

**WEST ORANGE BOARD OF EDUCATION**  
**Public Board Meeting - 8:00 p.m. – October 7, 2013**  
**West Orange High School**  
**51 Conforti 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 10, 2013.
  - B. That said notice was sent by regular mail to the West Orange Township Clerk and 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 September 23, 2013 (Att. #1)
- IV. QUESTIONS FROM THE PUBLIC ON AGENDA ITEMS
- V. SUPERINTENDENT’S AND/OR BOARD’S REPORTS
  - A. Air Force Junior ROTC
  - B. Testing Report
  - C. Second Reading of the Following Board Policy:  
Nonresidents 5118.00
- VI. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS
  - A. PERSONNEL

**1. Resignations**

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

**Carl Jackson, Bus Monitor, Transportation Department, effective retroactive to 9/20/13**

**Clara Espinal, Substitute Bus Driver/Monitor, Transportation Department, effective retroactive to 9/23/13**

**Rachel Zuckerberg, Part-time Instructional Aide, Roosevelt School, effective retroactive to 9/27/13**

**Jacqueline Dougherty, Music Teacher, Gregory School, for retirement purposes, effective 1/1/14**

**2. Appointments**

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

**Kayla Negron, ESL Instructional Aide, WOHS, BA-1, \$27,469, effective retroactive to 10/2/13 (replacement)**

**Olivera Bevanda, Biology Teacher, WOHS, maternity leave replacement, BA-2, \$254.06 per diem, effective retroactive to 10/2/13-3/17/14 (replacement)**

**Lauren Grof-Tisza, District Multimedia Technician, WOHS, \$46,000, effective 10/15/13 (replacement)**

**Richard Walsh, Maintenance HVAC Mechanic, Buildings and Grounds Department, Maintenance Guide Step 7, \$44,570.74, effective upon completion of employment documentation (replacement)**

**Margi Patel, 1:1 Nurse, St. Cloud School, BA+32-3, \$53,976, effective upon completion of employment documentation (replacement)**

**Ryan Del Guercio, Technology Department Coordinator, \$4,113 stipend, effective retroactive to 9/1/13**

**Eridania Perez, Administrative Assistant, WOHS, Stipend for Professional Development, National Association of Educational Office Personnel, \$2,416, effective retroactive to 9/15/13**

**Co-Curricular Assignments, for the 2013-2014 school year:**

- Rescind Vincenza Amabile, WOHS, Co-Advisor, Italian Club/Italian Honor Society
- Rescind Rosanna Zamloot, WOHS, Co-Advisor, Italian Club/Italian Honor Society
- Rescind Yun Abernathy, WOHS, Co-Advisor, Chinese Club/Chinese Honor Society
- Rescind Yajing Li, WOHS, Co-Advisor, Chinese Club/Chinese Honor Society
- Rescind Dana Peart, WOHS, Advisor, French Club/French Honor Society
- Rescind Carlos Perez, WOHS, Advisor, Spanish Club/Spanish Honor Society
- Rescind Raquel Feliciano, WOHS, Advisor, ESL Club
- Appoint Vincenza Amabile, WOHS, Co-Advisor, Italian Club, \$1,043.50
- Appoint Vincenza Amabile, WOHS, Co-Advisor, Italian Honor Society, \$399
- Appoint Rosanna Zamloot, WOHS, Co-Advisor, Italian Club, \$1,043.50
- Appoint Rosanna Zamloot, WOHS, Co-Advisor, Italian Honor Society, \$399
- Appoint Yun Abernathy, WOHS, Co-Advisor, Chinese Club, \$1,043.50
- Appoint Yun Abernathy, WOHS, Co-Advisor, Chinese Honor Society, \$399
- Appoint Yajing Li, WOHS, Co-Advisor, Chinese Club, \$1,043.50
- Appoint Yajing Li, WOHS, Co-Advisor, Chinese Honor Society, \$399
- Appoint Dana Peart, WOHS, Advisor, French Club, \$2,087
- Appoint Dana Peart, WOHS, Advisor, French Honor Society, \$798
- Appoint Begona Viqueira, WOHS, Advisor, Spanish Honor Society, \$798
- Appoint Michael Cadmus, WOHS, Advisor, Class of 2014 Yearbook, \$4,118
- Appoint Ruysdael Georges, WOHS, Advisor, ESL Club, \$1,396
- Appoint Aldo Casale, WOHS, ACT Coordinator, \$1,150
- Appoint Kathryn Furey, WOHS, PSAT Coordinator, \$1,250
- Appoint Louis Pallante, WOHS, AP and SAT Coordinator, \$2,450 (AP), \$1,150 (SAT)
- Appoint Anna McDonnell, WOHS, Naviance Coordinator, \$4,113, to be paid from SLC Grant
- Appoint Lisa Touzeau, Liberty School, Related Arts Team Leader, \$2,683

**Coaching Assignments, for the 2013-2014 school year:**

- Appoint William Urbanski, Head Coach, Bowling, \$6,213

**Co-Curricular Assignments, for the 2013-2014 Fall Play:**

- Appoint Jon Zaccone, Set Construction/Technical Director, \$500
- Appoint Patricia Aldworth, Publicity, \$200
- Appoint Leslie Lesly, Costumes, \$300
- Appoint Esti Routhensein, Makeup, \$250
- Appoint Miquel Urbino, Program/Graphic Design, \$200

**Ashley Johnson, Special Education Teacher, Mt. Pleasant School, to deliver workshop via ETTC, to West Orange teachers and aides on the topic of Nonviolent Crisis Intervention, for an amount of \$730**

**Additions to the Substitute List for the 2013-2014 school year, pending completion of paperwork:**

- Sara August, Teacher
- Jonathan Forte, Teacher

**Deletions to the Substitute list for the 2013-2014 school year:**

- Shalonda Curry, Sub Custodian
- Leo Perez, Sub Custodian
- Martha Espinoza, Sub Custodian

**3. Leave(s) of Absence**

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

**K.P., leave of absence, effective retroactive to 9/27/13-12/31/13 as stipulated**

**Wendi Giuliano, Reading Specialist, Washington School, medical leave of absence, effective retroactive to 9/9/13 until released by physician**

**Lauren Feehan, Social Studies Teacher, WOHS, extension of maternity leave of absence, effective retroactive to 9/3/13-11/19/13**

**Maryann Solimo, Resource Room Teacher, Liberty School, medical leave of absence, effective 11/21/13-1/6/14, or until released by physician**

**Christina Balestriere, Instructional Aide, Mt. Pleasant School, maternity leave of absence, effective 11/11/13-4/4/14**

Jennifer Marino, Social Studies Teacher, Roosevelt School, extension of unpaid maternity leave of absence, effective retroactive to 9/10/13-4/18/14

4. Transfers

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

Jeanne Bielecke, 1:1 Instructional Aide, Redwood School, to 1:1 Autistic Aide, Pleasantdale School, effective retroactive to 10/2/13

5. Superintendent recommends termination of employee P.J. effective retroactive to 9/27/13 as stipulated.

B. CURRICULUM AND INSTRUCTION

1. Recommend approval of new course proposals as endorsed by the Curriculum Council: (Att. #2)

- Aerospace Science 100: A Journey into Aviation History
- Leadership Education 100: Citizenship, Character & Air Force Tradition

2. Recommend approval of the following textbook adoption request for Advanced Placement Chemistry, Grades 11 and 12: (Att. #3)

- Chemistry, Zumdahl & Zumdahl, Brooks/Cole, Author/Publisher

3. Recommend adoption of the Educational Program and revised Courses of Study for the District, and for each school for the 2013-2014 school year (Att. #4)

4. Recommend approval of the following Field Trip requests for the 2013-2014 school year as per the attached (Att. #5)

C. FINANCE

1. Recommend approval of the 10/7/13 Bills List: (Att. #6)

Payroll/Benefits	\$ 3,871,057.42
Transportation	\$ 6,902.20
Special Ed. Tuition	\$ 329,773.91
Instruction	\$ 243,201.97
Facilities	\$ 48,135.81
Capital Outlay	\$ 165,004.42
Grants	\$ 143,534.92
Food Service	\$ 2,162.86
Textbooks/Supplies/Athletics/Misc.	\$ 86,521.15
	<u>\$ 4,896,294.66</u>

2. **Recommend approval of tuition for the 2013-2014 School Year Out-of-District placements as per the attached (Att. #7)**
3. **Recommend approval of acceptance of 1 general education, and 10 special education students for a total tuition amount of \$441,987.80 for the 2013-2014 school year (Att. #8)**
4. **Recommend approval of Security Guard Contract for 2013-2014.**
5. **Recommend approval of contract between the West Orange Board of Education and Amy Simon Says LLC for public relations services, for the period ending 6/20/14, for an amount not to exceed \$35,900. (Att. #9)**
6. **Recommend approval of submission of amended No Child Left Behind (NCLB) Title I Consolidated Grant for fiscal year 2014 in the amount of \$817,115. Amended application includes FY2013 Funds in the amount of \$48,370 to be budgeted and expended as carryover during the FY2014 Year.**

**D. REPORTS**

1. **The Board of Education recognizes receipt of the HIB report for the period ending 10/7/13**

**VII. REPORT FROM THE BOARD PRESIDENT AND/OR BOARD MEMBERS**

- VII. MOTION FOR THE NEXT BOARD MEETING to be held at 6:00 p.m. on October 21, 2013 at West Orange High School.**

**IX. PETITIONS AND HEARINGS OF CITIZENS**

**X. ADJOURNMENT**

Revised 10/11

The Public Schools  
West Orange, New Jersey

For Use of Curriculum Office  
Date Proposal Submitted:  
To Office of Curriculum: 9/19/13  
To Curriculum Council: 9/19/13  
To Superintendent: 9/23/13  
To Board of Education: 10/7/13

New Course Proposal

Public Agenda  
Date: 10/7/13  
Attachment # 2

I. Proposed Course Information

- A. Proposed Course: **Aerospace Science 100: A Journey into Aviation History**
- B. Sponsor of the Proposal: Air Force Junior ROTC
- C. Department(s) or Area(s) JR ROTC
- D. Projected Date of Implementation: 2013-2014 School Year
- E. Grade(s) 9-12
- F. Level (s) Regular
- G. This course is:  
A new course
- H. This course is: \_\_\_\_\_ Required      X   Elective    \_\_\_\_\_ Full Year    \_\_\_\_\_ Semester  
\_\_\_\_\_ Other (Specify) \_\_\_\_\_
- I. Intended Pre-requisite/Co- requisite: *None*

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

- A. Course Objectives:
  - An aviation history course focusing on the development of flight throughout the centuries. It starts with ancient civilizations, then progresses through time to modern day. The emphasis is on civilian and military contributions to aviation; the development, modernization, and transformation of the Air Force; and a brief astronomical and space exploration history. It is interspersed with concise overviews of the principles of flight to include basic aeronautics, aircraft motion and control, flight power, and rockets. Throughout the course, there are readings, videos, hands-on activities, and in-text and student workbook exercises to guide in the reinforcement of the materials.
- B. Common Core Standards/Core Curriculum Content Standards: *Include specific standards and cumulative progress indicators*

**Content Area**  
Science

**Standard**

5.1 Science Practices. All students will understand that science is both a body of knowledge and an evidence-based, model-building enterprise that continually extends, refines, and revises knowledge. The four Science Practices strands encompass the knowledge and reasoning skills that students must acquire to be proficient in science.

## Strands

A. Understand Scientific Explanations: Students understand core concepts and principles of science and use measurement and observation tools to assist in categorizing, representing, and interpreting the natural and designed world.

CPI 5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.

C. Reflect on Scientific Knowledge: Scientific knowledge builds on itself over time.

CPI 5.1.12.C.1 Reflect on and revise understandings as new evidence emerges.

CPI 5.1.12.C.2 Use data representations and new models to revise predictions and explanations.

D. Participate Productively in Science: The growth of scientific knowledge involves critique and communication, which are social practices that are governed by a core set of values and norms.

CPI 5.1.12.D.1 Engage in multiple forms of discussion in order to process, make sense of, and learn from others' ideas, observations, and experiences.

## Standard

**5.2 Physical Science:** All students will understand that physical science principles, including fundamental ideas about matter, energy, and motion, are powerful conceptual tools for making sense of phenomena in physical, living, and Earth systems science.

## Strands

E. Forces and Motion: It takes energy to change the motion of objects. The energy change is understood in terms of forces.

CPI 5.2.12.E.4 Measure and describe the relationship between the force acting on an object and the resulting acceleration.

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

## Content Area

21st-Century Life and Careers

## Standard

9.1 21st-Century Life & Career Skills. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

## Strands

A. Critical Thinking and Problem Solving

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

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

D. Cultural Diversity: *Review of instructional materials (provide examples):*

All materials produced and distributed by the U.S Department of Defense for Junior ROTC courses represent all racial, ethnic, and sexes equally and in the same capacity.



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

- Many students in our school are looking for a program that would help to instill a sense of pride, belonging, and prestige. Other students are in need of discipline, self-improvement, and confidence. The AFJROTC will provide such a program to the West Orange School District.

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

The Air Force Junior Reserve Officer Training Corps (AFJROTC) program is designed for young men and women looking for something different and challenging. The goal of the program is to instill in high school students the values of citizenship, service to their community, personal responsibility, and a sense of accomplishment. This is accomplished through a unique blend of classroom instruction, practical application and co-curricular activities using the United States Air Force model of education. The classroom and practical application portions are mandatory, while co-curricular activities are voluntary. The classroom instruction portion includes Aerospace Science, Leadership Education, and Wellness components. Students then have the opportunity to apply what they learned in the classroom as members of the cadet corps. Here students are organized into functional areas like that of an actual Air Force squadron. They are assigned jobs, tasks and earn cadet rank. Finally, a variety of extra-curricular and co-curricular activities are offered to reinforce and augment classroom concepts.

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

- A. Impact upon Scheduling/Staffing Needs: 1 class period/ 2 AFJROTC instructors
- B. Textbooks, Materials, Equipment, Technology Needs (List hardware and software)

None: Materials provided by the United States Department of Defense

C. Curriculum Writing Needs: *Please check*

None (specify) Curriculum is provided by the AFJROTC in accordance with the US Department of Defense.

D. Staff Development Needs: None

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

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.*

Mr. Hayden Moore, Principal, Dr. Kimberly Mancarella Vice Principal, Mr. Marc Lawrence Supervisor of Social Studies K-12

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

Mr. Marc Lawrence will assess and oversee the ROTC program at the high school for the 2013-2014 school year.

AFJROTC instructors will create Student Growth Objectives in order to assess student growth throughout the year.

Community service hours will be monitored to ensure that the community service quota for the program has been met by end of the 2013-2014 school year.

AFJROTC aims to increase enrollment in the 2014-2015 school year in order to meet program viability requirements outlined by the Department of Defense.

Revised 10/11

*The Public Schools  
West Orange, New Jersey*

*For Use of Curriculum Office*  
Date Proposal Submitted:  
To Office of Curriculum: 9/19/13  
To Curriculum Council: 9/19/13  
To Superintendent: 9/23/13  
To Board of Education: 10/7/13

New Course Proposal

I. Proposed Course Information

A. Proposed Course: **Leadership Education 100: Citizenship, Character & Air Force Tradition**

B. Sponsor of the Proposal: Air Force Junior ROTC

C. Department(s) or Area(s) JR ROTC

D. Projected Date of Implementation: 2013-2014 School Year

E. Grade(s) 9-12

F. Level (s) Regular

G. This course is:

A new course

H. This course is: \_\_\_\_\_ Required      X   Elective    \_\_\_\_\_ Full Year    \_\_\_\_\_ Semester  
\_\_\_\_\_ Other (Specify) \_\_\_\_\_

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

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

A. Course Objectives:

- Introduces cadets to AFJROTC, providing a basis for progression through the rest of the program, while instilling elements of good citizenship. As such, it should be the first LE course taken by new cadets. It contains sections on cadet and Air Force organizational structure; uniform wear; customs, courtesies, and other military traditions; health and wellness; fitness; individual self-control; and citizenship.

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

**Content Area**

Comprehensive Health and Physical Education

**Standard**

2.1 Wellness All students will acquire health promotion concepts and skills to support a healthy, active lifestyle.

**Strands**

A. Personal Growth and Development

CPI 2.1.12.A.2: Debate the social and ethical implications of the availability and use of technology and medical advances to support wellness.

## B. Nutrition

- CPI 2.1.12.B.1: Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.
- CPI 2.1.12.B.3: Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

## C. Diseases and Health Conditions

- CPI 2.1.12.C.1: Predict diseases and health conditions that may occur during one's lifespan and speculate on potential prevention and treatment strategies.

## D. Safety

- CPI 2.1.12.D.1: Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.
- CPI 2.1.12.D.2: Explain ways to protect against abuse and all forms of assault and what to do if assaulted.
- CPI 2.1.12.D.3: Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.
- CPI 2.1.12.D.4: Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.
- CPI 2.1.12.D.6: Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

## E. Social and Emotional Health

- CPI 2.1.12.E.3: Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.
- CPI 2.1.12.E.4: Develop a personal stress management plan to improve/maintain wellness.

## **Standard**

2.2 Integrated Skills. All students will develop and use personal and interpersonal skills to support a healthy, active lifestyle.

## **Strands**

### B. Decision-Making and Goal Setting

- CPI 2.2.12.B.2: Evaluate the impact of individual and family needs on the development of a personal wellness plan and address identified barriers.

### C. Character Development

- CPI 2.2.12.C.1: Analyze the impact of competition on personal character development.
- CPI 2.2.12.C.2: Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.
- CPI 2.2.12.C.3: Analyze current issues facing the disability community and make recommendations to address those issues.

**Standard**

2.3 Drugs and Medicines All students will acquire knowledge about alcohol, tobacco, other drugs, and medicines and apply these concepts to support a healthy, active lifestyle.

**Strands**

## B. Alcohol, Tobacco, and Other Drugs

CPI 2.3.12.B.1: Compare and contrast the incidence and impact of commonly abused substances (such as tobacco, alcohol, marijuana, inhalants, anabolic steroids, and other drugs) on individuals and communities in the United States and other countries.

CPI 2.3.12.B.2: Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.

CPI 2.3.12.B.3: Correlate increased alcohol use with challenges that may occur at various life stages.

## C. Dependency/Addiction and Treatment

CPI 2.3.12.C.1 Correlate duration of drug abuse to the incidence of drug-related injury, illness, and death. 2.3.12.B.2: Debate the various legal and financial consequences of the use, sale, and possession of illegal substances.

CPI 2.3.12.C.2: Analyze the effectiveness of various strategies that support an individual's ability to stop abusing drugs and remain drug-free.

CPI 2.3.12.C.3: Predict the societal impact of substance abuse on the individual, family, and community.

**Standard**

2.6 Fitness All students will apply health-related and skill-related fitness concepts and skills to develop and maintain a healthy, active lifestyle.

**Strands**

## A. Fitness and Physical Activity

CPI 2.6.12.A.1: Compare the short- and long-term impact on wellness associated with physical inactivity.

CPI 2.6.12.A.2: Design, implement, and evaluate a fitness plan that reflects knowledge and application of fitness-training principles.

CPI 2.6.12.A.3: Determine the role of genetics, gender, age, nutrition, activity level, and exercise type on body composition.

CPI 2.6.12.A.4: Compare and contrast the impact of health-related fitness components as a measure of fitness and health.

C. 21<sup>st</sup> Century Life and Careers Standards: *Include specific standards and cumulative progress indicators***Content Area**

21st-Century Life and Careers

**Standard**

9.1 21st-Century Life & Career Skills. All students will demonstrate the creative, critical thinking, collaboration, and problem-solving skills needed to function successfully as both global citizens and workers in diverse ethnic and organizational cultures.

**Strands**

## A. Critical Thinking and Problem Solving

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

## B. Creativity and innovation

CPI 9.1.12.B.3 Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.

## C. Collaboration, Teamwork, and Leadership

CPI 9.1.12.C.1 Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

CPI 9.1.12.C.5 Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.

## E. Communication and Media Fluency

CPI 9.1.12.E.1 Create messages for different purposes and audiences with sensitivity to cultural, gender, and age diversity, using various digital media outlets.

## F. Accountability, Productivity, and Ethics

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

## D. Cultural Diversity: *Review of instructional materials (provide examples)*

All materials produced and distributed by the U.S Department of Defense for Junior ROTC courses represent all racial, ethnic, and sexes equally and in the same capacity.

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

- Many students in our school are looking for a program that would help to instill a sense of pride, belonging, and prestige. Other students are in need of discipline, self-improvement, and confidence. The AFJROTC will provide such a program to the West Orange School District.

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

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

A. Impact upon Scheduling/Staffing Needs: 1 class period/ 2 AFJROTC instructors

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

None: Materials provided by the United States Department of Defense

C. Curriculum Writing Needs: *Please check*

None (specify) Curriculum is provided by the AFJROTC in accordance with the US Department of Defense.

D. Staff Development Needs: None

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

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.*

Mr. Hayden Moore, Principal, Dr. Kimberly Mancarella Vice Principal, Mr. Marc Lawrence Supervisor of Social Studies K-12

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

Mr. Marc Lawrence will assess and oversee the ROTC program at the high school for the 2013-2014 school year.

AFJROTC instructors will create Student Growth Objectives in order to assess student growth throughout the year.

Community service hours will be monitored to ensure that the community service quota for the program has been met by end of the 2013-2014 school year.

AFJROTC aims to increase enrollment in the 2014-2015 school year in order to meet program viability requirements outlined by the Department of Defense.

*THE PUBLIC SCHOOLS  
WEST ORANGE, NEW JERSEY*

Public Agenda

Date: 10/7/13Attachment # 13

**TEXTBOOK ADOPTION REQUEST**

Requested By: Ronald Brandt

Date: September 30, 2013

1. **Course Title:** Advanced Placement Chemistry
2. **Title:** Chemistry  
**Author:** Zumdahl & Zumdahl 9<sup>th</sup> Edition / AP  
**Publisher:** Brooks/Cole  
**Date of Publication:** 2014
3. **Describe the manner in which the new text will address:**
  - a. **Core Curriculum Content Standards and State Assessments:** This new edition of the textbook is specifically aligned with the AP curriculum and is based on the draft National Common Core Curriculum Standards (NCCCS) for Chemistry. The New Jersey Core Curriculum Content Standards (NJCCCS) are also encompassed in this overall curriculum design.
  - b. **Career Education:** Supplemental readings in many chapters link scientific concepts to practical applications in modern, industrial science.
  - c. **Cultural Diversity:** Outline those ways in which the selected textbook addresses the area of Cultural Diversity.

There is little representation of social issues in this college level chemistry textbook. Most objects presented are inanimate and abstract. However, diversity is demonstrated by the various scientists that are pictured in explanatory paragraphs. For example, two females are presented in a photograph concerning medical care and Dr. Salvatore Torquado, a Hispanic chemistry professor at Princeton University, is featured for his contributions.

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

Evaluations and sample copies of 4 textbooks generally were used in AP Chemistry courses (Brown & Lemay, Masterson, and Chang). Opinions of other teachers were gained through the AP Chemistry teacher's list serve.

5. **Rationale for Purchase:**

The College Board recommends that AP Chemistry texts be tied to the NCCCS and NGSS (Next Generation Science Standards). This text includes a connection to those standards.

6. **Criteria Used for Selection:**

Alignment to the NCCCS and NGSS. Readability

7. **Ancillary Materials and Technical Resources:**

On line resources are available to the teacher and the students. Test materials and study guides are included in the price.

8. **Budget:**

Price per Textbook	Number of Copies Expected to Order	Total Anticipated Cost
\$204.16	X 20	= \$4083.20
Ancillary Materials and Technical Resources Cost		200.00 shipping
	<b>Total</b>	<b>\$4283.20</b>

9. **Readability Level Studies Conducted with Reading Levels:**

Standard reading measures were used to evaluate this text. It is written at the 11<sup>th</sup>-12<sup>th</sup> grade level.

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 Chemistry  
Author/Publisher Zumdahl & Zumdahl, Brooks/Cole Publication Date 2014  
Department Science Supervisor J. Charney  
Course/Grade Level Advanced Placement Chemistry Gr. 11/12 Date 9/30/2013

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 X A great deal \_\_\_\_\_

Cite examples: There is little opportunity, as most topics are abstract and deal with inanimate objects. However, gender and ethnic diversity are shown in sample photographs and supplemental stories accompanying the text. For example, S. Torquea, a Hispanic professor at Princeton University is featured in a side panel for his contributions. A photo displaying 2 females is used to portray medical care.

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 X A great deal \_\_\_\_\_

Cite examples: As mentioned above, most illustrations are at the molecular level.

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 X A great deal \_\_\_\_\_

Cite examples: Career possibilities are presented in gender and ethnically neutral terms. Photographs, when used, are gender balanced.

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

Not at all   X   Some \_\_\_\_\_ A great deal \_\_\_\_\_

Cite examples:   Not found in chemistry textbooks  

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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   X   Some \_\_\_\_\_ A great deal \_\_\_\_\_

Cite examples:   Not found in chemistry textbooks  

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6. Is language:

a. Free of sex bias?

Yes   X   No \_\_\_\_\_

Explain:   All chemistry concepts are presented in neutral molecular terms.  

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b. Free of cultural bias?

Yes   X   No \_\_\_\_\_

Explain:   All chemistry concepts are presented in neutral molecular terms  

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c. Free of racial bias?

Yes   X   No \_\_\_\_\_

Explain:   All chemistry concepts are presented in neutral molecular terms.  

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

Yes  X  No \_\_\_\_\_

Explain:  Mostly neutral molecular language. Only occasional references to living species.   
\_\_\_\_\_  
\_\_\_\_\_

COMPLETED BY:  Ronald Brandt

DATE:  9/30/2013

Reviewed by:  Dr. J. Charney   
 Interim Science Supervisor

Date:  10/1/13

**Courses of Study/Textbooks  
2013-2014**

*Public Agenda*  
Date: 10/7/13  
Attachment # 4

ESL				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K	ESL Kindergarten	No Text-Variou Resources	Various publishers	
1	ESL K-5 Curriculum, Grade 1	No Text-Variou Resources	Various publishers	
2-5	ESL Grades 2-5, Beginners	No Text-Variou Resources	Various publishers	
2-5	ESL, Grades 2-5, Intermediate	No Text-Variou Resources	Various publishers	
2-5	ESL Grades 2-5, Advanced	No Text-Variou Resources	Various publishers	
6-8	ESL Grades 6-8, Beginners	No Text-Variou Resources	Various publishers	
		Keys to Learning	Longman Pearson Education	2005
6-8	ESL Grades 6-8, Intermediate	Shining Star, Level B	Longman Pearson	2004
6-8	ESL Grades 6-8, Advanced	Visions, Level C	McCloskey and Stack, Thompson Heinle	2004
9-11	ESL 1	No Text-Variou Resources	Various publishers	
9-11	ESL 2	High Point, Level C	Hampton-Brown	2003
9-10	ESL 3 Contemporary Themes	No Text-Variou Resources	Various publishers	
9-10	ESL 3 Literature	No Text-Variou Resources	Various publishers	
10-11	ESL 4 Contemporary Themes	No Text-Variou Resources	Various publishers	
10-11	ESL 4 Literature	No Text-Variou Resources	Various publishers	
11	ESL 5 Contemporary Themes	No Text-Variou Resources	Various publishers	
11	ESL 5 Literature	No Text-Variou Resources	Various publishers	
12	ESL Effective Communications	No Text-Variou Resources	Various publishers	

**Courses of Study/Textbooks  
2013-2014**

Fine Arts				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-5	Vocal Music	Share the Music	MacMillan McGraw Hill	2003
4-5	Band	No Text	Various publishers	
4-5	Strings	No Text	Various publishers	
6	Vocal Music	No Text		
6	General Music	No Text		
6-8	Band	No Text	Various publishers	
6-8	String Orchestra	No Text	Various publishers	
7-8	Chorus	No Text		
9	Freshman Band	No Text	Various publishers	
10-12	Concert Band	No Text	Various publishers	
10-12	Wind Ensemble/Honors Wind Ensemble	No Text	Various publishers	
9-12	Orchestra	No Text	Various publishers	
10-12	Chamber Orchestra/Honors Chamber Orchestra	No Text	Various publishers	
10-12	Chamber Choir/Honors Chamber Choir	No Text		
9-12	Choir for Treble Voices/Tenor Bass Voices	No Text		
10-12	Concert Choir	No Text		
10-12	Music In Our World	Music, It's Role in Our Lives Supplemental Online Resources	Glencoe McGraw Hill	2000
10-12	AP Music Theory	Tonal Harmony	McGraw/Hill	2004
9-12	Music Theory	The Fundamentals of Music	Pearson Prentice Hall	2004
9-12	Voice Class	No Text		
9-12	Piano Lab	SoundTree Keyboard Lab Curriculum	Alfred's Publishing	2012
K-5	Art	No Text		
4-5	Studio Art	No Text		
6	Art	No Text		
7	Art	No Text		
8	Art	No Text		
9-12	Art 1A/ Art 1B	No Text		
10-12	Art 2A/ Art 2B	No Text		
11-12	Art 3	No Text		
12	Art 4	No Text		
12	Honors Art 4/AP Studio Art	No Text		
10	Art and the Human Experience	Discovering Art History	Davis Publications Inc	2007
9-12	3-Dimensional Design 1	No Text		
10-12	3-Dimensional Design 2	No Text		
10-12	3-Dimensional Design 3	No Text		
10-12	3-Dimensional Design 4	No Text		
11	3-Dimensional Design 5	No Text		

**Courses of Study/Textbooks  
2013-2014**

<b>Guidance</b>				
<b>Grade</b>	<b>Course of Study</b>	<b>Textbook Title</b>	<b>Publishing Company</b>	<b>Edition Date</b>
K-5	Elementary School Counseling Program	No Text		
6-8	Middle School Counseling Program	No Text		
9-12	High School Counseling Program	No Text		

**Courses of Study/Textbooks  
2012-2013**

<b>Language Arts</b>				
<b>Grade</b>	<b>Course of Study</b>	<b>Textbook Title</b>	<b>Publishing Company</b>	<b>Edition Date</b>
K-2	English Language Arts	Phonics Lessons: Letters, Words and How They Work	Heinemann	2003
3	English Language Arts	Word Study Lessons: Phonics, Spelling, and Vocabulary	Heinemann	2004
K-5	English Language Arts	Fountas and Pinnell Benchmark Assessment System	Heinemann	2010
K-5	English Language Arts	Making Meaning: Strategies That Build Comprehension and Community	Developmental Studies Center	2008
K-5	English Language Arts	Leveled Libraries	Trade Books	Various
K-5	English Language Arts	Being A Writer	Developmental Studies Center	2010
K-5	English Language Arts	Making Meaning Vocabulary	Developmental Studies Center	2008
4-5	English Language Arts	Guided Spelling: Developing Thoughtful Spellers	Developmental Studies Center	2009
K-5	English Language Arts	Fountas & Pinnell Guided Reading Libraries	Scholastic, Inc	2011
K-3	English Language Arts	Leveled Literacy Intervention System	Heinemann	2009, 2013
3-5	Reading	Read 180 Next Generation	Scholastic, Inc.	2011
6	English Language Arts	Fountas and Pinnell Guided Reading Library-Nonfiction Texts (Edison)	Scholastic, Inc.	2011
6	English Language Arts	Fountas and Pinnell Benchmark Assessment System	Heinemann	2010
6	English Language Arts	Leveled Libraries	Trade Books	Various
6	English Language Arts	Elements of Literature	Holt, Rinehart and Winston	2005
7	English Language Arts	Elements of Literature	Holt McDougal	2009
7	English Language Arts Honors	Elements of Literature	Holt McDougal	2009
7	ELA, ELA Honors	Leveled Libraries	Trade Books	Various
7	Reading	Making Meaning: Strategies That Build Comprehension and Community	Developmental Studies Center	2006
7	Reading	Leveled Libraries	Trade Books	Various
8	English Language Arts	Elements of Literature	Holt McDougal	2009
8	English Language Arts Honors	Elements of Literature	Holt McDougal	2009
8	ELA, ELA Honors	Leveled Libraries	Trade Books	Various
9	Learning Strategies for Improving Language Arts Skills	Various publications	Various publishers	n/a
9	Honors English 9	Elements of Literature Novels, short stories, poems, various publications	Holt, Rinehart and Winston Various publishers	2005 n/a
9	English 9	Elements of Literature Novels, short stories, poems, various publications	Holt, Rinehart and Winston Various publishers	2005 n/a
10	Honors English 10	Elements of Literature Novels, short stories, poems, various publications	Holt, Rinehart and Winston Various publishers	2005 n/a

**Courses of Study/Textbooks  
2012-2013**

<b>Language Arts</b>				
<b>Grade</b>	<b>Course of Study</b>	<b>Textbook Title</b>	<b>Publishing Company</b>	<b>Edition Date</b>
		Elements of Literature	Holt, Rinehart and Winston	2005
10	English 10	Novels, short stories, poems, various publications	Various publishers	n/a
10-11	SAT Preparation	No Text	Various publishers	
11	Survey of Amer. Literature - 11th grade	Novels, short stories, poems, various publications	Various publishers	n/a
11	Advanced Placement Language and Composition	Novels, short stories, poems, various publications	Various publishers	n/a
12	Advanced Placement Literature	Novels, short stories, poems, various publications	Various publishers	n/a
12	Survey of British and World Literature	Novels, short stories, poems, various publication	various publishers	n/a
12	Honors Survey of British and World Lit	Novels, short stories, poems, various publications	Various publishers	n/a
12	Mythology (Elective)	Short stories, novels	Various publishers	n/a
12	Effective Communication	Journeys-Findings Level 12	Holt, Rinehart and	2005
9-10	Journalism, IA/IB	No Text	Various publishers	n/a
11-12	Advanced Journalism, II-IV	No Text	Various publishers	n/a
10-12	Creative Writing	No Text	Short stories, novels	n/a
10-12	Theatre Arts/Dramatics	Contemporary Monologues	Prentice Hall	2009
10-12	Advanced Theatre Arts/Dramatics	Contemporary Monologues	Prentice Hall	2009
11-12	Public Speaking	No Text	Various publishers	n/a
11-12	Advanced Public Speaking	No Text	Various publishers	n/a



**Courses of Study/Textbooks  
2013-2014**

Library Media Center				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
PreK	Library Media Center, PreK	No Text		
K-5	Library Media Center, Elementary	No Text		
6-8	Library Media Center, Middle School	No Text		
9-12	Library Media Center, High School	No Text		

**Courses of Study/Textbooks  
2013-2014**

<b>Mathematics</b>				
<b>Grade</b>	<b>Course of Study</b>	<b>Textbook Title</b>	<b>Publishing Company</b>	<b>Edition Date</b>
K-5	Mathematics, K-5	Everyday Math 3	McGraw-Hill/Wright	2012
6-8	Mathematics, 6-8	Connected Math 3	Pearson	2014
7-9	Algebra 1/Honors Algebra 1	Algebra 1 New Jersey Edition	Prentice Hall	2010
9	Learning Strategies for Improving Mathematics Skills	Various publications	Various publishers	n/a
8-10	Geometry/ Honors Geometry	Geometry	Glencoe	2012
9-11	Algebra 2/ Honors Algebra 2	Algebra 2	Glencoe	2003
10-11	SAT Preparation	No Text	Various publishers	
10-12	Computer Science A	Visual Basic.Net	Thomson	2003
10-12	Computer Programming C++	No Text	Various publishers	
11-12	Integrated Mathematics	No Text	Various publishers	
10-12	Pre-Calculus/ Honors Pre-Calculus	Advanced Mathematical Concepts	Glencoe McGraw Hill	2001
11-12	Advanced Placement Statistics	The Practice of Statistics	W. H. Freeman	1999
11-12	Advanced Placement Calculus	Calculus	Houghton Mifflin	2006
11-12	Advanced Placement Computer Science	Various publications	Various publishers	n/a
11-12	Java	Various publications	Various publishers	n/a
12	Selected Topics in Mathematics	Various publications	Various publishers	n/a

**Courses of Study/Textbooks  
2013-2014**

<b>Physical Education</b>				
<b>Grade</b>	<b>Course of Study</b>	<b>Textbook Title</b>	<b>Publishing Company</b>	<b>Edition Date</b>
K-6	Health Education	No Text	Various Resources Manipulatives	
7	Family Living	No Text	Various Resources Manipulatives	
8	Health Education	No Text	Manipulatives	
9	Family Living 9	No Text	Various Resources Manipulatives	
10	Driver Education Theory	The NJ Driver Manual	NJ Motor Vehicle Commission	2012
11	Health Education	No Text	Various Resources Manipulatives	
12	First Aid and CPR	First Aid/CPR/AED Participants Manual	The American National Red Cross	2011
K-12	Physical Education	No Text	Various Resources Manipulatives	

**Courses of Study/Textbooks  
2013-2014**

Science					
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date	Anticipated Textbook Adoption Date
K-5	Elementary Science Curriculum	Science	Macmillan/McGraw-Hill	2005	
6-8	Middle School Science Curriculum	Science Explorer Series	Prentice Hall	2005	
9	Biology	An Everyday Experience	Glencoe	2003	2014-2015
9	Honors Biology	The Dynamics of Life	Glencoe	2004	2014-2015
10-11	Chemistry	Connections to Our Changing World	Prentice Hall	2000	2015-2016
10-11	Honors Chemistry	Matter and Change	Glencoe	2002	2015-2016
11-12	Physics & Honors Physics	No Text	Various publishers		2014-2015
10-12	Honors Environmental Science	The Study of Interrelationships	Brooks/Coles Pub	2008	
11-12	Dynamics of Health Care in Society	UMDNJ	Various publishers		2013-2014
11-12	Anatomy & Physiology I	UMDNJ	Various publishers		
11-12	A. P. Biology	Biology	Addison Wesley	2007	
11-12	A. P. Chemistry	Chemistry	Brooks/Coles Pub.	2014	2013-2014
11-12	A. P. Environmental Science	The Living Environment	Brooks/Coles Pub.	2008	
11-12	Earth Science	Earth Science	Prentice Hall	2006	
1-12	Research Methods in Science	STEM Student Research Handbook	National Science Teachers Association Press	2011	
12	A. P. Physics	No Text	Various publishers		

**Courses of Study/Textbooks  
2013-2014**

<b>Social Studies</b>				
<b>Grade</b>	<b>Course of Study</b>	<b>Textbook Title</b>	<b>Publishing Company</b>	<b>Edition Date</b>
Kdg	You and Your Family	My World	Pearson	2013
1	The Family and the Neighborhood	My World	Pearson	2013
2	The Neighborhood and Community	My World	Pearson	2013
3	Communities	My World	Pearson	2013
4	The State Community	My World	Pearson	2013
5	Early American History (Native Americans-1820)	My World	Pearson	2013
K-5	Holocaust Resource	NJ Holocaust/Genocide Program	NJDOE	2004
6	American History Through Industrialism (Early Settlement-1900)	History Alive! US Through Industrialism	TCI	2011
7	Citizenship, Economics, and You	Civics in Practice	Houghton Mifflin	2011
8	Ancient Civilizations	Ancient Civilizations Through the Renaissance	Houghton Mifflin	2012
9-12	Aerospace Science 100	A Journey Into Aviation History	Pearson	2007
9-12	Leadership Education 100	Leadership Education 1	McGraw Hill	2005
9	Modern World History	World History: Connections to Today: The Modern Era	Prentice Hall	2003
9	The Law: Rights and Responsibilities	Street Law: Seventh Edition	McGraw Hill	2005
10	United States History I	America Pathways to the Present	Pearson-Prentice Hall	2003
10	Honors United States History I	The Americans/AMSCO: United States History	McDougal/Littell AMSCO	2003 2010
11	United States History II	The Americans: America Pathways to the Present	McDougal/Littell: Pearson-Prentice Hall	2003
11	Honors United States History II	The Americans	McDougal/Littell	2003
11	AP United States History	The American Nation/AMSCO	Congage Pub AMSCO	2008 2010
11-12	Money, Markets and the Economy	Economics	Pearson	2013
11-12	Cultural Anthropology	No Text	Various resources	
11-12	Power and Politics	No Text	Various resources	
11-12	Shaping Western Thought	Archetypes of Wisdom: Fourth Edition	Wadsworth	2001
11-12	The Individual in Society	Psychology and You	McMahon-Romano	2009
11-12	AP Government and Politics	American Government	Houghton Mifflin	2005
11-12	History of Race, Class, Gender and Ethnicity in America	No Text	Various resources	
11-12	Modern America Through Media	No Text	Various resources	
12	AP World History	The Earth and Its People	Houghton Mifflin	2009
12	AP Psychology	Myers' Psychology for AP	Worth Publishing	2010

**Courses of Study/Textbooks  
2013-2014**

World Languages				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-1	Elementary Spanish	Salsa Video Series	Georgia Public Broadcasting	2007
2-5	Elementary Spanish	No Text	Various publishers	
6	Spanish, Grade 6 Spanish	Como te va B	McGraw Hill Glencoe	2007
7	Spanish, Grade 7	Como te va B Various ancillaries	McGraw Hill Glencoe Various publishers	2007
8-12	Chinese 1	Chinese for Youth	Far East Trade	2007
9-12	Chinese 2 / 2 Honors	Chinese Made Easy	Joint Publishing	2008
9-12	Chinese 3 / 3 Honors	Easy Steps to Chinese	Beijing Lang. & Cult	2008
9-12	Chinese 4 / 4 Honors	Integrated Chinese, Level 2	Cheng & Tsui 3rd Ed.	2009
9-12	AP Chinese	Integrated Chinese, Level 2	Cheng & Tsui 3rd Ed.	2010
8-12	French 1	C'est a toi 1	EMC Paradigm	2007
9-12	French 2 / 2 Honors	C'est a toi 2	EMC Paradigm	2007
9-12	French 3	Allez Viens 3	EMC Paradigm	2000
9-12	French 3 Honors	Allez Viens 3	EMC Paradigm	2000
9-12	French 4	Allez Viens 3	EMC Paradigm	2000
9-12	French 4 Honors	Allez Viens 3	EMC Paradigm	2000
9-12	AP French Language	Imaginez	Vista Higher Learning	2008
8-12	Italian 1	Super Ciao 1A	Editrice La Scuola	2005
9-12	Italian 2 / 2 Honors	Super Ciao 1B	Editrice La Scuola	2005
9-12	Italian 3	SuperCiao 2	Editrice La Scuola	2005
9-12	Italian 3 Honors	SuperCiao 2	Editrice La Scuola	2005
9-12	Italian 4	SuperCiao 2	Editrice La Scuola	2005
9-12	Italian 4 Honors	SuperCiao 2	Editrice La Scuola	2005
9-12	AP Italian	Superciao 3	Editrice La Scuola	2005
8-12	Spanish 1	Navegando 1	EMC Paradigm	2005
9-12	Spanish 2 / 2 Honors	Navegando 2	EMC Paradigm	2005
9-12	Spanish 3	Navegando 2	EMC Paradigm	2005
9-12	Spanish 3 Honors	Dime Pasaporte/Navegando 3	McDougal Littell	2005
9-12	Spanish 4	Navegando 3	EMC Paradigm	2005
9-12	Spanish 4 Honors	Navegando 3	EMC Paradigm	2005
9-12	AP Spanish Language	Various ancillaries	Various publishers	
9-12	AP Spanish Literature	Abriendo Puertas 1 & 2	McDougal Littell	2003
9-12	Beginning Heritage Spanish	No Text - Various ancillaries	Various publishers	
9-12	Intermediate Heritage Spanish	No Text - Various ancillaries	Various publishers	
9-12	Pre-Advanced Heritage Spanish	No Text - Various ancillaries	Various publishers	

**Courses of Study/Textbooks  
2013-2014**

<b>Business Education</b>				
<b>Grade</b>	<b>Course of Study</b>	<b>Textbook Title</b>	<b>Publishing Company</b>	<b>Edition Date</b>
6	Keyboarding	Software: UltraKey, Word	Microsoft	2007
7	Computer Applications I	Microsoft Office 2007 Fundamentals	Cengage	2011
7	Computer Applications I	Software: UltraKey, Word, Excel.	Microsoft	2007
8	Computer Applications II	Microsoft Office 2007 Fundamentals	Cengage	2011
8	Computer Applications II	Software: UltraKey, PowerPoint, Publisher.	Microsoft	2007
9-12	Word Processing	Microsoft Office Word 2010	Cengage	2011
9-12	Microsoft Office	Microsoft Office Word, PowerPoint, Excel, Access 2010 (4 books)	Cengage	2011
9-12	Accounting 1A and 1B	Century 21 South-Western Accounting Edition 9E General Journal	South Western-Cengage	2009
10-12	Advertising	Contemporary Media and Internet	Magazines, Newspapers and Mass Media	current
10-12	Marketing	Marketing Essentials	Glencoe McGraw-Hill	2009
9-12	Excel	Perspectives Microsoft Office Excel 2010	Cengage	2011
9-12	Digital Design and Multi-Media Applications	Adobe InDesign Revealed CS5 Adobe Dreamweaver CS5	Cengage	2011
10-12	College Accounting	Advanced Accounting Century 21	South Western	2012
9-12	Personal Finance A & B	Personal Financial Literacy 2e and Various Publications	South Western	2012
10-12	Business Law	Law for Business and Personal Use	South Western	2006
12	Cooperative Business Education	Succeeding in the World of Work	McGraw-Hill	2012
9-12	IT Essentials	HP IT Essentials I-lab book	Cisco Systems	2005
10-12	Cisco Networking Academy Discovery, 1 and 2	Networking Basics CCNA I Routers and Routing Basics CCNA II	Cisco Systems	2007
11-12	Cisco Networking Academy Discovery 3	Switching Basics and Intermediate Routing CCNA III	Cisco Systems	2007
11-12	Cisco Networking Academy Discovery 4	Wan Technologies	Cisco Systems	2007
11-12	Tomorrow's Teacher	Various Publications		current
10-12	Paralegal Studies	Various Publications	various	current
9-12	Business Organization and Management	Project-Based		
9-12	Concepts of Entrepreneurship	Project-Based		

**Courses of Study/Textbooks  
2013-2014**

Family and Consumer Science				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
8	Life Skills	Contemporary Media and Internet	Current Magazines, Newspapers and Mass Media	
9-12	Fashion Clothing A	Clothes and Your Appearance	Goodheart Wilcox	2004
9-12	Fashion Clothing B	Clothes and Your Appearance	Goodheart Wilcox	2004
9-12	Foods for Fitness A	Food for Today	Glencoe	2010
9-12	Foods for Fitness B	Food for Today	Glencoe	2010
9-12	Interior Design A	Homes Today and Tomorrow	Glencoe	2002
9-12	Interior Design B	Homes Today and Tomorrow	Glencoe	2002
10-12	Advanced Clothing A	Fashion! Successful Sewing	Goodheart Wilcox Goodheart Wilcox	2002
10-12	Advanced Clothing B	Fashion! Successful Sewing	Goodheart Wilcox Goodheart Wilcox	2002
10-12	Multicultural Foods A	Guide to Good Food	Goodheart Wilcox	2010
10-12	Multicultural Foods B	Guide to Good Food	Goodheart Wilcox	2010
10-12	Early Childhood and Family Studies I	Parenting: Rewards and Responsibilities Children: The Early Years	Glencoe Goodheart Wilcox	2007 2006
10-12	Early Childhood and Family Studies II	Working with Young Children	Goodheart Wilcox	2008
11-12	Early Childhood and Family Studies III	Child Care Today	Glencoe	2012
11-12	Tailoring A	Fashion! Successful Sewing	Goodheart Wilcox Goodheart Wilcox	2002
11-12	Tailoring B	Fashion! Successful Sewing	Goodheart Wilcox Goodheart Wilcox	2002
11-12	Fashion Merchandising	Fashion Marketing and Merchandizing	Goodheart Wilcox	2007
12	Senior Cuisine A	Food for Today	Glencoe	2010



**Courses of Study/Textbooks  
2013-2014**

Technical Education				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
7	Technology 1	Introduction to Technology	Glencoe	2010
8	Technology 2	Introduction to Technology	Glencoe	2010
9-12	Introduction to Technology	No text	Various publishers	N/A
9-12	Technical Drawing 1 A	Basic Technical Drawing	McGraw Hill	2004
9-12	Technical Drawing 1 B	Basic Technical Drawing	McGraw Hill	2004
9-12	Technical Drawing 2	Basic Technical Drawing	McGraw Hill	2004
9-12	Graphic Communications 1	Adobe InDesign Revealed CS3 Macromedia Dreamweaver 8	Course Technology Course Technology	2007 2008
9-12	Basic Woodworking	Wood Technologies and Processes	Glencoe	2006
10-12	Power Systems	No text	Various publishers	N/A
10-12	Graphic Communications 2	Adobe InDesign Revealed CS3 Macromedia Dreamweaver 8	Course Technology Course Technology	2007 2008
10-12	Machine Woodworking	Wood Technologies and Processes	Glencoe	2006
10-12	Jewelry and Lapidary	No text	Various publishers	N/A
10-12	Basic Electricity	No text	Various publishers	N/A
11-12	Architectural Design	No text	Various publishers	N/A
11-12	Photography	Adobe Classroom in a Book	Course Technology	2009
11-12	Automotive Technology 1	Auto Diagnostic, Service and Repairs	Goodheart Wilcox	2003
11-12	Advanced Machine Woodworking	Wood Technologies and Processes	Glencoe	2006
		Carpentry and Building Construction	Glencoe	2004
11-12	Residential Construction Technology I	Wood Technologies and Processes	Glencoe	2006
		Carpentry and Building Construction	Glencoe	2004
11-12	Residential Construction Technology II	Wood Technologies and Processes	Glencoe	2006
		Carpentry and Building Construction	Glencoe	2004
11-12	Electronics	No text	Various publishers	N/A
12	Automotive Technology 2	No text	Various publishers	N/A

**Courses of Study/Textbooks  
2013-2014**

<b>Special Education</b>				
<b>Grade</b>	<b>Course of Study</b>	<b>Textbook Title</b>	<b>Publishing Company</b>	<b>Edition Date</b>
Preschool	Preschool	No Text	Various publishers	
9	Career Awareness and Preparation	No Text	Various publishers	
10	Career Exploration	No Text	Various publishers	
9-12	Study Skills I, II	No Text	Various publishers	

**Courses of Study/Textbooks  
2013-2014**

<b>Small Learning Communities</b>		
<b>School</b>	<b>Grade</b>	<b>Small Learning Community</b>
Washington	K, 5	Green School
WOHS	9, 10	Institute for Humanities
WOHS	9	Special Needs Students
WOHS	9, 10	Institute for Math & Science
WOHS	10	Institute for Civic Empowerment
WOHS	9-12	WOHS Achievement Program
WOHS	9-12	Horizons Program
WOHS	9-12	Advancement via Individual Determination (AVID)
WOHS	9-12	English as a Second Language (ESL) Program







WEST ORANGE PUBLIC SCHOOLS  
DEPARTMENT OF SPECIAL SERVICES

Public Agenda  
Date: 10/7/13  
Attachment # 7

179 Eagle Rock Avenue • West Orange • New Jersey • 07052  
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Fax: 973-669-8601

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

**DATE:** September 24, 2013  
**TO:** James O'Neill  
**FROM:** Constance Salimbeno *cos*  
**RE:** Agenda Item

Request approval of tuition for the 2013-2014 School Year Out-Of-District placements for the following:

STUDENT # 2013-2014	CLASSIFICATION	PLACEMENT	TUITION
#29 Start date 9/13/13	Multiple Disabilities	Willowglen Academy Newton, NJ	\$51,732.79 \$289.01
#121 Start date 9/10/13	Autistic	New Beginnings Fairfield, NJ	\$56,899.80 \$316.11 per diem
#122 Start date 9/6/13	Autistic	Sawtelle Learning Center Montclair, NJ	\$53,103.60 \$295.02 per diem
#123 Start date 9/23/13	Preschool Disabilities	Reed Academy Oakland, NJ	\$80,750 \$475 per diem

c: Mark Kenney

## AGREEMENT

This Agreement is made this        day of October 2013 by and between the BOARD OF EDUCATION OF THE TOWNSHIP OF WEST ORANGE (the Board) and AMY SIMON SAYS LLC (Simon).

Now, Therefore, in consideration of the mutual covenants and promises set forth below, the Board and Simon, agree to the following terms and conditions:

1. The Board shall retain the services of Simon for public relations work for the school district. This agreement shall commence on September 20, 2013 and terminate on June 30, 2014. Simon shall receive a monthly retainer fee of \$3,000 for its services.
2. Simon's services shall include, but not be limited to, the following: gathering information and images for the writing and distributing of press releases to local and regional media on 5 to 7 topics each month as directed by the Superintendent. The topics will be provided at least one week in advance of expected delivery. Simon will coordinate the photos and content submitted by the schools and utilize them at its discretion to enhance the image of the school district. The material submitted by the schools will result in at least 12 releases to the media each month. Simon will also forward the material generated above, after review by the Superintendent, to the district's webmaster for posting on the district's website. In addition, Simon will post the material generated above, after review by the Superintendent, on the district's Facebook and Twitter. Additional information about the school district may be gathered by Simon at its discretion from the PTAs and related organizations and posted to the district's social media. Further, Simon will attend at least 5 to 7 Board and school functions and events each month as part of its duties and at the direction of the Superintendent. Advance notice of these events and functions will be provided Simon when possible. Simon will also provide content from the above for the West Orange Outlook, with the submissions to be facilitated by the Superintendent's office.
3. It is understood that all releases and materials produced by Simon shall be reviewed by the Superintendent before dissemination. For all activities under this agreement, Simon shall report directly to the Superintendent.
4. Simon shall be paid within 30 days of submission of monthly invoices. If the Board requires additional work from Simon that is not set forth in this agreement, Simon will bill the Board in 15-minute increments at \$187 an hour. However, said



additional work shall not cause the total compensation for Simon for the term of this agreement to exceed \$35,990.

5. This agreement may be terminated by either Simon or the Board upon 30 days' written notice. Any outstanding fees due Simon will be paid by the Board within 30 days of said notice.
6. Simon will submit a report of its activities to the Board each month.
7. Simon shall be responsible for any expenses and costs incurred by it in performing its duties for the Board.
8. All work product created by Simon on behalf of the Board shall become the property of the Board. However, said work product may be used by Simon for any and all promotional materials related to Simon subject to prior approval by the Board.
9. This agreement shall be governed by the laws of the State of New Jersey.
10. If any provision of this agreement is held to be contrary to the law, then the remaining provisions of this agreement shall be unaffected and continue in full force and effect.
11. This agreement embodies the entire understanding of Simon and the Board. The terms and conditions of this agreement shall not be modified except by written consent of Simon and the Board.

In Witness Whereof, the Board has caused this agreement to be signed by its President and duly attested by its Secretary and Simon has hereunto signed the day and year first above written.

BOARD OF EDUCATION OF THE  
TOWNSHIP OF WEST ORANGE

AMY SIMON SAYS LLC

By: \_\_\_\_\_  
Michelle Casalino, President

By: \_\_\_\_\_  
Amy B. Simon

ATTEST:

\_\_\_\_\_  
Mark Kenney, Secretary