

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

February 24, 2016

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL

Robin Boyd, Head Teacher

As of January 31, 2016 there are 14 students enrolled in the alternative evening high school. Ten students currently have an IEP and are serviced by a special education teacher. One student is part-time. There are four students in the BD classroom.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language

Rona Johnson: ESL Teacher Pre-K – 2nd Grade

Mrs. Johnson has 39 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	21	0	21	0	15	2	4
1	10	9	1	0	9	0	1
2	14	8	5	1	10	1	3
3	11	0	10	1	10	0	1
4	6	0	6	0	6	0	0
5	2	0	1	1	2	0	0
6	2	0	2	0	2	0	0
7	1	0	1	0	1	0	0
8	0	0	0	0	0	0	0
9	5	0	5	0	2	0	3
10	3	0	3	0	1	0	2
11	2	0	2	0	1	0	1
12	1	0	0	1	0	0	1
ADULT ED	0	0	0	0	0	0	0
TOTALS	78	17	57	4	59	3	16

There were no new entrants into the ESL Program for the district this month. For the month of January, three students transferred out of the district.

No other assessments beyond normal instructional tests or placement tests were given.

Administration has decided that Pre-Kindergarten services will be provided in the form of ELL specialist to teacher collaboration with weekly meeting dates set for the first Wednesday morning of each month. Kindergarten will receive daily guided reading lessons infused with content instruction and supports. Grades one thru third will receive daily push-in or pull-out instruction with guided reading, content instruction, and language arts skill support as well as the upper grades. Additionally, a Bilingual program has been initiated to address the specific needs of the Spanish-speaking population in grades one and two.

For the month of January, all incoming ELLs received regular services. Translation services were provided for the Bilingual Parent Committee meeting held on January 14th, positive phone calls needed to be made for homeroom teachers, in addition to Mrs. Johnson's normal positive phone calls, and other inquiries.

Additionally, Mrs. Johnson collaborated with Erin Williams in the coordination of the upcoming WIDA ACCESS for ELLs that will occur this spring. Mrs. Johnson is planning on testing 78 ELLs.

During the month of January, Mrs. Johnson attended an all-day WIDA ACCESS for ELLs professional development meeting with the district ELL/BE Department. They updated the test administration certifications and viewed a PP provided by Mrs. Sochor. They are preparing for a combination of paper/pencil and computer-based exams for this spring.

The BPAC meeting was held on January 14th 5:30-7:30 along with the GHS Multi-Cultural Festival. 17 ELLs were recognized for their success in exiting the district's program with two of the nominees in attendance.

In addition, Mrs. Johnson attended an informational meeting on ACCESS 2.0 held in Mays Landing hosted by Atlantic County Consortium NJTESOL/NABE, Inc. on January 13th. A follow-up meeting to be held February 12th in Pomona is in the works.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy X Math

White: 20

Knight: 14

Rutter: 17

All new kindergarten registrations were tested by Mrs. White and Mrs. Rutter.

The BSI teachers administered the mid-year SGO testing.

During the month of January 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 sight words away, blue, find, here, not one, three, where, did, ate, four, and good were introduced.

The majority of the students are working in the LLI Reading program getting started lessons. The major area of focus is voice to print.

Mrs. Rutter has one group that is working in level B.

Mari Kay Heyel-Matteo: Basic Skills Coordinator
Dorothy L. Bullock School

Number of children currently in the program:

Literacy 19 Math 6

New entrants tested into the program:

Jah'lil Whitehead
Megan Davis
Kimberly Torres
Re-entry- Zayvion Carter

*Sight word assessment- knowledge of words known and words needing practice

No students exited the program in January.

Other tests: 19

For three groups- Fry phrases were assessed for fluency.

Reassessed high frequency words for grade 2 for growth, one student on grade 1, 9 students on grade 3 this time around.

FIRST GRADE

40 students were serviced in literacy in grade 1 in January 2016. However, one new entry did not return parental permission form. (40-1=39). However, the form was returned on February 1, 2016. (39+1NE=40) There were two re-entries (40+2=42) Peale services 30, and Moss 12. Peale and Moss both utilize the LLI Green Kit program and are observing progress with some of their students. Peale also reviews kindergarten sight words several times a week as well as letters sounds, blending, and sight words with other students.

Flaig services seven students in first grade for mathematics. Skills emphasized included addition facts (forming larger addends) and an introduction into subtraction

as it relates to addition was introduced. Of the seven students, five students also receive literacy support.

(42 literacy + 7 math=49-5 receiving both services=44 serviced in first grade.)

The current total of first graders in basic skills by February 5, 2016 is 44.

SECOND GRADE:

The total number of second graders receiving literacy basic skills services was 29. McConnell had one student classified but also had one new entry at the beginning of January. ($13+1=14-1(\text{CST})=13-7=6$). DeFrank now services 7 of McConnell's and had one new entry January 14 ($15+1\text{NE}=16+7=23$). So, DeFrank services 23 and McConnell services 6 second graders. ($23+6=29$). While utilizing the LLI program, DeFrank's main emphasis was on fluency and short vowel sounds.

Thirteen students are now serviced in mathematics by Flaig. Skills emphasized included expanded number forms, decomposition of large numbers, written form of numbers, place value, addition, and subtraction. They also used different problem solving strategies to solve problems. Nine of these students receive both services in grade 2.

The current total of second graders in basic skills as of February 5, 2016 is (29 literacy+13 math =42-9 receiving both services=33). 33 students are serviced in grade 2.

THIRD GRADE:

Matteo serviced 19 third graders in literacy using the LLI Red Kit Program and the Blue LLI Kit Program. There were three new entries and one re-entry in January. ($15+4=19$). Two groups were needed at Level M as there are 9 students at this level. So, three groups are utilizing the Red LLI kit with and one group reading at Level L. The other two groups are using the Blue Kit, as they are reading at levels J and K which are not in the Red Kit. The K group will begin the Red Kit LLI at of February once benchmarks are complete by classroom teachers. All groups have read both fictional and informational text and emphasis has been made on reading with expression, or a voice, as well as various comprehension strategies. Matteo assessed all students on high frequency words and all students showed progress. Lists of words and suggested activities were sent home to parents the week of January 18. Some students increased their recognition from 20 to 77 words. Moss services the rest and utilized the Grade 3: LLI Red System (Level M) & sight word practice as well as the Blue Kit now for one group. Moss also had one new entry.

Three groups also receive two days of phonics with the Foundations program. Students were working on reading and writing words in Unit 3 on "closed syllable exceptions *-ind, -ild, -old, -olt, and -ost*". Matteo services 19 third graders, Peale services 4, and Moss services 12. ($19+4+12=35$).

In mathematics, Matteo services 6 students in mathematics of the 39 students with Flaig servicing the remaining 33. Flaig had one new entry. ($33+1=34$) ($6+34=40$). Skills emphasized were with multiplication facts including applying the distributive and commutative properties in multiplication, identifying patterns on the

multiplication table, and working to understand the function of parentheses by aping the associative property to solve multiplication problems.

35 (literacy) + 40(math) = 75- 27(students receive both services) = 48 students.

Areas of Special Interest

Matteo attended CAST meetings for two of her students during the month of January with one meeting on January 28 and the other on January 21. DeFrank and McConnell serve on Bullock's CAST team.

Peale created a new theme for the garden board to further enhance school wide connections to our garden. One part of the board is about garden pests, while the other part of the board is about garden friends. Peale was also asked by Mrs. Tees to create two boards in the demo room for students to express their vote in regards to dishes prepared on Wellness Wednesdays.

All BSI staff attended the Faculty Meeting on Thursday February 4, 2016. Staff was also given the opportunity to meet with classroom teachers, as scheduled for Collaboration Day, during the day on February 4, to discuss mutual students.

Conferences and Workshops Attended

BSI staff members DeFrank, Moss, McConnell, and Matteo met with Steve Hempel along with BSI staff from Rogers and Bowe, at Bowe School on January 15 and discussed skill areas of concern for our BSI students. Areas included: fluency, phonics, comprehension, and FUNdations curriculum in grades 1 & 2. Groups of teachers worked together to research several books for useful strategies, including *When Readers Struggle-Teaching That Works* by Fountas and Pinnell, and *Words Their Way*. Recommendations were then submitted to Mr. Hempel. The first grade FUNdations sequence will be addressed further at the in-service on February 12th.

Matteo spoke with one third grade parent on January 21. While most BSI staff was with Hempel on January 15, 2016, Flaig attended the in-service for Eureka Math. The presentation was on preparing and customizing Eureka math lessons. Flaig found the session very informative and left with a multitude of ideas and suggestions for honing math lessons.

The number of students in the Basic Skills Program at the Bullock School, as of February 5, 2016:

1st grade: 44(math and literacy) 2nd Grade: 33(math and literacy) 3rd Grade: 48(math and literacy services)

Total of school: 44+33+48= 125 students

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:

Literacy 64 students for BSI and 30 students for Read 180 Math 0

No new entrants tested into the program in January.

No students exited the program in January.

Mrs. Rencher used the STARR Reading assessment as well as the SRI for Read 180.

The focus of this month has been to continue implementing LLI with the BSI groups. All LLI groups have begun their novel portion of the program. They have been working on many of the skills taught within each level, while reading the novel. The students love these books and are always eager to discuss what they have read. At the end of each novel study, there is a longer writing about reading prompt. Once they finish the novel study, students will then begin to work on test prep.

Mrs. Hart, Mrs. LoCastro and Mrs. Rencher continue to use time for BSI PLC meetings to continue training in the LLI (Leveled Literacy Intervention) program as well as ironing out any kinks they may be experiencing with a particular aspect of the program, as well as continuing with the book study on *“Don’t Kick Them Out!”* by Dr. Jesse Jackson III. Another LLI kit was ordered for the school, and covers levels L-Q, which is now housed in Mrs. Hart’s room. Some of their BSI PLC time has also been used to create files for these levels as well as familiarize themselves with the kit itself. During the remainder of their time, Mrs. Hart, Mrs. LoCastro and Mrs. Rencher continue to share what has been working and what has not been working. They then discuss possible ways to help as needed. As time moves on, they will continue to improve their knowledge of the program. The Read 180 program is being taught by Mrs. LoCastro and Mrs. Rencher on Monday and Wednesday from 11:40-12:10, and then again after school for an hour, with the help of Mrs. Stump and Mrs. Killelea. This program will run from November through May.

Mrs. Hart, Mrs. LoCastro and Mrs. Rencher all participated in the district wide in-service on January 15, 2016.

Language Arts: Diane Villec
Intermediate School

Number of children currently in the program:

Literacy 27 Math _____

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

There were no students who exited the program in January.

During the reading portion of class, students read several short fiction and non-fiction stories as well as several poems. Skills included identifying, analyzing and evaluating style of writing including diction, imagery, and sentence structure. Students compared and contrasted style, and analyzed voice, irony and tone. While reading, students were asked to evaluate information and opinions, use and interpret graphic aids, synthesize information and identify sequence using word signals. They practiced using context to help determine meaning of idioms and multiple-meaning words. Students identified connotative and denotative meanings of words.

Language Arts: Jennie Hara
Intermediate School

Number of children currently in the program:

Literacy 120 Math

There were no new entrants tested into the program in January.
No students exited the program in January.

Emphasis in Writing 7 during this unit was on Argumentative Writing and its elements based on the Lucy Calkins Units of Study. Students wrote every day following the sessions and bends of the Argumentative Writing Unit. The following topics were covered:

- Evaluating and analyzing evidence
- Forming and supporting claims
- Formatting argumentative essays
- Evaluating two sides of an argument
- Developing reasons based on relevant and credible evidence
- Utilizing and citing evidence effectively in published writing
- Editing and revising for deeper analysis
- Developing argumentative essays based on a hot topic of our society

December 7th, 2015 – Ms. Hara attended EIRC professional development focusing on closing the achievement gaps. The workshop was extremely informative and engaging. The presenters provided an ample amount of information regarding the integration of social and emotional learning in the classroom and how it increases the academic success of students.

Mathematics: Amy Stewart
High School

Number of children currently in the program:

Literacy Math 36

No new entrants tested into the program in January.
Two students exited the program in January. 1 student transferred out of the district.
1 was dropped from the rolls.

Integrated GEOMETRY: Throughout the month of January, program emphasis was on the investigation of special quadrilaterals. Technology in the discovery of geometric properties in relation to special quadrilaterals was incorporated with Geometer’s Sketchpad. Students continued to apply and reinforce their algebra skills while working with equations of measures, side lengths, and parallel sides while investigating special quadrilaterals. Investigations using Geometer’s Sketchpad continue to enhance student learning.

Integrated ALGEBRA I: Throughout the month of January, program emphasis has been on writing and solving linear inequalities. Students have worked on solving basic one-step inequalities, two-step inequalities, multi-step inequalities, solving inequalities with variables on both sides.

Language Arts: Sheila Saphire
High School

Number of children currently in the program:

Literacy 11 Math 0

No new entrants tested into the program in January.

No students exited the program in January.

In class this month, students continued to work on research, formulating research proposals based on their individual interests. In addition to understanding the components of a research proposal, which included identifying the differences between a problem statement, a statement of purpose, and a research question, students composed their proposals and evaluated them for design, procedure, and analysis.

Most of the students have been very receptive to Ms. Saphire's assistance and have benefitted from her services as evidenced by their improved grades.

Language Arts: Christi Baldissero
High School

Number of children currently in the program:

Literacy 9 _____

Math _____

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

Students who exited the program:

Anita Jenkins- ASVAB 32

Troy Kisch- ASVAB 33 (transferred to night school due to discipline issues)

Savannah Masso- ASVAB 33

Robert Villec- ASVAB 44

Crystal Brown- ASVAB 35

Brianna Bryant- ASVAB 33

Sheldon Redman- ASVAB 35

Matthew Reilly- ASVAB 31

Anthony Valerio- Cleared SAT

Claudia Perez- Cleared SAT

Dominique Wheeler- Cleared PSAT

Delana Kerr- PSAT

Brandon Corson- PSAT

Destiny Nesmith- PSAT

Tina Simms- PSAT

David Still – SAT

In the month of January, the Test Prep students prepared to take the SATs. The emphasis of the program focused on word knowledge and reading complex text.

In January the students began to read The Skimm. The Skimm is a current event news article that is published every morning. The Skimm gives the students the opportunity to practice their informational reading skills. After reading the students answer five to seven recall questions. This is to get the students engaged and set the expectations for the rest of the block. The students then prepared to take the SATs and reviewed their test taking strategies for word knowledge and paragraph comprehension. The main focus was for the students to complete SAT questions, check their answers, then conference with Ms. Baldissero to discuss and put into their own words explanations for correct answers. On January 21st, Miss. Stillwell joined our class as a student teacher. Her valuable knowledge and skill set is one that has enhanced the classroom setting to get students to achieve their very best on graduation requirement assessments.

Ms. Baldissero has been working with guidance to make sure that guidance is well-informed of the students' grades and effort in the Test Preparation class.

III. CURRICULUM

A. Field Trips

Field trips for the month of January, 2016:

DATE	SCHOOL	TO	TIME	BUSES
1/7/16	GHS	Woodstown	4.5	1
1/9/16	GHS	Kingsway	9.25	1
1/21/16	GHS	ACSP School District	6	1
1/7/16	GIS	Camden County College	2	1
1/8/16	GIS	GHS Orientation	3	1
1/14/16	GIS	Wells Fargo	4.75	1
1/27/16	GIS	Rowan Virtual Reality	2	1
1/13/16	Bowe	Turkey Hill Factory	8.5	1
1/14/16	Bullock	Philadelphia Zoo	3	1
1/18/16	Boys & Girls Club	Garden State Discovery Museum	4	1

B. Curriculum Committees:

The following curriculum committees met during the month of January:
District Music Curriculum Committee, Science Fair Committee, and District Nurses Committee.

COMMITTEE: District Music Curriculum Committee

CHAIRPERSON: Arthur Myers, Facilitator

DATE, HOUR AND LOCATION OF MEETING: Monday, January 11, 2016 -
3:30 pm

Beach Administration Building

AGENDA

Agenda

1. Member reports distributed and reviewed
2. Discussion of District Music Committee Goals 2015-2016

The goal of the Glassboro Public Schools District Music Committee is to work collaboratively to improve student achievement, increase student participation in musical ensembles and promote our school music programs.

Objective 1: To align curriculum and instruction programs through collaborations: Side-by-side performances/District Concerts, Observations of colleagues and master classes.

Objective 2: To participate in professional development activities related to our content areas and specialties; both in and out of the district.

Objective 3: To actively recruit students into musical ensembles as well as music electives and to provide varied and rewarding musical experiences which are educational, motivational and challenging.

3. Best Practices

4. Promoting the Glassboro Schools music programs – performances in the community, acknowledging student/faculty accomplishments.

5. Glassboro Fine and Performing Arts Academy Update

6. Events for 2015-2016

Festivals/trips

Master Classes / Out-of-district visitations/observations

District Concert

Student assemblies/Side-by-sides – student performances at district schools

7. Open for questions, comments, concerns etc.

MINUTES

ADMINISTRATORS: None

OTHERS: Present were Arthur Myers (GHS/GIS), Mary Greening (GIS/GHS), Leonor Thomas (GHS), Angelina Coppola (Bowe), Dave Fox (Bowe), Ian Miller (Bowe), Katharine Baer (GIS), Kim Tursi (Bullock) and Mary Shipley (Rogers)
LENGTH OF MEETING: 3:30 pm – 4:45 pm
SUBJECT(s) DISCUSSED

1. Member reports distributed and reviewed - Brief program reports and updates were distributed and/or presented by members of the committee. Individual reports will be submitted following these minutes. The reports continue to reflect some great initiatives and work being done by the music faculty for their students and for their professional growth. Copies of the reports are being submitted with these minutes.
2. Discussion of District Music Committee Goals 2015-2016

The goal of the Glassboro Public Schools District Music Committee is to work collaboratively to improve student achievement, increase student participation in musical ensembles and promote our school music programs.

Objective 1: To align curriculum and instruction programs through collaborations: Side-by-side performances/District Concerts, Observations of colleagues and master classes.

Objective 2: To participate in professional development activities related to our content areas and specialties; both in and out of the district.

Objective 3: To actively recruit students into musical ensembles as well as music electives and to provide varied and rewarding musical experiences which are educational, motivational and challenging.

Progress Toward Objectives 1 and 3: Collaborations, Recruiting and Enriching Performance Opportunities - Several visitations between the buildings in the district have occurred and are planned for upcoming months. Bowe School ensembles will visit Bullock School to perform and demonstrate instruments to the younger students. The GHS Marching Band performed for the Bowe School Band students. They performed their entire half-time show in the Bowe School gym, performed pep songs and answered questions from the students. The GHS Select Choir performed for Rogers School. The GIS choirs will visit Bowe School in the spring. We are planning visits by the GHS Jazz Ensemble for the spring. Additional opportunities for performances and interactions between grade levels are being discussed. Select students from GIS will be invited to participate with the GHS ensembles in their MIOISM concert. Bowe School string students are planning on performing as part of the pre-concert Celebration of the Arts at GHS on March 15th.

The GHS Marching Band, GHS Select Choir, GIS Choir, Bowe School Choir, GHS Sax Quartet and another GHS instrumental group (Brassboro) performed at the Glassboro Tree Lighting celebration on December 4th. The GHS Sax Quartet, Brassboro and the GHS Select Choir also performed at three senior centers on

December 21st (Pitman Manor, Summit Place and the Glassboro Senior Center). Additional performance opportunities for various ensembles and soloists will be made available at the GHS Spaghetti Dinner (Feb. 5).

Mrs. Baer's music club presented a mini musical for the community and the student body at GIS. This provided many students with a great opportunity.

Many Glassboro music students have/will have auditioned for various instrumental and choral honors ensembles. Students will have opportunities to our schools in All SJ Senior High Band, All SJ Chorus, All SJ Jr and Sr High Orchestra, Elementary Honors Band, Olympic Conference Honors Band and Elementary String Honors Ensemble.

Trips are being planned at GIS and GHS to Six Flags and Hershey Park music festivals. The students will perform for adjudicators, receive written and recorded comments and have a special day at the theme parks. The GHS Jazz Ensemble will participate in at least three Jazz Festivals this spring.

Progress Toward Objectives 2: Professional Development – Professional development activities are described in the individual member reports. Committee members have/will have participated in the following:

NJMEA State Conference

American Choral Directors Association Eastern Conference

Bay Atlantic Symphony - performances

Atlantic Brass Band – performances/recording sessions/master classes

North Atlantic Brass Band Championships

Mid Atlantic Brass Band Festival – perform and clinics

SJBODA Meetings and student auditions for honors ensembles

Elementary Honors Band and String festivals

Olympic Conference Honors Band – student auditions/rehearsals and conducting PLCs at each school

Accompanists for choral programs – in and out of district

Service as church musicians

And other activities

3. Best Practices –

Committee members were encouraged to share Best Practices in the area of music instruction (teaching concepts, rehearsal techniques, technology integration, etc). This sharing can be done via e-mails to the district committee members. A few examples were given at the meeting.

4. Promoting the Glassboro Schools music programs – performances in the community, acknowledging student/faculty accomplishments - Please refer to item #2

5. Glassboro Fine and Performing Arts Academy Update

From Mary Greening's Report -We received six application from out of district students. Five of them auditioned, and two were accepted – an art student and a

music student (cello). We continue to struggle with the limits put on us by the state which cap our entire out-of-district enrollment at 17 students. We share these openings with the STEM Academy, which is why we were only able to accept two students.

We received 13 in-district applications for music, dance or art. We will have auditions and art portfolio reviews later this month.

6. Events for 2015-2016

Festivals/trips

Master Classes / Out-of-district visitations/observations

District Concert

Student assemblies/Side-by-sides – student performances at district schools

Several visitations between the buildings in the district have occurred and are planned for upcoming months. Bowe School ensembles will be visited by Bullock School to perform and demonstrate instruments to the younger students. The GHS Marching Band performed for the Bowe School Band students. They performed their entire half-time show in the Bowe School gym, performed pep songs and answered questions from the students. The GIS choirs will visit Bowe School. We are planning visits by the GHS Jazz Ensemble for the spring.

Community – The GHS Marching Band, GHS Select Choir, GIS Choir, Bowe School Choir, GHS Sax Quartet and another GHS instrumental group (Brassboro) performed at the Glassboro Tree Lighting celebration on December 4th. The GHS Sax Quartet, Brassboro and the GHS Select Choir also performed at three senior centers on December 21st (Pitman Manor, Summit Place and the Glassboro Senior Center).

7. Open for questions, comments, concerns etc.

The committee members are concerned about the condition of the choral risers at GHS. They are well over 20 years old and show much wear. Members will seek quotes on prices of newer risers and will pursue the possibility of a purchasing request.

CONCLUSION(S) REACHED:

1. It is evident that the music faculty in the Glassboro Public Schools dedicate a great deal of time expanding student opportunities, being active participants in music as performers and/or representatives, and attending and participating in professional development activities.

2. Recruiting and retention are very important to the success of the school music program. Activities and performances, such as visits to the elementary schools, are being done to promote involvement in the music program.

RECOMMENDATION(S):

1. Continue promote the efforts of the students and faculty as they work to serve the school, local community and the musical community.
2. Continue to work on recruiting and retention of students. Increase the performance visits between schools. Continue to utilize the School District's PR representative for promoting the activities and successes of the students and the programs.

DATE, TIME, PLACE OF THE NEXT MEETING:

Future committee meeting dates

Monday, March 7th

Monday May 2nd

Location: Beach Administration Building at 3:30 pm

Submitted by Arthur Myers, facilitator (1/15/15)

Science Fair Committee

Meeting: January 21, 2016

In Attendance:

Jim Moore, Shannon Batten, Dennis Scheuer, Patricia Kately, Denise Barr, Jennifer DiLorenzo, Kara Belmonte, Lacy Lupi, and Stephanie Bernstiel

Agenda:

- Review supplies—medals are okay.
- Review packet to ensure dates are all changed.
- Barr will email Bernadette Gennaoui so she can make copies of the packet. A rep from each building will email her letting her know how many packets they need.
- Barr will check with Mrs. Sochor regarding: tables, gift cards, donation letters and judge letters—going out/ordered.

Next meeting is scheduled for Thursday February 18th at Bullock School.

Need to check paper products and get a count to estimate # of projects.

COMMITTEE: District Nurses

CHAIRPERSON: Marian Dunn

DATE, HOUR AND LOCATION OF MEETING: January 26, 2:30 p.m. Bowe School

MEETING AGENDA

1. Substitute Nurse Update
2. Registration/Immunization Concerns

3. Homelessness review related to immunizations
4. Drug and Alcohol Testing for Students suspected of being under the influence
5. School Physician
6. Computer Review- Shared Calendar
7. CPR/AED training- May 18th
8. Workshops
9. Mantoux tests
10. Blood borne exposure to students
11. Medically Fragile Students

ADMINISTRATORS:

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

LENGTH OF MEETING: 2:30 p.m. – 5:00 p.m.

SUBJECTS DISCUSSED:

1. Substitute Nurses and Orientation: Have two new substitute nurses who have had some orientation time and have worked a few days thus far. These nurses, like most sub nurses have additional jobs so availability is often limited. Important to use term subs, who have been with district long-term, but to also use new subs at times, so that they will remain interested.
2. Registration and Immunization Concerns: Hand-outs given on “30 day grace period and Provisional Admission” and a “Catch-up Immunization Schedule”. Per N.J. Immunization regulations, the 30 day grace period only applies to transfer students coming from out of state/country. This does not apply to in-state transfers. Provisional admission allows a child to enter school if he/she has received at least one dose of each required vaccines and may only be granted one time. A student is out of compliance if he/she does not have an immunization record showing at least one dose of all required vaccines (unless out of state or out of country transfer- they get 30 day grace period). A child must be “in compliance” before they start school. Will plan to discuss prior to upcoming school year.
3. Homelessness review related to immunizations- Situations specified in McKinnie-Vento allow children to start school without immunization record. Cannot be excluded. Nurses to assist in helping facilitate immunization process. Each situation is different, but at some point, the expectation would be that child will need to show proof of immunization.
4. Drug and Alcohol Testing for Students suspected of being under the influence-lengthy discussion of district protocol and Code 6a. The nurse must assess student’s general health status, monitor vital signs and for assess for emergent issues in order to determine if 911 would be required or that the student is stable and can wait for parent pick up. It was consensus of the group, that any form used, should not extend assessment beyond what is mandated in the law for the school nurse. The nurse’s role is to be an assessment of the student’s general health. The physical screening /exam for drug/alcohol is to be completed by a licensed physician as per the code and school policy.

5. School Physician- Dr. Palmer new practice in Glassboro office effective February 11, 2016, Will continue on as School Physician. Sports physicals should follow state regulations and School Physician is only used for students with no medical-home. This is a very small percentage of student population. Nurses have worked hard to facilitate this process and comply with state directives on athletic physicals. It is best to continue forward with this for the health of the student athlete and to decrease chance of district liability, should a significant medical emergency occur during sports practice/game or meet.
6. Computer Review- Shared Calendar - for shared calendar/sub input
7. CPR/AED training-Will once again be done by Healing Hearts, May 18th 2016 from 6 pm until 9 pm at Bullock. Ensure 5 delegates per school.
8. Workshops- multiple coming up from Garden AHEC.
9. Mantoux tests- If positive mantoux, contact GCHD and they will advise on how to proceed. Student will have blood work and (or) Chest X-Ray to determine if treatment necessary. Positive mantoux test does not necessarily indicate disease. Can indicate latent infection or BCG.
10. Blood borne exposure to students- Fill out student incident and insurance reports as needed related to exposure. Notify parents of incident and advise follow-up and possible blood testing with medical provider. No specific forms used for student exposure.
11. Medically Fragile Students- Discussion over varying student health issues. A student with a private duty nurse will have daily needs met by this nurse. School nurse would manage student as she does for entire student population. A private duty nurse typically has orders from the student's physician delineating care to be provided. The orders are usually for the student and through the agency for which the private duty nurse works. The orders are not automatically transferrable to a nurse working under a separate entity. So medical orders cannot be automatically transferable to the school nurse. There would need to be separate orders given to the school nurse.

Conclusion(s) reached: Have to balance use of longer term subs but also use new subs to help maintain sub list. 30 day grace period for immunizations only applies to out of state/country transfers. At some point, children under McKinnie-Vento need to come into compliance with immunizations. For drug and alcohol testing, school nurse role is to assess student general health status, vital signs, and assess for emergent issues. Dr. Palmer will remain as School Physician/ CPR and AED training is scheduled. Positive mantoux test does not necessarily indicate active disease. Private duty nurse is primary caregiver for student in the school setting

Recommendation(s): Continue to use subs who have been here, but use newer subs as well/ Discussion of immunization mandates to help ensure compliance. Nurses provide outreach information to help facilitate immunization compliance. For drug and alcohol testing nurse role must not extend beyond what is mandated in law. State advises that athletic physicals be done at student's medical home. Report positive mantoux test to GCHD. Complete appropriate reports for student blood borne exposure.

DATE, TIME, PLACE OF THE NEXT MEETING: May 24, 2016 at 2:30 p.m.
Bowe School Conference Room

IV. **PERSONNEL**

A. **New Staff Members**

The following staff members were hired or transferred to another position during the month of January: none.

Vacancies

District Accountant
Anticipated Chemistry Teacher
Part-time Physical Therapist
Cafeteria Aide
Classroom Aides and Special Education Aides

B. **Substitute Teachers**

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