

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting – 6:00 p.m. – February 28, 2012
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 January 17, 2012.
- 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 February 4 , 6 and 13, 2012 (Att. #1)
- IV. SUPERINTENDENT’S AND/OR BOARD’S REPORTS
- A. Student Recognition:
- Jelani Williams, Star Ledger Essex County Boys Soccer Player of the Year 2011
 - Clarissa Lotson, Poetry Out Loud Winner
- B. Employee Recognition: Lonnie Williams, WOHS District Security Coordinator for Heroic Action
- C. HIB Report
- D. First Reading of the Following Board Policies:
- | | |
|--|---------|
| Conduct/Discipline | 5131.00 |
| Student Disabilities Pursuant to Section 504 | 6164.40 |

V. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS

A. PERSONNEL

1. Resignations

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

Dr. Kathleen Flynn, Guidance Counselor, WOHS, for retirement purposes, effective 7/1/12

Arlete DaSilva, Lunch Aide, Gregory School, effective immediately

Nicholas Marmo, District Media Technician, effective 7/1/12

2. Rescissions

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

Betty Sugaste, Administrative Assistant, Athletics and Physical Education Department, WOHS, effective immediately (will resume position of Attendance Aide, WOHS)

3. Appointments

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

Annette Dade, Assistant Principal, WOHS, salary to be determined, effective immediately (replacement)

Linda Torrisi, Human Resources Specialist, Human Resources Department, salary to be determined, effective 2/29/12

Patricia-Ann Cockburn, Kindergarten Instructional Aide, Gregory School, MA-5, \$29,485, effective 2/29/12 (additional)

Kerri Egan, School Nurse, WOHS, BA+16-6, \$54,500, effective 2/27/12 (replacement)

Meaghan Walsh, Special Education Math Teacher, WOHS, maternity leave replacement, MA-1, \$256.28 per diem, effective 2/13/12-6/20/12 (replacement)

Theresa Adams, Grade 5 Teacher, St. Cloud School, maternity leave replacement, BA-1, \$240 per diem, effective 2/27/12-6/20/12 (replacement)

William Freda, Utility Foreman, Buildings and Grounds Department, salary to remain the same, effective 2/28/12

Erlinda Petriello, Translator Services for WOHS Child Study Team, 6 hours at \$17/hour for a total cost of \$102 (Att. #2 - confidential)

Rosemary Murray, Nurse, Washington School, NJASK After-School Program Nurse, for the period 2/21/12-4/25/12, 1 hour/day, 2 days/week, for a total cost of \$1,314 (Att. #3 - confidential)

Mary Ann Maccarino, Special Education Teacher, Washington School, NJASK After-School Program, for the period 2/21/12-4/25/12, 1 hour/day, 2 days/week, for a total cost of \$1,314 (Att. #4 - confidential)

Teachers as instructors for the following: (Att. #5)

- **NJ ASK Preparation Programs for grades 3, 4 and 5, for the period 2/21/12-4/26/12, for a total cost of \$37,668**
- **NJ ASK Preparation Programs for grades 6, 7 and 8, for the period 2/28/12-4/18/12, for a total cost of \$31,426.50**

Additions to the 2011-2012 Substitute List as per the attached (Att. #6)

4. Leave(s) of Absence

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

Melissa Martino, Grade 8 Math Teacher, Liberty School, maternity leave of absence, effective 4/16/12-12/14/12

Mariann Jensen, General Education Aide, Washington School, maternity leave of absence, effective 3/26/12-6/30/12

Angela Bisono, Custodian, Washington School, leave of absence, effective 2/9/12-2/20/12

Tamara Lynch, Resource Room Teacher, Liberty School, medical leave of absence, effective retroactive to 1/23/12 until released by physician

Jennifer Novick, Special Education Instructional Assistant, Gregory School, maternity leave of absence, effective 4/20/12-2/28/13

Lissette Santa, ESL Teacher, Liberty School, medical leave of absence, effective 2/27/12-3/27/12

Amalia Morales, Spanish Teacher, Mt. Pleasant/Pleasantdale Schools, change in maternity leave of absence return date from 4/1/12 to 9/1/12

Maria Stanziale, Basic Skills Teacher, Washington School, change in start date of maternity leave of absence from 3/26/12 to 3/19/12

5. Transfers

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

Special Education Transfers for the 2011-2012 school year (Att. #7)

B. CURRICULUM AND INSTRUCTION

- 1. Recommend approval of Field Trip requests for the 2011-2012 school year (Att. #8)**
- 2. Recommend approval of the following course proposal, as approved by the Curriculum Council at its January 12, 2012 meeting: (Att. #9)**
 - Middle School Technology Education**
- 3. Recommend approval of “The Introduction to Teaching Reading in a Workshop Model, K-2” training, to be conducted by a Lesley University faculty member, March 15-16, 2012, for a total cost of \$8,795 (Att. #10)**
- 4. Recommend approval of the 2012-2013 School Calendar (Att. #11)**
- 5. Recommend approval of Central Office and Custodial Calendars for the 2012-2013 School Year (Att. #12)**

C. FINANCE

- 1. Recommend acceptance of donation from the Vanderhoof family of all costs associated with supplying the WOHS Wrestling Team with a bus for their trip to the State Team Wrestling Championships in Toms River, NJ.**
- 2. Recommend acceptance of donation from West Orange Community House in the amount of \$3,000 to Mt. Pleasant School for the purchase of educational technology.**
- 3. Recommend approval of the 2/28/12 Bills List: (Att. #13 summarized below)**

Payroll/Benefits	\$ 7,402,313.12
Transportation	\$ 414,014.07
Special Ed. Tuition	\$ 444,945.25
Instruction	\$ 202,035.32
Facilities	\$ 326,853.35
Capital Outlay	\$ 120,802.38
Grants	\$ 269,974.04
Food Service	\$ 307,128.48
Debt Service	\$ 69,305.63
Textbooks/Supplies/Athletics/Misc.	\$ 105,125.06
	<u>\$ 9,662,496.70</u>

- 4. Recommend approval of tuition for the 2011-2012 School Year Out-Of-District placements in the amount of \$59,620, as per the attached (Att. #14 - confidential)**
- 5. Recommend approval of service agreement with Bayada Nurses for in-district substitute nursing services for the 2011-2012 school year, in an amount not to exceed \$30,000 (Att. #15)**
- 6. Recommend approval of service agreement with Bayada Nurses for nursing care for student, for the 2011-2012 school year, in an approximate amount of \$39,104 (Att. #16 - confidential)**
- 7. Recommend approval of Memorandum of Understanding (MOU) between the State of New Jersey and the West Orange Public Schools in order to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project (Att. #17)**

8. **Recommend approval to submit to the New Jersey State Department of Education an amendment to the 2012 IDEA Basic Grant Application as specified in the attached (Att. #18)**
9. **Recommend approval of the preparation of the plans prepared by Parette Somjen Architects for the construction of a new kitchen at the Hazel Avenue Elementary School and the submission of the plans and application to the New Jersey State Department of Education and the necessary amendments to the West Orange Board of Education's Long Range Facilities Plan.**
10. **Recommend approval of Proposal for Redistricting Study prepared by Ross Haber Associates, Inc., at the per diem rate of \$1,000, for an amount not to exceed \$18,000 (Att. #19)**
11. **Recommend approval of Memorandum of Agreement Between Education and Law Enforcement Officials (Att. #20 - confidential)**

D. REPORTS

- VI. **REPORT FROM THE BOARD PRESIDENT AND/OR BOARD MEMBERS**
- VII. **MOTION FOR THE NEXT BOARD MEETING to be held at 6:30 p.m. on March 1, 2012 at the Administration Building.**
- VIII. **PETITIONS AND HEARINGS OF CITIZENS**
- IX. **ADJOURNMENT**

The Public Schools
West Orange, New Jersey

Public Agenda
Date: 2/28/12
Attachment #/ 5

To: Dr. Anthony Cavanna, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent *DR*
Date: February 10, 2012
Re: NJ ASK Preparation Programs for Grades 3, 4, and 5

The teachers listed below will be instructing the NJ ASK Preparation Programs for Grades 3, 4, and 5 from Tuesday, February 21, 2012 - Thursday, April 26, 2012 at the contractual rate of \$73.00/hour. Local money will fund the program at non-Title I schools; Title I money will fund the program at Washington School.


School	Instructor	Grade	Hours	Payment
Gregory	Lisa Belott	3	6	\$438.00
	Joy Burnett	4	12	\$876.00
	Diane Lauterback	5	12	\$876.00
	JoAnn Mace	3	6	\$438.00
	Sue Madurski	5	6	\$438.00
	Dineen Robinson	3	12	\$876.00
	Linda Ruggieri	4	12	\$876.00
	Carol Ruggiero	5	12	\$876.00
	James Weidenborner	5	6	\$438.00
Mt. Pleasant	Melissa Balzano	3	12	\$876.00
	Cheryl Celebre	4	12	\$876.00
	Ali Fazzio	4	12	\$876.00
	Liz Kinnealy	5	12	\$876.00
	Jodi Lombardy	5	12	\$876.00
	Jennifer Powers	3	12	\$876.00
Pleasantdale	Anthony Carsillo	3	12	\$876.00
	Valentina Gabrielle	3	12	\$876.00
	Maria LaRezza	5	12	\$876.00
	Doug Norrie	5	12	\$876.00
	Keri Orange	4	12	\$876.00
	Amy Pacifico	4	12	\$876.00

School	Instructor	Grade	Hours	Payment
Redwood	Leslie Diglio	3	6	\$438.00
	Kristen Dunleavy	4	12	\$876.00
	Kathy Laszlo	4	6	\$438.00
	Kristin Mindo	3, 5	18	\$1314.00
	Melissa Montanez	5	6	\$438.00
	Gerald Powers	5	6	\$438.00
	Paul Stefanelli	4	6	\$438.00
	Kathleen Waldron	5	6	\$438.00
	Robin Zaroni	3	6	\$438.00
St. Cloud	Krystina Aiello	4	12	\$876.00
	Jeanne Bolan	4	12	\$876.00
	Lauren Landara	5	12	\$876.00
	Jennifer Marchesi	3	12	\$876.00
	Marybeth Olsinski	5	12	\$876.00
	Michele Triano	3	12	\$876.00
Washington	Marylin Campbell	4	16	\$1168.00
	Dianna Carpenito	5	16	\$1168.00
	Brittany D'Arduini	3	16	\$1168.00
	Anne Engelhardt	3	16	\$1168.00
	Wendi Giuliano	3	16	\$1168.00
	Mary Ann Maccarino	3	16	\$1168.00
	Wayne Oakley	4	16	\$1168.00
	Vanessa Turner	5	16	\$1168.00
	Christopher Yonitch	5	16	\$1168.00

C: Mr. M. Kenney
Ms. P. Simmons

The Public Schools
West Orange, New Jersey

To: Dr. Anthony Cavanna, Superintendent

From: Donna Rando, Ed.D., Assistant Superintendent 

Date: February 7, 2012

Re: NJ ASK Preparation Programs, Grades 6, 7, 8

The teachers listed below will be instructing the NJ ASK Preparation Programs for grades 6, 7, and 8 from Tuesday, February 28, 2012 - Wednesday, April 18, 2012 at the contractual rate of \$73.00/hour. Local money will fund the programs.

Language Arts

School	Instructor	Grade	Hours	Payment
Edison	Kristen Azzato	6	10.5	\$766.50
	Jennifer Blume	6	10.5	\$766.50
	Steven Delpome	6	10.5	\$766.50
	Janet Wiggins	6	10.5	\$766.50
Liberty	Christine Albano	7	10.5	\$766.50
	Jennifer Madla	7	10.5	\$766.50
	Christine Mooney	7	10.5	\$766.50
	Patricia Richardson	7	10.5	\$766.50
	Rachel D'Andrea	8	10.5	\$766.50
	Christine Mooney	8	10.5	\$766.50
	NancySilva	8	10.5	\$766.50
	Maryann Solimo	8	10.5	\$766.50
Roosevelt	Tracy Nardone	7	10.5	\$766.50
	Aliki Sarlis	7	10.5	\$766.50
	Alyssa Travaglio	7	10.5	\$766.50
	Kristine Weinberger	7	10.5	\$766.50
	Laura Bush	8	10.5	\$766.50
	Margaret Geher	8	10.5	\$766.50
	Amy McEntee	8	10.5	\$766.50
	Randy Mason	8	10.5	\$766.50
	Jaclyn Morgan	8	10.5	\$766.50

Mathematics

School	Instructor	Grade	Hours	Payment
Edison	Deborah Andriola	6	10.5	\$766.50
	Kristen Azzato	6	10.5	\$766.50
	Monique Lyons	6	10.5	\$766.50
	Eric Mains	6	10.5	\$766.50
	Kenneth Nolan	6	10.5	\$766.50
Liberty	Todd Cohen	7	10.5	\$766.50
	Sue Kolkka	7	10.5	\$766.50
	Bari Leff	7	10.5	\$766.50
	Steven VanHassel	7	10.5	\$766.50
	Todd Cohen	8	10.5	\$766.50
	Sue Kolkka	8	10.5	\$766.50
	Michael Lawrence	8	10.5	\$766.50
	Shrina Patel	8	10.5	\$766.50
Roosevelt	Lisa Dally	7	10.5	\$766.50
	Kelly McSharry	7	10.5	\$766.50
	Caniece Montague	7	10.5	\$766.50
	Lauren Peacock	7	10.5	\$766.50
	Jennifer Cataldo	8	10.5	\$766.50
	Lauren Peacock	8	10.5	\$766.50
	Lauren Porter	8	10.5	\$766.50

C: Mr. M. Kenney
Ms. P. Simmons

Substitutes for 2011-2012 February 28, 2012	
Name	Subject Area
Blady, Gabrielle	Prek-12
Colucci, Michele	K-12
Finken, Cara	K-12
Mendez, Karen	K-12
Seiden, Ruth	K-12 & Special Education
Thompson, Linda	Guidance -WOHS

The Public Schools
West Orange, New Jersey

Public Agenda
Date: 2/28/12
Attachment # 8

To: Dr. Anthony Cavanna, Superintendent
From: Donna Rando Ed.D., Assistant Superintendent DR
Date: February 22, 2012
Re: Field Trips

Please place the following on the West Orange Board of Education Meeting Agenda of Monday, February 28, 2012 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
D. Daniel

**Field Trip Requests
February 28, 2012**

School	Destination	Course/Grade	Teacher	Describe How Activity Relates to Curriculum	Transportation Cost	Source of Funds (i.e., District, School, PTA, Student Activity Account, Student)
Gregory	Turtle Back Zoo	Kdg.	All	Science	\$828	District
Hazel	Montclair University	Grade 1	Torre/Bolivar/ Varanelli	Students will be exposed to live theatre.	\$449	District
Hazel	Edison Middle School	Resource Students	Aker	Orientation	\$104	District
Hazel	County College of Morris	Grade 1	Torre/Bolivar/ Varanelli	Students will experience planets and constellations as discussed in the Science curriculum.	\$345	District
Mt. Pleas.	Frelinghuysen Arboretum	Grade 1	Landis	Science	\$198	PTA, Students
Mt. Pleas.	Frelinghuysen Arboretum	Grade 1	Marx	Science	\$198	PTA, Students
Redwood	Essex Green	Grade 1	Hegedus	Dr. Seuss, Read Across America	\$276	District
Redwood	Montclair University	Kdg.	Fiory	Dr. Seuss, Read Across America	\$621	PTA: \$500 District: \$121
Redwood	Paterson Museum	Grade 2	HoAire	Industrial city, water cycle	\$414	PTA
Redwood	Turtle Back Zoo	Grade 2	Casiero	Animal habitats, species	\$552	District
Redwood	Turtle Back Zoo	Kdg.	Fiory	Animal habitats, species	\$621	District
St. Cloud	Livingston Mall	Grade 5	Aiello/Colvin/ Franck	Pride Expo	\$174	District
Liberty	West Orange High School	Grade 8		WOHS Musical	\$69	District
Liberty	Toby Katz House	Helping Hands Club	Horwitz	Helping Seniors of West Orange	\$104	District
Liberty	Brighton Gardens	Select Strings	Rimelis	Community Service	\$69	District
Roosevelt	West Orange High School	Grade 8	Varela/Silvestri	WOHS Musical	\$690	District
WOHS	Essex Cty Veteran's Courthouse	Mock Trial Team	Brady	Semi-Finals Competition	\$345	District
WOHS	Liberty MS & Roosevelt MS	Select Students	Alloggiamento	Presentation: WOHS	\$207	District
WOHS	Essex Cty College, Newark	Students	Butler	Building Leadership Skills of Our Students	\$414	District
WOHS	Kessler Institute, WO	IMS 9	Jacobus/Casale/ Pallante	Tour of Kessler Institute	\$1,035	SLC Grant
WOHS	Mayfair Farms	Vocal & String Ensemble	Peres/Rowberg	Community Service	\$69	District
WOHS	Museum of Modern Art, NYC	Art 3/Art 4	Young	Study Process of Contemporary Painters	\$414	District
WOHS	Café Capri, East Rutherford, NJ	Italian Classes	Amabile/dePinto/ Zamloot	Italian Vocabulary	\$414	District
WOHS	Fort Pierce, Florida	WOHS Baseball Team	Zichella	Baseball Training	\$13,300	Students

Field Trip Requests
February 28, 2012

School	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	Essex City Police Academy, Cedar Grove	Grades 9 and 10 Selected Students	Helb/Casale	Male Issues Conference	\$483	SLC Grant
WOHS	South Brunswick HS	Winter Colorguard	McClure	Competition	\$621	District
WOHS	South Brunswick HS	Winter Colorguard	McClure	Competition	\$621	District

The Public Schools
West Orange, New Jersey

Public Agenda

Date: 2/28/12

Attachment # 9

To: Dr. Anthony Cavanna, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent *DR*
Date: February 10, 2012
Re: New Course Proposals

At the January 12, 2012 Curriculum Council meeting, the Curriculum Council approved the following course proposal, pending Board of Education approval:

- Middle School Technology Education

Thank you.

Revised 10/11

*The Public Schools
West Orange, New Jersey*

For Use of Curriculum Office
Date Proposal Submitted:
To Office of Curriculum:1/12/12
To Curriculum Council:1/12/12
To Superintendent:2/13/12
To Board of Education:2/28/12

New Course Proposal

I. Proposed Course Information

- A. Proposed Course Middle School Technology Education
- B. Sponsor of the Proposal Lou DellaPia
- C. Department(s) or Area(s) Technology Education
- D. Projected Date of Implementation September 2012
- E. Grade(s) 7th and 8th grade (two separate courses)
- F. Level (s) Regular – includes all students in the building (special education & regular education)
(Regular, Special Education, Honors, Advanced Placement)

G. This course is:

A revision of Middle School Technology Education

A course to replace _____

A new course _____

- H. This course is: Required Elective Full Year Semester
 Other (Specify) Quarter Class

I. Intended Pre-requisite/Co- requisite: None

II. Overview: Describe the nature of the new course in terms of the following:

- A. Course Objectives: *The student should be able to*
 - Explain how technology exists all around us and is used every day.
 - Integrate the teaching of the four composite areas of STEM (science, technology, engineering and math) so that the students better comprehend the connections between these areas.
 - Employ problem solving and cooperative learning techniques to analyze aspects of technology, math and science.
 - Identify important contributions to the advancement of robotics that have been made by different kinds of people, in different cultures and at different times.
 - Define a robot as a machine that gathers information about its environment (senses) and uses that information (thinks) to follow instructions to do work (acts).
 - Understand systems (both general and specific),
 - Design/build/test solutions to technological problems
 - Understand the connection with technology and create an excitement about science and math that will prepare students for a workplace in which computer, robotics, and automation are common and essential.

B. Common Core Standards/Core Curriculum Content Standards: *Include specific standards and cumulative progress indicators*

Science

- 5.1.8.A.2 Use Mathematical, physical, and computational tools to build conceptual-based models and pose theories
- 5.1.8.B.2 Gather, evaluate and represent evidence using scientific tools, technologies, and computational strategies.
- 5.1.8.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.
- 5.2.8.D.1 Relate the kinetic and potential energies of a roller coaster at various points on its path.
- 5.2.8.E.1 Calculate the speed of an object when given distance and time.
- 5.2.8.E.2 Compare the motion of an object acted on by balanced forces with the motion of an object acted on by unbalanced forces in a given specific scenario.

Math

- 4.1.7B.1 Use and explain procedures for performing calculations with integers and all number types named above with: Pencil and paper, mental math, calculator
- 4.1.7 C.1 Use equivalent representations of numbers such as fractions, decimals, and percents to facilitate estimation.
- 4.2.7 D.1 Solve problems requiring calculations that involve different units of measurement within a measurement system
- 4.2.7 D.2 Select and use appropriate units and tools to measure quantities to the degree of precision needed in a particular problem-solving situation.
- 4.2.7 D.3 Recognize that all measurements of continuous quantities are approximations.
- 4.5 C.3 Recognize that mathematics is used in a variety of contexts outside of mathematics.
- 4.5 C.4 Apply mathematics in practical situations and in other disciplines.
- 4.5 F.1 Use technology to gather, analyze, and communicate mathematical information
- 4.5 F.2 Use computer spreadsheets, software, and graphing utilities to organize and display quantitative information.

C. 21st Century Life and Careers Standards: *Include specific standards and cumulative progress indicators*

- 9.1.8.A.1 Develop strategies to reinforce positive attitudes and productive behaviors that impact critical thinking and problem-solving skills.
- 9.1.8.B.1 Use multiple points of view to create alternative solutions.
- 9.1.8.B.2 Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.
- 9.1.8.C.1 Determine an individual's responsibility for personal actions and contributions to group activities.
- 9.1.8.C.2 Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
- 9.1.8.C.3 Model leadership skills during classroom and extra-curricular activities.
- 9.1.8.D.3 Use effective communication skills in face-to-face and online interactions with peers and adults from home and from diverse cultures.
- 9.1.8.D.5 Justify the need for greater cross-cultural understanding due to globalization.
- 9.1.8.E.1 Explain how technology has strengthened the role of digital media in the global society.
- 9.1.8.E.2 Analyze the role of digital media in sales and marketing and in delivering cultural, political, and other societal messages.
- 9.1.8.E.3 Differentiate between explicit and implicit digital media messages, and discuss the impact on individuals, groups, and society as a whole.

- 9.1.8.E.4 Determine the undesired consequences of unethical uses of media.
- 9.1.8.E.5 Compare and contrast ways governments regulate media advertising to protect children and adults in the United States and in other countries.
- 9.1.8.F.1 Demonstrate how productivity and accountability contribute to realizing individual or group work goals within or outside the classroom.
- 9.1.8.F.2 Explain how rules, laws, and safety practices protect individual rights in the global workplace.
- 9.1.8.F.3 Relate the use of new technologies at home, in the workplace, and in other settings to incidences of ethical and/or unethical behavior.
- 9.2.8.A.1 Relate how career choices, education choices, skills, entrepreneurship, and economic conditions affect income.
- 9.2.8.A.2 Differentiate among ways that workers can improve earning power through the acquisition of new knowledge and skills.

D. Technology Standards: *Include specific standards and cumulative progress indicators*

- 8.1.2.A.4 Create a document with text using a word processing program.
- 8.1.8.A.3 Create a multimedia presentation including sound and images.
- 8.1.8.A.4 Generate a spreadsheet to calculate, graph, and present information.
- 8.1.8.A.5 Select and use appropriate tools and digital resources to accomplish a variety of tasks and to solve problems.
- 8.2.8.A.1 Explain the impact of globalization on the development of a technological system over time.
- 8.2.8.B.1 Design and create a product that addresses a real-world problem using the design process and working with specific criteria and constraints.
- 8.2.8.B.2 Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design problem and reporting results in a multimedia presentation.
- 8.2.8.B.3 Solve a science-based design challenge and build a prototype using science and math principles throughout the design process.
- 8.2.8.C.1 Explain the need for patents and the process of registering one.
- 8.2.8.C.2 Compare and contrast current and past incidences of ethical and unethical use of labor in the United States or another country and present results in a media-rich presentation.
- 8.2.8.E.1 Work in collaboration with peers and experts in the field to develop a product using the design process, data analysis, and trends, and maintain a digital log with annotated sketches to record the development cycle.
- 8.2.8.F.1 Explain the impact of resource selection and processing in the development of a common technological product or system.
- 8.2.8.F.2 Explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment (e.g., by using recycled metals, alternate energy sources) and the economy.
- 8.2.8.G.1 Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
- 8.2.8.G.2 Explain the interdependence of a subsystem that operates as part of a system.

- E. Cultural Diversity: *Review of instructional materials (provide examples)*
- All materials and resources that are being used have been evaluated and reviewed to ensure inclusion of diverse populations.

III. Needs Assessment: *Identify the instructional, administrative, and/or student need(s), etc., being addressed by this course.*

This course is part of a required cycle of courses for all Middle School Students. It would bring the 21st Century Skills and STEM concepts to the school in a way for ALL students to receive this education. Students also learn key problem solving and design process skills that can be used throughout their educational career.

IV. Rationale: *Explain how this course would meet the needs identified in above item III.*

Technology has a major impact on the lives of students today. As they move through school, college, and into society they need to be able to adapt to society's ever changing needs. This course would meet those needs by exposing children to problem-solving techniques that could be used outside of the classroom. The focus on 21st Century Skills and STEM would ensure students are ready for the world, both at the high school and beyond. It would also enable students to realize the "real-world" implications of what they learn in school.

V. Proposal: *Outline the proposal by providing information listed below.*

A. Impact upon Scheduling/Staffing Needs: **NONE**

B. Textbooks, Materials, Equipment, Technology Needs (List hardware and software)

- LEGO Mindstorms – hardware and corresponding software
- Projector and SMART Board
- Google SketchUP – software

C. Curriculum Writing Needs: *Please check*

Revision

New

Other (specify) _____

D. Staff Development Needs

- In-house training to ensure consistency on creation of technical drawings/use drawing tools/etc (no cost)
- SMART Board training (can be done through ETTC)
- LEGO Mindstorms training - provided by PITSCO: a free 2 hour training for each teacher as well as purchase of Video Trainer #991541 @ \$549.90 (total for both schools) that will be used at training as well as for reference throughout use of product.

E. Budgetary Request: *Include cost for above item B*

Quantities below are for one school. Both LMS and RMS would need to order these items. Liberty has approximately 550 students currently, and Roosevelt has approximately 475 students. All students go through the Technology Education course in both 7th and 8th grade years. All items come from Pitsco which is an approved vendor for the district. Students do work in groups, so the budget request for the items is based on that information.

In addition to the items listed below, a SMART Board setup in the classrooms is essential. As of now, neither room has a projector setup in it, so the cost would be for the SMART Board and projector plus installation.

FIRST YEAR OF PROGRAM COSTS

Name of Item	Quantity	Price	Extended Price
Portable Drafting Board	30	\$39.00	\$1,170.00
House Plan Template	30	\$4.45	\$133.50
Practical Drafting An Applied Engineering Graphics Wrkbk	1	\$37.00	\$37.00
The Engineered Dragster: Sketching, Drafting, and Prototyping Teacher's Guide	1	\$39.95	\$39.95
18" T Square	30	\$15.95	\$478.50
Hobby Knife with 5 replacement blades	30	\$2.50	\$75.00
MINDSTORMS Education Robotics Engineering I - Getting Started Package	1	\$3,829.95	\$3,829.95
The LEGO MINDSTORMS NXT Idea Book	1	\$29.95	\$29.95
The Young Inventor's Project with LEGO MINDSTORMS	1	\$49.95	\$49.95
MINDSTORMS Education Robotics Engineering II: Guided Research	1	\$274.95	\$274.95
Children's Engineering Beyond the Basics	1	\$19.95	\$19.95
Invention Explore a Pack	7	\$114.00	\$798.00
Designing Playgrounds	1	\$12.95	\$12.95
Foam Polystyrene Sheet	30	\$3.95	\$118.50
<i>Subtotal</i>			\$7,068.15
<i>Shipping for - estimated 8%</i>			\$565.45
<i>Total for each school</i>			\$7,633.60

SmartBoard/Projector Setup: \$4,000.00 total for both LMS and RMS

TOTAL MONEY NEEDED FOR FIRST YEAR OF PROGRAM: \$19,267.20 (for both schools)

Expected costs for replacement/restocking is approximately \$6,000.00 per year after the first year (\$3,000 per school)

VI. Review of Interested Parties: *Identify all constituents, including school name, who have reviewed this proposal prior to submission and briefly outline any comments that have been made.*

- Lou DellaPia – Technology Supervisor, West Orange High School
- Lionel Hush and Julianne Bello – Roosevelt Middle School
- Robert Klemt and Aixa Abreu – Liberty Middle School
- Debra Coen – Roosevelt Middle School
- Christopher Banta – Liberty Middle School

VII. Evaluation Process: *Identify evaluation process, person's responsible, and anticipated timeline to assess the effectiveness of the course objectives with anticipated outcomes.*

The evaluation process will include districts supervisor's (a) scheduled formal observations of class instruction, (b) scheduled review of course content, and (c) teacher's assessment of students. Student assessment will include traditional testing practices, performance assessment in the classroom, and long-term project-based activities (portfolio assessment).

The Public Schools
West Orange, New Jersey

To: Dr. Anthony Cavanna, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent *DR*
Date: February 7, 2012
Re: Agenda Item: Lesley University Training

Please place the following on the agenda for the February 28, 2012 Board of Education Meeting under Curriculum and Instruction:

“Recommend approval of “*The Introduction to Teaching Reading in a Workshop Model, K-2*” training to be conducted by Lesley University.”

Dates: March 15-16, 2012
Trainer: Lesley University Faculty Member
Participants: Gregory School and Pleasantdale School Staff
Level: Grades K-2
Cost for Training: 8,795

Thank you.

C: Mr. M. Kenney ✓
Ms. T. Granato

West Orange Public Schools Calendar 2012 - 2013

July through August Student Summer Registration
August New Teacher Orientation

Opening & Closing Dates

September 4 First Day for Teachers
September 5 # First Day for Students
September 5-7 ^ Kindergarten Dismissal (12:45)
June 21 ## Last Day of School

West Orange Schools Closed

September 3 Labor Day
September 17-18 Rosh Hashanah
September 26 Yom-Kippur
October 8 Columbus Day
November 8, 9 NJEA Convention
November 22, 23 Thanksgiving Recess
Dec. 24-Jan. 1 Holiday Recess
January 21 Martin L. King Jr. Day
February 15, 18 Winter Recess
March 29 Good Friday
April 1-5 Spring Recess**
May 27 Memorial Day Recess

Key to Symbols

-  School Holiday or Vacation Period
-  Elementary Parent Conferences:
October 16-18, 2012; March 19-21, 2013
(Elementary Early Dismissal Only)
-  Full Day Staff Only: September 4
-  Extended Single Session:
November 21; December 21; May 24; June 21
-  ~ Extended Single Session, Teacher Professional
Development Day: November 6; January 18;
February 14
- # First Day of School
- ## Last Day of School
- + High School Graduation

September 2012

M	T	W	T	F
3	4	5 # ^	6 ^	7 ^
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28

February 2013

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	

October 2012

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30	31		

March 2013

M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20	21	22
25	26	27	28	29

November 2012

M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

April 2013

M	T	W	T	F
1	2	3	4	5
8	9	10	11	12
15	16	17	18	19
22	23	24	25	26
29	30			

December 2012

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

May 2013

M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16	17
20	21	22	23	24
27	28	29	30	31

January 2013

M	T	W	T	F
	1	2	3	4
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

June 2013

M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24+	25	26	27	28

Days Attended Per Month

Sept. 15	Feb. 18
Oct. 22	Mar. 20
Nov. 18	Apr. 17
Dec. 15	May 22
Jan. 21	June 15

Total Days: 183

Due to the possibility of inclement weather or other emergency closings, the last day of school is subject to change.

**If it is deemed necessary to close school beyond the three days built into the school calendar, make-up dates will be used in the following order: April 5, 4, 3, 2

2012-2013 Board of Education Public Meetings

Public Agenda

Date: 2/28/12

Attachment # 11

CENTRAL OFFICE CALENDAR (ADMINISTRATIVE OFFICE)

2011-2012

Event/Holiday	Day(s) Off	Days
Independence Day	Monday, July 4	1
Labor Day	Monday, September 5	1
Rosh Hashanah	Friday, September 30	1
Columbus Day	Monday, October 10	1
NJEA Convention	Thursday, Friday November 10, 11	2
Thanksgiving	Thursday, Friday November 24, 25	2
Holiday Recess	Monday, Tuesday, Wednesday December 26, 27, 28	3
New Year's Day	Monday, January 2	1
Martin Luther King	Monday, January 16	1
Mid-Winter Recess	Friday, Monday February 17, 20	2
Good Friday	Friday, April 6	1
Spring Recess	Thursday, Friday April 12, 13	2
Memorial Day	Monday, May 28	1
Total Days		19

2012-2013

Event/Holiday	Day(s) Off	Days
Independence Day	Wednesday, July 4	1
Labor Day	Monday, September 3	1
Rosh Hashanah	Monday, September 17	1
Columbus Day	Monday, October 8	1
NJEA Convention	Thursday, Friday November 8, 9	2
Thanksgiving	Thursday, Friday November 22, 23	2
Holiday Recess	Monday, Tuesday, Wednesday, Monday December 24, 25, 26, 31	4
New Year's Day	Tuesday, January 1	1
Martin Luther King	Monday, January 21	1
Mid-Winter Recess	Friday, Monday February 15, 18	2
Good Friday	Friday, March 29	1
Spring Recess	Monday, Tuesday April 1, 2	2
Memorial Day	Monday, May 27	1
Total Days		20

CENTRAL OFFICE CALENDAR (Buildings & Grounds, Transportation)

2011-2012

Event/Holiday	Day(s) Off	Days
Independence Day	Monday, July 4	1
Labor Day	Monday, September 5	1
NJEA Convention	Friday November 11	1
Thanksgiving	Thursday, Friday November 24, 25	2
Holiday Recess	Monday, Tuesday, Wednesday December 26, 27, 28	3
New Year's Day	Monday, January 2	1
Martin Luther King	Monday, January 16	1
Mid-Winter Recess	Monday, February 20	1
Good Friday	Friday, April 6	1
Spring Recess	Thursday, Friday April 12, 13	2
Memorial Day	Monday, May 28	1
Total Days		15

2012-2013

Event/Holiday	Day(s) Off	Days
Independence Day	Wednesday, July 4	1
Labor Day	Monday, September 3	1
NJEA Convention	Friday November 9	1
Thanksgiving	Thursday, Friday November 22, 23	2
Holiday Recess	Monday, Tuesday, Monday December 24, 25, 31	3
New Year's Day	Tuesday, January 1	1
Martin Luther King	Monday, January 21	1
Mid-Winter Recess	Monday, February 18	1
Good Friday	Friday March 29	1
Spring Recess	Monday, Tuesday April 1, 2	2
Memorial Day	Monday, May 27	1
Total Days		15

Public Agenda,
Date: 2/28/12
Attachment # 12

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

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

Ms. CONSTANCE SALIMBENO, DIRECTOR
Ms. KRISTIN GOGERTY, SUPERVISOR, PRESCHOOL, K-8 Mrs. DAWN RIBEIRO, SUPERVISOR, 9-12

DATE: February 10, 2012
TO: Dr. Anthony P. Cavanna
FROM: Constance Salimbeno
RE: Agenda Item

Recommend approval to use the following agency for in district substitute nursing services, as needed, for the 2011-2012 School Year, not to exceed \$30,000:

\$58 (RN) per hour

Bayada Nurses
1460 Livingston Ave., Bldg. 400, 3rd Fl
North Brunswick, NJ 08902

New Jersey Participating LEA Memorandum of Understanding

This Memorandum of Understanding ("MOU") is entered into by and between New Jersey ("State") and West Orange Public Schools ("Participating LEA"). The purpose of this agreement is to establish a framework of collaboration, as well as articulate specific roles and responsibilities in support of the State in its implementation of an approved Race to the Top grant project.

I. SCOPE OF WORK

Exhibit I, the Preliminary Scope of Work, indicates which portions of the State's proposed reform plans ("State Plan") the Participating LEA is agreeing to implement. (Note that, in order to participate, the LEA must agree to implement all or a meaningful portion of the State Plan.)

In order to participate, the LEA must agree to implement a meaningful portion of the State Plan and return the executed MOU **on or before 4pm on February 15, 2012**.

II. PROJECT ADMINISTRATION

A. PARTICIPATING LEA RESPONSIBILITIES

In assisting the State in implementing the tasks and activities described in the State's Race to the Top application, the Participating LEA subgrantee will:

- 1) Implement the LEA plan as identified in Exhibit I of this agreement;
- 2) Actively participate in all relevant meetings, webinars, convenings, communities of practice, or other practice-sharing events that are organized or sponsored by the State or by the U.S. Department of Education ("ED");
- 3) Post to any website specified by the State or ED, in a timely manner, all non-proprietary products or lessons learned developed using funds associated with the Race to the Top grant;
- 4) Participate, as requested, in any evaluations of this grant conducted by the State or ED;
- 5) Be responsive to State or ED requests for information including on the status of the project, project implementation, outcomes, and any problems anticipated or encountered;
- 6) Participate in meetings and telephone conferences with the State to discuss (a) progress of the project; (b) potential dissemination of resulting non-proprietary products or lessons learned; (c) plans for subsequent years of the Race to the Top grant period; and (d) other matters related to the Race to the Top grant and associated plans.
- 7) Ensure that relevant administrators and teachers participate in statewide trainings and professional development provided by the State.
- 8) Provide the State with status updates, annual reports, interim reports, and project plans.
- 9) Complete a Final Scope of Work, on or before **4pm on March 14, 2012**. See "Assurances" section for more information.

B. STATE RESPONSIBILITIES

In assisting Participating LEAs in implementing their tasks and activities described in the State's Race to the Top application, the State grantee will:

- 1) Work collaboratively with, and support the Participating LEA in carrying out the LEA Plan as identified in Exhibit I of this agreement;
- 2) Distribute in a timely fashion the LEA's portion of Race to the Top grant funds during the course of the project period and in accordance with the LEA Plan;
- 3) Provide feedback on the LEA's status updates, annual reports, any interim reports, and project plans and products; and
- 4) Identify sources of technical assistance for the project.

C. JOINT RESPONSIBILITIES

- 1) The State and the Participating LEA will each appoint a key contact person for the Race to the Top grant.

- 2) These key contacts from the State and the Participating LEA will maintain frequent communication to facilitate cooperation under this MOU.
- 3) State and Participating LEA grant personnel will work together to determine appropriate timelines for project updates and status reports throughout the whole grant period.
- 4) State and Participating LEA grant personnel will negotiate in good faith to continue to achieve the overall goals of the State's Race to the Top grant, even when the State Plan requires modifications that affect the Participating LEA, or when the LEA Plan requires modifications.

D. COLLECTIVE BARGAINING

The parties to any applicable collective bargaining agreement will use their best efforts to negotiate any terms and conditions in the agreement necessary for the full implementation of the State Plan. The parties understand that the failure to negotiate any term or condition in a collective bargaining agreement necessary for full implementation of the State Plan will result in termination of the grant.

E. STATE RECOURSE FOR LEA NON-PERFORMANCE

If the State determines that the LEA is not meeting its goals, timelines, budget, or annual targets or is not fulfilling other applicable requirements, the State grantee will take appropriate enforcement action, which could include a collaborative process between the State and the Participating LEA, repayment by the Participating LEA to the State of some or all of the payments previously made to the Participating LEA, temporarily withholding funds from the Participating LEA, disallowing costs of the Participating LEA, or terminating this Memorandum of Understanding at the sole discretion of the State.

III. ASSURANCES

The Participating LEA hereby certifies and represents that it:

- 1) Has all requisite power and authority to execute this MOU;
- 2) Is familiar with the State's Race to the Top grant application and is supportive of and committed to working on all or a meaningful portion of the State Plan;
- 3) Agrees to be a Participating LEA and will implement those portions of the State Plan indicated in Exhibit I.
- 4) Will provide a Final Scope of Work in the format provided by the State; will do so in a timely fashion, but no later than **4pm on March 14, 2012**; and will describe the LEA's specific goals, activities, timelines, budgets, key personnel, and annual targets for key performance measures ("LEA Plan") in a manner that is consistent with the Preliminary Scope of Work (Exhibit I) and with the State Plan; and
- 5) Will comply with all of the terms of the Grant, the State's subgrant, and all applicable Federal and State laws and regulations, including laws and regulations applicable to the Program, and the applicable provisions of EDGAR (34 CFR Parts 75, 77, 79, 80, 82, 84, 85, 86, 97, 98 and 99).

IV. MODIFICATIONS

This Memorandum of Understanding may be amended only by written agreement signed by each of the parties involved, and in consultation with USDOE.

V. DURATION/TERMINATION

This Memorandum of Understanding shall be effective, beginning with the date of the last signature hereon and, if a grant is received, ending upon the expiration of the grant project period, or upon mutual agreement of the parties, whichever occurs first.

VI. SIGNATURES

Chief School Administrator/Superintendent (or equivalent authorized signatory) - required:

Signature/Date

Dr. Anthony P. Cavanna / Superintendent of Schools

Print Name/Title

President of Local School Board - required:

 Laura Lab 2.14.12
Signature/Date

Laura Lab, Board President
Print Name/Title

Authorized State Official - required:

By its signature below, the State hereby accepts the LEA as a Participating LEA.


Signature/Date

Print Name/Title

Please sign, scan, and email the above MOU (p. 1-3) and completed Exhibit I (p.4-5) to RTTT3Inquiries@doe.state.nj.us or fax to 1-609-292-4708, Attention: Race to the Top Phase 3 Project Manager – on or before February 15, 2012

A. EXHIBIT I – PRELIMINARY SCOPE OF WORK

LEA hereby agrees to participate in implementing the State Plan in areas identified below.

Elements of State Reform Plans	LEA approved use of funds	Indicate which sub-criteria will be addressed in the LEA's scope of work - check the appropriate box(es)
B: Standards and Assessments		
B3 - Supporting the transition to enhanced standards and high-quality assessments through the development of model curriculum and formative assessments	B3 – Professional development on implementing the State's model curriculum, OR other professional development that is proven to be aligned with the Common Core State Standards (CCSS)	
C: Data Systems to Support Instruction		
C3i – Development of an online Instructional Improvement System (IIS) platform to support participating LEAs in accessing Common Core State Standards aligned model curriculum, formative assessments, and other instructional resources	C3i – Implementation of the IIS in any/all schools in Fall 2013. Costs associated with implementation can include: <ul style="list-style-type: none"> - Necessary technology improvements subject to current infrastructure - IIS school set-up fee (approx \$700 per school) - IIS system operating and ongoing license cost (approx \$7 per student) - IIS professional development for teachers (approx \$50 per teacher start up cost, and \$12.50 per teacher per year) 	
D: Great Teachers and Leaders		
D2ii: Internal and field-based capacity to support the teacher and leader evaluation pilots and state-wide roll out.	D2ii – Implementation of a new teacher and leader evaluation system. Costs associated with implementation can include: <ul style="list-style-type: none"> - Teacher practice evaluation framework provider services; - Internet-based performance management system - Classroom observation cameras and other equipment used for evaluation; - Other expenditures, 	

	approved by the Department	
F2: Ensuring successful conditions for high-performing charters and other innovative schools		
F2: Internal capacity and external consultants to help improve the State's charter application and renewal cycles.	F2: Expenses associated with expanding and/or improving charter schools	
STEM		
Development of math/science model curriculum and instructional resources, with an emphasis on real-world applications	<ul style="list-style-type: none"> - Implementation of the State's science and math model curriculum, OR other STEM professional development that is proven to be aligned with the CCSS - Implementation of the Progressive Science Initiative and/or the Progressive Mathematics Initiative (PSI/PMI) program(s) developed by the New Jersey Center for Teaching and Learning (http://njctl.org) 	
Other	Other LEA projects aligned with the State's plan subject to Department approval.	

Please identify a contact person for all future RTTT3 communication:

Name:

Jeanine Genauer

Title/Position:

Director of Communications and Grants

Phone:

(973) 669-5400 extension 20519

Email:

jgenauer@woboe.org

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

Public Agenda
Date: 2/28/12
Attachment # 18

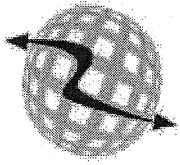
179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 20539
Fax: 973-669-8601

MS. CONSTANCE SALIMBENO, DIRECTOR
MS. KRISTIN GOGERTY, SUPERVISOR, PRESCHOOL, K-8 MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

DATE: February 22, 2012
TO: Dr. Anthony P. Cavanna
FROM: Constance Salimbeno
RE: Agenda Item

Board approval is requested to submit to the New Jersey State Department of Education an amendment to the 2012 IDEA Basic Grant Application taking \$8,000 from public professional/technical services (20.250.200.300.19.86) and opening two new budget lines for 20.250.200.500.19.86 in the amount of \$4,000 and 20.250.200.580.19.86 in the amount of \$4000.

c: M. Kenney



Ross Haber Associates, Inc.

A Proposal for a Redistricting Study

prepared for

West Orange Public Schools



February, 2012

Scope

The West Orange Board of Education is seeking long range solutions in order to relieve overcrowding in its elementary and middle schools. This proposal will provide the District with the data necessary in order for it to make an informed decision regarding these long term solutions. Among these solutions will evaluate the following:

1. The current attendance zones. During the course of this study we will provide alternate attendance zones based upon balancing enrollments in each school. Each alternative will contain an impact statement regarding space utilization in each building.
2. For each scenario an impact statement regarding transportation will be made. Each scenario will test the number of children who will require transportation based upon these changes.
3. Alternate grade level organizational structures will also be analyzed in order to determine if a change in grade level organization can better balance the enrollments in the schools.

In creating alternate attendance zones attention will be paid to issues beyond balance, such as standardized test scores, Title 1 programs, and the need of special education students.

Timeline

It is proposed that whatever changes are adopted by the Board of Education not be implemented until the 2013-14 school year. Based upon that end date the project should proceed as follows:

1. From inception (assuming a start by mid-late February) to the end of the current school year Ross Haber Associates, Inc. will prepare scenarios to be presented on a regular basis to the Superintendent of Schools and the Board of Education Facility Committee. Each of these will be reviewed and adjusted based upon input from District Administrators and Board members.
2. A final draft will be reviewed during the summer of 2012.
3. A public presentation of the final proposal will be presented at the earliest possible Board of Education meeting in the fall of 2012. A series of public hearings should be held during the fall of 2012.
4. The target date for adoption of any changes should be January, 2013. This will provide parents enough time to adapt to the changes, and for staff to evaluate staff, equipment, and supply issues.

The deliverable will include written reports, as well as maps of the District reflecting any changes. These maps can also be transmitted electronically so that they may be viewed on the District website.

Many issues will arise in a redistricting study. In our experience the most common issue is "grandfathering" and sibling issues. This simply involves leaving students in the fourth grade to complete the final year in the school they have attended. This often results in sibling issues (parents objecting to splitting siblings into two different schools). In the course of our study we will evaluate the impact of grandfathering versus non-grandfathering.

Methodology

I. Technical Methodology

We utilize ArcView¹ as our mapping program. ArcView is a Geographic Information System (GIS). The first step is to identify the most accurate base maps of the school district. To this we add the school locations, current attendance zones, and students. We analyze all the existing maps and select the one that is the most accurate. It has been our experience that in many counties throughout the country the engineering departments have developed digitized maps. In many cases these maps are current and up to date. When this is the case these are the maps that are the best to use in the project. Generally the counties and towns are willing to share these maps with the districts.

The first step in the process is to geocode or match students to the district map. By doing this we can aggregate groups of students, identify students who may be candidates to be moved from one school to another, calculate changes in transportation costs, and balance enrollments on the basis of criteria to be established during the start up process. The mapping program allows us to move boundary lines and calculate the impact the change has on a school or schools. The visual nature of the mapping program aids in both presentations and in working with district personnel in analyzing each change. The system also will produce dynamic maps for presentation and reference purposes.

The District will provide Ross Haber Associates, Inc. with student files which will have student data by address, school, and grade. Any other criteria by which the district wishes to track students can be included.

A baseline map with the current attendance zones will be developed. This baseline map will help to analyze the current demographics and their impact on the schools. This study will address the issue of trailers at the elementary schools.

II. Non-Technical Methods

While redistricting can be difficult experience has taught us that it is important to keep the community informed about the project and even to allow some degree of community participation. These may range from conducting focus groups within the district, allowing public

¹ ArcView is a product of ESRI Corporation. It is a GIS Platform. Our company has built a customized extension to ArcView which we use in demographic and redistricting studies.

commentary during public presentation, and having information available on the district's website. Our company has developed several instruments which have proven to be useful in helping to define and understand community issues regarding redistricting.

The manner in which this project is brought forth to the public is essential to its success. We have, over the past fifteen years, come to the realization that redistricting does cause a great deal of anxiety within a school district. Recognizing that the end product will almost by definition displease some members of the community it is of the utmost importance that the reasons for redistricting be stated in clear, open, and precise terms. A clear set of guidelines for the project should be developed and communicated openly to the community. A series of meetings with parents, teachers, and school administrators can be useful in understanding community and school concerns.

While it is difficult to state a timeline for the project at this point it is important to look ahead to the point that the Board is ready to adopt changes, whether they take place as a whole or are implemented in stages.

Prior to the adoption of any change meeting public hearings should take place. We have found one of the most effective means of doing this is to have between four and six meetings prior to adoption. The first meeting is a first presentation to the entire Board of Education. At this meeting the first pass or draft of the new attendance zones are presented. Questions are taken from the Board. At this meeting the public does not have input (this is clearly stated to the public prior to the meeting). In a reasonable time after the first meeting a second meeting is scheduled at which time the public is invited to raise questions, make comments, and share concerns. Prior to this meeting the proposed changes should be placed upon the District's website for review by the public.

Following the second meeting any edits and/or revisions to the proposed plan are made and a second round of meetings (following the same format as in the previous paragraph) are held.

If any revisions or changes are made as a result of these meetings a third set of meetings may be scheduled. Following the last series of meetings the Board of Education may then adopt the plan.

Working with the District

Ross Haber Associates, Inc. is committed to working closely with the Board of Education and the Administration of the West Orange Public Schools. We anticipate a number of on site meetings with redistricting committees as designated by the Board and with District and building administrators. It is expected that key personnel in the District will be identified as prime contacts in this project with whom we will be communicating regularly. This communication will include, but not be limited to the following methods:

1. On-site meetings as needed. It will be important that we tour the District and visit each of the school buildings to speak with building principals to discuss their concerns and ideas regarding the redistricting process.

2. On-site meetings with central office administrators and members of the Board of Education. These meetings will include, but not be limited to, start up meetings at which time the goals and objectives of the project will be delineated and time-lines set.
3. Contact via "Go To Meeting." We have found that there are many occasions where short and pointed meetings via teleconferencing using this product save a great deal of time and expense. This can be used on a regular basis to update the District on the progress of the project.

It is expected that at the outset of the project a calendar of meetings with community members, school administrators, district administrators, and the Board of Education will be developed.

III. Data Requirements:

The West Orange Public Schools will provide the following data:

1. A student file from the District's student management system. This can be sent via e mail in Excel or dbf format. The required fields are:
 - Student ID:
 - Last Name:
 - First Name:
 - Address:
 - Town:
 - Zipcode:
 - School Name:
 - Grade:
 - Gender:
 - Ethnicity:
 - Special Needs Code:
 - Special Needs Program:
 - Language:
2. A map and/or address guide which delineates the current attendance zones for each of the schools within the District.
3. Board policy with regard to maximum class sizes.
4. Names, position, and contact information for all building administrators.

During the course of the project more information and/or data may be requested.

IV. The cost for this study is based upon a daily rate of \$ 1,000 per day or \$ 125/hour.

It is estimated that this project will take approximately eighteen days.

Invoices will include a breakdown of billable hours by task.

It is anticipated that this project will continue through the summer and into the fall of 2012-13.

The cost is inclusive of all expenses. This includes on-site meetings, a final written report of the findings, address guides for changes in attendance zones, maps of the entire district and the individual school attendance zones, and public presentations of the findings.