

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

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

November 20, 2019

**I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL**

**Denise Barr, Head Teacher**

As of October 31, 2019 there were 14 students enrolled in the Alternative Evening High School. Eight students have an IEP. One student has a 504. One student has a McKinney-Vento alert. One IEP student is scheduled to attend part time to complete foreign language requirements. One IEP student has been placed on homebound instruction per parent request, and AEHS administration has met with the tutor to ensure instruction continues. McKinney-Vento alert student has been placed in Brookfield School, and information to access APEX for continuation of education has been shared with them. Two students need counseling per IEP. Ms. Barr is still awaiting student access to PowerSchool. Administrative staff has submitted a first draft of a handbook for the AEHS program awaiting further directions.

**II. STATE AND FEDERAL PROGRAMS**

**A. English As A Second Language**

**Rona Johnson: ESL Teacher Pre-K – 2<sup>nd</sup> Grade**

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

**Carrie Owens: Basic Skills Coordinator**

**J. Harvey Rodgers School**

Number of children currently in the program:

Literacy 29 Math

No new entrants tested into the program in October.

DIBELS and the KDI screening are used.

No students exited the program in October.

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 T, I, U, J, C, G, O and Q 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 at, here, like, go, have, we, am, it, little, on, are, some, and, in, & this were introduced.

Mrs. Owens attended the New Jersey International Dyslexia Association (NJIDA) conference on September 21, 2018 in Somerset, NJ. She attended workshops regarding vocabulary and its impact on student achievement. Presenters provided participants with research-based strategies that are quick and easy to implement in the classroom.

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

Number of children currently in the program:

Literacy     X     Math                     

1 <sup>st</sup> – 3 <sup>rd</sup> BSI Student Totals										
Grade	September	October	Nov	Dec	Jan	Feb	Mar	Apr	May	June
1	46	44								
2	48	48								
3	45	43								
Grades 1-3	139	135								

1 <sup>st</sup> – 3 <sup>rd</sup> Total Students with a Double Dose of BSI (seen for a total of 60 minutes)										
Grade	September	October	November	December	January	February	March	April	May	June
1	0	0								
2	5	5								
3	0	0								
Grades 1-3	5	5								

Teacher	1st Grade	2nd Grade	3rd Grade	Teacher Totals
Tartaglione	14	12	4	30
McConnell	18	12	9	39
Werner	5	13	17	35
Peale	7	11	13	31
Total	44	48	43	135

New entrants tested into the program:

New Entrants: Current Students Who Tested In											
Grade	September	October	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grade Totals
1	0	0									0
2	0	0									0

3	0	0									0
Grades 1-3	0	0									0

New Entrants: New Students to District											
Grade	September	October	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grade Totals
1	0	0									0
2	0	0									0
3	0	0									0
Grades 1-3	0	0									0

Students who exited the program.

1 <sup>st</sup> – 3 <sup>rd</sup> BSI Exits											
Grade	September	October	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grade Totals
1	0	0									0
2	0	0									0
3	0	0									0
Grades 1-3	0	0									0

1 <sup>st</sup> – 3 <sup>rd</sup> BSI Student Transfers											
Grade	September	October	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	Grade Totals
1	0	2									2
2	0	0									0
3	0	2									2
Grades 1-3	0	4									4

A variety of tests were administered at the end of the 2018-2019 school year to determine eligibility for basic skills in the 2019-2020 school year. All students going into 1<sup>st</sup> grade were individually administered the Phonological Awareness Profile, which is designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence. All basic skills students in the 2018-2019 school year going into 2<sup>nd</sup> and 3<sup>rd</sup> grade were also administered the Phonological Awareness Profile.

At the end of the 2018-2019 school year, all students going into 1<sup>st</sup> through 3<sup>rd</sup> grade were given the Fountas & Pinnell Reading Benchmark Assessment to determine their reading level by testing their word accuracy, fluency, and comprehension. At the start of the 2019-2020 school year, students in grades 1 through 3 were tested in The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which is a set of procedures and measures for assessing acquisition of early literacy skills from kindergarten through sixth grade. Through DIBELS areas of weakness can be identified in indicators of phonemic awareness, alphabetic principle, accuracy and fluency.

All new students to Glassboro Public Schools in the 2019-2020 school year were administered the above testing.

Updated testing utilizing the Fountas & Pinnell Benchmark testing took place the last week of October and will be used to help determine student exits from the program, new students identified as needing basic skills instruction and realign the groupings of students for each teacher.

Guided reading times have been created for each teacher, and all basic skills instruction in 1<sup>st</sup> through 3<sup>rd</sup> grades 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.

At the end of Kindergarten, students should be reading at a Level D. For the 1<sup>st</sup> trimester of the 2019-2020 school year, all students identified in the 1<sup>st</sup> grade as Levels A-C based on the Fountas & Pinnell Reading Benchmark Assessment can be serviced.

At the end of 1<sup>st</sup> grade, students should be reading at a Level I/J. For the 1<sup>st</sup> trimester of the 2019-2020 school year, all students identified in the 2<sup>nd</sup> grade as Levels A-H based on the Fountas & Pinnell Reading Benchmark Assessment can be serviced.

At the end of the 2<sup>nd</sup> grade, students should be reading at a Level M. For the 1<sup>st</sup> trimester of the 2019-2020 school year, all students identified in the 3<sup>rd</sup> grade as Levels A-L based on the Fountas & Pinnell Reading Benchmark Assessment can be serviced.

On October 10, the Dorothy L. Bullock School held its annual Back to School Night. A Basic Skills informational session was conducted 30 minutes prior the start of Back to School Night. Parents were given an opportunity meet with their child's basic skills teacher. A total of 35 families were represented at the parent informational session.

On October 11, the basic skills staff participated in conducting two professional development sessions. The first session was presented by the basic skills staff at the Dorothy L. Bullock School (Cheryl Tartaglione, Karen Peale, Nicole Werner and Lynn McConnell) on Phonemic Awareness for the district's 1<sup>st</sup> and 2<sup>nd</sup> grade teachers. The second session was presented by Nicole Werner and Cheryl Tartaglione on Phonological Awareness and Comprehension/Assessment Strategies for the district's 3<sup>rd</sup> grade teachers and the K-6 Basic Skills staff.

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

Number of children currently in the program:

Literacy \_\_\_\_\_ 30 \_\_\_\_\_ Math \_\_\_\_\_ 0 \_\_\_\_\_

No new entrants tested into the program in October.

No students exited the program in October.

Other tests: SGO

- Currently testing for SGO purposes.
- Grade Level Comprehension Assessment
- Grade Level Fluency Assessment
- MAP

The designated Basic Skills program, Fountas & Pinnell's Leveled Literacy Intervention, has been adjusted to follow a more formulaic Guided Reading approach. BSI teachers have been working hard to create lessons that follow this format, incorporating elements of the Fountas & Pinnell's LLI program with elements of the Fountas & Pinnell's Literacy Continuum.

- The BSI teachers spent the month analyzing MAP data.
- The BSI teachers began working with their assigned students in LLI groups.

Activities of special interest:

- Battle of the Books Kick-Off
- Continued to hold the "Building Bowe's Best" meetings for novice teachers
- Continued to hold the "Cooperating Teachers Support Meeting"
- Attended the district
- Continued to attend our monthly Bowe PDS Committee Meeting
- Attended the first Rowan PDS Networking meeting
- Andrea LoCastro & Ms. Rencher are volunteering on the NAPDS

Conference Committee in order to facilitate Glassboro's distinguished role at their annual conference as a PDD. They continued with the work for this national conference.

- Attended the first monthly I & RS meeting.

Ms. Rencher attended the NJEA SGO workshop at Bullock School on 10/16/10. The topic of the workshop was Making SGO's Work.

She also attended the district Inservice meetings- am at Intermediate School where she continued on MAP training. The pm session was held at Bullock School on Phonemic Awareness and Comprehension.

**Language Arts: Andrea Locastro**  
**Thomas E. Bowe School**

Number of children currently in the program:

Literacy 24 Math 0

One new entrant tested into the program in October.

One student exited the program in October.

Other tests: SGO

- Currently testing for SGO purposes.
- Grade Level Comprehension Assessment
- Grade Level Fluency Assessment
- MAP

Program emphasis:

- The designated Basic Skills program, Fountas & Pinnell's Leveled Literacy Intervention, has been adjusted to follow a more formulaic Guided Reading approach. BSI teachers have been working hard to create lessons that follow this format, incorporating elements of the Fountas & Pinnell's LLI program with elements of the Fountas & Pinnell's Literacy Continuum.
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- Attended the first monthly I & RS meeting.

Conferences and workshops attended:

Mrs. Locastro attended the NJEA SGO workshop at Bullock School on 10/16/10. The topic of the workshop was Making SGO's Work.

She also attended the district Inservice meetings- am at Intermediate School on continued MAP training, the pm session was held at Bullock School on Phonemic Awareness and Comprehension.

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

Number of children currently in the program:

Literacy 17 Math                     

No new entrants tested into the program in October.

No students exited the program in October.

The 7<sup>th</sup> grade writing students are currently finishing up their personal narratives. They worked on dialogue, paragraphing, showing vs telling/elaborating/sensory details, conclusions, peer editing and self-reflection. The students also used the narrative rubric to assess themselves and their own writing.

The students used mentor texts throughout the narrative process to assist with their own writing. Ms. Meehan also modeled narrative writing through sharing her own experience with students on the overhead. The students worked with partners to

complete a peer-review and shared their thoughts and ideas on how a student could improve their writing and what a student was doing well.

**Mathematics: Wayne Rulon**  
**High School**

Number of children currently in the program:  
Literacy \_\_\_\_\_ Math 15

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

**Language Arts: Thomas Struck**  
**High School**

Number of children currently in the program: 23  
ELA 2

One new entrant tested into the program in October.  
Student was already a BSI student in a different English class when his schedule suddenly changed. He has been reassigned to my class.

No students exited the program in October.

Mr. Struck administered MAP tests in September to assess strengths and areas needing improvement, as well as to assist in differentiating instruction.  
He also administered various classroom assessments.

This month the students completed a unit on genocide, centering on Elie Wiesel's renowned autobiography, *Night*. While reading this anchor text, the students analyzed poetry, songs, paintings, and videos about the Holocaust. Concurrently, through various contests and activities, the students mastered a vocabulary list.

Students used QuizletLive to master vocabulary.

Conferences and workshops attended:  
Map Training  
GHS Opening Day In-service

**Language Arts: Maureen Morrison**  
**High School**

Number of children currently in the program:

Literacy 26    Math:

No new entrants tested into the program in October.

No students exited the program in October.

MAP tests were administered in September to assess strengths, areas needing improvement, and assist in differentiating instruction.

Program emphasis: Using student data and classroom progress to drive instruction.  
Student Activism Unit was completed.

Monthly Reading Assessment was also completed. (CommonLit)

### III. **CURRICULUM**

#### A. **Field Trips**

Field trips for the month of October, 2019:

DATE	SCHOOL	TO
10/2/19	GHS	Schalick
10/3/19	GHS	Schalick
10/4/19	GHS	Cape May County Tech
10/4/19	GHS	Overbrook
10/5/19	GHS	Millville HS
10/7/19	GHS	Gloucester Catholic Peyton
10/7/19	GHS	Sterling
10/8/19	GHS	Penns Grove
10/9/19	GHS	Our Lady of Mercy Academy
10/9/19	GHS	Maple Shade
10/10/19	GHS	Vineland
10/11/19	GHS	Gloucester Catholic Peyton
10/11/19	GHS	Triton
10/12/19	GHS	Clayton
10/14/19	GHS	Salem
10/15/19	GHS	Atkinson Park
10/15/19	GHS	Masso's
10/15/19	GHS	Total Turf, Pitman
10/17/19	GHS	Gloucester City Jr/Sr High
10/18/19	GHS	Gateway
10/18/19	GHS	Gateway
10/18/19	GHS	Gateway



10/18/19	GHS	Lindenwold
10/18/19	GHS	Salem
10/21/19	GHS	Salem
10/21/19	GHS	Pennsville
10/24/19	GHS	Pennsville
10/25/19	GHS	Camden County Tech
10/4/19	GIS	Gloucester City Jr/Sr High
10/7/19	GIS	Clayton
10/15/19	GIS	Schalick
10/18/19	GIS	Clayton
10/24/19	GIS	Pitman

## **B. Curriculum Committees:**

The following curriculum committees met during the month of October 2019:  
Nurses

District Nurse Meeting  
Wednesday, October 16, 2019

### AGENDA

1. Start of School year nurse concerns
2. Sub nurses/ Sub plans
3. Opioid mandate updates/concerns/training
4. QSAC- review current mandates/ know district policies
5. Mental health screenings
6. Dental Screenings (Rodgers)
7. Emotional Health/ SEL
8. Monthly Report
9. Supply concerns

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

LENGTH OF MEETING: 2:30 pm- 4:40 pm

### SUBJECTS DISCUSSED:

1. Start of School year nurse concerns- Concern over inconsistent notification of new students who are entering our schools and inconsistent provision of immunization records upon enrollment.
2. Sub nurses/ Sub plans- Be sure to have current sub plans available for all nursing offices to ensure optimal office functioning in your absence. Reviewed current subs.

Some have been inactive for a long period of time. Contract with Professional Medical Staffing had been renewed for this school year. Only request sub from this service if all district subs are unavailable. Continue to put subs on shared nurse calendar.

3. Opioid mandate updates/concerns/training- Updated mandates reviewed over the summer and recommendation made to board office for changes that may need to be made to district policy. Standing order updated by Dr. Palmer to reflect updated state mandates. Special thanks to Erin who expediently coordinated training at high school level to ensure compliance with having staff trained to administer Opioid antidote at all after regular hours at on-site school-sponsored functions. Training was provided by Urban Treatment Centers and they are now in compliance with this part of the mandate which needed to be implemented for grades 9 to 12. Additional training for members at other buildings can be set up, so that someone is available to administer in absence of school nurse. After school-hours regulations are not required in other grade levels at this time.
4. QSAC monitoring- Will take place this year. Please be knowledgeable and quickly able to access annual QSAC nursing report, emergency procedures, School Health Services mission statement and goals for school year, Specifics of Janet's law requirements and mandates and policies for Opioid Antidote.
5. Mental health screenings- Extensive discussion on topic. This is not a School Nurse function. There are designated persons in each building who have been trained to complete this screening. In the absence of this person, there may be a previously trained alternate in the building or a trained staff member from another building may need to come and handle the situation. This would be similar to how school nurses offer assistance at other buildings as needed. Due to initial and repetitive nursing education, when a school nurse is involved with a possible suicide/homicidal threat, the course of action will always be to call 911 in order to have student medically and psychologically assessed/cleared. Nurse will never make decision, based on assessment that further, immediate intervention is not required.
6. Dental Screenings Pre-kindergarten- As per new regulations, screenings were to be completed by 9/30/19. Majority have been completed. Nancy will reach out to those who have not completed and discuss further course of action with Principal.
7. Emotional/SEL- As nurses, they are involved in the Social-Emotional needs of the students and their families on a regular basis. It is important to keep records of these situations. Collaboration in these types of situations can be documented in power school in the nurse visit section.
8. Monthly Report- Be sure to turn in monthly data report. The data does provide a snap-shot of encounters they have daily and also shows volume of students/staff/families they service. Each item is aligned to domains and components in the nursing evaluation rubric/tool- Evidence of Professional Practice for Nursing. In addition, consider giving example of some items they do in their role as school nurse to help promote health, safety, emotional well-being, advocacy, compliance with state regulations. Nurses will share some ideas of how this can be done.
9. Supply Concerns- As health supply vendors increase, there has been an increase in delay, availability. Nurses order specific supplies based on what works in their professional practice. New vendors sometimes provide a similar but different item than what was requested.

Conclusion(s) reached: Important that nurses are notified of new student registrants upon enrollment to be sure they are consistently aware of all students in the buildings/ As per N.J.A.C 8:57-4, students should not be starting school without one dose of each state mandated vaccine unless they are from out of state or country-then 30 day provisional would apply/Ensure sub plans readily available in nurse offices/High School is in compliance with updated state mandate related to opioid mandates that requires trained delegates after hours for on-site, school-sponsored activities for grades 9-12/ Mental health threat assessments are not completed by school nurses, school nurse would always recommend referral to next level of behavioral health care/Majority of dental screenings completed for Pre-K 3 students/ Nurses highly involved in SEL and emotional outreach in the daily practice/Monthly data report gives a snap shot of all the things nurses are tending to in the offices and some examples can also be provided

Recommendation(s): System put in place to ensure nurses are notified of new students at time of enrollment/ Ensure that immunization record is presented/sent electronically at time of registration to ensure compliance with state immunization mandates/Plans for others who could possibly be trained in opioid antidote administration throughout district/ Mental Health Screenings completed by designee in each building and there should be a backup in the event that qualified screener not available, similar to how nurses provide brief coverage to other buildings if necessary/Continue to obtain Pre-K 3 dental screenings at student dental provider/ Nurses monthly data report important to show snap-shot of office activities and additional documentation helpful to record some specific activities especially related to community outreach and SEL.

DATE, TIME, PLACE OF THE NEXT MEETING: January 8, 2019. 2:30 pm,  
Bowe School or alternate location.

#### IV. **PERSONNEL**

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

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

Ayana Moxey	Associate Aide	Rodgers
Danyelle Mullen	Associate Aide	Rodgers
Maya Holmes	Associate Aide	Rodgers
Brianna Maggio	Classroom Aide	Rodgers
Ramona Russell	Cafeteria Aide	Rodgers
Bernice Alibrando	Payroll Clerk	District
Kayley Steponick	Pre-K4 Teacher	Rodgers
Kathleen McCarron	Master Teacher/Pre I&R	Rodgers
	Team Coach	
Monique Stowman-Burke	Principal	GHS
Danielle Sochor	Principal	Rodgers
Robert Preston	Dir of Curriculum &	District

Melanie Sweeney

Instruction  
English Supervisor

District

**Vacancies**

Assistant Outdoor Track Coach  
Assistant Indoor Track Coach  
Head Softball Coach  
Title IV-A Social Emotional Learning Specialist  
Kindergarten Teacher  
Special Education Classroom Aide @ GHS  
Anticipated Pre-School Classroom Aide  
Anticipated Pre-School Classroom Aide  
Anticipated Community Parent Involvement Specialist (CPIS)  
Part-Time Truancy and Residence Compliance Officer  
Cafeteria Aide @ Rodgers

**B. Substitute Teachers**

From this point on all potential Substitutes are being referred to ESS and Insight.