

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE
CHIEF ACADEMIC OFFICER
Dr. Robert Preston

March 24, 2021

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL
Denise Barr, Head Teacher

INSTRUCTION / STUDENT NOTES:

As of February 26, 2021, there are 13 students enrolled in the AEHS program, three have an IEP.

In this month one student was dropped from rolls due to attendance, one student had met graduation requirements at the end of the semester and is no longer attending, and three students are attending part time to catch up in preparation for graduation in this year or the next.

Teachers and administrators have been in Webex meeting room each night to assist students as needed as well as in person to meet with our students attending in that way.

Students are monitored for attendance through the Webex meeting room, APEX work progress log, and email contact.

New staff were approved this month to accommodate certification and state reporting.

There was a scheduled technology outage this month during AEHS normal school hours, so we reached out to staff and students and worked remotely that day.

We continue to work in the hybrid model.

FACILITIES:

We continue to communicate with Mr. Booth regarding changes to our schedule as they might impact the custodial staff.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language

Rona Johnson: ESL Teacher Pre-K – 2nd 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 24 Math _____

No new entrants tested into the program in February.

No students exited the program in February.

During the month of February, the kindergarten BSI students worked on the following phonemic awareness skills: rhyme, syllable segmentation, phoneme segmentation and identifying initial and ending sounds in consonant-vowel-consonant words. Students reviewed the terms consonant and vowel. All upper and lower case letters were reviewed, along with the sounds they make and vocabulary pictures that coordinate with each letter. The digraphs sh and wh were introduced. A variety of multi-sensory activities using Orton Gillingham and Project Read strategies were used. The sight words blue, three, get, with, ran, brown, was, out, all, ate, white, saw were introduced. In addition, all basic skills students practiced syllable deletion with compound words.

Amy Masso-Ferrer: Supervisor of Basic Skills
Dorothy L. Bullock School

Summary of Services BSI Reading

1 st – 3 rd Grade BSI Student Totals										
Grade	September	October	November	December	January	February	March	April	May	June
1	31	31	31	32	33	34				
2	38	39	39	39	39	39				
3	30	30	30	30	30	30				
Grades 1-3	99	100	100	100	102	103				

1 st – 3 rd Grade Monitored BSI Student Totals*										
Grade	September	October	November	December	January	February	March	April	May	June
1	5	5	5	5	5	5				
2	1	1	1	1	1	1				
3	9	9	9	9	9	9				
Grades 1-3	15	15	15	15	15	15				

*some students placed in inclusion classrooms, being supported in class, unable to service through BSI due to staff shortage

1 st – 3 rd Grade BSI Student – No Consent*										
Grade	September	October	November	December	January	February	March	April	May	June
1	4	4	4	4	4	4				
2	2	2	2	2	2	2				
3	0	0	0	0	0	0				
Grades 1-3	6	6	6	6	6	6				

*Either no response or refusal, may consider once return to in-person instruction

Teacher Providing Services/# of Students per Teacher											
Teacher	September	October	November	December	January	February	March	April	May	June	Teacher Totals
McConnel – 1 st Grade	31	31	31	32	33	34					34
Peale – 2 nd Grade	30	31	31	31	31	30					30
Werner – 2 nd Grade	8	8	8	8	8	9					9
Werner – 3 rd Grade	30	30	30	30	30	30					30
Total	99	100	100	101	102	103					

New Entrants

New Entrants: Current Students Who Tested In											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	0	1	1	1					
2	0	1	0	0	0	0					
3	0	0	0	0	0	0					
Grades 1-3	0	1	0	1	1	1					
New Entrants: New Students to District											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	0	0	0	0					
2	0	0	0	0	0	0					
3	0	0	0	0	0	0					
Grades 1-3	0	0	0	0	0	0					

Student Exits

1 st – 3 rd Grade BSI Exits											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	1	0	0	0	0						
2	4	0	0	0	0						
3	5	0	0	0	0						
Grades 1-3	10	0	0	0	0						

Student Transfers

1 st – 3 rd BSI Student Transfers											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	5	0	0	0	1	0	0				
2	10	0	0	0	0	0	0				
3	6	0	0	0	1	0	0				
Grades 1-3	21	0	0	0	2	0	0				

Basic Skills instruction is taking place virtually through Zoom meetings in leveled groups based on reading level and skills deficits. All students receiving BSI instruction are serviced by both their classroom teacher and the basic skills teacher for reading and phonics instruction. At this time, both virtual and hybrid schedules have been created by the BSI

teachers so that their instruction does not interfere with student learning time within the classroom. In addition, teachers will be creating schedules for in-person instruction for specific students upon their return to four days of in-person instruction in March. Currently, Mrs. McConnell is servicing all students in first grade, Mrs. Peale is servicing students in second grade, and Mrs. Werner is servicing students in both second and third grade. The Title I Extended School Day Program was approved at the February Board of Education meeting which will allow us to provide targeted instruction and assistance to Title I students who are most at risk academically.

Rene Seabrook Hart
Thomas E. Bowe School

Number of children currently in the program:
Literacy: 20 students

No new entrants tested into the program in February.
Map data, attendance, and teacher recommendations utilized for waitlist and new students' admittance into the program.
One student exited the program in February.

Other tests:

MAP (Measuring Academic Progress) Testing Window Jan.4 - Feb. 5. Data will be used to determine strengths and weaknesses in skills needing improvement prior to NJLSA.

- Check- Out Fact and Opinion (Students can demonstrate strengths and weaknesses with acquisition of concept)
- Greek and Latin Roots Check-In (Check students' prior knowledge of concepts and familiarize themselves with terms.)
- Check- Out Greek and Latin Roots (Students can demonstrate strengths and weaknesses with acquisition of concept)
- Check- In Inference (Check students' prior knowledge of concepts and familiarize themselves with terms.)

BSI PULL- OUT: Skills Lesson Distinguish between Fact and Opinion. Students will be able to: Distinguish facts from opinions, identify an author's statement of opinion, choose reasons to support an opinion, identify supporting details in literary texts, and identify supporting details in informational texts.

Skills Lesson Greek and Latin Roots: Students will be able to: use Greek and Latin roots as clues to the meanings of words, determine the meanings of Greek and Latin roots, use the meaning of words as clues to the meaning of Greek and Latin roots, determine the meanings of words with Greek and Latin roots, and determine the meaning of Greek and Latin roots.

Inference Lesson Plans: Students are working on skills: Inferring which title goes with picture, use actions and dialogue to understand characters actions, draw inference from text, and make predictions from a story.

BSI/ PUSH-IN: Basic skill instruction emphasis during remote instruction is pushing into 4th grade classrooms remotely. Providing additional support to BSI students. BSI support is given in chat during synchronous instruction. BSI support is also provided during breakout sessions in zoom in which students work in small groups to answer questions and complete assignments at their own pace.

SEL (Social Emotional Learning) Provide SEL instruction every Wednesday from (8:40-9:10) for 4th, 5th, and 6th grade students. SEL provides strategies for students to help them “Self Regulate” and recognize positive and negative coping strategies. SEL provides students with a structured platform to learn to cope with the trauma of isolation, their feelings, and changes due to Covid through video, chat, discussions, google slides. SEL also provides a safe place for students to express their feelings and practice positive coping strategies through chat, Jamboard, and writing prompts. SEL reassures students in the virtual, in- person learning cohorts that adversity is part of life, but they can choose how they respond to adversity. February SEL Topics
2/3 - Week 1: diversity (5 slides, 1 video, discussion, writing prompt)
2/10 - Week 2: identity (review diversity, 5 slides, discussion, writing prompt)
2/17 - African American Performance and Art Festival during SEL time (maybe we can meet prior to discuss what we’re doing)
2/24 - Week 3: perspective (review diversity & identity, 5 slides, big discussion, writing prompt) Diversity - Perspective

BPAC (Bowe Parent Advisory Committee) - Attend meetings each month on Wednesday at 6 pm. The BPAC consists of Principal, Vice Principal, Parents, Teachers during the meeting principal or parents brings issues that may impact student learning. BPAC also discusses what is working in the classroom.

SLT-(School Leadership Team) - Committee meets bi- monthly to bring concerns, challenges of staff brainstorm or gather information to clarify for grade level peers.

Bowe School Virtual Book Fair- (Bowe Coordinator) working with Karen DeFrank at Bullock School to do Scholastic Virtual Book fair dates March 19- April 1, 2021.

AARID (African American Read In) - Committee met Dec. Jan. Feb.

African American Read - In Day - Participated as a Reader Feb. 3. 2021

Read to 4th Grade (Berman & Smart) Why Frog and Snake Never Play together

Read to 6th Grade (Riley & Hess) A Good Kind of Trouble

Bowe Annual African American Wax Museum/ Project Celebration -Feb. 17,2021.

Presented projects in Flipgrid to SEL students and classroom teachers from 8:40-10:00 am

February 8, 2021 School Wide Inservice. PLC for Special Area teachers concentration on African American Projects and presentation. Shared best practices on virtual instruction with 50 students monitoring chat, attendance, and shared strategies that are successful.

February 20, 2021 (Saturday) Pear Fair- Pair Deck

February 24, 2021 Supporting student engagement in remote instruction

Feb. 24. Workshop (Sue Kornicki)- Schoology Training

Language Arts: Michelle Meehan
Intermediate School

Number of children currently in the program:
Literary 27 Math _____

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

Students receive writing and grammar instruction. In February they finished up their informational research unit and began working on argumentative research essays. They discussed plagiarizing, paraphrasing, direct quoting, citing sources using the MLA format, hooks, and introductions.

Mathematics: Rich Morrison
High School

Number of children currently in the program:
Literacy _____ Math _____ 15 _____

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

Program emphasis: Algebra I NJ State Curriculum (In preparation for NJ State Exam)

Mathematics: Wayne Rulon
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.

Triangle similarity properties took primary focus in class. Students learned such triangle congruence theorems such as AA, SSS, and SAS theorems. Parallelograms were also studied focusing on properties of rectangles, squares, rhombus, trapezoid, and kites. Summative Assessment #1 was just successfully completed and Unit #7 focusing on Trigonometry is on the horizon.

Graphing Calculator Explorations are always utilized to further understand concepts, in addition to On Your Own Exercises found in HMH and ixl.com problems online.

Mathematics: Michele Keating
High School

Number of children currently in the program:
Literacy _____ Math 27

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

Other tests: MAP testing for midyear growth/benchmark

The students in Integrated Algebra I are learning to write and graph exponential functions.

Students use their laptops for online materials and homework/classwork. Students also use their laptops for HMH, Desmos, Schoology, Webex and IXL.com.

Language Arts: Chris Wood
High School

Number of children currently in the program:
Literacy 21 Math _____

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

Basic skills students are offered additional support through differentiated instruction, extra time, modified assignments and due dates, and one-on-one conferencing.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month February 2021: none

DATE	SCHOOL	TO

B. **Curriculum Committees:**

The following curriculum committees met during the month of February 2021:
District Technology Committee, District Nurses Committee, Science Fair Committee

District Technology Committee Meeting
February 9, 2021

Members present: Sue Kornicki, George Weeks, Lisa Ridgway, Victoria Toczyłowski, Jordan Hess, Sarah Pagan, Carol Ceglia, Matthew Schwarz, Andrea LoCastro, Mike Sharkey, Michele Keating

Agenda:

Old business:

1. Building-level PLCs
 - Please set up a building-level Edtech PLC with members from each department/grade level, including spec. Ed. and admin. Set up meetings prior to our district-level meetings.
2. Simulcasting
 - Webcams & tripods delivered, demo email sent out to help with setup
 - ClearTouch display panels due end of February, training likely in March; training will be live but virtual, ambassadors from each building may receive more in-depth “train-the-trainer” workshops to turn-key additional features (in-house)
 - Wireless headphones / microphone - George is looking into these
3. Schoology/Seesaw
 - Delay getting new students into SGY - This is resolved
 - SGY grades disappearing - teachers should check their bulk edit grades
4. SMART Goals:
 - SMART Goal 2019-2020 Worksheet - time to update...a LOT has changed!
 - Take back to your building and come up with SMART Goals for 2020-2021.
5. Sue will reach out to building admin teams to request time for PLC meetings once/month in preparation for the district meeting -

NEW Business

1. Software/App Vetting and approval

Next meeting: Tuesday March 9th 3 to 4pm
District Nurse Meeting Summary
February 17, 2021
11:00 am- 12:30 pm

In attendance: Donna Begolly, Kathee Straube, Erin Perewiznyk, Christa Taylor

Here is a summary/review of current quarantine specifics related to moderate zone:

The NJDOH document from 2/15/21 does acknowledge the lessened quarantine timeframes in the moderate (yellow) category, but does continue to state that the 14 day quarantine is preferred when feasible. Document does state that 14 days are always preferred as the best way to prevent COVID-19 transmission.

However, we have reverted to following the directives for the Moderate (yellow) category, since we dropped to moderate last week.

Close contacts of COVID positive persons are now excluded for 10 days (in absence of testing) from date of last exposure. Previously it was 14 days in high risk. This is really the only recent change from high to moderate.

Here are just a few review points, not specifically related to change from high to moderate:

As of the January 19, 2021 directive, it is no longer necessary to quarantine close contacts of someone with COVID symptoms. This was a change that actually came out before we went back to moderate. Previously this quarantine was required in the high risk category. If you remember, when we went to high, we had many staff out since they were close contacts to someone with covid symptoms. This is no longer required. We are following this newer, less restrictive directive as well.

If persons do test, due to being a close contact of someone who is COVID positive, they cannot test before day 5 and even if results come back negative, they must remain out at least until day 7. Per the NJDOH 2/15/21, the specimen must be collected between day 5-7 (not earlier than day 5), but quarantine cannot be discontinued earlier than after Day 7. The person should remain in quarantine until the results are received and are negative. If test results are delayed, quarantine should be continued until after Day 10. The caveat here is that if they do test and results are delayed beyond day 10, they must quarantine until negative test results are received.

Persons must always be asymptomatic prior to return.

Household contacts remain in the 24 day quarantine if someone they live with has COVID diagnosis or COVID symptoms. This is in all risk categories. So if staff member's daughter, for example, has COVID symptoms, then staff member is on 24 day quarantine. The only way out of this is if the daughter was symptomatic but tests negative or if the staff member actually tests positive. The staff member would then be on their own quarantine and now have to quarantine from 10 days of their own positive test date. It could shorten the quarantine by a few days.

Persons with COVID symptoms must quarantine for 10 days from symptom onset or from 10 days of positive test result (if asymptomatic) and must be symptom free prior to return.

Related to medically complex or higher-risk individuals, say like 1:1 aide/student, the 14 day exclusion criteria should be utilized.

We have discussed all of this at length among the nurses this morning and we are all clear on the ever changing and sometimes difficult to follow directives. We continue to collaborate on many cases that to arise to ensure we are following guidelines appropriately.

With that in mind, it is sometimes necessary for us to use our assessment skills to really look at the situation presenting before us to guide us in our decision making.

We will always make our decisions based on best professional judgement. Health Department has advised us on this as well.

Related to vaccine status and some lessened restrictions for those who meet the vaccine requirements listed on the 2/15/21, this is good. We have asked staff to send their designated school nurse their vaccine record. If they provide it, we can then utilize the lessened quarantine restrictions for this group.

Science Fair Curriculum Meeting 2/25/21

Attendance:

Emily Gigliotti and student teacher
Jennifer DiLorenzo
Paul Albert
Denise Barr
Lauren Wilson
Erin Pimpinella

Flipgrid:

- by division
- 3-5 min
- we will all be added as co-pilots to each division
- we need to send each judge about an hour worth of videos to watch so we will have to narrow down the selections to top choices to send to the judges. This will have to go into the paperwork, so parents know this information.
- due to us by 4/21/21

Email:

Students will send a picture (which will take the place of the old project card) of their project. It will have names of everyone involved, title, grade level, homeroom teacher. But come to think of it, don't we usually hide their names from judges?
This will also be submitted to sciencefair@gpsd.us by 4/21

Paperwork

This is where we spent most of the meeting. Going through and changing things up here.

Projects can be individual or group – but we must state that group work will follow all social distancing guidelines, etc.

Blue form will be a google form now. Denise will take care of this. We will include new information like student's cohort and a video/picture permission section.

All dates were discussed for deadlines.

Virtual Event

I meet with Rob on Tuesday to discuss this information.

How will we present this? We do not think it should be an open zoom or webex for the public. WE want to try and avoid issues/verbal arguments/chat messages, etc.

As a group we feel that we can all pre-record ourselves speaking and presenting the awards for our respective divisions. Denise and Paul Albert both know how to take

all of our videos and mesh them together. WE can then release one link at 6:30 on May 5 that shows the video montage of projects and the announcements of awards. So nothing will ever be live and we can avoid issues.

We post on website and ask Jody to send out as a blast.

Website

We need to get this information posted by the week of 3/8. Shannon has access. I do not, do you? She said she can post whatever needs to go on there so it's just a matter of getting all of this into that word document so it can be posted on there.

IV. **PERSONNEL**

A. **New Staff Members**

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

Amy Foxhill	Secretary	GHS
Erica Simmons	Data Clerk	Central Office
Timothy O'Sullivan	LTS TV Tech	GHS
Catherine Torbik	Director of Spec Ed	

Vacancies

Assistant Baseball Coach
Classroom Aide
LTS – Preschool Special Education
LTS – Music Teacher (Choral & General Music)
LTS – Special Education Aide
Special Education Aide

B. **Substitute Teachers**

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

V. **MISCELLANEOUS**