

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

March 19, 2019

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Robin Boyd, Head Teacher

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 46 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	14	11 (when available)	2	1	11	0	3
1	12	10	2	0	11	1	0
2	15	9	5	1	11	0	4
3	7	7 (when available)	0	0	7	0	0
4	6	0	6	0	5	1	0
5	6	0	6	0	5	0	1
6	1	0	1	0	1	0	0
7	1	0	1	0	1	0	0
8	4	0	4	0	3	0	1
9	1	0	1	0	1	0	0
10	2	0	2	0	1	0	1
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	71	37	32	2	57	2	12

There was one new student who entered the program in February.

One student transferred out in February.

No other testing beyond placement testing has occurred in February.

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. The district is in need of a bilingual teacher for kindergarten and third grade. Additionally, the program would flourish with the support of bilingual aides.

For the month of February, all registered ELLs who were in attendance were taught with ESL instruction. Translation services were provided as needed, positive phone calls needed to be made for homeroom teachers, in addition to Mrs. Johnson's normal positive phone calls, and other inquiries. The ESL/BE Department will hold a BPAC event on March 21. More information will be forthcoming.

No out of district workshops were attended this month, only in-district workshops and events.

The department held an ACCESS for ELL training meeting on February 22 in preparation of the upcoming testing which will be held March 18-April 4.

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- 30
Morrison-21

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

During the month of December 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 were reviewed 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 are, be, from, but, get, came, for, all, got, eat, have, and now were introduced. In addition, all basic skills students are reading books in guided reading Level B, with one group reading in Level C.

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 B	1
Level C	8
Level D	7 (1 student*)
Level E	4
Level F	2
Level G	2
Total Grade 1 Students	24
Grade 2	
Level B	1
Level C	1
Level E	4
Level G	6
Total Grade 2 Students	12
Total Students Serviced	36

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

BSI Teacher: McConnell	
Grade/Level	Number of Students
Grade 1	
Level A	3 (2 students*)
Level B	2
Level C	1
Level D	3
Level E	14
Level F	3
Total Grade 1 Students	24
Grade 2	
Level D	1*
Level E	2
Level F	1
Level I	1
Level J	2

Total Grade 2 Students	6
Grade 3	
Level C	1*
Total Grade 3 Students	1
Total Students Serviced	31

BSI Teacher: Werner	
Grade/Level	Number of Students
Grade 1	
Level C	2
Level D	2
Total Grade 1 Students	4
Grade 2	
Level D	6
Level H	3
Level I	1
Level J	6
Level K	1
Total Grade 2 Students	17
Grade 3	
Level E	1*
Level F	1*
Level G	1
Level L	6
Level M	5
Total Grade 3 Students	14
Total Students Serviced	35

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	2*
Total Grade 1 Students	2
Grade 2	
Level H	3
Level I	3
Level J	5
Total Grade 2 Students	11
Grade 3	
Level E	1
Level F	1
Level L	7 (1 student*)
Level M	4
Level N	4
Total Grade 3 Students	17
Total Students Serviced	30

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	November	December	January	February
1	48	49	45	45	45	59
2	40	40	41	41	42	41
3	32	32	31	30	30	29
Grades 1-3	120	121	117	116	116	129

1 st – 3 rd Total Students with a Double Dose of BSI (seen for a total of 60 minutes)						
Grade	September	October	November	December	January	February
1	4	5	6	5	5	2
2	0	0	1	1	1	1
3	0	0	1	1	1	2
Grades 1-3	4	5	8	7	7	5

New entrants tested into the program:

1 st – 3 rd BSI New Entrants
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Grade	October	November	December	January	February
1	1 New Student	4 Tested In	0	0	17 Total 3 New Students 14 Tested In
2	0	2 New Students	0	0	4 Total 1 New Student 3 Tested In
3	0	1 New Student	0	0	6 Total 4 New Students 2 Tested In
Grades 1-3	1	7	0	0	27

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

*Tested In – students fall below grade level in two or more of the following tests to qualify: Fountas & Pinnell Benchmark, DIBELS, and Phonological Awareness Profile.

Students who exited the program.

1 st – 3 rd BSI Exits					
Grade	October	November	December	January	February
1	0	6	0	0	4
2	0	0	0	0	3
3	0	0	0	0	5
Grades 1-3	0	6	0	0	12

1 st – 3 rd BSI Transfers					
Grade	October	November	December	January	February
1	0	0	0	1	0
2	0	2	0	1	0
3	0	2	1	0	0
Grades 1-3	0	4	1	2	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).

Guided reading times have been created for each teacher and all basic skills instruction in 1st – 3rd 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 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 middle of 1st grade, students should be reading at a Level G/H. We are currently able to service all students identified in the 1st grade as Levels A – F (except for 7 Level F's in the grade level in an inclusion setting or new students to the district).

At the middle of 2nd grade, students should be reading at Level L. We are currently able to service all students identified in the 2nd grade as Levels A – J.

At the middle of 3rd grade, students should be reading at Level O. We are currently able to service all students identified in the 3rd grade as Levels A – N.

All students were benchmarked throughout the end of January and beginning of February.

The next parent informational session will take place at the Bullock School on Wednesday, March 27th at 6:00 pm and is titled Spelling and Foundations – What Parents Need to Know! by Cheryl Tartaglione, Teacher at the Dorothy L. Bullock Elementary School. 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 Elementary School in the 2018-2019 school year and include the following dates and topics:

Tuesday, April 16	Building Good Readers-What do the Experts say?
Thursday, May 30	Preparing for Summer “SUNSATONAL EVENT” (Family Event for Grades 1-3)

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:
 Literacy: 17 Math: 0

No new entrants tested into the program in February.
 Two students exited the program in February. One student moved to ELL and the other moved due to behavior issues.

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

Met with the district BSI team to reconfigure groupings as per winter F & P results.
 Continued meeting with Reflex Math groups, Tuesday and Thursday mornings.
 The BSI teachers continued their work with Battle of the Books.
 Continued work with Bowe Book Smiles program.
 Continued organizing the African American Read In and Art Exhibition, for 2018-2019.
 She also worked closely with Dr. Elder in continuing the PDS initiatives.
 Mrs. LoCastro and Mrs. Rencher, as part of the I & RS team continued with their meetings.
 Continued working with PBIS, ScIP, SLT and the Bowe MERT team at Bowe.
 Began planning for Let Girls Be Girls (LGBG).
 Ms. Rencher attended the NAPDS Conference, Atlanta, GA on February 14 and 15. (She attended and presented.)

Garnered both innovative ideas as well as validation of current PDS driven programs at Bowe.

Mrs. LoCastro and Mrs. Rencher continue to be utilized to cover classrooms, due to substitute shortages.

Language Arts: Andrea Locastro
Thomas E. Bowe School

Number of children currently in the program:

Literacy 17 Math N/A

One new entrant tested into the program in February.

Two students exited the program in February. One student moved; the other went to ELL.

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

Met with District BSI team to reconfigure groups as per Winter F&P results.

Continue meeting with Reflex Math groups Tuesday & Thursday mornings.

Continue planning for Let Girls Be Girls.

Continued work with Battle of the Books.

Continued work with Bowe BookSmiles Program/

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.

Organized Delayed Opening Inservice – facilitated scheduling of sessions.

Attended I&RS Meetings.

Assisted new librarian.

Continued working with PBIS, ScIP, and SLT committees.

Ms. Locastro attended the NAPDS Conference in Atlanta, GA on Feb. 14 and Feb. 15 (She attended and presented.)

Garnered both innovative ideas as well as validation of current PDS-driven programs at Bowe.

Mrs. LoCastro & Mrs. Rencher continue to be utilized to cover classrooms due to substitute shortages.

Language Arts: Michelle Meehan
Intermediate School

Number of children currently in the program:

Literacy 67 Math _____

No new entrants tested into the program in February.

No students exited the program in February.

ELA: In Feb they worked on reading the novel The Giver along with short fictional stories like: “The Lottery,” “The Sound of Thunder,” “Hey Come On Out,” and read non-fictional articles about AI and Drones and Gladiators. The students are really enjoying The Giver and identifying theme, symbols, point of view, author’s purpose, and inferencing. The students have been working on reading independently and coding the text while reading. They then have class discussions based off student coding notes.

Writing: In February they continued with the argumentative research unit. Students selected an argumentative topic and found two reliable/credible sources. Students are using MLA format to cite these works in their essays. They are currently drafting their five paragraph research based argumentatives. They have been working on claims and counterclaims, rebuttals, paraphrasing, citing, quoting, hooks, thesis statements-3prong. Students have been using evidence to support their arguments and going deeper into their argument by explaining their evidence in their own words and how it links back to the main idea. They have been using the PEEL format to draft their argumentative body paragraphs (Point, Evidence, Explanation, Link to next paragraph).

ELA: The students are liking The Giver and are looking forward to viewing the movie at the end of the unit. They also enjoyed the science fiction short stories.

Writing: The students enjoyed the introduction to argumentative writing slideshow as they were able to watch a stand-up comedy clip about the importance of being able to back up argument/claims with facts and conviction.

Language Arts: Ilisa Noble
Intermediate School

Number of children currently in the program:

Literacy 54 Math

No new entrants tested into the program in February.

No students exited the program in February.

In 7th grade, program emphasis was on reading fiction text for Unit 3. Skills covered in this unit are elements of plot, imagery, figurative language, context clues, foreshadowing and theme. Students were able to code their text, learn vocabulary through context clues, and read related non-fiction texts that relate to the topic of The Giver which is dystopia.

In 8th grade, students were reading a non-fiction informational text about the food industry in America. Skills covered in this unit are finding text evidence, cause and effect, sequence of events, point of view, finding central idea and summarizing text. Students created food chains with written explanations, wrote food poetry, and worked to read and analyze the text independently and respond to short answer and open ended questions.

Students in 8th grade are preparing to teach a group lesson using one of the chapters in the text, Omnivore's Dilemma. 7th grade is practicing Mirror Writing narratives for the writing piece given in the unit test.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy _____ Math 32

No new entrants tested into the program in February.

Two students exited the program in February.

In Integrated Algebra 1, explorations involving exponents and exponential functions were of concern. Students learned a various amount of properties of exponents in addition to what the graphs of exponential functions looked like. Currently, students are adding, subtracting, multiplying, and factoring polynomials. As always, several graphing calculator activities were used to aid in analyzing graphs of exponential functions.

In Integrated Algebra 2, trigonometric ratios and functions are beginning to be understood. This includes an introduction to the Unit Circle as well as discussions pertaining to radians and degrees on top of the six Trig. Ratios: Sine, Cosine, Tangent, Cosecant, Secant, and Cotangent. As always, the graphing calculator was utilized as an important tool to convert radians to degrees and vice a versa.

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

SEL workshop was held in the GHS 9/10 cafeteria on 2/15/19 and was all about techniques and strategies to help with Social and Emotional Learning. The workshop was informative and explained through utilizing various amounts of manipulatives such as pipe cleaners, wands with glitter inside, silicone sponges, and coloring pages.

Mathematics: Michele Keating
High School

Number of children currently in the program:

Literacy _____ Math 17

No new entrants tested into the program in February,

No students exited the program in February.

The students in Integrated Algebra I are learning to factor completely. Factoring will eventually lead to solving quadratics.

Students use their laptops for resource materials and homework/classwork. Students also use their laptops for my.hrw.com and ixl.com

Mathematics: Amy Stewart
High School

Number of children currently in the program:

Literacy _____ Math 21

New entrants tested into the program: one student was in the program, but switched to Mrs. Stewart's roster during the month of February.

One student exited the program in February. He transferred to AEHS.

Integrated ALGEBRA I: Throughout the month of February, program emphasis has been on writing and solving exponential functions and polynomials. Students extended their knowledge of graphing linear equations to graphing exponential functions. They also learned to simplify polynomials with addition, subtraction and multiplication.

Students have continued using IXL to strengthen their algebra skills. Students have continued to analyze the solutions of problems.

Students also used Desmos activities to help investigate domains and ranges of exponential functions. Students are able to infinitely zoom into the graphs to see how to determine a range of the function.

Mrs. Stewart attended SEL Workshop (Trauma Informed Schools) in the GHS cafeteria on 2/15/2019 with Dr. Melissa Sadin. This workshop was extremely informative and beneficial. Dr. Sadin gave us a number of teaching strategies that are designed to heal the brains of students who have been exposed to trauma. She stressed the fact that trauma informed teaching means that educators must reflect on who we are as humans. For every moment that a student is engaged in learning, teachers help them to discontinue the trauma loop. She discussed that in order to become a Trauma Informed School, it must be a school-wide initiative. The initiative would help to

- a) Realize the prevalence of trauma in students (and yes, staff too)
- b) Recognize the impact of trauma on development
- c) Respond in a trauma informed way (which goes right along with mindfulness)
- d) Resist retraumatization.

Dr. Sadin discussed the need for creating a feeling of safety for students and much of this comes from simply how staff addresses students when dealing with issues that arise. Connection helps with regulation. She briefly discussed Restorative Discipline which sounds very interesting.

Language Arts: Sheila Sapphire
High School

Number of children currently in the program:

Literacy 25 Math _____

No new entrants tested into the program in February.

No students exited the program in February.

Eng. II, Block 1: The focus this semester has been on developing students' reading and writing skills. To this end, students have been completing anticipations guides and annotating *Antigone* as they read. The class has also been about learning various literary terms and applying the terms to the text. While some activities encourage peer-cooperation and collaboration, others require independent effort.

ELA I, Block 2: The class has been reading *The Odyssey* and learning how to briefly summarize important information, how to incorporate textual evidence into their answers, and how to properly cite sources.

All of the students have been progressing well.

III. CURRICULUM

A. Field Trips

Field trips for the month of February, 2019:

DATE	SCHOOL	TO
2/2/19	GHS	Bennett Ctr Toms River
2/2/19	GHS	Holy Cross HS
2/5/19	GHS	Penns Grove HS
2/7/19	GHS	Gloucester Catholic
2/8/19	GHS	Wildwood Catholic
2/12/19	GHS	Gloucester City
2/15/19	GHS	Bennett Ctr Toms River
2/15/19	GHS	Salem HS
2/19/19	GHS	Williamstown HS
2/5/19	GIS	Williamstown MS
2/12/19	GIS	Gloucester City
2/13/19	GIS	Monongahela MS
2/19/19	GIS	Clayton MS

B. Curriculum Committees:

The following curriculum committees met during the month of February 2019:
Science Fair, Nurses Committee

District Nurses

CHAIRPERSON: Marian Dunn

DATE, HOUR AND LOCATION OF MEETING:

February 15, 2019, Bowe School

INSERVICE/MEETING AGENDA

Annual CPR- AED training for MERT members
MERT drills/forms
Security procedures in each school
Stop the bleed
Supply ordering for “Stop the Bleed”
Lice Lady
Next year’s budget- additional monies approved by Scot Henry for family needs
Pre-kindergarten screening requirements
Epi-pen updates
Meds that have expired or students no longer attend school in district
Student prn albuterol orders
Mental health screenings
Dental Screenings
Gluten Concerns
Multiple screening referrals
Nurse log entries into power school

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

LENGTH OF MEETING: 8:00 am- 1:40 pm

SUBJECTS DISCUSSED:

INSERVICE/MEETING AGENDA

SUBJECTS DISCUSSED

Annual CPR- AED training for MERT members - Planned dates are May 14 at Rodgers and May 22 at Bullock. May have a few available slots open if you need to add members. Please advise participants to obtain a substitute. Class hours will be forwarded when finalized.

MERT drills/forms - Reviewed various recording forms training rubric. Also distributed 2019 AHA CPR guidelines. It is good to provide this to team members prior to the drill, so that they can review and feel more comfortable during the drill. The purpose of the drills are two-fold. First to assess arrival of team members and their ability to quickly participate in a MERT role. Second is to provide education during the drill and enhance the knowledge base and comfort level of team participants

Security procedures in each school - With the establishment /reinforcement of Security procedures this school year, all students going home sick, should be signed out in the same manner/location as any other student who is going home prior to the end of the school day. Reasons for this include: limits parents/designee walking through school; ensures that all children who have left

the school building are listed on same recording form, which is best in event of evacuation; ensures privacy for any students in nurse's office

Stop the bleed - Training session for nurses was very well- received. County is available to provide additional training. Persons to be trained can be decided at each building level. Not all staff or even MERT members may desire this training.

Supply ordering for "Stop the Bleed"- Plan to order supplies needed for your building. This will include CAT tourniquets, bleeding control dressings and related items.

Lice Lady - Business in Washington Township. Does offer treatment a bit different than standard treatment. Willing to meet with nurses

Next year's budget - additional monies approved by Scott Henry for family needs - in efforts to help meet SEL needs, Scott Henry has agreed to increase nursing budget by \$500 per school for next year. Funds in this part of the budget could be used to help some of our students access specific health care and to limit barriers to care which may have adversely effect child's ability to participate effectively in their academic program. Funds could be used to help replace lost or broken glasses, to access initial vision care, to secure dental care, to access advanced lice management services for chronic problems, to obtain required physical exam. Logistics will need to be worked out in terms of vouchers and purchase orders. Assistance in working on this by any nurse team members would be appreciated.

Pre-kindergarten screening requirements - To be in compliance with new pre-kindergarten grant, certain screenings are mandated upon enrollment to school, but no later than 30 days into school year. Grant requirements do not specifically indicate that screenings must be completed by school nurses. Discussed options to comply. - send home physical and dental forms at time of initial inquiry for registration and screenings completed before start of school by child's own provider; consider in-person registration, as done in former years, where documents can be uploaded and a few nurses could complete screenings; screenings completed during the first 30 days of school, (would require one or two nurses who have sub coverage to provide these screenings over a 3 to 5 day period). Could also utilize Dr. Turner Wood, a local dentist who also works with the Colgate Dental Van to come to Rodgers on a particular day to conduct the dental screenings. She has agreed to provide this service; use of school nurse/dentist options for those who have not provided information from their own medical provider. It is important to remember, that these children are very young, and accurate screenings may not be quickly/easily obtained.

Epi-pen updates - Order placed with Bio-Ridge Pharma. No date of availability at this time. Becoming increasingly more difficult to obtain the Epi-pens for schools and parents. This leads to less Epi-pens being sent into school, despite

medical need. Important for schools to try to maintain supply of “unexpired” Epi-pens until supply/cost issues resolved.

Meds that have expired or students no longer attend school in district- decision made that nurses will discard these meds with a witness who signs off and dispose of in an environmentally recommended fashion. This does not include drop-off locations for nurses, since the meds are prescribed to someone else.

Student prn albuterol orders - Discussion over whether prn orders should cover pre-activity. Also would like to obtain standing order from Dr. Palmer to be use in very specific cases.

Mental health screenings- depression screening still in “bill” phase.

Dental Screenings- Dr. Turner – Wood, a local dentist, also works on the Colgate Dental Van on Fridays is interested in providing some dental screenings to our students. This would be a great service and would allow dental referrals to be made more expediently. Would involve consents and Board approval.

Gluten Concerns- Gluten free offerings will only be provided for students with very specific medical diagnostic reports which confirm Gluten Disease. This has already been confirmed with Nutri-serve.

Multiple screening referrals - concern for students with screening referrals sent home for multiple years with no follow-up. One nurse has communicated with DCP and P related to this and directive was that unless it is significantly interfering with academics then there is no need to report. New form has been developed for “multiple vision/hearing referrals” that lists number of times referrals have been made over previous school years and more urgently addresses need for prompt vision screen follow-up. Will be shared with all nurses.

Nurse log entries into power school- important to remember that these entries are medical records similar to what would be documented at doctor or hospital and fall under same HIPAA mandates

Conclusion(s) reached: CPR/AED dates set up for MERT members in May, 2019/ Stop the Bleed training as decided at each building/ Ongoing education to MERT members beneficial/ Sick children should be signed out in same manner location as all other sign-outs/ Order “Stop the Bleed” supplies as needed for building level/Monies will be available in nurse budget designated to help families access specific health care- criteria and plans to utilize funds must be developed/ Best to obtain mandated pre-kindergarten screening as early as possible in enrollment process/ this age group can be difficult to screen in a timely manner / Consider using dental services available by Dr. Turner-Wood and Colgate Dental van / Nurses to discard meds of former students or meds not picked up with a witness and in an environmentally safe manner/ Very specific directives for provision of Gluten-free meals/ Continue to send screening

referrals and can also use Multiple Vision/Hearing Referral form /Nurse Log entries in power school are medical records and confidential

Recommendation(s): Provision of CPR/AED training with Mrs. Tamaska on designated dates / “Stop the Bleed training is available and training needs to be determined at each school, but best if in consultation with building school nurse / Ongoing education for MERT members / Children going home sick should be signed out in same manner as all other sign-out- to comply with updated Security rules, and to ensure nurse office privacy/ Nurse office activities and nurse medical records are confidential / Pre-kindergarten screenings should be completed by child’s own medical provider and documents turned in at time of registration/ enrollment and provisional plans can be set up for late registrants/ Time set aside to come up with plans and procedures to utilize funds to help specific families access medical care is needed / As part of SEL, pre-kindergarten grant and to work collaboratively with community partners, should plan to use dental services offered by Dr. Turner-Wood/ Continue to send home vision and hearing referrals and use multiple referral form as indicated.

DATE, TIME, PLACE OF THE NEXT MEETING: Wednesday, May 1, 2019, Bowe School; 2:30 pm

IV. **PERSONNEL**

A. **New Staff Members**

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

Jennifer Garcia-Contreras	ABA Aide	Rodgers
Lia Dunn	Spec Ed Teacher	Bowe
Brittany Vaspoli	Supp Inst Teacher	Bowe
Barry Rappaport	PT Security Aide	AEHS
Jason Kellum	Grade 5 Teacher	Bowe

Vacancies

Business Administrator/Board Secretary

B. **Substitute Teachers**

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