procedures in place in each school/Communication among nurses related to use of subs and ensure nurse sub plans readily available.

DATE, TIME, PLACE OF THE NEXT MEETING: Wednesday, January 9, 2019, Bowe School; 2:30 pm

District Technology Committee Meeting
October 23, 2018
<https://goo.gl/QQnsxL>

Members present: Victoria Toczyłowski, Shannon Batten, Jessica Brown, Nicole Locantora, Sue Kornicki, Jordan Faulkner, George Weeks, Robert Hemmes, Matthew Schwarz, Michele Keating, Vanessa Poggioli

Norms:

1. Meeting structure: We will meet “all call” 3 times per year; remaining meetings will be grouped by grade level. Only two reps per meeting will be compensated according to our budget, so feel free to rotate as needed.
2. We 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 - Update and post artifacts as hyperlinks

New business:

- Impero making progress; setting up groups; synchronizing with Clever, should be fixed some time this week; teachers won’t have to set up their groups
- Unified Classroom student accounts still not 100% access; Teacher passwords not secured; Sue will send out an email for teachers to change their Unified Classroom password.
- Projectors are coming to Rogers, 3 devices per classroom will be deployed soon; GoNoodle works
- Kids have programs on their computers, Skype, Ad Blocker extension; kids can create Google Classrooms - George will look into disabling that.
- Blocking sites is a helpdesk@gpsd.us email. Copy Chuck Baur.
- Google Classroom training is an ongoing concern and will be handled in each building by Sue and building-level trainers.

- GIS students have to hardwire often, some kids more than others; Chuck has a work order ticket in with Barracuda about Access Denied. Sue will send a list of GHS help desk issues so far.
- George and Jess will check to see if laptops sleep or turn off when the lid shuts.
- Bullock sees PLO and normal access denied errors
- Over 800 work order tickets since July; all but 40 clock units are up and running, IT is still going into buildings to troubleshoot them
- This committee would request additional personnel be added to the IT department since we have added so many more units and are using the technology on a more regular basis. The goal is to have a technician in every building every day.
- IT evaluates help desk tickets by how many are affected by its usage.
- Call 6611 if you have a major problem that affects many students.
- This committee will be evaluating websites/programs to decide if they are FERPA/COPPA compliant; George will contact the attorney to see if we can be trained on what to look for in this effort.

Mission Statement - Please share and evaluate. Proposed changes should be added as comments to this document.

District Educational Technology Committee Mission Statement (DRAFT)

The mission of Glassboro Public School District Educational Technology Committee is to provide our students with learning opportunities that are enhanced by technology integration and reflect authentic college and career experiences. Blended learning will be optimized through Professional Development of our teachers, deliberate selection of goals and digital tools, and evaluation of research-based programs that will benefit our learners.

Meetings - November 14th - GHS, GIS
 December - no meeting
 January 15th - BOWE, BULLOCK, RODGERS
 February - no meeting
 March 20th - ALL BUILDINGS

April 17th - no meeting
 May 15 - ALL BUILDINGS - last meeting

IV. **PERSONNEL**

A. **New Staff Members**

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

Hester Hasheian	Music Teacher	GHS/GIS
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Vacancies

Cafeteria Aide at Rodgers

School Secretary at Intermediate
Special Education Teacher at Bowe
Special Education Aide at Bowe
Library/Media Aide at Intermediate
Library/Media Aide at Bowe
Elementary Teacher at Bowe (multiple positions)
Elementary Teacher at Bullock (multiple positions)
Special Education Aide at Rodgers
Guidance/School Counselor at Rodgers
Kindergarten Teacher
Bus Drivers
Spanish Teacher at Intermediate

B. Substitute Teachers

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