

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE  
INTERIM DIRECTOR OF CURRICULUM AND INSTRUCTION  
Danielle M. Sochor

March 18, 2020

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

As of February 28, 2020 there were 13 students enrolled in the Alternative Evening High School. Six students have an IEP. One student has a 504. One student from Intermediate school has been placed in the AEHS program. One student will be receiving ESL services. Two students need counseling per IEP. Administrative staff has submitted a first draft of a handbook for the AEHS program awaiting further directions.

**II. STATE AND FEDERAL PROGRAMS**

**A. English As A Second Language**  
**Rona Johnson: ESL Teacher Pre-K – 2<sup>nd</sup> Grade**

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

**Carrie Owens: Basic Skills Coordinator**  
**J. Harvey Rodgers School**

Number of children currently in the program:

Literacy 45 Math

One new entrant tested into the program in February.

He started BSI on February 12, 2020. Assessment of letters and sounds and recognition of previously taught sight words were used to determine he is behind most of his peers in literacy skills. Therefore, he is eligible for Basic Skills Instruction.

No students exited the program in February.

During the month of February, the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial & final sounds. Students reviewed the terms consonant and vowel. The digraphs sh, ch, th, & wh were reviewed, along with the sounds they make and vocabulary pictures that coordinate with each digraph sound. A variety of multi-sensory activities using Orton Gillingham and Project Read strategies were used. The sight words need, an, saw, off, want, find, with, but, friend, come, first, & these were introduced. There are four groups in reading in level A, five groups in

reading level B, and two groups in reading level C. Students in Level B were taught the vowel teams ee, & oo. In addition, students in level C also learned /ar/ and bossy e.

Mrs. Owens attended the NAPSD conference in Atlantic City, NJ on February 13, 2020. She attended workshops regarding student-teacher relations, Social-Emotional Learning (SEL), Mindfulness in the Primary Classroom, and Neurodiversity: Understanding Unique Thinkers Through Literature.

Mrs. Owens and Ms. Leto attended the In-service at Bullock School on February 14, 2020: Mental Health in Schools: Supporting the Social Emotional Needs of All Students. The workshop was presented by Dr. Kara Ieva, PhD, of Rowan University.

**Gianna Leto: Basic Skills Teacher**  
**J. Harvey Rodgers School**

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

Number of children currently in the program:

Literacy     X     Math                     

1 <sup>st</sup> – 3 <sup>rd</sup> BSI Student Totals										
Grade	September	October	November	December	January	February	March	April	May	June
1	46	44	49	48	49	47				
2	48	48	53	53	53	49				
3	45	43	34	32	31	33				
Grades 1-3	139	135	135	133	133	129				

1 <sup>st</sup> – 3 <sup>rd</sup> Total Students with a Double Dose of BSI (seen for a total of 60 minutes)										
Grade	September	October	November	December	January	February	March	April	May	June
1	0	0	10	10	10	0				
2	5	5	7	7	7	7				
3	0	0	7	7	6	0				
Grades 1-3	5	5	24	24	23	7				

Teacher	1st Grade	2nd Grade	3rd Grade	Teacher Totals
Tartaglione	10	18	3	31
McConnell	12	14	8	34
Werner	8	7	12	27
Peale	17	10	10	37
Total	48	49	33	129

New entrants tested into the program:

New Entrants: Current Students Who Tested In											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	11	0	1	7					17
2	0	0	2	0	0	2					4
3	0	0	0	0	0	1					1
Grades 1-3	0	0	12	0	1	10					23

New Entrants: New Students to District											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	1	0	0	2					4
2	0	0	1	0	0	0					1
3	0	0	2	0	0	2					4
Grades 1-3	0	0	4	0	0	4					9

Students who exited the program.

1 <sup>st</sup> – 3 <sup>rd</sup> BSI Exits											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	7	0	0	4					11
2	0	0	1	0	0	4					5
3	0	0	8	2	0	3					13
Grades 1-3	0	0	16	0	0	11					29

1 <sup>st</sup> – 3 <sup>rd</sup> BSI Student Transfers											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	2	0	1	1	1					4
2	0	0	0	0	0	0					0
3	0	2	0	0	0	0					3
Grades 1-3	0	4	0	1	1	1					7

All new students to Glassboro Public Schools in the 2019-2020 school year will be administered the following assessments to determine eligibility into the Basic Skills Program:

- Fountas & Pinnell Reading Benchmark Assessment
- The Phonological Awareness Profile (designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence) It is given based upon the results of the Fountas & Pinnell Reading Benchmark Assessment.
- The Dynamic Indicators of Basic Early Literacy Skills (set of procedure and measures for assessing acquisition of early literacy skills from Kindergarten through

sixth grade that can identify areas of weakness in indicators of phonemic awareness, alphabetic principle, accuracy and fluency).

The second round of Fountas & Pinnell Testing took place at the end of January to determine student exits from the program, identify new students needing basic skills instruction. This information assisted in realigning the groupings of students for each basic skills teacher.

Guided reading times have been created for each teacher and all basic skills instruction in 1<sup>st</sup> through 3<sup>rd</sup> will take place during that block of time. All basic skills students will be seen by their classroom teacher as well as receive instruction from a basic skills teacher for small group reading instruction.

At the middle of 1<sup>st</sup> grade, students should be reading at a Level G/H. They are currently able to service all students identified in the 1<sup>st</sup> grade as Levels A – F (except for four students at a Level F in an inclusion setting).

At the middle of 2<sup>nd</sup> grade, students should be reading at Level L. They are currently able to service all students identified in the 2<sup>nd</sup> grade as Levels A – J (except for one student at a Level J in an inclusion setting and three students in a general education classroom setting who are reading at Level K).

At the middle of 3<sup>rd</sup> grade, students should be reading at Level O. They are currently able to service all students identified in the 3<sup>rd</sup> grade as Levels A – N.

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

Number of children currently in the program:

Literacy 33 Math 0

Four new entrants tested into the program in February.

Three students exited the program in February.

The designated Basic Skills program, Fountas & Pinnell's Leveled Literacy Intervention, has been adjusted to follow a more formulaic Guided Reading approach. BSI teachers continue working hard to create lessons that follow this format, incorporating elements of the Fountas & Pinnell's LLI program with elements of the Fountas & Pinnell's Literacy Continuum. BSI teachers gained one skills based group, determined by MAP and F & P data.

BSI teachers continue piloting the New Fountas & Pinnell Classroom Guided Reading Program.

Activities of special interest:

- Continue to hold Battle of the Books Meetings with coaches and teams.
- Continued to hold the "Building Bowe's Best" meetings for novice teachers
- Continued to hold the "Cooperating Teachers Support Meeting"

- Continued to attend the monthly SCIP and SLT Committee Meetings.
- Continued to attend the monthly Bowe PDS Committee Meetings.
- Andrea LoCastro & Ms. Rencher are volunteering on the NAPDS Conference Committee in order to facilitate Glassboro's distinguished role at their annual conference as a PDD. They continued with the work for this national conference.
- Continued to attend monthly I & RS meetings.
- Continue to attend the Bowe Scheduling Committee meeting.
- Mrs. LoCastro and Mrs. Rencher presented at the NAPDS conference on 2/13-2/14/20.

Ms. Locastro and Ms. Rencher attended the NAPDS conference-excellent conference. Andrea LoCastro and Ms. Rencher presented on the highlights of the PDS Partnership. They also joined Rowan in being honored as an exemplary PDS program.

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

Number of children currently in the program:

Literacy 27 Math 0

There were four new entrants tested into the program in February.  
 Two students exited the program in February.

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

Gained one skills-based group determined by MAP/F&P.

BSI teachers continue to pilot the new Fountas & Pinnell Classroom Guided Reading Program.

Activities of special interest:

- Continued to hold Battle of the Books meetings with coaches and teams
- Continued to hold the "Building Bowe's Best" meetings for novice teachers
- Continued to hold the "Cooperating Teachers Support Meeting"
- Continued to attend monthly SCIP & SLT Committee Meetings
- Continued to attend the monthly Bowe PDS Committee Meeting
- Attended the third Rowan PDS Networking meeting
- Lisa Rencher and Ms. Locastro presented at the NAPDS Conference
- Attended the monthly I & RS meeting.
- Continued to work with the Bowe Scheduling Committee

Ms. Locastro attended the NAPDS Conference. It was an excellent conference. Lisa Rencher and she contributed to the Keynote Symposium as well as presented on the highlights of the PDS Partnership. They joined Rowan in being honored as an Exemplary PDS Program.

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

Number of children currently in the program:

Literacy 16 Math

No new entrants tested into the program in February.

One student exited the program in February.

The 7<sup>th</sup> grade writing students began working on their argumentative research papers. Students reviewed MLA format, reliable/credible sources, and how to properly cite evidence and explain how the evidence supports their argument. They learned about claims and counterclaims, the PEEL format for body paragraphs, and how to write a call to action in their conclusions. Students also studied exemplar argumentative essays and identified what the writers did well and identified the parts of the essay.

Students were able to select their argumentative topics. They worked in groups to brainstorm. Each group received a broad topic (Science, media, technology, etc) and had to come up with as many argumentative topics as they could. They then did a gallery walk around the classroom to select a topic that interested them.

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

Number of children currently in the program:

Literacy  Math 16

No new entrants tested into the program in February.

No students exited the program in February.

In Integrated Algebra 1, explorations involving exponents and exponential functions were of concern. Students learned a various amount of properties of exponents in addition to what the graphs of exponential functions looked like. Currently, students are adding, subtracting, multiplying, and factoring polynomials. As always, several graphing calculator activities were used to aid in analyzing graphs of exponential functions.

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

Mr. Rulon attended QPR Training. Question. Persuade. Refer. This was an in-service on suicide prevention.

He also attended Bowe School Wellness In-Service. Teachers at the high school and at Bowe school collaborated and chose three different workshops that were approximately 30 minutes each. Samples included Shooting Basketballs, Silent Library time, Yoga, Watching comedy clips, walking around Bowe school, etc.

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

Number of children currently in the program: 21  
ELA 2

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

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

The students recently finished reading Twelve Angry Men by Reginald Rose and are currently reading The Five People You Meet in Heaven by Mitch Albom.

The students played Kahoot and QuizletLive to master vocabulary.  
The students watched Ted Talks and select movie scenes to reinforce themes and ideas from the texts they're reading.  
The students assumed roles and acted out a play.

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

Number of children currently in the program:  
Literacy 26 Math:

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

Using student data and classroom progress to drive instruction, they have noticed a need for increased guided instruction in applying textual evidence to open-ended questions.

Activities of special interest:  
Research and apply Growth Mindset to goal setting

Ms. Morrison attended the district in-service on February 14, 2020.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of February 2020:

DATE	SCHOOL	TO
2/3/20	GHS	Bennett Center, Toms River, NJ
2/3/20	GHS	Overbrook
2/4/20	GHS	Schalick
2/5/20	GHS	Hammonton
2/7/20	GHS	Wildwood
2/10/20	GHS	Bridgeton
2/11/20	GHS	Penns Grove
2/13/20	GHS	Camden Academy
2/17/20	GHS	Ocean Breeze/Staten Island
2/18/20	GHS	Gloucester City
2/20/20	GHS	Salem
2/23/20	GHS	Bennett Center, Toms River
2/25/20	GHS	Clearview
2/27/20	GHS	Delsea
2/29/20	GHS	Bennett Center, Toms River
2/3/20	GIS	Delsea
2/11/20	GIS	Clearview
2/12/20	GIS	Pitman

**B. Curriculum Committees:**

The following curriculum committees met during the month of February 2020:

District Nurses Committee  
Chairperson: Marian Dunn  
February 14, 2020, Bowe School

**INSERVICE AGENDA**

8:00-12:00	<ul style="list-style-type: none"> <li>• Review of new mandate “Paul’s Law” – plans implementation related to seizures. Review of law, requirements, training requirements</li> <li>• Current status of religious exemption</li> <li>• Review of District Policy 8441- Care of Injured and Ill Persons along with review of Medical Standing Orders- Recommendations for revision.</li> <li>• Related to this policy- review/development of first aid procedures.</li> <li>• Discussion and initial draft of Medical Standing order for</li> </ul>
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	Emergency Albuterol administration to be forwarded to Dr. Palmer
12:00- 1:00	<ul style="list-style-type: none"> <li>• WORKING LUNCH</li> <li>• Roundtable discussion related to Early Child Trauma and the Brain- impact, possible behavioral presentations, and Trauma Informed Strategies. Literature Review. Discussion/Collaboration of how nurses see evidence of this and personal strategies they have utilized to foster positivity.</li> <li>• Review of District Mental Health Screenings/Substance Screening (if time permits)</li> </ul>
1:00 -2:00	<ul style="list-style-type: none"> <li>• School Nurse Self Help and Wellness strategies</li> <li>• Stress-reductions strategies used daily, especially due to being solo health-care practitioner in the school</li> <li>• New initiatives in your office (group sharing)</li> </ul>

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

LENGTH OF MEETING: 8:00 am- 2:00 pm

SUBJECTS DISCUSSED:

1. Religious exemption updates- Law that would end religious exemption for immunization in school was not signed, so continue current practice and religious exemptions remain valid.
2. Paul's Law- mandates practices mostly already in place- including Individualized emergency health plan and Individualized health plan must be developed for all students who have a Seizure Action Plan completed by health care provider. Parents are to submit Seizure Action Plan completed by Medical Provider annually. Seizure Action Plan will be the template related to individual seizure condition and list actions, accommodations, emergency procedures, etc. Law also mandates training of district staff, including bus drivers, as applicable. Discussion re: possible training options.
3. Review of District Policy 8441- Care of Injured and Ill Persons- District Nurses will make recommendations for revision of this policy with regard to statement re: calling promptly for ill and injured students. While the intent of policy likely refers for more serious illnesses and injuries, it can be interpreted to mean that the school nurse will call for all students. This is neither practical nor effective. School Nurses have very detailed medical standing orders signed by School Physician. School Nurses follow these orders related to provision of care, parent contact, emergency guidelines, etc. However, in further review of the policy, it will be necessary for basic first aid procedures to be compiled and made available to district staff who may need to administer first aid in absence of school nurse, especially important for

- after school hour activities and programs. Reviewed some first aid procedure plans and will develop plans in collaboration with school physician.
4. Medical Standing Order for Emergency Albuterol- Discussion ensued. Further collaboration with Dr. Palmer needed and possible consult with District Solicitor.
  5. Roundtable Discussion re: Early Child Trauma and Brain Impact: Reviewed power point on the topic. Some discussion included that early childhood trauma reduces neurologic pathways for adaptive behavior and this can present as “acting out behaviors” in school aged children. These students often see threats where none exist and can over-react to situations. Reviewed hand-out “Nine Trauma-Informed Activities for Child Welfare”. This involves a team approach with ongoing collaboration with other school staff members and family members of the child. Also discussed hand-out “ Classroom Interventions for Students with Traumatic Brain Injuries”. Discussed some examples from the schools related to this topic and what some nurse interventions have been to help provide student and family support.
  6. School Nurse Health and Wellness Strategies: Discussed importance of having a personal plan for health and wellness. Discussed stress related to being the solo healthcare practitioner in the school where a variety of problems present to health office. Having the ability to reach out to fellow nurses in the midst of a problem is always very helpful. Despite years of experience, at times they just need a second opinion that their actions are optimal for handling of some specific situations. The team support is beneficial and always appreciated. Dealing with the daily health and safety of the students and staff is a huge commitment, and they always want to make sure they are handling situations, that sometimes present in a sudden and unpredictable manner, in best way possible.
  7. Group Sharing: NJIIS has been most useful as they attempt to obtain immunization information for new and transfer students. Discussed practices related to trying to get immunizations and medical records from other schools. Discussed need to have time in summer months to ensure that student health needs will be able to be met on first day of school. This involves much planning, collaboration with parents and staff, care plan development and staff education to ensure student health and safety.

Conclusion(s) reached: Religious exemption for immunizations still valid in New Jersey/ Continue practice of developing Medical Care Plan for students with active seizure conditions/ As Paul’s law is immediate, plans include communication re: required seizure action plans and plans and to ensure appropriate personnel are trained/Necessary to make edit to district policy 8441 to ensure specific understanding and to align with Medical Standing Orders/ Need to maintain ongoing awareness of potential trauma situations that may be impacting student behavior/ Support of colleagues is needed and appreciated at times when a second opinion is needed related to how to handle a medical situation.

Recommendation(s): Planning in progress to be in compliance with Paul’s Law. Communication to parents re: need for Seizure Action plan and communication with administration re: staff training needs/ Nurses will make recommendations for edits to district policy 8441/ Future review of medical standing orders/ Plan to develop procedure plans for First Aid guidelines for staff who may need to administer first aid when nurse not available/on duty/ Ongoing literature review re: medical standing orders for Albuterol/ Continue to use support of fellow nurses for assistance in

handling of specific medical situations/ Continuation of school nurse collaboration time at district nurse meetings and inservice days/ Nurse compensation during summer months to prepare to meet student health needs/ record review for upcoming school year.

DATE, TIME, PLACE OF THE NEXT MEETING: May 12, 2020; 2:30 pm, Bowe School

#### IV. **PERSONNEL**

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

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

Traci Davis	Interim Asst. Transportation Supervisor	
Katie Estrada	1:1 Aide	Bowe
Stephen Bishop	H&PE Teacher	Bowe
Kelly Murphy	Spec Ed Teacher	GIS
Kelly Vendetti	Spec Ed Teacher	Bullock
Melissa Muth	SAC	GHS
James Matisi	PC Supp Tech	District
Raymond Yansick	PC Supp Tech	District
Fotini Tserpelis	Basic Skills	Bowe
Tammy Cerquoni	Bus Driver	Transportation

##### **Vacancies**

Transportation Aide  
 ABA Aide  
 Custodian  
 Classroom Aide  
 Pre-K Teacher  
 Custodian/Night Foreman  
 Transportation Supervisor  
 Custodian  
 Special Education Teacher (Math Preferred)  
 LTS English  
 Library Media Specialist  
 10-Month Secretary  
 Elementary School Teacher (Bowe)  
 Special Education Teacher (Science Preferred)  
 Basic Skills Math  
 English as a Second Language

##### **B. Substitute Teachers**

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