

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting – 6:00 p.m. – August 16, 2011
Administration Building
179 Eagle Rock Avenue

FINAL AGENDA

I. ROLL CALL OF THE MEMBERS AND PLEDGE OF ALLEGIANCE

II. NOTICE OF MEETING:

Please take notice that adequate notice of this meeting has been provided in the following manner:

- A. That a written notice was sent from the Office of the Secretary of the Board at 4:00 p.m. on July 20, 2011.
- B. That said notice was sent by regular mail to the West Orange Township Clerk and by e-mail to the Editors of the West Orange Chronicle and the Star-Ledger.
- C. That said notice was posted in the lobby of the Administration Building of the Board of Education.

III. CONSIDERATION OF THE CLOSED AND PUBLIC MEETING MINUTES OF:

- A. July 19, 2011 (Att. #1)
- B. Closed Minutes: July 21, 2011 (Att. #1A)

IV. SUPERINTENDENT'S AND/OR BOARD'S REPORTS

A. First Reading of the Following Board Policies:	
Administrative Leeway in Absence of Board Policy	2210.00
Employee Conflict of Interest	4119.21
Employee Substance Abuse	4119.23/4219.23
Classroom Aides (Paraprofessionals)	4123.00
Ceremonies and Observances	6115.00
English as a Second Language; Bilingual Programs	6142.20
Basic Skills/Title I	6142.60
Early Childhood Education/Preschool	6178.00
Evaluation of Instructional Program	6300.00
Board Self-Evaluation	9400.00

B.	Second Reading of the Following Board Policies:	
	Nondiscrimination/Affirmative Action Officer	2224.00
	Nondiscrimination/Affirmative Action in Employment	4111.10/4211.10
	Employee Health	4112.40/4212.40
	Personnel Records	4112.60/4212.60
	Assignment; Transfer	4113.00/4114.00/4213.00/4214.00
	Nonschool Employment	4138.00
	Attendance Patterns	4151.00/4251.00
	Harassment, Intimidation and Bullying	5131.10
	Home Instruction	6173.00
	Long Range Facilities Planning	7110.00
	Expenses and Reimbursements	9250.00
	Public and Executive Sessions	9322.00
C.	Repeal of the Following Board Policy:	
	Travel Policy	3290.00

V. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS

A. PERSONNEL

1. Resignations

- a.) Superintendent recommends approval of the following resignation(s):

Adam Geher, Principal, St. Cloud School, effective 60 days or sooner

Michele Monaco, Instructional Aide, Pleasantdale School, effective immediately

Maeve Fitzsimmons, Math Teacher, WOHS, effective 9/1/11

Deborah Rubino, Administrative Assistant, Edison Central 6, effective 8/31/11

2. Appointments

- a.) Superintendent recommends approval of the following appointment(s) at the stipulated contractual rates:

Katherine Curran, Special Education Math Teacher, WOHS, MA-7, \$63,250, effective 9/1/11 (additional)

Michael Araneo, Special Education Teacher, WOHS, BA-5, \$52,000, effective 9/1/11 (additional)

Maria Lagonigro, Resource Room Teacher, Redwood School, BA-1, \$48,000, effective 9/1/11 (additional)

Jill Deardoff, Primary Autistic Special Education Teacher, Mt. Pleasant School, BA+16-6, \$54,400, effective 9/1/11 (additional)

Robert Matthews, In-Class Resource Room Special Education Teacher, Edison School, BA+16-1, \$50,750, effective 9/1/11 (additional)

Christina Sullivan, .5 Basic Skills Teacher/.5 Special Education Teacher, Hazel School, BA-1, \$48,000, effective 9/1/11 (additional)

Kimberly Jackson, In-Class Resource Room Special Education Teacher, Edison School, MA+16-2, \$55,700, effective 9/1/11 (additional)

Julie Benson, In-Class Resource Room Special Education Teacher, Edison School, MA+48-5, \$65,000, effective 9/1/11 (additional)

Elizabeth DeDreu, 1:1 Autistic Aide, Mt. Pleasant School, MA-1, \$28,081, effective 9/1/11 (additional)

Brittany Hipkins, 1:1 Autistic Aide, Mt. Pleasant School, BA-1, \$26,140, effective 9/1/11 (additional)

Nicole Ortiz, 1:1 Autistic Aide, Mt. Pleasant School, BA-1, \$26,140, effective 9/1/11 (additional)

Nicole Chirip, 1:1 Autistic Aide, Mt. Pleasant School, BA-1, \$26,140, effective 9/1/11 (additional)

Janis Lewis, Floater Nurse, BA-8, \$60,350, effective 9/1/11 (additional)

Amie Navarro, Kindergarten Instructional Assistant, Mt. Pleasant School, BA-1, \$26,140, effective 9/1/11 (additional)

Joanna Elia, Kindergarten Instructional Assistant, Mt. Pleasant School, BA-1, \$26,140, effective 9/1/11 (additional)

Brittany Daidone, Instructional Assistant, Kindergarten, Mt. Pleasant School, BA-1, \$26,140, effective 9/1/11 (additional)

Jonathan Forte, 1:1 Autistic Aide, Roosevelt School, BA-1, \$26,140, effective 9/1/11 (replacement)

Dianna Carpenito, Resource Room Teacher, Washington School, maternity leave replacement, BA-1, at the per diem rate of \$240, effective 9/1/11-6/21/12 (replacement)

Katie Gasparri, Special Education Teacher, .5 Hazel School/.5 Redwood School, BA-2, \$49,000, effective 9/1/11(replacement)

Jessica Clancy, Grade 2 Teacher, Pleasantdale School, maternity leave replacement, MA-1, at the per diem rate of \$256.28, effective 10/2/11-3/6/12 (replacement)

Brittany D'Arduini, Grade 3 Teacher, Washington School, BA-1, \$48,000, effective 9/1/11 (replacement)

Jennifer Hogan, Grade 7 Science Teacher, Roosevelt School, maternity leave replacement, BA-1, at the per diem rate of \$240, effective 9/1/11-11/9/11 (replacement)

Kristin Gogerty, Supervisor of Special Education PreK-8, MA+32-1, \$90,942.24, effective 9/1/11 (replacement)

Pei Lan Wu, 1:1 Resource Room Aide, Gregory School, MA-1, \$28,081, effective 9/1/11 (replacement)

Toni Perna, Resource Room Aide, Redwood School, BA-1, \$26,140, effective 9/1/11 (replacement)

Shanna Fox, Math Teacher, Liberty School, continuation of maternity leave replacement, MA-1, at the per diem rate of \$256.28, effective 9/7/11-2/10/12 (replacement)

Colleen Flynn, Instructional Aide, 1:1 Autistic, Pleasantdale School, MA-3, \$29,337, effective 9/1/11 (replacement)

Mercedes Asqui, Spanish Teacher, Redwood School, MA+48-7, \$72,500, effective 9/1/11 (replacement)

Nancy Padula, LDTC, .9 Roosevelt School/.1 Liberty School, MA+16-9, \$78,800, effective 9/1/11 (replacement)

Randy Litz, Maintenance HVAC, Buildings and Grounds, Step 6, \$44,000, effective upon completion of employment documents (replacement)

JoAnn Andrasko, Horizons Teacher of English, WOHS, to assume the position of Language Arts Middle School Coordinator, \$4,003 stipend, effective 9/1/11

Lisa Piscini Asman, Physical Education/Health Teacher, Gregory School, to assume the position of Coordinator of Health and Physical Education 6-8, \$4,003 stipend, effective 9/1/11

Gregory Marchesi, Physical Education/Health Teacher, St. Cloud School, to assume the position of Coordinator of Health and Physical Education K-5, \$4,003 stipend, effective 9/1/11

Cheryl Butler, 504 Compliance Coordinator, and District Anti-Bullying Coordinator, for the 2011-2012 School Year

Ana Marti, Interim Assistant Principal, Roosevelt Middle School, effective immediately, until assumption of position by Julianne Bello

Staff for West Orange Achievement Program (WOAP) for the 2011-2012 school year (Att. #2)

Staff for Child Study Team Meetings, August 2011, at an hourly rate of \$49, as per attached (Att. #3)

Instructors for New Teacher Orientation Program, August 2011, at a cost of \$638.75 (Att. #4)

Staff Assignments, Extended School Year 2011: (Att. #5)

- **Rescind Rosalind Moskovitz, Instructional Aide, 8/1/11-8/24/11, \$39/hour**
- **Appoint Eileen Cardone, Instructional Aide, 8/1/11-8/24/11, \$39/hour**

Summer work related to the set up of the Betty Maddalena Business and Life Skills Program, WOHS, at the hourly rate of \$49, as per the attached (Att. #6)

Fine Arts Co-Curricular Stipends for the 2011-2012 school year as per attached (Att. #7)

Co-Curricular Assignment, Edison School, for the 2011-2012 school year:

- Joe Romano, Team Leader, \$2,611

Co-Curricular Assignments, Washington School, for the 2011-2012 school year:

- Linda Perna, Co-Student Council, \$679.50
- Jennifer Tarullo, Co-Student Council, \$679.50
- Rene Simone Wells, Conflict Resolution, \$1,359

Victor Paglio, 10 days summer work as required by Learn and Serve Grant, \$4,677.80 paid from grant (Att. #8)

Jane Ryfa, Administrative Assistant, Summer STEP UP Program, \$1,000 stipend

Kathleen Sadler, BCBA, \$2,000 stipend to create 20 ABA programs for student in accordance with settlement agreement

Substitute List for the 2011-2012 school year as per the attached (Att. #9)

Theresa Galati, Special Education Teacher Aide, Mt. Pleasant School, Salary Adjustment, MA-3, \$29,337, effective 9/1/11 (previously approved on 6/20/11 agenda as MA-1)

Staff members and trainers as instructors for West Orange Professional Development Center/Educational Technology Training Center (ETTC) Workshops as per the attached (Att. #10)

3. Leave(s) of Absence

- a.) Superintendent recommends approval of the following leave(s) of absence:

Kyle Dalton, Instructional Aide, Pleasantdale School, maternity leave of absence, effective 9/19/11-12/15/11

Rebecca Rud, Special Education Teacher, Roosevelt School, maternity leave of absence, effective 11/4/11-3/23/12

4. Transfers

- a.) Superintendent recommends approval of the following transfer(s):

Employee Transfers/Reassignments for the 2011-2012 school year (Att. #11)

World Language Teacher Transfers for the 2011-2012 school year as per attached (Att. #12)

Special Education Transfers for the 2011-2012 school year (Att. #13)

B. CURRICULUM AND INSTRUCTION

1. Recommend approval of Liberty Middle School Grade 8 overnight trip to Baltimore, MD and Allentown, PA on June 7 and 8, 2012 (Att. #14)
2. Recommend approval of Field Trip requests for the 2011-2012 school year (Att. #15)
3. Recommend approval of Bilingual/ESL Three-Year Program Plan for 2011-2014 for submission to the New Jersey State Department of Education (Att. #16)
4. Recommend approval of the following textbook adoption requests: (Att. #17)
 - Integrated Chinese, Level 2, for the AP Chinese course
 - Century 21 Accounting, Advanced, for the College Accounting course

C. FINANCE

1. Recommend approval of the 8/16/11 Bills List: (Att. #18)

Payroll/Benefits	\$ 6,482,030.64
Transportation	\$ 559,415.38
Special Ed. Tuition	\$ 493,758.29
Instruction	\$ 72,591.06
Facilities	\$ 555,652.43
Capital Outlay	\$ 147,566.69
Grants	\$ 125,048.06
Food Service	\$ 10,266.11
Textbooks/Supplies/Athletics/Misc.	\$ 194,779.78
	<u>\$ 8,641,108.44</u>

2. Recommend approval of Sports Medicine/Athletic Healthcare Proposal from New Jersey Sports Medicine Consultants, LLC in the amount of \$30,000 for the 2011-2012 school year (Att. #19)

3. **Recommend approval of the sale of 50 student desks to Hopatcong Borough Schools in an amount of \$2,500 (Att. #20)**
4. **Recommend approval of Agreement for Consultant Services between the West Orange Public Schools and UCLA Graduate School of Education and Information Studies, for the period 10/1/11-9/30/12, in the amount of \$25,000 (Att. #21)**
5. **Recommend approval of tuition for the 2011-2012 School Year, Out-Of-District placements as per attached (Att. #22)**
6. **Recommend approval of service contract agreement with Caldwell Pediatric Therapy Center for Speech, Occupational and Physical Therapies for student for the 2011 Extended School Year in amount not to exceed \$2,368 (Att. #23)**
7. **Recommend approval of service contract agreement with Novogrow, LLC for physical therapy for student for the 2011-2012 school year in an amount not to exceed \$20,000 (Att. #24)**
8. **Recommend approval of interpretation services for extracurricular activities for 2 students enrolled in program at Mountain Lakes High School for the 2011-2012 school year in a total amount not to exceed \$16,000 (Att. #25)**
9. **Recommend approval of addendum to service contract with Essex Regional Educational Services Commission for Nonpublic Instructional Services for Chapters 192/193 for the 2011-2012 school year (Att. #26)**
10. **Recommend approval of submission of Investing in Innovation (i3) Grant, in the amount of \$3,447,550, to the U.S. Department of Education (Att. #27, #27A)**
11. **Recommend approval for Dr. Donna Strigari to deliver 2 workshops to teachers and instructional assistants on collaborative teaching in an inclusive classroom, at a cost of \$1,200 (Att. #28)**
12. **Recommend approval for Dr. John Jangl to deliver up to 3 days of training to staff at Edison Middle School on the topic of Block Scheduling, at a cost not to exceed \$1,500 (Att. #29)**

13. Recommend approval for 25-30 staff members to attend a 2-day Anti-Bullying Program at Montclair State University, 9/23/11 and 9/24/11, at a cost not to exceed \$3,000 (Att. #30)
14. Recommend approval for Marie Roth, RD to deliver a presentation on Child Nutrition and Obesity on August 31, 2011, at a cost of \$400/day, prorated. (Att. #31)
15. Receipt of the Board Secretary's Reports for the months of May and June, 2011 (Att. #32)
16. Receipt of the Treasurer of School Monies Reports for the months of May and June, 2011 (Att. #33)

D. REPORTS

VI. REPORT FROM THE BOARD PRESIDENT AND/OR BOARD MEMBERS

VII. MOTION FOR THE NEXT BOARD MEETING to be held:

- A. August 24, 2011, Board Retreat, Administration Building, 4:00 p.m. – 8:00 p.m.
- B. September 19, 2011, Hazel Elementary School, 6:00 p.m.

VIII. PETITIONS AND HEARINGS OF CITIZENS

IX. ADJOURNMENT

WEST ORANGE HIGH SCHOOL

51 CONFORTI AVENUE · WEST ORANGE, NJ · 07052-2829 · 973-669-5301 · FAX 973-669-1260

Website: www.westorange.k12.nj.us

ARTHUR J. ALLOGGIAMENTO, PRINCIPAL
KIMBERLY MANCARELLA, ED. D., ASST. PRINCIPAL
HAYDEN MOORE, ASSISTANT PRINCIPAL
ERIC PRICE, ASSISTANT PRINCIPAL

LOUIS DELLAPIA, ASSISTANT PRINCIPAL
ANNETTE DADE, STUDENT MANAGEMENT
MARK MANISCALCO, STUDENT MANAGEMENT
RYAN DELGUERCIO, STUDENT MANAGEMENT

July 29, 2011

TO: Dr. Cavanna
Fran Necesskas

FROM: Hayden Moore
Dawn Ribeiro

RE: West Orange Achievement Program

The following staff are recommended to continue in the West Orange Achievement Program (WOAP) for the 2011-2012 school year:

- Frank Newman, Lead Teacher/Science Teacher
- Lee Cohen, Lead Counselor (Group and Individual Counseling)
- Alan Reeder, Social Studies Teacher
- Michael Fess, Special Education English Teacher
- Tom Gargiulo, Math Teacher
- Shannon Core, Special Education Math Teacher
- Kelly Dower, Special Education Reading Teacher
- Victor Alcindor, English Teacher
- Amedeo Chirichiello, Student Assistance Counselor
- Alonzo DeRamus, Instructional Assistant

The following staff are recommended to fill new course offerings in the West Orange Achievement Program (WOAP) for the 2011-2012 school year:

- Susan Marshall, Foods Teacher
- Russell Iuculano, Technical Education Teacher
- Begonia Viqueira, World Language Teacher
- Gail Bowsher, Social Studies/Law – Rights and Responsibilities Teacher

All WOAP staff are paid through contractual stipend.

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

Public Agenda
Date: 8/16/11
Attachment # 53

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 231
Fax: 973-669-8601

MS. CONSTANCE SALIMBENO, DIRECTOR , K-8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

To: Dr. Anthony Cavanna

Date: August 5, 2011

Re: Agenda Item - REVISED
(Approval of August teachers for CST Meetings)

Below is a list of staff (General Education and Special Education) recommended to work as **needed** during the month of August with the Child Study Team for meeting where general and/or special education teacher input is required. The rate is \$49.00 per hour.

- Diane Sinisi (Special Education)
- Mary Berke (Special Education)
- Robert Berke (General Education)
- Eileen Cardone (Special Education)
- Corinn Giaquinto (General Education)
- Kristen Azzato (Special Education)
- Kathleen Sadler (BCBA/Special Education)
- Lynn Oliver (Special Education)
- Theresa Garrison (OT/ Special Education)

cc: Peggy Simmons, Payroll Dept.
Denise Keastead, Payroll Dept.
Iris Zaback, Human Resources

The Public Schools
West Orange, New Jersey

Public Agenda
Date: 8/16/11
Attachment #/ 4

To: Dr. Anthony P. Cavanna, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent *DR*
Date: July 18, 2011
Re: August 2011 New Teacher Orientation Instructors

I recommend the following staff members be approved as instructors for the August 2011 New Teacher Orientation Program at the contractual rate of \$73.00/hour.

Instructor	Name of Course	# of Hours	Payment
Christopher Evans	Teaching in a Culturally Diverse Classroom	3	\$219.00
Melissa Montanez	Classroom Management	4	\$292.00
Linda Palazzolo	Supporting the Student with Special Needs	1 ¾	\$127.75

C: Mr. M. Kenney

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

Public Agenda
Date: 8/16/11
Attachment # 6

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 231
Fax: 973-669-8601

MS. CONSTANCE SALIMBENO, DIRECTOR

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

To: Dr. Anthony Cavanna

Date: July 26, 2011

From: Dawn Ribeiro

Re: Agenda Item
(Approval of Summer Work)

Below is a list of staff that are recommended to work during the summer months for 10 hours each for set up and program development of the Betty Maddalena Business and Life Skills program at West Orange High School. Rate is \$49.00 per hour.

- Jodie Goldstein (School Social Worker/Transition Coordinator)
- Anthony Perconti (Special Education Teacher)
- Lee Cohen (School Psychologist)

cc: Peggy Simmons, Payroll Dept.
Denise Keastead, Payroll Dept.
Iris Zaback, Human Resources

The Public Schools
West Orange, New Jersey*Fine Arts Department**179 Eagle Rock Avenue*Memorandum

To: Dr. Anthony Cavanna, Superintendent of Schools
 From: Louis Quagliato, Supervisor of Fine Arts
 Re: Co-Curricular Stipends
 Date: July 27, 2011

The Fine Arts Co-curricular stipends are listed below as per 2010/2011 contract. To be adjusted as per negotiations.

**West Orange High School
 Fine Arts Co-Curricular Stipends 2011/2012 School Year**

Pay DateJubilee Show Choir

Bill Farley	\$1359.00	April 30, 2012
-------------	-----------	----------------

Jazz Band Advisor

Lisa Swanick	\$2031.00	April 30, 2012
Lewis Kelly	\$2031.00	April 30, 2012

Royal Strings

Trena Peres	\$2031.00	April 30, 2012
-------------	-----------	----------------

Indoor Color Guard

Erin McClure	\$1359.00	April 30, 2012
--------------	-----------	----------------

Marching Band StipendPay DatePay DateMarching Band Director

Lewis Kelly	\$12,659.00	August 31, 2011 1 st ½	November 15, 2011 2 nd ½
-------------	-------------	-----------------------------------	-------------------------------------

Associate Marching Band Director

Erin McClure	\$6047.00	August 31, 2011 1 st ½	November 15, 2011 2 nd ½
--------------	-----------	-----------------------------------	-------------------------------------

Assistant Marching Band Directors

Chris Cubias	\$4688.00	August 31, 2011 1 st ½	November 15, 2011 2 nd ½
PJ Tankard	\$4688.00	August 31, 2011 1 st ½	November 15, 2011 2 nd ½
Chris Tarantino	\$4688.00	August 31, 2011 1 st ½	November 15, 2011 2 nd ½

Color Guard Instructor

Jesse Young	\$3055.00	August 31, 2011 1 st ½	November 15, 2011 2 nd ½
-------------	-----------	-----------------------------------	-------------------------------------

7/27/2011 Revised

Fall Play Dramatics Productions Stipends

Director

Sandy Van Dyke

\$4867.00 November 30, 2011

Asst. Director

Shabazz Green

\$649.00 November 30, 2011

Set Construction

Jon Zaccone

\$1125.00 November 30, 2011

Set Design

Tony Minni

\$562.00 November 30, 2011

Lights

Julian Rayne Denison

\$675.00 November 30, 2011

Sound

Tom Jeron

No Stipend in Contract

Tickets/House

Julie Brady

No Stipend in Contract

Publicity

Patty Aldworth

\$337.00 November 30, 2011

Spring Musical Stipends

Musical Directors

??(Pit Orchestra Director)

\$1359.00 March 30, 2012

??(Vocal Director Musical)

\$1359.00 March 30, 2012

Director-Spring Musical

Sandra Van Dyke

\$5949.00 March 30, 2012

Asst. Director-Spring Musical

Shabazz Green

\$1125.00 March 30, 2012

Producer/Musical

Sandra Van Dyke

\$2031.00 March 30, 2012

Media Coordinator

Patricia Adlworth

\$1350.00 March 30, 2012

Costumer/Costumes

Sue Marshal

\$2250.00 March 30, 2012

Choreographer

Carrie Nagy

\$2250.00 March 30, 2012

7/27/2011 Revised

Set Design \$1687.00 March 30, 2012
ny Minni

Set Construction \$1125.00 March 30, 2012
Jon Zaccone

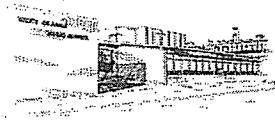
Lobby Display \$337.00 March 30, 2012
Heather Young

Lights \$1350.00 March 30, 2012
Julian Rayne Denison

Sound-(To be paid by PO unless negotiated into new contract)
Tom Jeron- \$1350.00 March 30, 2012

cc. Fran Necessas, Human Resources
Peggy Simmons, Payroll
K. Mancarella
D. Rando
A. Alloggiamento
I. Zaback
P. Bravoco (Please do not duplicate on the HS co-curricular roster)

West Orange High School



MEMORANDUM

To: Dr . Anthony Cavanna, Superintendent

From: Dr. Kimberly Mancarella, Assistant Principal

Date: July 28, 2011

Please place the following on the BOE August 16th agenda for approval.

Victor Paglio has completed 10 days of summer work (July 1, 6, 7, 12, 13, 14, 18, 20, 25, 28, 2011) as required by the Learn & Serve Grant. During this time, Mr. Paglio coordinated all aspects of the upcoming school store, consulted with vendors, and collaborated with Special Services to regarding future internships operations. Please draw payment from the Learn & Serve Grant Account at his regular daily rate of \$467.78, (10 days @ \$467.78) for a total of \$4677.80.

Substitute for 2011-2012

Name	Subject Area	Name	Subject Area
Aamir	PreK-12	McNeil	PreK-5
Aborisade	Nurse	Miller	PreK-12
Abouelnaja	Lunch Aide	Morrison	Lunch Aide
Alabi	PreK-5	Motyka	Grades 9-12
Allen	Lunch Aide	Mutone	Admin Asst.
Andrews	K-5	Nathan	K-5
Arenas	K-12 & Inst. Aide	Navata	K-12
Arnold	PreK-12 Teacher/Admin Asst/Inst Aide	Navata	Grades 6-12
Ashurt	Grades 9-12	Nittoli	PreK-12
Band	Admin Asst.	Pascale	PreK-12 Teacher/Instructional Aide
Barta	K-5	Pender	Admin Asst.
Berger	K-12	Perna	PreK-12
Bierman	K-5	Perna	PreK-12
Bullock	K-12	Picataggio	Grades 9-12
Carsillo	PreK-12	Pilles	Admin Asst.
Chave	K-5 Phys Ed	Polizzano	K-12
Chavez	Grades 6-12 & Spanish	Quagliato	K-12 & Inst. Aide
Cohen	K-5-St Cloud Only	Reade	PreK-5 & Library
Conlon	K-5	Rizzo	K-8
Coppola	Grades 6-12	Robbins	K-12
Cusimano	Grades 6-12/Admin Asst	Robertson	K-12
DeJesus	K-12	Romain	K-5 & Inst. Aide
DellaPia	Admin Asst.	Rosen	Grades 6-12
DeSacia	K-12	Ryan	K-12
Dorfman	Grades 6-12	Santos	Guidance
Douge	K-12	Schletter	Grades 9-12
Duarte	Nurse	Schneider	K-5
Emont	K-5 Library	Schoenbac	PreK-5
Espinoza	Lunch Aide	Singer	K-12 & Special Education
Feinberg	Grades 6-8	Staum	PreK-12
Feminella	K-12	Strauss	PreK-12 & Spec Ed
Fine	Grades 9-12	Sudol	PreK-5
Fine	K-12	Sudol	PreK-5
Fleisher	K-12 & Adm Asst.	Takvorian	Grades 3-12
Flynn	PreK-5	Thapar	PreK-12 & Inst Aide
Fort	Grades 6-8	Tiedeken	PreK-12
Gibson	K-12	Toscano	Lunch Aide
Ginsburg	PreK-12 & Inst Aide	Trusits	K-5 & 9-12
Greenwald	K-5 & Inst. Aide	Venturi	PreK-12
Jonas	K-5 St Cloud , Mt Pleasant Only	Vogler	Nurse
Jones	K-12	Watkins	K-5
Karu	K-12	Watson	PreK-12
Kelly	PreK-12	Wertheim	Grades 9-12
		Andrea	

Substitute for 2011-2012

Name	Subject Area		Name	Subject Area	
Kelly	PreK-3		Wildstein	Louis	Grades K-12
Kelly	PreK-12 & PhysEd		Wildstein	Jane	Grades K-8
Kheir	PreK-8		Williams	Trana	K-12
Loeone	PreK-12		Yasin	Begonia	PreK-12
Lesnever	Grades 6-8		Yeghiazary	Sona	PreK-12 & Art
Linehan	Grades 9-12 Library		Zimmer	Claudia	PreK-5
Loesch	K-5				
Malkin	K-5				
Maltz	Grades 9-12				
Mandel	PreK-12 Teacher/Instructional Aide				
Marini	K-12				
Matullo	PreK-12				
Mazurek	PreK-12				


WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF TECHNOLOGY

Public Agenda
Date: 8/16/11
Attachment # 19

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 20550
Fax: 973-669-5499

FIL SANTIAGO, DIRECTOR OF STAFF DEVELOPMENT AND TECHNOLOGY

MEMORANDUM

DATE: August 8, 2011
TO: Dr. Anthony P. Cavanna, Superintendent
FROM: Fil Santiago, Director of Staff Development and Technology 
SUBJECT: Professional Development – ETTC Fall Workshops

I am requesting approval for payment for the following ETTC workshops that are scheduled to be delivered during the fall session at the contractual rate of \$73 per hour. The instructors will be paid using funds from the Educational Technology Training Center (ETTC).

Workshop	Instructor	Hours	Cost
Introduction to Smart Boards	Jessica Tybursky	6	\$438
Smart Board (Intermediate)	Jessica Tybursky	6	\$438
Introduction to Microsoft Word 2007	Susan Hunt	6	\$438
Microsoft Word 2007 (Intermediate)	Susan Hunt	6	\$438
Introduction to Microsoft Excel 2007	Susan Hunt	6	\$438
Microsoft Excel 2007 (Intermediate)	Susan Hunt	6	\$438
Introduction to Microsoft PowerPoint 2007	Debra Coen	6	\$438
Introduction to Scratch	Frank Iannucci	6	\$438
Introduction to Moodle	Frank Iannucci	8	\$584
		Total	\$4,088

C: Mark Kenney ✓
Donna Rando

HUMAN RESOURCES DEPARTMENT

**EMPLOYEE TRANSFERS/REASSIGNMENTS
 FOR THE 2011-2012 SCHOOL YEAR
 (Revised 8/15/2011)**

Administrative recommendations for all transfers/reassignments must be reported to Human Resources Department using the form below. The Human Resources Department will notify Dr. Cavanna and submit a final listing of transfers for Board approval.

All transfer information will be used to update and maintain the following:

1. *Systems 3000 Visual Personnel Database*
2. *AESOP*
3. *Building Directories*
4. *Payroll Department*
5. *Email accounts*
6. *Phone extensions*

Employee Being Transferred	From		To		Effective Date of Transfer
	Location	Grade/Subject	Location	Grade/Subject	
Megan Domenick	Edison	Math Teacher	Edison	Resource Room	9/1/2011
Steven Vanderploeg	Washington	Health Teacher	Roosevelt	Health Teacher	9/1/2011
Vicky Bauer	Roosevelt	Physical Education and Health Teacher	Washington	Physical Education and Health Teacher	9/1/2011



The Public Schools
West Orange, New Jersey

ESL/WL Departments
 Ana Martí, Supervisor

973-669-5400 ext. 20572
amarti@woboe.org

MEMORANDUM

DATE: July 28, 2011
TO: Frances Neceskas, Director of Human Resources
FROM: Ana Marti, ESL/WL Supervisor
RE: WL Teacher Transfers for School Year 2011-2012
CC: Dr. Donna Rando, X. Fitzgerald, L. Hush, R. Klemt, A. Alloggiamento

Due to changes in scheduling and enrollment at Edison Central 6, Roosevelt Middle, and Liberty Middle Schools, the following teachers' schedules will be modified for the school year 2011-2012.

Teacher Name	2010 – 2011 Assignment	2011 – 2012 Home School	2011 – 2012 <u>NEW</u> Assignment
Eileen Milano (ESL and WL- Chinese)	1.0 at WOHS	West Orange HS	0.4 at Roosevelt Middle School 0.6 at WOHS
Olympia de Pinto (WL- Italian)	1.0 at WOHS	West Orange HS	0.2 at Roosevelt Middle School 0.8 at WOHS
Thany Salazar (WL – Spanish)	1.0 at Edison School	Liberty Middle School	1.0 at Liberty Middle School (transfer from Edison to Liberty)
Ericka Collado (WL – Spanish)	1.0 at Liberty School	West Orange HS	1.0 at West Orange HS (transfer from Liberty to WOHS)
Kristine Massari (WL – Italian & Spanish)	0.4 at Roosevelt School 0.6 at WOHS	West Orange HS	1.0 at West Orange HS
Yun Abernathy (WL- Chinese)	0.4 at Roosevelt School 0.6 at WOHS	West Orange HS	0.2 at Liberty Middle School 0.8 at WOHS
Yajing Li (WL- Chinese)	0.2 at Liberty School 0.8 at WOHS	West Orange HS	1.0 at West Orange HS

HUMAN RESOURCES DEPARTMENT

EMPLOYEE TRANSFERS/REASSIGNMENTS FOR THE 2011-2012 SCHOOL YEAR

Administrative recommendations for all transfers/reassignments must be reported to Human Resources Department using the form below. The Human Resources Department will notify Dr. Cavanna and submit a final listing of transfers for Board approval.

All transfer information will be used to update and maintain the following:

1. *Systems 3000 Visual Personnel Database*
2. *AESOP*
3. *Building Directories*
4. *Payroll Department*
5. *Email accounts*
6. *Phone extensions*

Employee Being Transferred	From		To		Effective Date of Transfer
	Location	Grade/Subject	Location	Grade/Subject	
Christine Shadadi	WOHS	IA – Autistic/18-21 Program	Hazel	IA – Resource	9/01/11
Colleen Grandinetti	OOD & Mt. Pleasant	LDTC	Washington & Mt. Pleasant	LDTC	9/01/11
Shari Kramer	Washington & Mt. Pleasant	Social Worker	Washington, Pleasantdale & Mt. Pleasant	Social Worker	9/01/11
Gina Sant' Angelo	St. Cloud	IA - Resource	Redwood	IA - Resource	9/01/11
Rachel Mondalto	Pleasantdale	IA - LLD	St. Cloud	IA - Resource	9/01/11
Jeanne Regan Bielecke	Hazel	IA - Resource	Washington	IA - Resource	9/01/11

Jamae Sippio	Mt. Pleasant	IA - Autistic	WOHS	IA – MCI Program	9/01/11
Daryl Favors	Liberty	IA – MD Program	WOHS	IA - Autistic	9/01/11
Nick Mistretta	Washington Mt. Pleasant	IA - POR	Liberty	IA - MD	9/01/11
Lisa Leuizzi	Liberty	IA – POR	Roosevelt	IA – Autistic	9/01/11

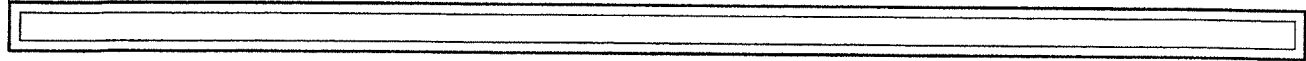
Submitted by: Connie Salimbeno
Principal

Date: 8/5/11

LIBERTY MIDDLE SCHOOL
WEST ORANGE, NEW JERSEY 07052
M E M O R A N D U M

Public Agenda
Date: 8/12/11
Attachment # 14

TO: Dr. Anthony Cavanna
FROM: Robert J. Klemt RJK
DATE: August 10, 2011
SUBJECT: 8th Grade Baltimore Trip



Dr. Cavanna –


Please be advised that Liberty Middle School would like to schedule the 8th grade overnight trip to Baltimore, Maryland on Thursday June 7th and Friday June 8th. I would like to distribute information to the parents in their summer mailing packets. If possible please verify the acceptance of these dates with the Board of Education and advise me of their decision.

Thanks in advance,

Bob

The Public Schools
West Orange, New Jersey

Public Agenda
Date: 8/16/11
Attachment # 15

To: Dr. Anthony Cavanna, Superintendent
From: Donna Rando Ed.D., Assistant Superintendent 
Date: August 5, 2011
Re: Field Trips

Please place the following on the West Orange Board of Education Meeting Agenda of Tuesday, August 17, 2011 under *Curriculum and Instruction*.

“Recommend acceptance of field trip requests submitted for Board of Education approval.”

See attached.

Thank you.

C: M. Kenney
P. Nicholais

Field Trips Requests

8/1/11

School	Date of Trip	Destination	Course/Grade	Teacher	Describe How Activity Relates to Curriculum	Transportation Cost	Source of Funds (i.e., District, School, PTA, Student Activity Account, Student)
WOHS	8/18 - 8/23/2011	Camp Weequahic	Band	Kelly, McClure	Band Camp	\$4,550	District
WOHS	9/17/11	Fanwood High School	Band	Lewis Kelly	Band Competition	\$2,604	Student
WOHS	9/19/11	San Gennaro Feast, NYC	Italian	Zamlout, DePinto, Amabile	Authentic cultural experience, culture unit	\$480	Student
WOHS	09/23/11	Costa del Sol, Union		Mancarella	Senior Class Picnic	\$2,288	1/2 District; 1/2 Students
WOHS	09/24/11	Roxbury High School	Band	Lewis Kelly	Marching Band Competition	\$1,680	District
WOHS	10/02/11	JP Stevens High School	Band	Lewis Kelly	Marching Band Competition	\$1,680	District
WOHS	10/07/11	Liberty State Park	Italian	Zamlout, DePinto, Amabile	Immigration experience	\$240	Student
WOHS	10/09/11	Bergenfield High School	Band	Lewis Kelly	Marching Band Competition	\$1,680	District
WOHS	10/14/11	Di Capo Opera House	Italian	Zamlout, DePinto, Amabile	Importance of opera to the Italian community	\$480	Student
WOHS	10/15/11	Meadowlands Stadium	Band	Lewis Kelly	Marching Band Competition	\$2,278	District
WOHS	10/22/11	Morris Knolls High School	Band	Lewis Kelly	Marching Band Competition	\$1,680	District
WOHS	10/29/11	Hillsborough High School	Band	Lewis Kelly	Marching Band Competition	\$2,278	District
WOHS	11/05/11	Old Bridge High School	Band	Lewis Kelly	Marching Band Competition	\$2,278	District

*The Public Schools
West Orange, New Jersey*

*Public Agenda
Date: 8/16/11
Attachment # 16*

To: Dr. Anthony Cavanna, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent *DR*
Date: August 4, 2011
Re: Agenda Item

Please place the following on the agenda of the August 16, 2011 Board of Education Meeting:

“Request approval of Bilingual/ESL Three-Year Program Plan for 2011-2014 for submission to the New Jersey State Department of Education.”

Thank you.

C: Mr. M. Kenney

NEW JERSEY STATE DEPARTMENT OF EDUCATION
Division of Student Services
Office of Student Achievement and Accountability
Bureau of Bilingual/ESL Education
P.O. Box 500
Trenton, NJ 08625-0500

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION I

A. District Information

Essex/13
County Name/Code

West Orange/5680
District Name/Code

Ana Marti, ESL/WL Supervisor
Name and Title of Contact Person

179 Eagle Rock Avenue
Street Address of District

(973) 669-5400 x 247 Extension
Telephone Number of Contact Person

West Orange, NJ 07052
City State Zip Code

amarti@woboe.org
E-mail address

B. Statement of Assurances (N.J.S.A.18A:35-15 to 26 and N.J.A.C. 6A:15)

1. The bilingual and/or ESL/ELS program will be operated in compliance with New Jersey statutes and regulations.
2. A bilingual parent advisory committee has been established in the district implementing a bilingual program.
3. The parents of limited English proficient students will be notified in their native language of their rights to determine their child's participation in or exit from the program, in accordance with New Jersey regulations.
4. District staff will receive training in strategies to meet the needs of limited English proficient students.

Dr. Anthony Cavanna
Chief School Administrator

Signature

Date Signed

Date of Board Approval

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION II – PARTS A TO B**

COUNTY: Essex/13

DISTRICT: West Orange/5680

A. PROGRAM STAFF

Indicate the number of certified teachers in the chart. Teachers counted in 1 and 2 should not be duplicated in 3.

	TEACHER CERTIFICATION	NUMBER OF TEACHERS
1.	Bilingual-certified	
2.	ESL-certified	13
3.	Bilingual/ESL (dual certification)	7

B. PROGRAM TYPE

For each program type, indicate the number of students in bilingual or ESL programs, and language(s) used for instruction in bilingual programs (if applicable). If any of the program types are not applicable, leave the section blank.

Program Type	Number of Students	Language(s)
Full-Time Bilingual (list by language)		
Alternative programs that use students' native-language for instruction (Bilingual Part-time, Bilingual Tutorial, Bilingual Resource)		
Dual-Language		
Alternative programs that are English-based (High-Intensity ESL, Sheltered English Instruction)	143 (HS and MS)	
ESL-Only Programs	144 (ES)	
Other		

BILINGUAL/ESL THREE-YEAR PROGRAM PLAN SCHOOL YEAR 2011-2014

SECTION III. PART B. ESL PROGRAM NARRATIVE

COUNTY and CODE: Essex – 13 DISTRICT and CODE: West Orange – 5680

Districts operating an **Alternative English-based** (High-Intensity ESL, Sheltered English Instruction) **and/or ESL Only program** should complete a narrative describing the program. The narrative must include the following:

Program Goals:

The West Orange ESL program is designed to meet the needs of English Language Learners (ELL's) participating in mainstream classes. In the mainstream ELLs are exposed to a myriad of cultural and linguistic stimuli. The bilingual/ESL classes afford ELLs the opportunity to focus on and make sense of what s/he is experiencing in the macrocosm.

The objectives of the bilingual/ESL program are therefore appropriately aligned to those in the mainstream curricula K - 12 as well as to the New Jersey Core Curriculum Content Standards and to the WIDA English Language Proficiency Standards for English Language Learners in Pre-K through Grade 12. The ultimate goal is to prepare students so that they may be academically successful and independent. To that end all five skills (listening, speaking, reading, writing and viewing) are addressed with a distinct emphasis on the development of literacy skills.

In addition to academic competence, the bilingual/ESL program assists the students in achieving social competence by integrating experiences and opportunities for the students to gain knowledge and insight into the customs, values, attitudes and diversity of culture in the United States. While becoming accustomed to life in our culture, the program encourages students to maintain pride in their linguistic and cultural heritages.

Instructional Setting (pull-out, push-in, class period):

Students receive high intensity ESL daily. The program focuses on the development of language arts literacy skills through thematic units which integrate literature and the content areas. The ESL teachers work collaboratively with mainstream staff to coordinate efforts and track student progress.

At the **elementary level**, students receive language arts literacy and English instruction from an ESL certified teacher. Students at the beginning level of English proficiency receive two periods of instruction with the ESL teacher daily. More English proficient students receive one such period per day.

At the **middle school level**, beginner students receive two standard ESL class periods and a tutorial class daily where they primarily receive assistance in the content areas. Intermediate and advanced level students receive one standard ESL class period and a tutorial class where they primarily receive assistance in the content areas. The tutorial also provides the opportunity for students to enhance their academic skills through the use of computer technology.

At the **high school level**, the high intensity alternative varies depending on the language proficiency and grade level of the students. The following occurs daily:

Beginner students receive two standard ESL classes in addition to a tutorial class where they receive assistance in the content areas. This tutorial class also affords the students the opportunity to enhance their academic skills through the use of computer technology. Students who have not met the world history or US History 1 requirement are assigned to an LEP section of world history or US History 1 taught by a mainstream teacher in collaboration with the ESL/Bilingual supervisor. The world history teacher is Spanish-speaking and ESL certified. Beginner and intermediate students may participate in a LEP section of Mathematics if their scores and/or performance indicate that they need special attention in this area.

Intermediate and advanced students receive two ESL classes - one class period focusing on content area subjects through the study of contemporary issues and a second period focusing on literature and HSPA skills. One teacher is bilingually certified. Students who have not met the world history, US History 1, US History 2, biology, chemistry or earth science requirements are assigned to LEP sections taught by mainstream teachers in collaboration with the ESL/Bilingual supervisor.

Students with high levels of English language proficiency, who will most likely exit at the conclusion of a year, are assigned to one standard ESL class and a mainstream reading class (grades K – 8) or a mainstream literature class (grades 9 – 12). This is done in an effort to ease their transition into the mainstream.

How is the ESL curriculum is aligned to the World-Class Instructional Design and Assessment (WIDA)™ English Language Proficiency Standards for English Language Learners in Pre-K through Grade 12

All ESL curricula developed since 2008 include the World-Class Instructional Design and Assessment (WIDA)™ English Language Proficiency Standards for English Language Learners in PreK through Grade 12. The ESL curriculum is currently being updated to include the latest WIDA Model Performance Indicator (MPIs) by specific grade levels as well as the newly adopted Common Core Standards.

Describe how the English language learners are monitored in the mainstream after they exit the language assistance program

The academic performance of students who exit the ESL program at the end of each school year is monitored through the Follow-Up process. Each January following the exit date, a form is sent to the mainstream English/Language Arts teachers who have recently exited English Language

Learners in their rosters. The teachers are asked to answer questions regarding the reading, writing, effort, and achievement of each student. The forms are returned to the ESL supervisor's office where they are analyzed. If a teacher expresses a concern regarding the placement of a student, a conference is held among the ESL teacher, ESL supervisor, mainstream teacher, and any other member of the faculty who may be of assistance in helping this student achieve academically. It is the goal of this conference to place the student in the most academically effective program.

DESCRIBE THE REVIEW PROCESS FOR EXIT (multiple measures):

Measure	CRITERIA	STANDARD
<p>English language proficiency: W-APT or ACCESS for ELLs</p>	<p>State recommended cut-offs: For ACCESS Grades K – 12: CPL 4.5 For W-APT Kindergarten – above 32 raw Grades 1 – 12: CPL 4.5</p>	<p>Student meets or exceeds cut-offs.</p>
<p>Classroom performance:</p>	<p>Report card grade average of <u>C</u> or better in content areas.</p>	<p>Student meets or exceeds cut-offs.</p>
<p>Reading Level</p>	<p>K – 2 at or no more than 6 months behind. 3 – 5 at or no more than 1 year behind. 6 – 12 at or no more than 2 years behind.</p>	<p>Student meets or exceeds cut-offs.</p>
<p>Performance on standardized tests in English:</p>	<p>District or state established MLP's on District Assessments for Grades K, 1, and Terra Nova, NJPASS grades 9-10 State Assessments for NJASK 3 – 7, GEPA, HSPA.</p>	<p>Student meets or exceeds cut-offs in two areas if three assessment areas or language arts literacy area if two assessment areas.</p>
<p>Teacher judgment:</p>	<p>ESL and mainstream teachers rate students on a scale of 5 – 1</p>	<p>Student receives an average of 3.5 or better.</p>

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION III – ESL PROGRAM DESCRIPTION**

COUNTY and CODE: Essex – 13 DISTRICT and CODE: West Orange – 5680

A. English Program Participants (ESL-Only and/or alternative English-based programs)

Check (✓) the appropriate box indicating the English program(s) implemented in each school.

SCHOOL NAME	ESL-Only	Alternative English-based programs		SCHOOL GRADE SPAN FROM - TO (one grade per box)	
		High-Intensity ESL	Sheltered English Instruction		
Gregory	X			K	5
Hazel	X			K	5
Mt. Pleasant	X			K	5
Pleasantdale	X			K	5
Redwood	X			K	5
St. Cloud	X			K	5
Washington	X			K	5
Edison	X	X	X	6	6
Liberty	X	X	X	7	8
Roosevelt	X	X	X	7	8
West Orange High School	X	X	X	9	12

**BILINGUAL/ESL THREE –YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014**

SECTION IV – LANGUAGE PROFICIENCY INSTRUMENT

COUNTY and CODE: Essex – 13 **DISTRICT and CODE:** West Orange – 5680

Entrance Assessment

Check (✓) all that apply

- Maculaitis Test of English Language Proficiency (MACII)
- Language Assessment Scale (LAS)
- Language Assessment Scale Links
- Comprehensive ELL Assessment (CELLA)
- IDEA Proficiency Test (IPT)
- WIDA-ACCESS Placement Test (W-APT)
- MODEL

Exiting Assessment

Check (✓) all that apply

- Maculaitis Test of English Language Proficiency (MACII)
- Language Assessment Scale (LAS)
- Language Assessment Scale Links
- Comprehensive ELL Assessment (CELLA)
- IDEA Proficiency Test (IPT)
- ACCESS for ELLs™
- MODEL

**BILINGUAL/ESL THREE-YEAR PROGRAM PLAN
SCHOOL YEARS 2011-2014
SECTION VI: PARENT ADVISORY COMMITTEE**

COUNTY and CODE: Essex – 13 **DISTRICT and CODE:** West Orange – 5680

Pursuant to N.J.A.C. 6A:15-1.15, “ *each district board of education implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which majority will be parent(s) of students of limited English proficiency.*”

Please note that districts receiving a bilingual waiver must also have a parent advisory committee and complete this section.

Please provide documentation of the existence of the Bilingual Parent Advisory Committee which may include school administrators, Bilingual/ESL teachers, mainstream teachers, special education teachers, parents, paraprofessionals, and community representatives by submitting the following information:

- Tentative Meeting Dates
 - Meetings will tentatively take place during the months of October, March, and June of each school year.

- Objectives/Goals of Committee
 - To assist parents in taking an active part in program evaluation
 - To collect parents feedback regarding the ESL/Bilingual programs
 - To assist parents in taking an active part in the learning process
 - To enhance parents awareness of the importance of achieving proficiency in cognitive/academic language
 - To extend parents awareness of academic expectations

- Topics of Discussion
 1. Evaluation of program philosophy and goals
 2. Orientation for parents of new ESL/Bilingual students
 3. Review of ACCESS for ELLs and other standardized tests’ results
 4. Benefits of using your local public library
 5. Strategies to help your child succeed in school even when English is not spoken at home
 6. The AHSA process
 7. Helping your child with Home Work
 8. Effects of reading and books at home
 9. Math and Science and the ELL student
 10. Obtaining Financial aid for college
 11. Benefits of the home-school connection
 12. Summer school for the ELL student
 13. Healthy eating habits and their benefits

West Orange School District
ESL
Parent Advisory Committee By-Laws

Pursuant to N.J.A.C. 6A:15-1.15, “ *each district board of education implementing a bilingual education program shall establish a parent advisory committee on bilingual education on which majority will be parent(s) of students of limited English proficiency.* ”

Please note that districts receiving a bilingual waiver must also have a parent advisory committee and complete this section.

What is the West Orange ESL Parent Advisory Committee (PAC)?

This committee participates in the planning, operation, and evaluation of the English as a Second Language (ESL) program. Additionally, this committee organizes several informational meetings throughout the school year where issues related to education, the district, and the community are shared with all families and its community.

The committee provides a forum for parents to discuss issues and voice concerns. The committee also allows the program supervisor to share information about relevant issues happening in the District. Committee bylaws provide guidance on membership and duties. Members will have opportunity to advise the committee on the following tasks:

- The development and modification of the District 3-Year Plan for meeting the educational needs of students learning English.
- Assist in conducting a District wide needs assessment on a school-by-school basis.
- Advise on the development and modification of programs, goals, and objectives for meeting the educational needs of students learning English.
- Receive training and training materials, which will assist parent members in carrying out their responsibilities.

The committee will evaluate their effectiveness annually at the end of the school year.

ARTICLE I. PURPOSE

1. To provide parents with the tools necessary to become effective advocates in improving their children’s education
2. Enable parents to effectively intervene in their child’s social, emotional, and educational success
3. Assure educational continuity for students learning English as a second language
4. Strengthen and create effective partnerships at the state, regional, and local levels to support the English language learning student

ARTICLE II. MEMBERSHIP

Section 1. The membership of the PAC shall be composed of seven volunteer members. The membership includes a school administrator, ESL teachers (elementary, middle, and high school levels), a mainstream teacher, a parent, a paraprofessional, and a community representative. Members will serve for a three-year term. Members can serve no more than two consecutive terms.

Section 3. An effort will be made so that members of the committee are representative of the different ethnic, cultural, and socio-economic groups present in the ESL program. Members will also represent a variety of experiences as active participants in school and communities activities.

ARTICLE III. EXECUTIVE COMMITTEE & OFFICERS

Section 1. The executive committee shall consist of the president, vice-president, and secretary.

Section 2.

The president shall:

- Ensure that an agenda is prepared and presented at each meeting
- Ensure that the goals of the meeting are met
- Serve as the spokesperson for the PAC

Section 3.

The vice president shall:

- Serve as president of the committee in his/her absence

Section 4.

The secretary shall:

- Serve as vice-president of the committee in his/her absence
- Keep minutes of meeting sessions, be responsible for attendance and correspondence, and maintain all necessary record-keeping

ARTICLE IV. MEETINGS

Section 1. The committee shall meet at least three times during the school year.

ARTICLE V. DECISION MAKING

Section 1. Decisions shall be made through a voting system with majority rule. Members must be present in order to vote.

Section 2. Decisions reached at PAC meetings will be presented to the Assistant Superintendent for Curriculum and Instruction for further action and/or discussion.

ARTICLE VI. AMENDMENTS

Section 1. These by-laws may be amended by a 2/3 vote of the committee.

Section 2. Committee by-laws and amendments must be consistent with the Guidelines of the New Jersey Administrative Code N.J.A.C. 6A:15-1.15


I _____ have read the by-laws of the West Orange ESL Parent Advisory Committee (PAC) and agree to abide by them.

Signature

Date

The Public Schools
West Orange, New Jersey

Public Agenda
Date: 8/16/11
Attachment #1 17

To: Dr. Anthony Cavanna
From: Donna Rando, Ed.D., Assistant Superintendent 
Date: August 4, 2011
Re: Textbook Adoption Requests

Attached, for Board of Education approval, are the following textbook adoption requests:

- Integrated Chinese, Level 2 for the AP Chinese course
- Century 21 Accounting, Advanced for the College Accounting course

Please advise if we can proceed.

Thank you.

*THE PUBLIC SCHOOLS
WEST ORANGE, NEW JERSEY*

TEXTBOOK ADOPTION REQUEST

Requested By: Ana Marti

Date: August 3, 2011

1. Course Title: AP Chinese
2. Title: Integrated Chinese Level 2 Parts 1 and 2
 Author: Third Edition by Yuehua Liu, Tao-chung Yao, Yaohua Shi, Liangyan Ge, Nyan-Ping Bi
 Publisher: Cheng & Tsui
 Date of Publication: 2010
3. Describe the manner in which the new text will address:
 - a. Core Curriculum Content Standards and State Assessments

7.1 World Languages All students will be able to use a world language in addition to English to engage in meaningful conversation, to understand and interpret spoken and written language, and to present information, concepts, and ideas, while also gaining an understanding of the perspectives of other cultures. Through language study, they will make connections with other content areas, compare the language and culture studied with their own, and participate in home and global communities.

The revised world languages standard continues to include three strands, one for each of the three modes of communication: interpretive, interpersonal, and presentational. Through the interpretive mode of communication students demonstrate understanding of spoken and written communication within appropriate cultural contexts. The interpretive mode allows students to engage in direct oral and/or written communication with others. The presentational mode allows students to present, orally and/or in writing, information, concepts and ideas to an audience of listeners or readers with whom there is no immediate interaction.

The text addresses the standard and strands by providing exercises aimed at moving the students through the different language proficiency levels. The chapters include authentic readings that aid in promoting understanding of the Chinese language and culture. Each chapter, spiraling around topics and skills learned in previous years, exposes the students to higher language demands thus presenting challenging new material with scaffolds that ensure progress through the language acquisition continuum.

The *Integrated Chinese Level 2* textbook set provides students with opportunities to recycle language learned in previous years and to apply it within familiar topics. The program revolves around themes related to the students' lives and global issues thus addressing 21st Century Life and Career standards. The *Integrated Chinese Level 2* textbook is aligned to the thematic units of instruction contained in West Orange School District's curriculum. The *Integrated Chinese Level 2* textbook, published in 2010, addresses relevant and current language and engaging cultural events. Units within the text are structured in similar manner and follow a familiar format. This allows students to receive effective practice while addressing the World Language standard.

- b. Career Education

Career education is addressed in *Integrated Chinese Level 2* textbook:

- Lesson 8 addresses career and job opportunities in China.
- Lesson 9 addresses the correlation between education and career.
- Lesson 17 addresses investment in modern China

c. Cultural Diversity: Outline those ways in which the selected textbook addresses the area of Cultural Diversity.

- China is a multicultural country of 56 nationalities and languages. This is addressed through authentic readings in each lesson.
- Visuals throughout the text depict the many ethnic groups present in the Eastern and Western world.

4. Selection Process: Outline the process which was conducted in the selection of the new textbook.

- Chinese teachers at West Orange High School have reviewed the textbook with the department supervisor and concluded that it is the best textbook available to support the thematic units of instruction within the district's curriculum and promote greater Chinese proficiency.

5. Rationale for Purchase:

Criteria Used for Selection:

- A. Text is cost effective while meeting the needs of the program. Each textbook includes one CD designed for listening activities. The disc will assist students with tonal pronunciation and as additional practice for homework.
- B. Text addresses the World Language Standards (both the Communication and the Culture standards).
- C. Text supports the American Council on Teaching Foreign Languages proficiency guidelines through the reading of authentic material.
- D. Text addresses a wide range of topics relevant to the students' lives. These topics are age appropriate while addressing the World Language Standard.
- E. Text promotes the use of technology for instruction.

6. Ancillary Materials and Technical Resources:

- Student Workbooks (for book 1 and book 2)
- Character Workbooks (for book 1 and book 2)
- CD – Lab version (for book 1 and book 2)

7. Budget:

Price per Textbook		Number of Copies Expected to Order		Total Anticipated Cost
<u>\$64.99</u>	X	<u>60 (30 book #1 and 30 book #2)</u>	=	<u>\$3899.40</u>
Ancillary Materials and Technical Resources Cost				<u>\$2896.78</u>
Total				<u>\$6796.18</u>

8. Readability Level Studies Conducted with Reading Levels:

Instructions and information given in English are at a level suitable for high school students. Text written in Chinese is at the appropriate challenge level for advanced placement learners. Visuals, charts, pictorial cues and scaffolding are provided to assist comprehension

9. Attach the Completed Form, "Evaluation of Textbooks/Instructional Materials For Equity."

10. Please return forms to Dr. Donna Rando, Assistant Superintendent for Curriculum and Instruction.

THE PUBLIC SCHOOLS
WEST ORANGE, NEW JERSEY

EVALUATION OF TEXTBOOKS / INSTRUCTIONAL MATERIALS FOR EQUITY

Title of Text/Material Integrated Chinese Level 2 Part 1 and Part 2 3rd Edition
Author/Publisher Yueha Liu/Cheng & Tsui Publication Date Jan.1, 2010
Department World Languages Supervisor Ana Marti
Course/Grade Level AP Chinese Date 8/03/2011

1. Does the material provide for diversity in career models that appeals to all students regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status?

Not at all _____ Some _____ A great deal X

Cite examples: Entire book
The textbook presents different career models portrayed by Chinese-speaking people with whom students can identify due to the diversity found in the Chinese-speaking world.

2. Do the illustrations and language promote positive images that students can identify with regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status?

Not at all _____ Some _____ A great deal X

Cite examples: Entire book

3. Does the material show varied life styles and the sharing of responsibilities by family members regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status?

Not at all _____ Some _____ A great deal X

Cite examples: Throughout the book

4. Does the material show a variety of families (traditional, one parent, working parents)?

Not at all _____ Some X A great deal _____

Cite examples: Throughout the book

5. Are disabled children and adults, regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability or socioeconomic status, presented in a variety of roles?

Not at all _____ Some X A great deal _____

Cite examples: Throughout the book

6. Is language:

a. Free of sex bias?

Yes X No _____

Explain: Men and women are portrayed equally in various professions across all fields in Chinese society.

b. Free of cultural bias?

Yes X No _____

- China is a multicultural country of 56 nationalities and languages. This is addressed in literacy readings in each lesson.
- Additionally, pictures of different ethnic groups (Eastern and Western) are presented throughout the textbook.

Explain: _____

c. Free of racial bias?

Yes X No _____

Explain: All races in our students' daily lives are presented in the book. The entire book addresses the different cultures present in the many regions of China by selecting readings from diverse sources and points of view.

7. Are non-human objects always referred to in a non-bias (gender) manner?

Yes X No _____

Explain: The genders of non-human objects are not discernable in this textbook. The non-grammatical structure of the Chinese language does not identify individuals or objects based on gender.

COMPLETED BY: Ana Marti and Yajing Li DATE: 8/03/11

9.1.12.A.1 Apply critical thinking and problem-solving strategies during structured learning experiences.

9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.

9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.

The following areas are addressed in text:

- Case studies involving problem solving and critical thinking skills to complete
- Discussion of ethics, confidentiality, and laws involved in accounting and corporations
- Discussion of cultural differences can affect business

9.2 Personal Financial Literacy: All students will develop skills and strategies that promote personal and financial responsibility related to financial planning, savings, investment, and charitable giving in the global economy.

9.2.12.A.4 Summarize the financial risks and benefits of entrepreneurship as a career choice.

9.2.12.A.6 Analyze and critique various sources of income and available resources (e.g., financial assets, property, and transfer payments) and how they may substitute for earned income.

9.2.12.C.8 Evaluate the implications of personal and corporate bankruptcy for self and others.

The following areas are addressed in text:

- Discussion of accounting concepts and practices that can be transferred to personal financial planning.
 - Analysis of For-profit and not-for-profit organizations and accounting implications
- c. Cultural Diversity: Outline those ways in which the selected textbook addresses the area of Cultural Diversity.

The following are examples of areas addressed in the text:

- Multi-country corporations and how to be successful in business in various countries
- Appreciation of cultural diversity; helpful in workplaces and in society
- Diversity of ownership of companies

4. Selection Process: Outline the process which was conducted in the selection of the new textbook.

Sample supplemental texts were reviewed by departmental teachers, familiar with the curriculum, who conferred with the supervisor.

5. Rationale for Purchase:

- A. Content supports curriculum
- B. Level appropriate for High School,
- C. Comprehensive representation of viewpoints, realistic outlook,

6. Criteria Used for Selection:

Appropriate level for High School, computer based-instruction, vast wealth of supplemental material included, Core Content Standards

7. Ancillary Materials and Technical Resources:

Online accounting papers and resources

8. Budget:

Price per Textbook		Number of Copies Expected to Order		Total Anticipated Cost
<u>\$79.00</u>	X	<u>20</u>	=	<u>\$1580.00</u>
Ancillary Materials and Technical Resources Cost				<u>\$985.00</u>
Total				<u>2667.60</u>

9. Readability Level Studies Conducted with Reading Levels:

8.5 – 11: Fry Readability

10. Attach the Completed Form, "Evaluation of Textbooks/Instructional Materials For Equity."

11. Please return forms to Dr. Donna Rando, Assistant Superintendent for Curriculum and Instruction.

THE PUBLIC SCHOOLS
WEST ORANGE, NEW JERSEY

EVALUATION OF TEXTBOOKS / INSTRUCTIONAL MATERIALS FOR EQUITY

Title of Text/Material Century 21 Accounting Advanced
Author/Publisher South-Western / Cengage Publication Date 2012
Department Business Education Supervisor Nancy Mullin
Course/Grade Level College Accounting Grades 10-12 Date August 1, 2011

1. Does your material promote attainable role models?

Not at all _____ Some _____ A great deal X

Cite examples: As evidenced in the text; examples of successful small business owners and Attainable/realistic characteristics of them are listed. "Confidence to make decisions, determination To keep trying during hard times for the business, willingness to take risks..."

2. Does the material provide for diversity in career models that appeals to all students regardless of gender, race or ethnicity?

Not at all _____ Some _____ A great deal X

Cite examples: Photographs showing work situations display a varied matrix of diverse people Across a wide range of trades and professions.

3. Do the illustrations promote positive images that students can identify with regardless of gender, race or ethnicity?

Not at all _____ Some _____ A great deal X

Cite examples: Throughout text there are positive images of a thoroughly diverse population Involved in all aspects of life and work.

4. Does the material portray women and minorities as active contributing members of society?

Not at all _____ Some _____ A great deal X

Cite examples: Throughout the text women and minorities are actively portrayed as contributing Members of society as cited as by an example of statistics showing ownership of business for African Americans.

5. Does the material show varied life styles and the sharing of responsibilities by family members?

Not at all _____ Some X A great deal _____

Cite examples: Given the topic, not much is addressed in regards to varied life styles; but in regards to the sharing of responsibilities there are varied matrix of diverse population involved in All aspects of work life shown in photographs and text; example of female who can utilize her degree to work part-time when starting a family and then progress back to full-time employment.

6. Does the material show a variety of families (traditional, one parent, working parents)?

Not at all _____ Some _____ A great deal X

Cite examples: A variety of working people are addressed in the text. Family, single parent/person Businesses are discussed and used in examples.

7. Do the materials utilize women and minorities to promote the teaching of important concepts and skills?

Not at all _____ Some _____ A great deal X

Cite examples: Women and minorities are shown as examples when a basic as well as when an advance concept or skill is being introduced.

8. Is there equitable use of language to promote positive role images of women and minorities?

Not at all _____ Some _____ A great deal X

Cite examples: Many instances are shown throughout text that promote positive role images of Women and minorities; such as a minority female business owners or CFO.

9. Are disabled children and adults of varied races or ethnicities presented in a variety of roles?

Not at all _____ Some X A great deal _____

Cite examples: Due to the nature of the topic, not many children are shown in text; but adults of Varied race, ethnicities and disabilities are presented throughout text in varying business scenarios.

10. Is language:

a. Free of sex bias?

Yes No

Explain: Content is sex, cultural racial bias-free. No derogatory references to a person's sex is made. Both sexes are equally reflected as role models and in similar business Positions; i.e. CEO, CFO, bookkeeper, CPA.

b. Free of cultural bias?

Yes No

Explain: Content is sex, cultural racial bias-free. No derogatory references to a person's cultural is made. All cultures are equally reflected as role models and in similar business Positions; i.e. CEO, CFO, bookkeeper, CPA.

c. Free of racial bias?

Yes No

Explain: Content is sex, cultural racial bias-free. No derogatory references to a person's race is made. A varied matrix of races are equally reflected as role models and in similar business positions; i.e. CEO, CFO, bookkeeper, CPA.

11. Are non-human objects always referred to in a non-bias (gender) manner?

Yes No

Explain: Non-human objects are not referred to in human terms; i.e. cars, boats are not "she". Humans are not referred to in non-human or disrespectful terms; no derogatory references occur.

COMPLETED

BY: Kim Szalkai, Anne Hanson DATE: 7/2011

NEW JERSEY SPORTS MEDICINE CONSULTANTS, LLC
11 Overlook Rd., MAC 2, Suite B110
Summit, NJ 07901
P 908-522-2808 / F 908-522-6217

Gerard A. Malanga, M.D.
Jay E. Bowen, D.O.
Thomas Agesen, M.D.
Kevin Dunn, M.D.

June 1, 2011

West Orange Board of Education
(High School, Roosevelt and Liberty Middle Schools)
179 Eagle Rock Ave.
West Orange, NJ 07052

Superintendent: Dr Anthony P. Cavanna
Athletic Trainer: Eugene Palatianos

BID PROPOSAL
Sports Medicine / Athletic Healthcare

This proposal consists of pre-participation physical examinations and football coverage for the 2011-2012 school year.

Pre-participation physical examinations for athletes: \$22,000
Includes West Orange High School, Roosevelt and Liberty Middle Schools.

Football Coverage: \$8,000
Includes Varsity Home Games / Scrimmages
Junior Varsity, Sophomore and Freshman Home Games

**Additional games such as play-offs and away games, if requested will be billed separately; \$500 each.

Please note that we will make every attempt to cover football games whose dates or time has been rescheduled after the season's schedule has been provided to us, but no guarantees can be made.

Additional Services:

Accessible team physician medical care.
Scheduling of athletes within 24-48 hours.
Facilitation with scheduling and authorizing of diagnostic services.
Standing orders for athletic training staff.
Access and facilitation of bracing the injured athlete.
Direct access to our billing office to help with insurance claim submission and other payment arrangements.

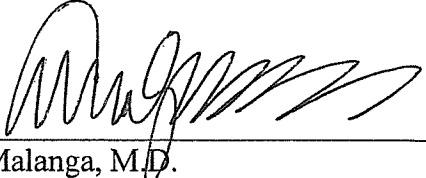
TOTAL COST of 2011-2012

Sports Medicine / Athletic Healthcare:

\$30,000.00

If the above bid is accepted as represented by the signatures below, a reimbursement schedule is to be defined.

Dr Anthony P. Cavanna, Superintendent
West Orange High School
Designated Representative



Gerard A. Malanga, M.D.
New Jersey Sports Medicine Consultants, LLC
Designated Representative

Reimbursement will be distributed:

_____ In 10 equal installments on the first of each month during the school year .

_____ In 2 equal installments at the beginning of the school year (September 1, 2011) and on January first of the following calendar year (2012).

_____ One payment at the beginning of the school year.

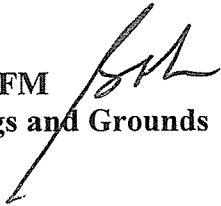
**PLEASE MAKE CHECKS PAYABLE TO NEW JERSEY SPORTS MEDICINE
CONSULTANTS, LLC
TAX ID# 26-4242997**

Public Agenda
Date: 8/14/11
Attachment # 20

The Public Schools
West Orange, New Jersey 07052
Telephone: 973 669-5400
Fax: 973 669-1979

Buildings and Grounds Department

Robert Csigi, CEFM
Director Buildings and Grounds



179 Eagle Rock Avenue

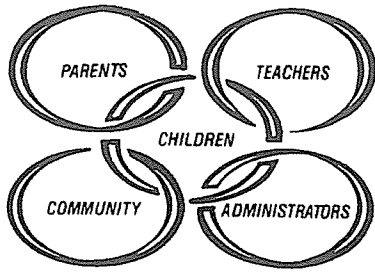
MEMORANDUM

To: Mark Kenney
Re: Student Desk Sale
Board Approval
Date: August 1, 2011

Attached is a proposal from Hopatcong Borough Schools to purchase 50 students desks at \$50 per desk for a total of \$2,500.

Please have the Board approval the sale of excess equipment.

c: Kathy Winston, Executive Assistant
Kathy Papa, Assistant to the Business Administrator
file



Hopatcong Borough Schools
Theresa A. Sierchio
Business Administrator

July 28, 2011

Robert Csigi, Buildings & Grounds Supervisor
West Orange Board of Education
179 Eagle Rock Avenue
West Orange, New Jersey 07052

Re: Purchase of desks

Dear Mr. Csigi:

Please be advised that in response to your district's recent advertisement through NJASBO for high school desks available, the Hopatcong School District would like to purchase 50 desks at \$50 per desk.

Please advise when we would be able to pick the desks up and from what location. We will present at that time, a purchase order and check in payment.

Thank you.

Very truly yours,

Theresa A. Sierchio,
Business Administrator/Board Secretary

Via Email & Fax

Contract Number: _____
WOHS12

AGREEMENT FOR
CONSULTANT SERVICES
UCLA

Public Agenda
Date: 8/16/11
Attachment # 21

Graduate School of Education & Information Studies

West Orange (NJ) Public Schools, herein after referred to as The District, and the UCLA Graduate School of Education & Information Studies, hereinafter referred to as Consultant, enter this agreement this 1st day of June 2011 and mutually agree as follows:

1. The District requires from time to time the services of a consultant in curricular areas.
2. The Consultant is a professional and is qualified to perform the services in the area of Program Evaluation required by this agreement.

Description of Services

- UCLA Center X (Northeast Region) proposes to evaluate the implementation of the Smaller Learning Communities (SLC) program for West Orange (NJ) Public Schools and the impact of this program on student achievement across different student cohorts and sub-populations. See attached Contract Agreement .
3. While performing services hereunder, the Consultant is an independent contractor and not an officer, agent or employee of the District and he/she will not present himself/herself as an officer, agent or employee of the District.
 4. UNIVERSITY shall defend, indemnify, and hold District, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performance of this Agreement but only in proportion to and to the extent such liability, loss, expense attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of UNIVERSITY, its officers, employees, or agents.
 5. West Orange (NJ) Public Schools shall defend, indemnify, and hold UNIVERSITY, its officers, employees and agents harmless from and against any and all liability, loss, expense (including reasonable attorneys' fees), or claims for injury or damages arising out of the performances of this Agreement but only in proportion to and to the extent such as liability, loss, expense, attorneys' fees or claims for injury or damages are caused by or result from the negligent or intentional acts or omissions of West Orange (NJ) Public Schools, it's officers, employees or agents.
 6. This agreement is effective October 1, 2011 and shall continue in effect until terminated on September 30, 2012 and shall not exceed the sum of \$ \$25,000 per school year to conduct an evaluation of the West Orange (NJ) Public Schools Smaller Learning Communities grant. The fee includes all travel, coordinator fees, presenter fees, and presentation materials.
 7. Consultant will provide the West Orange (NJ) Public Schools with a bill. The school/district will be billed in the following manner, upon acceptance of project reports:

October 1, 2011 (\$12,500); February 1, 2012 (\$12,500)

Checks will be made payable to Regents of UC upon receipt of an invoice. *Payment is due upon receipt of a UC invoice.*

8. Cancellation Policy: The district must notify the consultant at least 48 hours in advance of canceling a service. A fee of 50% of the contracted amount will be charged to the district if the service is cancelled within less than 48 hours.
9. UCLA's Federal Taxpayer Identification Number is 95-6006143 W

Dates: 7/1/2011-6/30/2012

Contact: Luis Lopes
Superintendent

Provider: UCLA Graduate School of Education
& Information Studies

School: West Orange (NJ) Public Schools

Address: 51 Conforti Avenue
West Orange, NJ 07052
Attn: Annette Dade
Project Director

Address: UCLA/GSE&IS
Center X Fiscal Affairs Unit
1320 Moore Hall
Box 951521
Los Angeles, CA 90095-1521

Phone: 973-669-5301
Fax: 973-669-1260

Phone: (310) 206-7053
(310) 206-5369 fax

By: _____
(Superintendent)

By: _____
Dr. Jody Priselac
Executive Director- Center X

Date: _____

Date: _____

Approved by Board of Education:

Print Name

Authorizing Signature

Date: _____

EXHIBIT 'A'

The UCLA Center X Northeast Region proposes to evaluate the implementation of the Smaller Learning Communities (SLC) program for West Orange High School and the impact of this program on student achievement across different student cohorts and sub-populations, as specified in the Request for Proposal. This five year longitudinal evaluation will involve: (1) the collection and analysis of accurate, valid and reliable data for performance indicators and student performance measures identified for this program; (2) the collection and analysis of both qualitative and quantitative data to assess each high school's proposed objectives for student achievement as well as program satisfaction; (3) qualitative and quantitative measures of progress towards creating smaller learning communities and changes in meaningful interactions among core groups of students and teachers; and (4) regular feedback to and assistance with refining the program to meet its proposed implementation goals and objectives. UCLA Center X Northeast Region will prepare and submit yearly formative evaluation reports with findings relative to measures of progress on student achievement goals across defined cohorts and sub-populations, other required performance indicators and benchmarks, indicators of and feedback on program implementation progress, and evidenced needs for improvement. A final, comprehensive evaluation will be completed at the end of year five, which will summarize overall findings with regard to the success of the program's implementation and its' impact on student performance across different cohorts and sub-populations across the entire project period.

Annual Budget

Description	Calculations	Total Cost
Collection and analysis of student performance data	9 days at a rate of \$ 800.00 per day	\$7,200.00
Collection and analysis of qualitative and quantitative data (including evaluation forms, surveys, interviews, observations)	9 days at a rate of \$ 800.00 per day	\$7,200.00
Provision of feedback and assistance to district staff	6 days at a rate of \$ 800.00 per day	\$4,800.00
Preparation of annual formative evaluation reports	3 days at a rate of \$ 800.00 per day	\$2,400.00
Travel (including at least 2 full visits to the high school and one additional visit during mid-year)		\$2,000.00
Supplies and Materials		\$1,400.00
	Total Budget	\$25,000.00

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

Public Agenda
Date: 8/16/11
Attachment # 26

179 Eagle Rock Avenue · West Orange · New Jersey · 07052
Telephone: 973-669-5400 Ext. 20538
Fax: 973-669-8601

MS. CONSTANCE SALIMBENO, DIRECTOR

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

DATE: August 5, 2011
TO: Dr. Anthony P. Cavanna
RE: Agenda Items

Recommend approval for an addendum to our service contract agreement for the 2011-2012 school year for nonpublic Instructional Services for Chapters 192/193 as per attached:

Essex Regional Educational Services Commission, Fairfield, NJ

ESSEX REGIONAL EDUCATIONAL SERVICES COMMISSION
INSTRUCTIONAL SERVICES AGREEMENT FOR CHAPTERS 192/193
ADDENDUM FOR SCHOOL YEAR 2011-2012

The Commission will provide the following:

- a) Pupil Identification Process
- b) Child Study and Speech Pupil Evaluation
- c) Development of required individual pupil educational plans. (ISIPs and Service Plans)
- d) Instructional Equipment, Facilities and Specialized Instruction Supplies and Materials.
- e) Staff Development, Observation and Evaluation(s) per law.
- f) Supervision and Administration required for the implementation of services and programs.

The annual billing charge for each eligible pupil provided services in Compensatory Education, English as a Second Language, Home Instruction, Speech-Language, Supplementary Instruction, and Evaluation and Determination of Eligibility shall be based on approved State Aid figures and listed on Schedule A of this Agreement when provided by the New Jersey State Department of Education.

District Authorizations

The Board authorizes parents or nonpublic schools to submit student applications (407-1 Forms) directly to the Commission.

The Board authorizes the Commission to verify eligibility and complete the disposition section of the student application (407-1 Form).

The Board authorizes the Commission to sign the disposition section of the student application (407-1 Form).

The Board authorizes the Commission to maintain electronic files and to make those files available to district personnel as needed.

Staff. The Commission shall employ all staff required to provide the educational programs and services identified in this agreement. The Commission shall ensure that all staff have the appropriate certifications and are employed in accordance with all rules and regulations of the New Jersey Department of Education.

Facilities. The Commission shall provide instructional trailers or mobile classrooms as needed. Whenever possible, instruction will take place in the nonpublic school.

Records. The Commission shall maintain all student records and shall provide the names of students and new student applications (407-1 Forms) to the Board with the monthly billing statements. The Commission shall also make said records available to the Board in electronic media whenever possible.

Administration. The Commission shall provide all administrative staff required to manage and evaluate staff and services provided. The Commission shall ensure that all administrative staff are properly certified and employed in accordance with all rules and regulations of the New Jersey Department of Education.

Application Documents and Procedure. Enrollment in the education programs is based upon State eligibility requirements.

IN WITNESS WHEREOF, the Board of Education of _____, in the County of _____, and the Board of Directors of the ERESA have, by resolution, directed that their respective presidents and secretaries must affix to this Agreement, a certified copy of the board resolution approving said Agreement.

BOARD OF DIRECTORS OF THE ESSEX REGIONAL EDUCATIONAL SERVICES COMMISSION

Approved: _____
Date President Date
Secretary Date

BOARD OF EDUCATION OF THE DISTRICT OF _____

Approved: _____
Date President Date
(District Seal)
Secretary Date

Any alteration of this Agreement/Contract is expressly prohibited without the written consent of the Essex Regional Educational Services Commission.

The Essex Regional Educational Services Commission is an Equal Opportunity Employer (EOE) and as such, is governed by the employment goals promulgated by the federal and state regulations.



ESSEX REGIONAL EDUCATIONAL SERVICES COMMISSION

SCHEDULE A

PUBLIC LAW 1977 CHAPTERS 192-193 2011 - 2012

Per Pupil Costs:

Chapter 192

Compensatory Education	845.33
ESL	862.04
Home Instruction	31.83

Chapter 193

Initial Examination/Classification/Reevaluations	1126.32
Annual Review	322.73
Corrective Speech	789.85
Supplemental Instruction	701.52

Program Cost:	94%
Administration:	6%
Other:	0%

Grant Application Package

Opportunity Title:	Office of Innovation and Improvement (OII): Investing i
Offering Agency:	U.S. Department of Education
CFDA Number:	84.411
CFDA Description:	State Fiscal Stabilization Fund (SFSF) - Investing in I
Opportunity Number:	ED-GRANTS-060311-003
Competition ID:	84-411C2011-1
Opportunity Open Date:	06/03/2011
Opportunity Close Date:	08/02/2011
Agency Contact:	Thelma Leenhouts i3 Team Lead E-mail: Thelma.Leenhouts@ed.gov Phone: 202-453-7122

This electronic grants application is intended to be used to apply for the specific Federal funding opportunity referenced here.

If the Federal funding opportunity listed is not the opportunity for which you want to apply, close this application package by clicking on the "Cancel" button at the top of this screen. You will then need to locate the correct Federal funding opportunity, download its application and then apply.

This opportunity is only open to organizations, applicants who are submitting grant applications on behalf of a company, state, local or tribal government, academia, or other type of organization.

* Application Filing Name: West Orange Open Curricula Consortium

Mandatory Documents

Move Form to Complete

Move Form to Delete

Mandatory Documents for Submission

ED Abstract Form

Project Narrative Attachment Form

Other Attachments Form

Budget Narrative Attachment Form

Faith Based EEO Survey

Disclosure of Lobbying Activities (SF-LLL)

Optional Documents

Move Form to Submission List

Move Form to Delete

Optional Documents for Submission

Instructions

- 1** Enter a name for the application in the Application Filing Name field.

 - This application can be completed in its entirety offline; however, you will need to login to the Grants.gov website during the submission process.
 - You can save your application at any time by clicking the "Save" button at the top of your screen.
 - The "Save & Submit" button will not be functional until all required data fields in the application are completed and you clicked on the "Check Package for Errors" button and confirmed all data required data fields are completed.

- 2** Open and complete all of the documents listed in the "Mandatory Documents" box. Complete the SF-424 form first.

 - It is recommended that the SF-424 form be the first form completed for the application package. Data entered on the SF-424 will populate data fields in other mandatory and optional forms and the user cannot enter data in these fields.
 - The forms listed in the "Mandatory Documents" box and "Optional Documents" may be predefined forms, such as SF-424, forms where a document needs to be attached, such as the Project Narrative or a combination of both. "Mandatory Documents" are required for this application. "Optional Documents" can be used to provide additional support for this application or may be required for specific types of grant activity. Reference the application package instructions for more information regarding "Optional Documents".
 - To open and complete a form, simply click on the form's name to select the item and then click on the => button. This will move the document to the appropriate "Documents for Submission" box and the form will be automatically added to your application package. To view the form, scroll down the screen or select the form name and click on the "Open Form" button to begin completing the required data fields. To remove a form/document from the "Documents for Submission" box, click the document name to select it, and then click the <= button. This will return the form/document to the "Mandatory Documents" or "Optional Documents" box.
 - All documents listed in the "Mandatory Documents" box must be moved to the "Mandatory Documents for Submission" box. When you open a required form, the fields which must be completed are highlighted in yellow with a red border. Optional fields and completed fields are displayed in white. If you enter invalid or incomplete information in a field, you will receive an error message.

- 3** Click the "Save & Submit" button to submit your application to Grants.gov.

 - Once you have properly completed all required documents and attached any required or optional documentation, save the completed application by clicking on the "Save" button.
 - Click on the "Check Package for Errors" button to ensure that you have completed all required data fields. Correct any errors or if none are found, save the application package.
 - The "Save & Submit" button will become active; click on the "Save & Submit" button to begin the application submission process.
 - You will be taken to the applicant login page to enter your Grants.gov username and password. Follow all onscreen instructions for submission.

Application for Federal Assistance SF-424		
* 1. Type of Submission: <input type="checkbox"/> Preapplication <input checked="" type="checkbox"/> Application <input type="checkbox"/> Changed/Corrected Application	* 2. Type of Application: <input checked="" type="checkbox"/> New <input type="checkbox"/> Continuation <input type="checkbox"/> Revision	* If Revision, select appropriate letter(s): <input type="text"/> * Other (Specify): <input type="text"/>
* 3. Date Received: Completed by Grants.gov upon submission.	4. Applicant Identifier: <input type="text"/>	
5a. Federal Entity Identifier: <input type="text"/>	5b. Federal Award Identifier: <input type="text"/>	
State Use Only:		
6. Date Received by State: <input type="text"/>	7. State Application Identifier: <input type="text"/>	
8. APPLICANT INFORMATION:		
* a. Legal Name: West Orange Board of Education		
* b. Employer/Taxpayer Identification Number (EIN/TIN): 226002398	* c. Organizational DUNS: 0892155780000	
d. Address:		
* Street1: 179 Eagle Rock Avenue	<input type="text"/>	
Street2:	<input type="text"/>	
* City: West Orange	<input type="text"/>	
County/Parish:	<input type="text"/>	
* State: NJ: New Jersey	<input type="text"/>	
Province:	<input type="text"/>	
* Country: USA: UNITED STATES	<input type="text"/>	
* Zip / Postal Code: 07052	<input type="text"/>	
e. Organizational Unit:		
Department Name:	Division Name:	
<input type="text"/>	<input type="text"/>	
f. Name and contact information of person to be contacted on matters involving this application:		
Prefix: <input type="text"/>	* First Name: Jeanine	
Middle Name: <input type="text"/>	<input type="text"/>	
* Last Name: Genauer	<input type="text"/>	
Suffix: <input type="text"/>	<input type="text"/>	
Title: <input type="text"/>		
Organizational Affiliation: <input type="text"/>		
* Telephone Number: 973 669 5400 x 20519	Fax Number: <input type="text"/>	
* Email: jgenauer@woboe.org		

Application for Federal Assistance SF-424

*** 9. Type of Applicant 1: Select Applicant Type:**

G: Independent School District

Type of Applicant 2: Select Applicant Type:

Type of Applicant 3: Select Applicant Type:

* Other (specify):

*** 10. Name of Federal Agency:**

U.S. Department of Education

11. Catalog of Federal Domestic Assistance Number:

84.411

CFDA Title:

State Fiscal Stabilization Fund (SFSF) - Investing in Innovation (i3) Fund

*** 12. Funding Opportunity Number:**

ED-GRANTS-060311-003

* Title:

Office of Innovation and Improvement (OII): Investing in Innovation Fund CFDA Number 84.411C

13. Competition Identification Number:

84-411C2011-1

Title:

14. Areas Affected by Project (Cities, Counties, States, etc.):

Add Attachment

Delete Attachment

View Attachment

*** 15. Descriptive Title of Applicant's Project:**

The Open Curricula Consortia

Attach supporting documents as specified in agency instructions.

Add Attachments

Delete Attachments

View Attachments

Application for Federal Assistance SF-424

16. Congressional Districts Of:

* a. Applicant

b. Program/Project

Attach an additional list of Program/Project Congressional Districts if needed.

17. Proposed Project:

* a. Start Date:

* b. End Date:

18. Estimated Funding (\$):

* a. Federal	<input type="text" value="2,995,050.00"/>
* b. Applicant	<input type="text" value="0.00"/>
* c. State	<input type="text" value="0.00"/>
* d. Local	<input type="text" value="0.00"/>
* e. Other	<input type="text" value="452,500.00"/>
* f. Program Income	<input type="text" value="0.00"/>
* g. TOTAL	<input type="text" value="3,447,550.00"/>

*** 19. Is Application Subject to Review By State Under Executive Order 12372 Process?**

a. This application was made available to the State under the Executive Order 12372 Process for review on

b. Program is subject to E.O. 12372 but has not been selected by the State for review.

c. Program is not covered by E.O. 12372.

*** 20. Is the Applicant Delinquent On Any Federal Debt? (If "Yes," provide explanation in attachment.)**

Yes No

If "Yes", provide explanation and attach

21. *By signing this application, I certify (1) to the statements contained in the list of certifications and (2) that the statements herein are true, complete and accurate to the best of my knowledge. I also provide the required assurances** and agree to comply with any resulting terms if I accept an award. I am aware that any false, fictitious, or fraudulent statements or claims may subject me to criminal, civil, or administrative penalties. (U.S. Code, Title 218, Section 1001)**

** I AGREE

** The list of certifications and assurances, or an internet site where you may obtain this list, is contained in the announcement or agency specific instructions.

Authorized Representative:

Prefix: * First Name:

Middle Name:

* Last Name:

Suffix:

* Title:

* Telephone Number: Fax Number:

* Email:

* Signature of Authorized Representative: * Date Signed:

**U.S. DEPARTMENT OF EDUCATION
BUDGET INFORMATION
NON-CONSTRUCTION PROGRAMS**

OMB Control Number: 1890-0018

Expiration Date: 02/28/2011

* Name of Institution/Organization

West Orange Board of Education

Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.

**SECTION A - BUDGET SUMMARY
U.S. DEPARTMENT OF EDUCATION FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel	71,000.00	71,000.00	71,000.00	71,000.00	71,000.00	355,000.00
2. Fringe Benefits	14,910.00	14,910.00	14,910.00	14,910.00	14,910.00	74,550.00
3. Travel	22,500.00	22,500.00	22,500.00	22,500.00	22,500.00	112,500.00
4. Equipment	13,000.00					13,000.00
5. Supplies	8,000.00	8,000.00	8,000.00	8,000.00	8,000.00	40,000.00
6. Contractual	360,500.00	360,500.00	360,500.00	360,500.00	360,500.00	1,802,500.00
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)	489,910.00	476,910.00	476,910.00	476,910.00	476,910.00	2,397,550.00
10. Indirect Costs*						
11. Training Stipends	119,500.00	119,500.00	119,500.00	119,500.00	119,500.00	597,500.00
12. Total Costs (lines 9-11)	609,410.00	596,410.00	596,410.00	596,410.00	596,410.00	2,995,050.00

***Indirect Cost Information (To Be Completed by Your Business Office):**

If you are requesting reimbursement for indirect costs on line 10, please answer the following questions:

(1) Do you have an Indirect Cost Rate Agreement approved by the Federal government? Yes No

(2) If yes, please provide the following information:

* Period Covered by the Indirect Cost Rate Agreement: From: To: (mm/dd/yyyy)

* Approving Federal agency: ED Other (please specify):

(3) For Restricted Rate Programs (check one) -- Are you using a restricted indirect cost rate that:

Is included in your approved Indirect Cost Rate Agreement? or Complies with 34 CFR 76.564(c)(2)?

* Name of Institution/Organization West Orange Board of Education	Applicants requesting funding for only one year should complete the column under "Project Year 1." Applicants requesting funding for multi-year grants should complete all applicable columns. Please read all instructions before completing form.	
--	---	--

**SECTION B - BUDGET SUMMARY
NON-FEDERAL FUNDS**

Budget Categories	Project Year 1 (a)	Project Year 2 (b)	Project Year 3 (c)	Project Year 4 (d)	Project Year 5 (e)	Total (f)
1. Personnel						
2. Fringe Benefits						
3. Travel						
4. Equipment						
5. Supplies						
6. Contractual						
7. Construction						
8. Other						
9. Total Direct Costs (lines 1-8)						
10. Indirect Costs						
11. Training Stipends	90,500.00	90,500.00	90,500.00	90,500.00	90,500.00	452,500.00
12. Total Costs (lines 9-11)	90,500.00	90,500.00	90,500.00	90,500.00	90,500.00	452,500.00

SECTION C - BUDGET NARRATIVE (see instructions)

The West Orange (NJ) Public School District is pleased to submit this application for funding under the *Investing in Innovation* competitive grant program. The **Open Curricula Consortia (OCC)**, described in the following pages, represents a truly innovative approach to preparing and motivating students for success in high school and beyond. We envision a redesigned middle school, a place where learning can happen anytime, anyplace; a place where students demonstrate learning through complex, rigorous performance assessments. Our redesigned middle school is a place where teachers function more as facilitators and coaches of learning than as lecturers and dispensers of knowledge. The next-generation middle school takes advantage of technology as a facilitator of communication and as a tool to break down walls and barriers. Our new middle school is a place where students are empowered with greater *voice* and *choice* in the construction of their own knowledge. Our hypothesis is: *A network of rural and urban middle schools, working together to create and implement open educational resources, will foster personalized learning resulting in higher student achievement, as demonstrated by increased student achievement in the core content areas.* Our challenge (and the innovation) is to puzzle out how to transform existing, low performing and poorly resourced middle schools into schools where learning is personalized for all students in a replicable, cost-effective way. Our project builds on the promising work and proven results of the Virtual High School and similar models across the nation, applying that work to new settings and with new populations. West Orange Public Schools in West Orange, New Jersey will provide leadership for this project.

West Orange Public Schools believe that teacher-developed, student-centered online courses can be designed and delivered to students to promote a high quality collaborative learning environment. We believe learning can be extended beyond the barriers of time, place, and singly-certified faculty. We believe an innovative curriculum tied to the Common Core

standards and delivered online will offer exciting and engaging learning opportunities for our students. We believe the development and use of online teaching resources will enhance the skills, interests and abilities of participating teachers. As the narrative will illustrate, there is evidence from reported practice that strongly suggests the potential for efficacy in replication across our settings.

The OCC is made up of seven New Jersey middle schools (close to 5,000 students) across three districts – West Orange, Franklin and Irvington. The schools are among the lowest performing in the state¹ – Franklin² is a rural district and West Orange and Irvington are urban. All schools have voluntarily joined the effort, and represent a continuum of experience, achievement, demographics, and geography. All possess a passion for improving their students’ academic success. Project matching funds support is expected from the West Orange Education Foundation.

¹ Franklin and Irvington are classified as Abbott Districts. Abbott Districts are public school districts in New Jersey covered by a New Jersey Supreme Court ruling that found that the education provided to urban school children was inadequate and unconstitutional. In Abbott II and in subsequent rulings, the Court ordered the State to assure that these children receive an adequate - and constitutional - education through implementation of a comprehensive set of programs and reforms.

² Franklin Township Public Schools are eligible-rural schools, appearing on the SRSA list.

Priorities

Competitive Preference Priorities

The OCC project directly addresses competitive preference priorities 9 and 10.

- Competitive Preference Priority 9: Improving Productivity will be accomplished through a significant increase in the efficiency of time, staff, and other resources while improving student achievement, graduation, and postsecondary outcomes through the uses of technology, modified school schedules, and the incorporation of out-of-school learning opportunities.
- Competitive Preference Priority 10: Technology will be addressed through a significant increase in the use of innovative, high-quality technologies to support curriculum development, student achievement and teacher effectiveness. Technology will play a significant role in connecting network schools to facilitate course development, collaboration and peer mentoring. In addition, technology will be seamlessly integrated into the learning and assessment processes through the use of online course delivery. Technology will be used to deliver a vast array of resources to partner schools who would not have access to them otherwise.

Absolute Priority

Absolute Priority 5: Improving Achievement and High School Graduation Rates (Rural Local Educational Agencies) will be directly addressed within the OCC, and the project has been designed to accelerate learning in rural middle schools in New Jersey, with the potential for immediate scaling up and replication. Participating rural middle schools face unique challenges tied to their rural natures. In particular, their rural location limits community resources available to teachers and students. Their 'ruralness' also limits opportunities for collaboration and sharing ideas. A network structure focused on building expertise through collaboration and focused on providing high quality, personalized learning experiences for every student directly addresses this priority.

Absolute Priority 3: Innovations that Complement the Implementation of High Standards and High-Quality Assessments will be directly addressed through the development of online personalized learning experiences and associated assessment tasks that are rigorous, reliable, valid and tied to developing Common Core and statewide standards for learning in core content areas across New Jersey. Through the development of an online, personalized approach, students who may not typically succeed in traditional classroom settings will have the opportunity to engage and succeed in academically rigorous programs.

Selection Criteria

The West Orange school district is pleased to submit this application for a new award under the Investing in Innovation (i3) fund. We are requesting consideration for a *Development* grant to support a high-potential program whose efficacy should be systematically studied in rural secondary schools. The **Open Curricula Consortium (OCC)** project is designed to improve student outcomes for high-need students attending rural and urban middle schools.

Our hypothesis is: *A network of rural and urban middle schools, working together to create and implement open educational resources, will foster personalized learning resulting in higher student achievement, as demonstrated by increased student achievement in the core content areas.* Our challenge (and the innovation) is to puzzle out how to transform existing, low performing and poorly resourced middle schools into schools where learning is personalized for all students in a replicable, cost-effective way. Our project builds on the promising work and proven results of the Virtual High School and similar models across the nation, applying that work to new settings and with new populations. West Orange Public Schools in West Orange, New Jersey will provide leadership for this project.

OCCs promise is built on the shoulders of educational work with proven effectiveness at the Virtual High School and other technology-based virtual schools. There is a growing body of evidence that supports the success of this approach to knowledge delivery. Over 80% of students taking Virtual High School courses successfully complete their courses, and the AP examination passing rate is higher than the national average (64% as compared to 60%). There is a growing body of available implementation evaluation studies that yield rich information about the promising practices associated with virtual learning.

These results support the potential effectiveness of the OCC model – students engage in the content and succeed. Importantly, they accomplish this with a student population that is at high risk for failure. Following the most successful models, online classes will be developed and led by teachers from participating schools – providing rich opportunities for teachers to build their own professional knowledge and skills while updating and aligning curriculum to meld with the Common Core, state and district standards. OCC will further build on the demonstrated success of this model by thoughtfully and intentionally applying the tenets to several new populations: middle schools in rural and urban settings. OCC will be carefully documented through a process evaluation to track changes and determine which elements are the most sensitive and necessary in each context.

The OCC is made up of seven middle schools (close to 5,000 students) across three New Jersey districts – West Orange, Franklin and Irvington. Partner schools represent a mix of rural and urban schools. Matching funds and support is expected from the West Orange Education Foundation.

West Orange Public Schools, an eligible LEA, will serve as the fiscal agent and project lead. Partnerships have been established with the private sector (Center for Secondary School Redesign), Institutes of Higher Education (UCLA), and the West Orange Education Foundation as part of the OCC design. The WOEf is expected to provide matching funds in order to help bring results to scale. The Essex Educational Technology Training Center (Essex ETTC) will serve as the primary professional development and support partner.

Middle schools in the OCC project span three towns, but are tied together by a strong willingness to engage in the fundamental structural changes required to accomplish this work, backed by an unwavering district commitment to focus on personalization and increasing student achievement for the period of this grant (and beyond). Partner schools are:

- Edison Middle School, Liberty Middle School and Roosevelt Middle School in *West Orange*
- Smith Intermediate School and Franklin Middle School in *Franklin*
- Union Avenue Middle School and University Middle School in *Irvington*

Smith Intermediate and Franklin Middle Schools are qualified as rural LEAs under the USDOE's Small Rural School Achievement Program (SRSA). Letters of commitment from each school district are included in the Appendix.

West Orange Public Schools, serving a highly diverse, urban, population, has demonstrated success as a leader in educational restructuring and the use of technology for student achievement. There are teleconferencing capabilities in every school used to promote vertical and horizontal communication/collaboration between buildings as well as with other school districts. This technology facilitates sharing teaching/student projects between schools (in

and out-of-district) and provides a means to deliver professional development and facilitate teacher sharing and planning time.

West Orange is currently establishing the MOODLE Learning Management System for the purpose of delivering online instruction for students as well as professional development, and has the ability to develop online curriculum via SharePoint and other services.

West Orange has been cited for its efforts and success at the high school and elementary schools:

- For the second year in a row, West Orange High School has been named to Newsweek's America's Best High Schools list. It is based on hard school staffs work to challenge students with Advanced Placement college-level courses and tests. This places WOHS in the top 6% of public high schools nationally.
- West Orange Public Schools is one of fewer than 400 school districts in the nation to be honored in 2011 by the College Board by being placed on its AP Achievement List for opening AP classroom doors to a significantly broader pool of students, while maintaining or improving the percentage of students earning scores of 3 or higher.
- Closing the Achievement Gap 2010 – 2011: Four elementary schools closed the achievement gap in language arts literacy and/or mathematics certain at certain grade levels.
- 2011 5th Grade High Aptitude Students Rank #1 in the State for the second time, ranked #12 in Nation for performance on the Knowledge Master Open. In 2010 they ranked #1 in New Jersey, #9 in Nation.
- NCLB Blue Ribbon School: Hazel Elementary School was named a No Child Left Behind Blue Ribbon School in 2008. Hazel is a Title 1 school.

The OCC project will focus on the level where students display the greatest needs – the middle school – with the intention of making OCC Middle Schools among the highest performing in the state.

Need for the Project (35 points) (8.75 pgs)

- The extent to which the proposed project represents an exceptional approach to the priority or priorities established for the competition
- The extent to which specific gaps or weaknesses in services, infrastructure or opportunities have been identified and will be addressed by the proposed project, including the nature and magnitude of those gaps or weaknesses
- The extent to which the eligible applicant demonstrates that, if funded, the proposed project likely will have a positive impact, as measured by the importance or magnitude of the effect, on improving student achievement or student growth, closing achievement gaps, decreasing dropout rates, increasing high school graduation rates, or increasing college enrollment and completion rates.

Students in OCC middle schools, like adolescent students everywhere, are not uniformly or sufficiently prepared for the challenges of navigating the academic and social pathways to high schools. We know the seeds for educational failure and disengagement are sowed during the middle school years, so efforts to engage students in successful learning experiences have far-reaching consequences.

Middle school presents new challenges and concerns for the proper way of educating adolescents embarking on a change in their academic structures as they move from the nurturing environment of the elementary school to the dramatic contrast of a middle school. The middle school years can be tough for even the best of students in an ever changing technological society. Students entering the middle schools experience a world of class changes, increased discipline, larger student bodies, and fewer personal relationships with teachers amongst other challenges both personally and academically.

Many factors can enhance or diminish a student's ability to learn. Particularly relevant for middle school students are motivational and social-emotional indicators of well-being that are related to academic performance. Disengagement and social alienation are not only related to low achievement but also predict dropping out, whereas concerns about safety predict emotional distress that can compromise academic performance. Peer groups begin to exert tremendous pull, and independence is shown in behavior, appearance, and attitude. Students at this level are faced with identity questions such as "Who am I? What am I going to be? Confusion and the stresses of dealing with these factors may cause an unwillingness to talk about what they are facing. Communication becomes vitally important in a non-judgmental and non-critical way. Proven professional development for teachers as well as parent involvement can become positive influences in developing the talents and skills of middle school students. In-school as well as after-school activities designed to be supportive of students' interests allow for a shift to the positives in surviving these often-confusing times. Even as middle school students try their wings, approval and support from their parents and teachers remain important.

A recent study in Texas examined the effects of middle school students engaged in online learning coupled with face to face instruction (virtually and in person) – the model we intend to implement. Results indicated students found the environment valuable and engaging, helping them to collaborate on assignments. In particular, students cited portability, ease of use and organization and factors in the success. They also noted that *people* – peers and teachers – were the preferred source of help when they ran into a problem or needed direction.

Figure 3. OCC School Demographics and Achievement, 2010-11 School Year

	Enrollment	% Free and Reduced Lunch	% Proficient ELA (8th)	% Proficient Math (8th)
Edison (gr. 6)	483	41.8	69.2	65.1
Liberty	558	44	84.9	60.5
Roosevelt	458	40.4	83.7	53.4
Smith (gr. 5-6)	1189	39.1	53.0	69.8
Franklin	539	40.1	66.1	60.3
University	764	71.3	47.3	31.6
Union Avenue	816	64.6	57.3	44.8

Our OCC schools represent a wide variety of contexts and vary widely on their indicators of achievement. All are joined by a common desire to design and implement a personalized learning experience for their middle school students, but some schools are much closer to realizing this reality than others. We view this as both a need and strength in this project, and will build in meaningful opportunities for peer mentoring among OCC schools, as well as with our outside partners.

West Orange, a community of approximately 44,000 residents, is located in the center of Essex County, New Jersey. The population is culturally diverse and spans all economic strata. 25.6% of West Orange residents are foreign born and the median household income for the town is \$76,200. West Orange is primarily a residential community that is part of the metropolitan area that surrounds Newark, New Jersey and New York City. West Orange lies west of both cities. Its 12.6 square miles are spread over two ridges and valleys of the Watchung Mountains. The West Orange school system educates approximately 6,600 students in seven elementary schools, three middle schools and one high school.

As in the past, West Orange remains a stepping-stone from lower socio-economic communities adjacent to the town. As such, the high school student population has grown ever more culturally and economically diverse. West Orange High School has continued to evolve as a learning and socializing institution committed to serving this vast diversity of students with responsive educational programs and a supportive academic environment.

West Orange High School has a current enrollment of 2,051 students (as of 12/2009). The student body is 23% Hispanic, 45% African American, 7% Asian and 25% Caucasian. 16% of the district population is classified as SWD. The free and reduced lunch rate for the district (a measure of poverty) is 32%.

Franklin Township Public Schools serve a diverse community of more than 8,000 students. The high school has successfully implemented on-line courses for a small number of students during the past two years. Building on this experience and the positive feedback from teachers, students and families, Franklin is highly interested in introducing the concept in the middle school. Both project schools have wireless capability, and leadership teams and teachers who are eager to create and launch personalized, online learning approaches at their schools.

Irvington Public schools, located in Essex County, serves a community with a diverse population of approximately 65,000 residents. The Irvington Public School District is led by a Superintendent whose operating principle is the improvement of academic achievement. Irvington's Public Schools seek ways to assist students in becoming proficient learners and contributors of a global society. New programs, academic support via after school programs, empowered School Leadership Teams, effective staff development, technological progress, and even school reconstruction and renovation have all contributed to high quality opportunities for students to learn and to be assessed in accordance with the state standards. The district's goal is to increase the achievement levels of our students by focusing on what really matters: effective teachers, a rigorous curriculum, and high academic standards for all of our students.

Schools were invited to participate in this project based on evidence of past success and a stated commitment to the success of the project. Specifically, each school has:

- Demonstrated capacity and/or willingness for fundamental structural changes evidenced by current "Break the Mold" work, such as advisory, common planning time, performance assessments, or ELO's.
- Evidence of and/or willingness to put in place structures to gain faculty buy-in and faculty development such as regular meeting time, common planning time, history of ongoing meetings for change.
- District commitment to allow the schools to prioritize collaborative development of online educational resources and curriculum for the five years of the grant.
- Offer a minimum of four hours per month of dedicated time for faculty to focus on the priorities of this grant.

- Strong building level leadership, both by the principal and a leadership team that is committed to this work.

The West Orange Public School has a private fiber network running 200 Mbit Ethernet connection. The network is supported by 68 servers (42 virtual servers and 26 physical servers).

These servers support approximately 2600 desktops and laptops. The servers house various software applications for administrators, teachers, and students. These include MS Office applications, Adobe Creative Suite, and developmentally appropriate software that is installed based grade levels, academic, and/or student need. The district is currently using PowerSchool (Student Management System), Performance Matter (Assessment and Data Management Platform), SharePoint 2010 (Web application platform) which is used for developing the district Web site, intranet portals with document management systems. In addition, a Learning Management System is being developed using MOODLE to support online learning initiatives for the 2011-2012 school year.

All of the schools and the administrative building have teleconferencing capabilities supported by Polycom videoconference equipment. Tele presence solutions continue to facilitate communication and collaboration between our teachers and students in the district. They also provide them with the ability to participate in collaborative learning experiences with peers from other parts of the globe.

The high school and 2/3 of our middle schools have full wireless access.

The West Orange Public School is the designated as an Educational Technology Training Center (ETTC) for the county. The training center is located at Liberty Middle School and offers an array of professional development opportunities delivered by highly-qualified instructors in the area of educational technology.

A number of existing online/virtual education efforts and systems are already in place. The West Orange school district developed an online Learning Management System using MOODLE. The Learning Management System will be launched in September 2011 and professional development will be provided onsite to teachers and administrators via the Educational Technology Training Center (ETTC). Training will focus on the developing teacher proficiencies in the area online instructional development and course management. The Learning Management System will be used to provide teachers with the ability to post curriculum material, online calendars, forums for collaborative projects, and resources to support teaching/learning and enhance communication with students and parents.

The District is also exploring the options for providing students with high quality online instruction for credit recovery as well as general and home instruction, which is required by law for students who are unable to attend school. The District is in the process of evaluating programs from various online learning providers such as Virtual High School, Apex Learning, K-12, and Global School Network.

Rationale for Collaborative Curriculum Development:

- Provides schools with the ability to collectively build a comprehensive, Web-based learning platform with curriculum that supports multimodal learning: text, audio, video, and graphics;
- Facilitates the development and delivery of multimodal learning spaces for individualized learning and whole-group instruction;
- It serves as a gateway to provide students with relevant and engaging content that is accessible 24/7 – anytime, anywhere learning;

- Move schools toward online, electronic curriculum that reduces the cost of purchasing traditional textbooks and keeps curriculum current;
- Develops culture of 21st Century learners who interact via online systems and social networks to improve teaching and learning.


WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF TECHNOLOGY

Public Agenda
Date: 8/16/11
Attachment # 128

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 20550
Fax: 973-669-5499

FIL SANTIAGO, DIRECTOR OF STAFF DEVELOPMENT AND TECHNOLOGY

MEMORANDUM

DATE: August 8, 2011
TO: Dr. Anthony P. Cavanna, Superintendent
FROM: Fil Santiago, Director of Staff Development and Technology 
SUBJECT: Professional Development – Collaborative Teaching for Inclusive Classrooms

I am requesting approval for Dr. Donna Strigari to deliver two workshops to elementary school teachers (general and special education) and in-classroom support instructional assistants. The training, which will take place on September 19 and 22, 2011, will focus on collaborative teaching in an inclusive classroom.

The total cost of the two workshops is \$1,200.

C: Mark Kenney ✓
Donna Rando
Connie Salimbeno

Attachment: Invoice; Workshop Description

COLLABORATIVE TEACHING IN INCLUSIVE CLASSROOMS

During this presentation, participants will examine the benefits and challenges of collaborative teaching. Strategies to implement effective collaborative teaching experiences will be explored in depth. An overview of different approaches to collaborative teaching (supportive, parallel, complementary, and team teaching) will be presented as well.

In addition, participants will engage in an assessment to determine their teaching style. Participants will also consider what is essential for working together and creating a positive classroom climate.

The individual roles of special educators, regular educators, and paraprofessionals in the context of an inclusive classroom will be reviewed. As a result, the significance of teamwork and collegiality will emerge as a guiding force within the inclusive classroom.


WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF TECHNOLOGY

Public Agenda
Date: 8/16/11
Attachment # 29

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 20550
Fax: 973-669-5499

FIL SANTIAGO, DIRECTOR OF STAFF DEVELOPMENT AND TECHNOLOGY

MEMORANDUM

DATE: August 10, 2011
TO: Dr. Anthony P. Cavanna, Superintendent
FROM: Fil Santiago, Director of Staff Development and Technology 
SUBJECT: Professional Development – Block Schedule

I am requesting approval for Dr. John Jangl to deliver up to three days of training to staff at Edison Middle School on the topic of Block Schedule. Mr. Jangl will be providing training and support to all teachers in the building who are implementing a new Block Schedule program during the 2011-12 school year.

The training cost is \$500 per day and will not exceed \$1,500.

C: Mark Kenney ✓
Donna Rando
Connie Salimbeno
Xavier Fitzgerald

Attachment: Invoice

Triad Educational Consultants Inc.

41 Hyatt Avenue
Yonkers, N.Y. 10704
Tel.: (914) 320-7877
Fax: (914) 237-2939

Invoice Number: W)-3

Date: August 10, 2011

Billed to:

West Orange Public Schools
Accounts Payable
179 Eagle Rock Rd.
West Orange, NJ 07052

Description:

Conduct workshops and training for general staff of Thomas Edison M.S. in the area of Block Scheduling. Training will be with groups and individual teachers. Fee will be \$500.00 per day, not to exceed three days.

Total not to exceed \$1,500.00.

Dr. John C. Jangl
Consultant


WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF TECHNOLOGY

Public Agenda
Date: 8/16/11
Attachment # 30

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 20550
Fax: 973-669-5499

FIL SANTIAGO, DIRECTOR OF STAFF DEVELOPMENT AND TECHNOLOGY

MEMORANDUM

DATE: August 10, 2011
TO: Dr. Anthony P. Cavanna, Superintendent
FROM: Fil Santiago, Director of Staff Development and Technology 
SUBJECT: Professional Development -- Anti-Bullying Certificate Program

I am requesting to have 25-30 faculty members attend a 2-day Anti-Bullying Program delivered by the Center for Child Advocacy at Montclair State University. This comprehensive training program is scheduled to take place on Friday, September 23 and Saturday, September 24, 2011. The training will run for a total of 7 hours per day, which includes one hour for lunch. Participants who complete the 12-hour workshop will receive an Anti-Bullying Certificate and be prepared to train faculty in their respective building(s). In addition, they will support the implementation of the procedures mandated under the revised HIB (Harassment, Intimidation, and Bullying) Law.

The faculty attending the Anti-Bullying Certificate program will be comprised of administrators and staff from all the schools who have the compulsory title and function of School Anti-Bullying Specialists or School Safety Team Member, as assigned by the building principals. Participation in this program is voluntary and attendees will participate in the second session on Saturday without receiving any compensation.

The cost for each participant is \$100. The total cost for all participants will not exceed \$3,000.

C: Mark Kenney ✓
Donna Rando
Connie Salimbeno

Attachments: Invoice, Program Overview, Presenter Profiles

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF TECHNOLOGY

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 20550
Fax: 973-669-5499

FIL SANTIAGO, DIRECTOR OF STAFF DEVELOPMENT AND TECHNOLOGY

MEMORANDUM

DATE: August 8, 2011

TO: Dr. Anthony P. Cavanna, Superintendent

FROM: Fil Santiago, Director of Staff Development and Technology (FS)

SUBJECT: Marie Roth – Presentation on Health and Wellness

I am requesting to have Marie Roth, RD, deliver a presentation on the topic of *Child Obesity and Nutrition* to the Administrative Council and supervisors at the retreat scheduled for August 31, 2011. The fee for the presentation is \$400 a day prorated.

C: Mark Kenney