

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE  
DIRECTOR OF CURRICULUM, SPECIAL EDUCATION, AND PERSONNEL  
**Danielle M. Sochor**

February 25, 2015

**I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL**

**Robin Boyd, Head Teacher**

As of January 31, 2014 there are 15 students enrolled in the alternative evening high school. Ten students currently have an IEP and are serviced by a special education teacher. Two students are part-time. There are five students in the BD classroom.

**II. STATE AND FEDERAL PROGRAMS**

**A. English As A Second Language**

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

There were four new entrants into the ESL Program this month (two in 1<sup>st</sup> grade, one in 2<sup>nd</sup> grade, and one in 4<sup>th</sup> grade.) There have been no students exiting the program this month; however, Ms. Johnson had one student in Kindergarten transfer out and a parent who rejected services for her three children. There was one entrance test performed this month.

Administration has decided that Pre-Kindergarten services will be provided in the form of ELL specialist to teacher collaboration with monthly meeting dates set for the first Thursday morning of each month. Kindergarten will receive daily guided reading lessons infused with regular ESL materials and supports. First grade will receive daily push-in or pull-out instruction with guided reading, content, and language arts skill support.

For the month of February, all incoming ELLs received regular services. Translation services were provided for the Bilingual Parent Committee meeting held on January 15th, positive phone calls needed to be made for homeroom teachers, in addition to my normal positive phone calls, and other inquiries.

Additionally, Ms. Johnson met with Ms. Erin Williams in the coordination of the upcoming WIDA ACCESS for ELLs that will occur this spring. We are planning on testing 57 ELLs; however with the newest arrivals and parent rejections, some additional tests will need to be ordered.

The BPAC meeting was held on January 15<sup>th</sup> 5:30-7:30 along with the GHS' Multi-Cultural Festival. 27 ELLs were recognized for their success in exiting the district's program with many of the nominees in attendance.

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

**Charlene White: Basic Skills Coordinator**

**J. Harvey Rodgers School**

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

**Mari Kay Heyel-Matteo: Basic Skills Coordinator**

**Dorothy L. Bullock School**

**FIRST GRADE**

In January, there were 22 first graders serviced.

Ms. Peale continued using her first block of RTI working on blending sounds in nonsense words as well as sight word recognition. Ms. Peale has observed students becoming more efficient with both of these skill areas. The Fountas and Pinnell LLI Program is still being utilized. The current total first graders in literacy basic skills are 22.

**SECOND GRADE:**

In January Ms. DeFrank serviced 26 second graders in literacy basic skills along with one third grader. Ms. Peale services one second grader. (26+1=27)

The current total of second graders in literacy basic skills serviced by Ms. De Frank is 26. Ms. Peale services one second grader. (26+1=27)

**THIRD GRADE:**

In January, Ms. Matteo serviced 23 third graders. Three students tested out January 30, 2015. (23-3=20). Five students receive extra support with sight words recognition and phonetic sound symbols with Foundations twice a week. Students were reassessed on sight word recognition and words to still practice were sent home with each student. 26 DIBELS assessments were also given the last week of January. Four students re-entered the program the week of February 9, 2015. (20+4=24)

Title 1 Literacy students in third grade serviced by Ms Matteo are 24. Ms. De Frank services one student. (24+1=25)

Ms. Matteo attended the third grade team meeting held on Tuesday Jan. 19, 2014. Ms. De Frank, Ms. Matteo, and Ms. Peale all serve on Bullock's IR&S/C.A.S.T. team which met on Jan. 22, 2015. Ms. Matteo had a phone conference with a parent on January 29. The BSI Team met with Mr. Taibi on Friday February 6, 2015 to review winter data, SGO's, exit/add students, and revise our schedules. Ms. Matteo also met with Mrs. Bernstiel on Collaboration Day on Friday February 6

At the end of January, the number of students in the Basic Skills Program at the Bullock School was: 1<sup>st</sup> grade: 23 2<sup>nd</sup> Grade: 27 3<sup>rd</sup> Grade: 25

**Lisa Rencher: Basic Skills Coordinator**

**Thomas E. Bowe School**

LLI is the Fountas & Pinnell Leveled Literacy Intervention program which Ms. Rencher uses with four of her five BSI groups. It is a small-group supplementary language arts intervention program, with each level having been divided into 34 lessons. Each lesson is designed to include the following components: comprehension, phonics/vocabulary development, fluency, and writing about reading. The lessons take anywhere from two-four days to complete depending on the amount of time a group meets each day as well as the number of students per group. LLI is done through structured lessons on both their instructional and independent level.

The focus of this month has been to continue implementing LLI with Ms. Rencher's four groups which are working on the following levels: level O (four students), level R (six students), level U (five students), and level V (four students). The students and Ms. Rencher are now accustomed to the daily routines and have begun to fully embrace all of its components. As the year moves on, Ms. Rencher expects the groups to improve in their ability to respond to higher level response questions either orally or through their writing.

Since Ms. Rencher's fifth group's meeting time does not fit within the LLI program, she is doing Guided Reading with them. This group has two students who are working on a level W. This month they focused mostly on thinking beyond and about the text while using informational text and articles from ReadWorks. The students have just begun a fictional book study which will include vocabulary activities, comprehension questions dealing with author's purpose, main idea, and summarizing, inferring and analyzing characters actions. This book study will also allow for written responses requiring the students to cite textual evidence to support their answers.

Some of the activities Ms. Rencher's LLI groups have been working on to help with comprehension include citing textual evidence to support their thinking and discussion of the text, fluency through reading portions of the text aloud, running records to determine areas of need for individual students, writing about their reading to improve comprehension through the use of shared and independent writing, and phonics lessons such as: long and short vowels, suffixes, digraphs, blends, prefixes, r-influenced vowels, and word roots.

**Language Arts: Diane Villec**

**Intermediate School**

During the month of January, students previewed a news article, magazine article, and science text to activate prior knowledge. Student's read the news article *Struck by Lightning* 3 times to develop fluency. Student's used text markings to summarize an aspect of the text. In reading number 2, a magazine article: *A Mountain on Fire* students used text markings, signal words, and a graphic organizer to summarize

events. Reading number 3: *Hurricanes-The Monster Storms* was a science text that was also read 3 times to develop fluency. In a small group setting, we summarized the topic and important details, determined main idea and supporting details, and sequence of events. Also in a small group setting we discussed each text using complex sentences and formal English.

Along with small group discussion, we used new academic vocabulary in complete sentences and also practiced previously taught words. Students were able to articulate oral summaries using present-tense reporting and citation verbs.

**Language Arts: Michelle Demery**

**Intermediate School**

Math Test Prep 7: The class focused on solving problems involving percentages including percent change and applying percentages to real-life situations. At the start of February, students began consistent PARCC test practice and STEM challenges.

Math Test Prep 8: The class focused on surface area and volume of three-dimensional solids and applying surface area and volume to real-life situations. At the start of February, students began consistent PARCC test practice and STEM challenges.

During class, students worked independently and in teams to play games, such as Jeopardy, to practice previously learned and present skills. Students in Mathematics Test Prep 7 also worked in teams to complete a stations activity. In addition, students collected their own data during the “Birthday Lab” which required students to guess the ages of various celebrities, research their actual ages, and analyze the data to complete percentage problems. An alternate assessment was used to evaluate students’ knowledge on percentages. Students were required to apply their understanding of ratios, percentages, and proportions to solve six crimes scenes. Students in Mathematics Test Prep 8 completed an investigation on the volume of cylinders using card stock paper and rice in order to conclude that the radius holds a greater importance than the height of a cylinder. In “Prisms, and Cylinders, and Spheres, Oh My!”, students made predictions about several real-life three-dimensional items, then measured and calculated surface area and volume to test their predictions. Students also analyzed manufacturing costs by calculating and comparing the surface area of two different brands of juice boxes. Finally, students were given an alternative assessment to evaluate their knowledge of surface area and volume. Students were required to apply their understanding of surface area and volume to solve six crime scenes.

**Mathematics: Jennie Hara**

**Intermediate School**

Emphasis in Language Arts during this unit has been on writing informational text and reading literature for tone, theme and style. Students are focusing on analyzing texts to determine the author’s purpose through studying his/her style, ideas and techniques and well as writing an argumentative piece. Students are also spending time and focus on citing textual evidence and summarizing main ideas effectively. Specific topics this month included:

- Reading Literature
- Writing Argumentative Essays
- Style, theme and tone of literature
- Academic vocabulary
- Taking practice PARCC PBA's
- Developing and writing an argumentative essay based on PARCC prompt

**Mathematics: Amy Stewart**

**High School**

Throughout the month of January, program emphasis was on the formulation and solution of equations and inequalities using several different strategies, i.e. using tables, graphs, and formal reasoning methods.

**Language Arts: Christi Baldissero**

**High School**

During the month of January the students in the Test Prep class finalized the writing projects in their portfolio. Two of the students were moving onto English IV. The two moving on focused on learning vocabulary for the class and becoming familiar with pieces of literature that planned to be used as focus text for the course. The Test Prep students also attended a field trip to the Holocaust Museum where they were able to explore different events of the Holocaust and learn at their own pace as they walked through the museum. There is more information about the Holocaust in the paragraph below.

During the month of January the students in Ms. Baldissero's English Language Arts class attended a field trip to the Holocaust Museum. In preparation for this trip the students read *Elly: My True Story of the Holocaust* (informational text). The student's focused on the deception of the Nazi party. At the Museum the students were able to meet a Holocaust Survivor named Helenia Peabody. The students spoke with Mrs. Peabody for over an hour.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of January:

DATE	SCHOOL	TO	TIME	BUSES
1/7/15	GHS	Woodbury Courthouse	4	1
1/8/15	GHS	Holocaust Museum	13	1
1/10/15	GHS	Kingsway HS	8	1
1/21/15	GHS	Woodbury Courthouse	3.5	1
1/28/15	GHS	Woodbury Courthouse	3.5	1
1/9/15	GIS	GHS- Orientation	8	4
1/29/15	GIS	Ocean Place Resort	9	1
1/28/15	Bowe	Glassboro Library	1	1
1/20/15	Bowe	Williamstown Post Office	2	1

1/2/15	Boys and Girls Club	Liberty Museum	4.5	1
1/22/15	Boys and Girls Club	Deptford AMC	4	1

**B. Curriculum Committees:**

The following curriculum committees met at the end of the school day, during the month of January, Nurses Committee:

**COMMITTEE:** District Nurses

**CHAIRPERSON:** Marian Dunn

**DATE, HOUR AND LOCATION OF MEETING:** January 20, 2015, 2:30 p.m., Bowe School

**MEETING AGENDA**

1. Substitute Nurse and Coverage when No Sub Available
2. Substitute Nurse Coverage
3. Epi-pen Renewal
4. Immune Report
5. Hepatitis B Vaccines- consent forms
6. Injury- Source for Teacher Employee
7. Incident on School Grounds- non-employee/non-student
8. Update of MERT Drills- problems, advice
9. AED/CPR budget
10. Supply Budget
11. Nursing Evaluation

**MINUTES:**

**ADMINISTRATORS:**

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

**LENGTH OF MEETING:** 2:30 P.M.- 4:00 P.M.

**SUBJECTS DISCUSSED:**

1. **Substitute Nurse and Coverage when No Sub Available-** Please be sure that specific sub plans are available and that secretaries know location. Be sure secretaries have information on medication times to be able to relay to nurse who may need to come and administer medications. If you know that you will be out and that no sub is available, please continue to advise the nurse who will cover your building, in advance.
2. **Substitute Nurse Coverage-** Current practice seems to have been working out well. Job posting initiated in attempt to acquire more sub nurses so that there will be less likelihood of a building being uncovered. Will once again inquire with Board office concerning possible use of sub service from GCSSSD. Other group members who

wish to inquire about use of this option by contacting GCSSSD or reaching out to other districts are encouraged to do so.

3. **Epi-pen Renewal-** Have received Epi-pens. Epi-pen Juniors will expire May, 2015. Nancy will follow-up with renewal. Will need additional script from Dr. Palmer which we will have her bring when she comes to administer Hepatitis B vaccines. Thanks to Nancy for handling this.
4. **Immune Report-** Submit online by due date and then forward copy to Donna who will forward to Health Department.
5. **Hepatitis B Vaccines-** Dr. Palmer to come to Bowe on February 6, 2015 around 11 am for a few staff vaccines. As an alternate, staff can get vaccine at her office, if they choose. Consent forms have been sent to the schools.
6. **Injury- Source for Teacher Employee-** “Report of Injury” form sent to all schools for these employees. See back of report for directions. Employee will need to report their injury/accident to S4T immediately and if they do not wish to seek further medical care (beyond the school nurse) then the report form must be completed by the employee and then faxed to S4T.
7. **Incident on School Grounds- non-employee/ non-student-** There is no specific form for this. If someone reports an injury, someone at the school needs to take the information. Does not need to be school nurse, but it most likely will be and then send information to Terry Grisi. Let the person know that you are merely taking the information and that any questions beyond that point need to be addressed to Terry Grisi and provide them with phone number.
8. **Update of MERT Drills-** problems, advice- All schools should have a MERT drill during the school year. Some issues identified on previous MERT drills are lack of access to locked classrooms by MERT team personnel. Suggestion for master keys for MERT team members or that Custodian must report to location when MERT drill/actual emergency announced. Also suggested is that someone be designated to report to nurse office immediately, since nurse will need to leave and there may be students in the office. Also will need to have coverage for some teachers on the team by another staff member, possibly BSI teacher when the drill is called.
9. **AED/CPR budget-** Information given to Danielle and approved. There will be an annual CPR/AED budget as expenses are ongoing. Also in the proposal was a comp day for CPR training attendees, as we did last year and purchase of a new AED/cabinet for GHS.
10. **Supply Budget-** Supply order will be placed mid-February. We have many items that need to be replaced and some supplies to be ordered. Health Office needs are ongoing. Submit copy of supplies requested to your building to Erin and Marian by February 6, 2015
11. **Nursing Evaluation-** Lengthy discussion about Nursing Evaluation and use of new tool. Some concern that nurses who were always listed as “highly effective are now receiving more “effective” ratings. Similarly when nurses are told that improvement is needed, they would like to be told what specific actions would be necessary for improvement. As we are a unique professional entity, we would like to recommend that

nurses do a self-evaluation and then meet with evaluator in order to complete evaluation collaboratively. Another option would be to have pre-conference and post conference. It seems that in most instances due to the special nature of our work, that the school nurses themselves, are the best judge of areas where improvement or fine-tuning is needed.

**Conclusions reached:** Nursing sub plans available in all schools/ Plans in place for renewal of Epi-pens and Hepatitis B vaccines/ Different protocols for non-staff and non-student injuries/ MERT drills are a useful tool to evaluate action plan that is in place and adjust as needed/ There will be an annual CPR/AED budget since needs and requirements are ongoing/ Nurses try to order supply items closer to expiration dates to get maximum life out of items- next supply budget order will be submitted by mid-February and another order closer to end of school year to ensure ongoing , unexpired supplies always available/ Due to special nature of our work, nurses may be best to monitor and make individual recommendations for improvement on their school nursing practice

**Recommendation(s):** Be sure secretary knows med and treatment times in case sub nurse does not show and another nurse needs to cover meds/ Submit immunization report online and copy to Donna/ Complete Incident/Accident/Injury information for students/staff and others as discussed/ Conduct MERT drill for school year, evaluate and make recommendations for procedure improvement/Need plan to be sure MERT team members have way to access emergency site when door is locked/  
Ongoing communication related to CPR and AED needs/Nurses would like to have Evaluation done collaboratively due to special nature of work involved

**DATE, TIME, PLACE OF THE NEXT MEETING:** February 25, 2015; 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:

Jennifer Roberts- Special Education/Math Teacher at GHS

##### B. Vacancies

Fall Cheerleading Coach  
Long Term Substitute Inclusion Class Teacher  
Basic Skills Teacher (Part-Time)  
Substitute School Nurse  
Assistant Softball Coach

##### C. Substitute Teachers



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