

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

November 17, 2021

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

INSTRUCTION / STUDENT NOTES:

- As of October 28, 2021 there are twelve students attending AEHS. Two have IEP's, and five are attending day and evening courses to be able to graduate on time.
- Students have been enrolled in courses in APEX.
- Powerschool system continues to not be updated the following courses and staffing need correction for reporting to be accurate and up to date.
 1. Health—9 students need this course
 2. Psychology—2 students need this course
 3. Financial Lit—1 student needs this course
 4. American History 1—3 students need this course
 5. Software Applications—1 student needs this course
 6. Geometry—2 students need this course
 7. It has also been requested to have Experiential learning added as several of the students are working and could be earning school credit for that as well.
 8. Mr. Tarasevich and Mrs. Cox have yet to be added to the staff in Powerschool.
- Transportation has been able to arrange pick up for the students, they are arriving by 3:35. It is still hopeful that as this district wide issue gets resolved this time will get closer to 3pm.

FACILITIES:

We have been trying to keep AEHS students in one classroom for the academic portion of their evening and the gymnasium for their physical education course. As the numbers increase it may be necessary to expand to a second classroom. Once basketball season begins next month, physical education will most likely be held in the cafeteria space as has been done in the past. The principal will continue to communicate with GHS custodial staff and Mr. Booth in regard to changes to the schedule.

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 27 Math _____

No new entrants tested into the program in October.

No students exited the program in October.

During the month of October, the kindergarten BSI students worked on the following phonemic awareness skills: rhyme, syllable segmentation, phoneme segmentation and identifying initial sounds in consonant-vowel-consonant words. Students reviewed the terms consonant and vowel. The upper and lower case letters N, M, I, U, C, O, A & G 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 **me, I, you, look, the, is, see, can, my, a, red, & like** were introduced. In addition, all basic skills students practiced syllable deletion with compound words.

Conferences and workshops attended:

International Dyslexia Association (IDA) annual conference (virtual) - October 21 & 22, 2021: workshops attended reviewed current research in teaching reading to students, especially struggling readers. All workshops focused on the need for a systematic, sequential, structured literacy program to be fully inclusive and meet the needs of all readers. Phonemic awareness, grammar, syntax, and handwriting are all areas where most schools fall short of teaching the fundamental skills needed for reading success.

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

Summary of Bullock BSI ELA Services – October 2021

1 st – 3 rd Grade BSI Student Totals										
Grade	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun
1	36	40								
2	19	26								
3	19	24								
Grades 1-3	74	90								

Teacher Providing Services/# of Students per Teacher										
Teacher	Oct	Nov	Dec	Jan	Feb	March	April	May	June	
Werner	47									
Stewart	43									
TBD										

1 st – 3 rd Grade BSI Exits										
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Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
1	0	0									
2	3	0									
3	4	0									
Grades 1-3	7	0									

1 st – 3 rd BSI Student Transfers											
Grade	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun	
Grades 1-3	2	0									

Students were identified for services using Spring 2021 and Fall 2021 MAP scores, along with beginning of the year Foundations Progress Monitoring Baseline assessments. The data reveals student’s greatest needs in the areas of foundational skills such as letter recognition and letter sounds. Students are receiving 30 minutes of daily Basic Skills instruction in English Language Arts (ELA) through both push-in and pull-out supplemental teaching models during the Foundations instructional block in first and second grade and during the Wit & Wisdom block in third. The increase in numbers from September to October is due to students who did not have signed consent forms to receive services in September. Basic Skills teachers are actively collaborating with classroom teachers to enhance and support the skills being taught in the classroom as well as close the achievement gaps that are present. Parent notification letters were sent to parents via a Google Form then followed up by paper forms if the former was not completed. Students were assessed utilizing Foundations Progress Monitoring kits in first and second grade and third graders were assessed using a phonics and phonemic awareness screener. All identified students were assessed on Dolch Sight Word knowledge.

Rene Seabrook Hart
Thomas E. Bowe School
Heather Rittman
Thomas E. Bowe School

Number of children currently in the program.
 Literacy: 41 Math: 0

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

Rationale for testing: Benchmark Assessments are used to determine specific skills/concepts to teach or reinforce, and grouping for pull-out Tiered Intervention.

- Start Strong Benchmark Assessment - FALL/21 MATH/ ELA/ SCIENCE (GRADES- 4-6)
- (MAP) Measuring Academic Progress Benchmark FALL/21 MATH, ELA,
- MAP FLUENCY(Pending) (GRADES- 4-6)

BSI / PUSH-IN & PULL- OUT BSI utilizes standards-based curriculum built on best practice research study in all subject areas to provide high-quality curriculum and

instruction in a supportive and effective learning environment that enables BSI students to progress academically and increase students' academic achievement in state standards.

Assessments are given by the classroom teacher and/or the Title 1 staff and are used to assess students' strengths, weaknesses, eligibility for program, and growth over time. Assessments are on-going and both formal and informal.

The program emphasis for Literacy at each grade level covers the following components in various degrees: Phonemic Awareness, Phonics, Decoding, Vocabulary Development, Comprehension, and Fluency.

The following components are emphasized in the Writing area of the Title 1 Program: Process Writing, and Editing Skills in various contexts (Grammar, Spelling, Mechanics, & Usage) 3) Sentence Construction.

Title I teachers and Bowe teachers are utilizing the following Resources/Materials: Great Minds Wit & Wisdom, Wilson Language System, Dolch and Fry Word Lists, iXL Language Arts, and Read 180 and other resources.

The methods of evaluating student progress include but are not limited to: Acadience Reading, NWEA Measures of Academic Progress (MAP), and NWEA MAP Reading Fluency, Work Samples, Dolch and Fry High Frequency List of Sight Words, Standardized Assessments (NJSLA)

Activities of special interest:

- a. Cheer (Rittman & Hart): Committee (collects dues/meets monthly) provides encouragement and support for staff during grief and celebrating personal and professional milestones. Committee assists in organizing staff to spread cheer through encouraging notes, faculty lunches, or end of year celebrations. Committee supports staff morale.
- b. Bowe's Fall Family Fun Nights (Rittman & Hart): Thursday, December 9, 2021 /Alt. date Jan.27, 2022 from 6-8 pm. Virtual Event is in the planning phase. Thomas E. Bowe School Title I Family Fun Night THEME: PASSPORT TO THE WORLD. Families will engage in a virtual tour of countries around the world. They will have the opportunity to plan to visit various countries around the world. Staff will take families on a virtual tour of the country. Staff will explain and facilitate activity. Families will be presented with a budget. They must create an itinerary, using links to teacher-created Google site "Travel Agency" resources. Using Mathematics, problem solving, and literacy skills, families must calculate and explain reasoning for choices of the following: Airline tickets, Hotel, Food, Transportation, and Sightseeing attractions (Excursion).
- c. Booksmiles - Book Fair (Rittman & Hart): Dec. 10, 2021 / Alt Jan. 28, 2022 will be used in conjunction with Bowe's Fall Family Fun Night, and Battle of the Books. Students will be able to choose books in the cafeteria the day following the event. Google participation form and survey will be access to Book Fair and entry to BSI Title I Barnes and Noble Gift Card Raffle which will be held every 30 min. during the event.

- d. Renaissance Committee (Rittman): Renaissance celebrates students' academic and behavioral achievements through a card-based program and various incentives and rewards throughout the school year. The committee meets to discuss fundraising goals and ways to acknowledge students' successes and boost motivation.
- e. BPAC - Bowe Parent Advisory Committee (Hart): A committee consisting of Stakeholders to the academic, social, emotional climate of the students of Thomas E. Bowe. The committee members consisting; of building administrators, parents, staff which meet bi/monthly to discuss Bowe Schools Concerns and Achievements to assist the Bowe/GPS school community.
- f. SLT- (School Leadership Team) (Hart): Committee meets monthly to bring concerns, challenges of staff, brainstorm or gather information to clarify for grade level peers.
- g. School Safety/School Climate Committee (Hart): Committee meets (monthly) to discuss the SE - Social and Emotional Welfare of students and Staff and develop activities to address SE Welfare of Bowe committee and individuals. Bowe 2021-22 School Year Theme Calendar - "We're All in this Together"

Conferences and workshops attended:

- NJIDA 36th Annual Fall Conference/October 1-2, 2021 - Professional Development conference provided excellent understanding of ways to meet students' needs in literacy in relation to the "strands of literacy" identified within Scarborough's Reading Rope Model. Supports for teaching fluency, comprehension, decoding, vocabulary, and more were addressed.
- Teach Like a Champion / October 8, 2021 - District Professional Development workshop which provided techniques teachers can implement which are practical, engaging, concrete, and create an academic and safe culture for students to think, share, actively participate / listen, and be praised.

Additional comments:

- Parent Contact with BSI Parents/Student - October BSI newsletter was sent home to all parents with tips and strategies to assist parents
- BSI / ELL meeting 10/18/21 - BSI and ELL teachers discussed challenges with principal and with supervisor, developed strategies to assist students, parents and teachers.
- BSI students Revised ISIP (Individual Student Improvement Plan) student skill focus/concept was completed. MAP data must be recorded when assessments are completed and access to data.
- NJEA Pride Grant was submitted for each participant at Bowe's Family Fun night to receive a water bottle, which is needed at Bowe since water fountains are not in use.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month October and November, 2021:

DATE	SCHOOL	TO
10/18/21	GHS	Glassboro Community Garden
10/20/21	GHS	The Craft Room, Sewell, NJ
11/3/21	GHS	Glassboro Community Garden
11/10/21	GHS	Goodwill in Glassboro
11/12/21	GHS	Big Lots Glassboro
11/17/21	GHS	Glassboro Fire Department
11/18/21	GHS	Shop Rite Glassboro
11/19/21	GHS	Rowan University
12.15.21	GHS	Deptford Mall
11/13/21	Bowe, GHS	Bowlero, Turnersville
12/11/21	“	“
1/8/22	“	“
2/12/22	“	“
3/12/22	“	“
4/9/22	“	“
5/14/22	“	“
6/11/22	“	“

B. Curriculum Committees:

The following curriculum committees met during the month of September/October 2021: Technology, Nurse

District Technology Committee Meeting
September 28, 2021

Members present: Sue Kornicki, Erica Sloan, Andrea Locastro, Carl Air, Victoria Toczylowski, Rachel Morrison, Jordan Armstrong, George Weeks, Robert Hemmes, Joan Beebe, Jordan Hess

Agenda:

Old Business:

1. Hotspots - Procedure
 - A. Teacher/Counselor notifies Principal
 - B. Principal notifies Tech Department
 - C. Tech Department reaches out to family to deploy hotspot device

2. ClearTouch devices
 - Installation pending @ GIS, TEB, DLB
 - Training--Sessions 1 & 2 completed; in-house Ambassadors Certification Training completed
 - Troubleshooting document
 - Keyboards and surge protectors purchased/delivered as installation occurs

3. eSports club
 - We have 7 Nintendo Switch devices and have used them over the summer with students.

New Business

4. Presentation “Boardworks” by Jonathan Decker
 - BOARDWORKS OVERVIEW
 - SAMPLE LESSON(*follow same steps for other content areas*)

5. SMART Goals for 2020-2021 - Time to rewrite these into SMART GOALS 2021-22

6. Building concerns:
 - Rodgers - staff members in need of phones, color printer not printing in color: please do a work order; Kindergarten MAP testing practice class (Sue will check with Brandi/Pancoast/Sweeney)
 - Bullock - reimaging Clear Touch devices? Abigail is working to ready cases and chargers to go home
 - Bowe - Schoology sync with Special area and ICS; logistical issues with charging and wires; Sharkey will put together a count; some students not getting KAMI
 - GIS - ICS grades don't sync; printers are printing very funky; George is working with Canon to figure out the problem.
 - GHS - Ray is great

7. Impero
 - Review of live training with the vendor; possible asynchronous, self-paced courses.

8. Mission statement approval

District Nurse Meeting
October 8, 2021

Meeting Participants: Donna Begolly, Erin Perewiznyk, Kathee Straube, Christa Taylor, Marian Dunn, Cathy Torbik (Supervisor)

Nursing Assistance	
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	<ul style="list-style-type: none"> • Nurses continue to be extended in their workload as new responsibilities related to COVID-19 are added at least weekly. • It is consistently hard to complete job requirements during required work day, and most nurses are completing many requirements after work time. • We have used back up nurses in some capacity to help ease workload and this has helped to an extent. Difficult at times, unless nurse familiar with nurse office, protocols and responsibilities. • Discussed the importance of using back-up nurses that have been offered. Discussed options to acquire nurses in light of our dwindling sub availability. Discussed possible hiring of LPN's who can be delegated with many tasks. • Erin and Donna have agreed to reach out to nurses on sub list and agency in effort to get a long-term commitment. Will discuss when information available. • Have to make every effort to have two back up nurses in district daily. • Trying to avoid a situation when there is a building with no nurse coverage. This would be most problematic, especially this year. • Problem with COVID is that nurse must stop whatever they are doing when hit with a COVID situation. Makes it hard to complete tasks such as record review, care plans, screenings. • We are fortunate to have district support to hire back up assistance.
Newer Responsibilities for School Nurses	<ul style="list-style-type: none"> • Dashboard- complete daily and if no positives put "0" • ILI (Influenza Like Illness) weekly report to NJDOH. This will now be a requirement as of October 26, 2021. • Now state is looking for reports of all persons in schools tested and results. Not just those that will be tested as part of a weekly testing program. Hopefully this will be added to the ILI report, and not be another document to be completed and sent out. • Likely that nursing will have some responsibility if/when weekly testing takes place
Screening Testing	<ul style="list-style-type: none"> • Supposedly a vendor to be assigned to do weekly testing for unvaccinated staff and students with consent. Received general communication which I shared with you, but nothing specific. • Marian reached out to contact person via e-mail and did receive reply that vendors will be working to outreach • May be just one testing vendor per county • Vendor is supposed to handle process from end to end. There will likely be some set up and requirement processes required by district personnel.

<p>Vaccination Requirement for Staff</p>	<ul style="list-style-type: none"> • This executive order goes into effect 10/18/21 • Nurses will send follow up communication to relevant staff or department heads to remind them to turn in vaccination information. • If no proof of vaccination submitted, then person deemed unvaccinated • Communication should come from Administration reminding of vaccination or testing requirement by 10/18/21. • Nursing prefers not to provide lists of unvaccinated staff but will do so if directed to do so. Weakens nurse/employee relationship • Instead, it would be best if employee be advised to directly notify their Principal or Department head if they are not vaccinated and turn in weekly proof of testing to them. • School Nurses cannot be involved in any process that might result in disciplinary action to an employee for non-compliance. These are co-workers and we do not have administrative authority.
<p>Contact Tracing on Bus</p>	<ul style="list-style-type: none"> • Administrative directive as follows: • Nurse will attempt to speak to positive student and confirm who was sitting on same seat as student and on first seat directly across the aisle. This can be done along with seating charts, when available, for confirmation. This has proven difficult at times, due to students saying “I don’t know” and due to younger students really not knowing who is sitting across the aisle. Seating charts would offer some concrete information • If the positive student cannot identify those sitting as indicated above and review of seating charts reveals no definitive information, then camera footage may need to be reviewed by others, who can then tell nurse the names of students who have been identified as close contacts. Nurse will not have time availability to review camera footage • As confirmed with Administration there will be a total of 2 or 3 students as close contacts, depending if positive student was sitting in a 2 or 3 seater. • Once students are identified, nurse will reach out to parent and advise of need to quarantine and provide specific directives. • In some cases, we may have to contact trace for a few days, especially if a positive student was sick and present in school on days prior to test results.
<p>Quarantine start dates</p>	<ul style="list-style-type: none"> • From onset of symptoms or positive test date. • Will follow directives for transmission level in place at time of onset of symptoms or positive test date. Will not increase or decrease quarantine time if transmission level changes.

<p>Handing of students with asthma/allergies/ repeat symptoms</p>	<ul style="list-style-type: none"> • Many students have allergies. These are also COVID-compatible symptoms • Will be necessary to send home on first episode and if negative test result turned in, can lift quarantine. • Would advise child be seen by their medical provider and note provided specifying typical symptoms. That allows more leeway to work with the individual situations and to not have to repeatedly place child on quarantine. Does not remain without risks, however. • Some students have been on multiple quarantines as parents call them out with symptoms and opt to keep them home. In some cases, it appears that this could be a method to obtain multiple episodes of remote instruction.
<p>Close contacts</p>	<ul style="list-style-type: none"> • Has been more of an issue in non-classroom situations such as lunch room and sports and activity settings. • It also becomes a problem when kids are eating in classroom
<p>New Registrants</p>	<ul style="list-style-type: none"> • Continues to be a problem with some new and transfer students starting attendance without immunization records turned in. • Mandates state that students can be enrolled but not start to attend until minimum immunization requirements are met • Goal was to work hard to enforce this for current year, but as COVID-19 requirements hit with high volume immediately on start of school year and prior, time to review and exclude students for incomplete records was not available • New and transfer students within New Jersey are not permitted to start attendance without minimum immunization requirements met. They should not be given a start date. • Out of state and country are given 30 day grace period to provide immunization records. • Health Department has already reached out and will be auditing records in November. Some students will be out of compliance. Students who are identified as out of compliance during the audit will be notified and if immunization not brought into compliance within 30 days, will be excluded. • Nursing goal is to always have 100% compliance, but with auditors coming earlier than in previous year and auditing higher volume of records due to not auditing last school year, there may be small percentage of non-compliance. • To that effort, nurses have repeatedly reviewed NJIIS site in effort to acquire immunization information, but information is not always available. • COVID-19 scenarios present to school nurse offices on almost a daily basis and require immediate action and

	always must be priority, which limits nurse ability promptly attend to other tasks such as immunization monitoring and communication. Thus, it is best that no student start school without immunization records
Mantoux report	<ul style="list-style-type: none"> • Will be due by end of year • Donna will reach out to Deneen to ensure we get Mantoux test information for new employees since last year's report.
Employee quarantine and illness	<ul style="list-style-type: none"> • Employees ask nurses how to put in attendance when put out on quarantine or diagnoses with COVID. • Kathee will reach out to Deneen so we know how to direct employees when they ask
PDP	<ul style="list-style-type: none"> • Nurses will continue to work on methods to develop and enhance skill sets to enhance current nursing practice and care. Some activities will include • Development of PLC share document for reference by all district nurses • Development/ update of covid-19 case tracker to gather data. • Review of district covid 19 data for effective recommendations for continual health and safety • Share of skill set on various topics to assist all district nurses in developing new skills • Open discussions on implementation of various State Mandates with collaborative recommendations to district administration. • Erin will initiate and collaborate with nurse group

IV. **PERSONNEL**

A. **New Staff Members**

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

Jeremiah Charles	Classroom Aide	Rodgers
Maya Stokes	Classroom Aide	Bowe
Leona Rothschild	Preschool Classroom Aide	Rodgers
Shonta Washington	Preschool Classroom Aide	Rodgers
Brenda Russell	Preschool Spec Ed Teacher	Rodgers
Christian Lidel	Substitute Bus Driver	District
Steven Garland	Gounds	District
Thomas Cooke	Cross Country Coach	
Ryan McIntyre	Asst. Boys Soccer Coach	

Vacancies

Girls' Middle School Basketball Coach
 Preschool Classroom Aide

MS Special Education Math
Anticipated Kindergarten Teacher
Anticipated Preschool Teacher
Teacher of Spanish
Elementary Teacher – LTS
Middle School World Language Teacher
Middle School Math Teacher
Drama Technical Director (Fall)
Student Assistant Coordinator (SAC)
MS Physical Education – LTS
Digital Art Teacher
Preschool Classroom Aide
Classroom Aide (10)
Preschool Teacher – LTS
School Bus Aide
Bus Drivers

Substitute Teachers

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

V. MISCELLANEOUS