

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting - 8:00 p.m. – November 12, 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 October 21 and November 4, 2013 (Att. #1)

- IV. QUESTIONS FROM THE PUBLIC ON AGENDA ITEMS

- V. SUPERINTENDENT’S AND/OR BOARD’S REPORTS
 - A. Pleasantdale School Presentation
 - B. Second Reading of the Following Board Policy:
Certification 4112.20

- VI. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS
 - A. PERSONNEL

1. Resignations

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

James McCormick, Science Teacher, WOHS, effective 11/25/13

Nicholas Misretta, Instructional Assistant, Roosevelt School, effective retroactive to 11/11/13

Rosa Valencia, Clerical Aide and Breakfast Coordinator, Pleasantdale School, effective retroactive to 11/11/13

Denise Crookhorn, General Education Aide, Mt. Pleasant School, effective 11/15/13

2. Appointments

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

Ellen Tiedeken, Art Teacher, Pleasantdale School, maternity leave replacement, MA-1, \$269.30 per diem, effective 11/11/13-5/1/14 (replacement)

Jessica Siegel, Resource Room Teacher, Mt. Pleasant School, leave replacement, BA-1, \$252.20 per diem, effective retroactive to 11/1/13-12/31/13 or until leave employee is released by physician (replacement)

Bosede Alabi, Kindergarten Teacher, Hazel School, leave replacement, BA-1, \$252.20 per diem, effective retroactive to 11/1/13 until leave employee is able to resume position (replacement)

Julie Peters, Reading Specialist, Washington School, leave replacement, MA-1, \$269.30 per diem, effective retroactive to 11/1/13 until leave employee is released by physician (replacement)

James Casalino, Technology Education Teacher, WOHS, leave replacement, MA-1, \$269.30 per diem, effective retroactive to 11/1/13 until leave employee is released by physician (replacement)

Adren Mulaj, Social Studies Teacher, WOHS, leave replacement, BA-1, \$252.20 per diem, effective retroactive to 11/1/13-12/20/13 (replacement)

Nicole Payne, Music Teacher, Gregory/Redwood/Washington Schools, BA-2, \$50,811, effective 1/2/14 (replacement)

Marc Lawrence, Supervisor, Junior ROTC, WOHS, \$4,113

Brayan Martinez, Instructional Aide, WOHS, BA-1, \$27,469, effective retroactive to 10/29/13 (additional)

Jorge Comacho, Instructional Aide, Mt. Pleasant School, BA-1, \$27,469, effective 11/13/13 (replacement)

Jennifer Ferlauto-Wasky, Part-time Instructional Aide, Roosevelt School, MA-1, \$24.59/hour, not to exceed 20 hour/week, effective as soon as possible (replacement)

Cindy Klein, Part-time Instructional Aide, Roosevelt School, BA-1, \$22.89/hour, not to exceed 20 hours/week, effective as soon as possible (replacement)

Raul Contreras Veloz, District Maintenance/Utility, Buildings and Grounds Department, Maintenance Guide-5, \$41,280.99, effective 11/13/13 (replacement)

Steven Ferrara, WOHS Auto Shop Teacher, to perform Buildings and Grounds equipment repairs, on an as-needed basis, for an hourly rate of \$50

2013-2014 Spring Coaching Assignments, WOHS, effective Spring 2014, as per the attached (Att. #2)

2013-2014 Winter/Spring Coaching Assignments, Liberty and Roosevelt Middle Schools, effective 11/13/13, as per the attached (Att. #3)

2013-2014 Winter Head Cheerleading Coaches:

- **Kim Carissimo, Roosevelt School, \$4,817**
- **Kayla Negron, Liberty School, \$4,817**

Jodie Goldstein and Ana Shaw as instructors for *Social Skills through Expressive Art*, an after school program, for the period 10/22/13-6/11/14, at an hourly rate per instructor of \$109.50, for a total program cost of \$13,140 (\$6,570 per instructor)

Nancy Feldman, Pleasantdale School, Lead Nurse, \$2,000 stipend, effective retroactive to 9/1/13

Veronica Traversari, NCLB/Title I Hazel Elementary School Adult English Learner Literacy Class Instruction, \$5,040, to be paid from NCLB/Title I funds

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

- **Appoint Debra Franek, Co-Advisor, Health Careers Club, WOHS, \$698**
- **Appoint Jodi Costanza, Co-Advisor, Health Careers Club, WOHS, \$698**
- **Appoint Timothy Miskimon, Volunteer Advisor, Rho Kappa/Social Studies Honor Society, WOHS**
- **Appoint Hope Thomas, Volunteer Advisor, Healthy Living Club, WOHS**
- **Appoint Jesse Aporta, Volunteer Advisor, Caribbean Club, WOHS**
- **Appoint Lisette Villalobos, Advisor, Art Club, Liberty School, \$1,396**
- **Appoint Tracey Gordon, Conflict Resolution/Peer Mediation Advisor, Roosevelt School, \$1,396**
- **Appoint Boris Ioshpa, Advisor, Math Club, Hazel School, \$500**
- **Appoint Karen Lott, Advisor, Student Council, Hazel School, \$1,396**
- **Appoint Mary Beth Olsinski, Advisor, Elementary STEM Club, Hazel School, \$500**
- **Appoint Geraldina Scalia, Advisor, Zumba Club, Hazel School, \$500**
- **Appoint Michael Serino, Advisor, Computer Club, Hazel School, \$500**
- **Appoint Jennifer Sissman, Advisor Lego Club, Hazel School, \$500**
- **Appoint Karen Wagaman, Advisor, Conflict Resolution Club, Hazel School, \$1,396**
- **Appoint Michael Velez, Advisor, Soccer Club, Hazel School, \$500**

Part-time Bus Drivers/Monitors, Transportation Department, \$20.29 per hour, not to exceed 25 hours per week:

- **Jean August, effective 11/13/13 (substitute)**
- **Dominique Files, effective 11/18/13 (substitute)**
- **Jacoby Hightower, effective 11/18/13 (replacement)**
- **Yaneth Villamarin, effective 11/13/13 (replacement)**
- **Fiordaliz Tejada Monegro, effective 11/18/13 (replacement)**
- **Claudia Saravia, effective retroactive to 9/1/13 (salary adjustment)**

Instructors for SAT-ACT Boot Camp, effective retroactive to 10/21/13-10/24/13 and 10/28/13-10/31/13:

- **Kathryn Baran, \$1,600**
- **Katelyn Antico, \$1,600**

Gisel Montoya, Substitute Aide, WOAP, \$23/hour

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

- **Dolores Chave, Teacher**
- **Katherine Carr, Teacher**
- **Charles Robbins, Teacher**

Staff to provide home instruction, on an “as needed” basis, for the 2013-2014 school year, as per the attached (Att. #4)

3. Leave(s) of Absence

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

Guerlyne Nicolas-Millington, Guidance Counselor, WOHS, maternity leave of absence, effective 2/7/14-6/30/14

Jennifer Morante, Art Teacher, WOHS, extension of maternity leave of absence, effective retroactive to 9/1/13-1/1/14

Karyn Landis, Grade 1 Teacher, Mt. Pleasant School, extension of maternity leave of absence, effective retroactive to 9/3/13-6/30/14

Colleen Flynn, Instructional Aide, Pleasantdale School, medical leave of absence, effective 11/25/13-2/25/14, or until released by physician

Nicole Siebert, Art Teacher, Pleasantdale School, extension of maternity leave of absence, effective retroactive to 11/8/13-4/30/14

Lauren Feehan, Social Studies Teacher, WOHS, extension of maternity leave of absence, effective retroactive to 9/3/13-12/13/13

4. Transfers

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

Jennifer Schroeder, Grade 3 Teacher, Mt. Pleasant School, to .6 Basic Skills Teacher, St. Cloud School, effective 11/14/13

B. CURRICULUM AND INSTRUCTION

1. **Recommend approval of new course proposals as endorsed by the Curriculum Council: (Att. #5)**
 - Aerospace Science 200: The Science of Flight
 - Leadership Education 200: Communication, Awareness, and Leadership
 - Drama
 - Advanced Drama
 - Forensic Science
 - Research Methods in Science II
 - Career Education A and Career Education B
2. **Recommend approval of NJQSAC Statement of Assurance (SOA) for the 2013-14 School Year for submission to the New Jersey Department of Education. (Att. #6)**
3. **Recommend approval of the following Field Trip requests for the 2013-2014 school year:**

Group	Destination
Gregory School, Grade 5	Livingston Mall Pride Expo
WOHS, Wind Ensemble	Pascack Hills H.S.
WOHS, Boys Step Team	Regional Competition, Kean Univ.

C. FINANCE

1. **Recommend approval of the 11/12/13 Bills List: (Att. #7)**

Payroll/Benefits	\$ 5,380,856.43
Transportation	\$ 284,844.35
Special Ed. Tuition	\$ 398,249.96
Instruction	\$ 396,160.46
Facilities	\$ 77,822.25
Capital Outlay	\$ 104,296.95
Grants	\$ 640,775.90
Textbooks/Supplies/Athletics/Misc.	\$ 76,579.65
	<u>\$ 7,359,585.95</u>

2. **Recommend approval of resolution authorizing agreement for certain legal services adopted by the Board of Education of the Township of West Orange in the County of Essex (Att. #8)**

3. **Recommend approval of Applications for School Business Requests for the following:**
 - Terry Granato, to attend the 2014 National NCLB Title I Conference in San Diego, CA, February 1-5, 2014, for a cost of \$2,670, paid through Title I funds
 - Kathy Papa, to attend the 2014 National NCLB Title I Conference in San Diego, CA, February 1-5, 2014, for a cost of \$2,670, paid through Title I funds
4. **Recommend acceptance of grant from the Italian American Committee on Education (IACE) in the amount of \$4,883.69 for the purchase of supplementary classroom materials to support the study of Italian language and culture.**
5. **Recommend approval of tuition for the 2013-2014 School Year Out-Of-District placements as per the attached (Att. #9)**

D. REPORTS

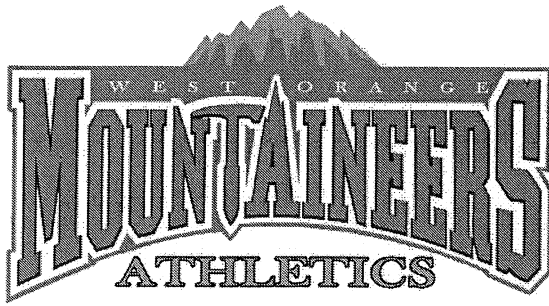
1. **The Board of Education recognizes receipt of the HIB report for the period ending 11/12/13**

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 November 25, 2013 at West Orange High School.**

IX. PETITIONS AND HEARINGS OF CITIZENS

X. ADJOURNMENT



WEST ORANGE HIGH SCHOOL
Department of Athletics
 51 Conforti Avenue
 West Orange, New Jersey 07052
 Ronald Bligh, Director of Athletics
 (973) 669-5301 ext. 31567
 Fax (973) 669-8605
rbligh@woboe.org

November 4, 2013

Public Agenda
 Date: 11/12/13
 Attachment# 2

To: Mr. James O'Neill, Interim Superintendent
 Mrs. Fran Neceskas, Director of Human Resources

Fr: Mr. Hayden Moore, Principal
 Mr. Ronald Bligh, Athletic Director

Below please find our co-curricular recommendations for the spring season of the 2013-2014 school year for West Orange High School. Please have these recommendations approved at the next board meeting. Thank you.

Position	Recommended Coach	Total Amount of Stipend
Head Coach Baseball	Stephan Zichella - WOHS	\$10,976
Assistant Coach Baseball	Steve Olshasky - WOHS	\$8,254
Assistant Coach Baseball	Nick Alfano - Roosevelt	\$8,254
Assistant Coach Baseball	Jim Casalino - OOD	\$8,254
Head Coach Softball	Joel Troast - OOD	\$10,976
Assistant Coach Softball	Sara Olsen - OOD	\$8,254
Assistant Coach Softball	Candice Pastor - OOD	\$8,254
Assistant Coach Softball	Michael Marini - WOHS	\$8,254
Head Coach Boys Tennis	Victor Alcindor - WOHS	\$6,213
Assistant Coach Boys Tennis	Jay Gitter - Liberty	\$4,817
Head Coach Spring Track - Boys	Joe Picataggio - OOD	\$10,976
Head Coach Spring Track - Girls	Kathy Jackson - Edison	\$10,976
Assistant Coach Spring Track	Bridget Amirr-Haine - Roosevelt	\$6,213
Assistant Coach Spring Track	Flecia Blake - OOD	\$6,213
Assistant Coach Spring Track	Pierpaolo Mancarello - WOHS	\$6,213
Assistant Coach Spring Track	David Alfano - Edison	\$6,213
Assistant Coach Spring Track	Jason Webber - Mt. Pleasant	\$6,213
Head Coach Golf	William Urbanski - WOHS	\$6,213
Winter Weight Room Monitor	Sebastian DePinho - Pleasantdale	\$3,658
Winter Weight Room Monitor	Claire Leggiero - WOHS	\$3,658
Spring Weight Room Monitor	Jim Matsakis - WOHS	\$3,658
Spring Weight Room Monitor	William Bock - WOHS	\$3,658



WEST ORANGE HIGH SCHOOL
Department of Athletics
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Ronald Bligh, Director of Athletics
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Fax (973) 669-8605
rbligh@woboe.org

October 25, 2013

Public Agenda

Date: 11/12/13

Attachment # 3

To: Mr. James O'Neill, Interim Superintendent
Mrs. Fran Neceskas, Director of Human Resources

Fr: Mr. Lionel Hush, Principal
Mr. Robert Klemt, Principal
Mr. Ronald Bligh, Athletic Director

Below please find our co-curricular recommendations for the winter and spring seasons 2013-2014 school year at the Roosevelt and Liberty Middle Schools. Please have these recommendations approved at the next board meeting. Thank you.

Position	Recommended Coach	Total Amount of Stipend
Head Coach Wrestling for RMS	Dan D'Elia – EMS	\$4,817
Head Coach Boys Basketball for RMS	Derek Smith – RMS	\$4,817
Head Coach Girls Basketball for RMS	Brian Cohen - WOHS	\$4,817
Head Coach Softball for RMS	Rob Lomoriello – WOHS	\$4,817
Head Coach Baseball for RMS	Joe Perna – WOHS	\$4,817
Head Coach Wrestling for LMS	Jim Matsakis – WOHS	\$4,817
Head Coach Boys Basketball for LMS	Mike Bridge - LMS	\$4,817
Head Coach Girls Basketball for LMS	Jim Casalino - OOD	\$4,817
Head Coach Softball for LMS	Alice Boettinger – OOD	\$4,817
Head Coach Baseball for LMS	Chris Todd - LMS	\$4,817

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

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

MEMORANDUM

DATE: October 14, 2013
TO: Mr. James O'Neill, Interim Superintendent
FROM: Constance Salimbeno, Director
Student Support Services
SUBJECT: Agenda Item
Approval of Home Instruction for Certified Teaching Staff

Recommend approval for the attached list of staff to provide home instruction, on an "as needed" basis, for the 2013-2014 school year.

CS: idg

C: Denise Keastead, Payroll Dept.
Paula Duffy, Payroll Dept.
Mark Kenney

Applicants to provide Home Instruction - 2013-2014

Out of District Employees

Levia Spingarn-Gabel	3 Skyline Drive Warren, NJ 07059	HQT ABA -Elem.Ed.
Sara Tarascavage	730 First Street Lyndhurst, NJ 07071	HQT ABA-Elem.Ed.
Amanda Hughes	22 Martha Road Roseland, NJ 07068	HQT ABA-Psychology

District Employees

<u>Name</u>	<u>Where Employed</u>	<u>Certifications</u>
Andrasko, Joann	WOHS	English/Reading
Aporta, Jesse	WOHS	English
Baker, Elicia	WOHS	English
Baran, Katie	WOHS	English
Bastiao, Silverio	WOHS	Social Studies; Spanish
Bolivar, Diana	Hazel	Elementary Teacher
Bowsher, Gail	WOHS	Social Studies
Bradley, William	WOHS	Social Studies 7-12
Carpenito, Dianna	Wash.	Special Ed;Early Childhood
Carrera, Anton	Edison	Lang.Arts;Social Studies; Math
Carrera, Honorino	WOHS	Spanish
Cenatus, Jean	WOHS	French
Chanda, Rober	WOHS	Science
Charles, Kathleen	Gregory	Elementary K-8; Music
Ciccaglione, Barbara	WOHS	Math
Clancy, Kelly	P'Dale	Special Ed; Speech & Hearing
Coen, Debra	WOHS	Social Studies;Technology
Cohen, Brian	WOHS	US History; World History
Cohen, Todd	Lib/RMS	Learning Consultant
Deardorff, Jill	P'Dale	Special Ed; K-5
Eoon, Nicole	RMS	Special Ed; MS Math
Gialanella, Natasha	WOHS	Business Ed; Personal Finance
Goetz, Linda	WOHS	Math
Hanson, Anne	WOHS	Elem.K-8;Accounting, Business
Kelleher, Elizabeth	WOHS	Math; Algebra I & II, Geometry
Kirchenbauer, Mark	WOHS	Physical Science
Laureni, Sonia	WOHS	Secondary Ed.; Chemistry
Lieberman, Simona	WOHS	English
Mandal, Krishna	WOHS	Physical Science
Mason, Randy	RMS	Reading; Writing
Miller, Mackenzie	P'Dale	Elementary & Special Education
Mitchell, Brad	WOHS	Biological Sciences
Montague, Caniece	WOHS	Math
Murad, Lisa	WOHS	Life Science - K-12

O'Connell, Mallory	P'Dale	Special Ed;K-1
Ostanski, Rachel	WOHS	Social Studies K-12
Richardson, Patricia	Liberty	Elementary; Reading K-12
Shah, Shaan	WOHS	Math
Solimo, Maryann	Liberty	Special Ed.-Reading/Lang. Arts
Szalkai, Kim	WOHS	Business Education 7-12
Von Ouhl-Kremer, Tamara	Liberty	Social Studies K-8
Zaccaro, Susan	Liberty	Elementary Teacher

*The Public Schools
West Orange, New Jersey*

Public Agenda
Date: 11/12/13
Attachment # 5

To: Mr. James O'Neill, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent
Date: October 30, 2013
Re: New Course Proposals

At the October 10, 2013 Curriculum Council meeting, the courses listed below were endorsed pending Board of Education approval:

- Aerospace Science 200: The Science of Flight
- Leadership Education 200: Communication, Awareness, and Leadership
- Drama
- Advanced Drama
- Forensic Science
- Research Methods in Science II

At the October 28, 2013 Curriculum Council meeting, the courses listed below were endorsed pending Board of Education approval:

- Career Education A and Career Education B

Thank you.

C: Mr. M. Kenney

*The Public Schools
West Orange, New Jersey*

<p><i>For Use of Curriculum Office</i> Date Proposal Submitted: To Office of Curriculum: 10/10/13 To Curriculum Council: 10/10/13 To Superintendent: 10/14/13 To Board of Education: 10/21/13 11/12/13</p>
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New Course Proposal

I. Proposed Course Information

A. Proposed Course: **Aerospace Science 200: The Science of Flight**

B. Sponsor of the Proposal: Air Force Junior ROTC

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

D. Projected Date of Implementation: 2014-2015 School Year

E. Grade(s) 9-12

F. Level (s) Regular 2.5 credits

G. This course is:

A new course

H. This course is: Required Elective Full Year Semester
 Other (Specify) _____

I. Intended Pre-requisite: *Aerospace Science 100*

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

A. Course Objectives:

- A science course designed to acquaint the student with the aerospace environment, the human requirements of flight, principles of aircraft flight, and principles of navigation. The course begins with a discussion of the atmosphere and weather. After developing an understanding of the environment, how that environment affects flight is introduced. Discussions include the forces of lift, drag, thrust, and weight. Students also learn basic navigation including map reading, course plotting, and the effects of wind. The portion on the Human Requirements of Flight is a survey course on human physiology. Discussed here are the human circulatory system, the effects of acceleration and deceleration, and protective equipment.

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

Content Area

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. 21st 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.

21st Century Teaching and Learning:

In 2008, 21st Century teaching and learning was infused—it utilizes a “learner-centered” approach to engage students while preparing them to live and work in a global society. In addition, the “Framework for 21st Century Learning” model created by the Partnership for 21st Century Skills was adopted. It includes 21st century skills, methods, strategies, tools, standards, and assessments. This was the first major update to the lesson plans in more than four decades. 21st Century Skills were integrated throughout the courses. They are as follows:

- Learning and innovation skills—critical thinking and problem solving, communication and collaboration, and creativity and innovation;
- Information, media, and technology skills—information literacy, media literacy, and ICT (information, communications, and technology) literacy; and
- Life and career skills—flexibility and adaptability, initiative and self-direction, social and cross-cultural skills, productivity and accountability, and leadership and responsibility.

Science

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

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

8.2 Technology Education, Engineering, and Design All students will develop an understanding of the nature and impact of technology, engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.

8.2.12.F.1

Determine and use the appropriate application of resources in the design, development, and creation of a technological product or system.

E. 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.*

- This course is a continuation of the aerospace science portion of the AFJROTC curriculum. Students will further examine the science of flight and participate in activities that develop their knowledge in this area.

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*

None: Materials provided by the United States Department of Defense

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, Mr. Jeffrey Charney Supervisor of Science 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 2014-2015 school year.

Mr. Jeffrey Charney will review the science standards to ensure correlation with state guidelines.

AFJROTC instructors will create Student Growth Objectives in order to assess student growth throughout the year and modify for the new courses.

Community service hours will be monitored to ensure that the community service quota for the program has been met by end of the 2014-2015 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: 10/10/13
To Curriculum Council: 10/10/13
To Superintendent: 10/14/13
To Board of Education: 10/21/13
11/12/13

New Course Proposal

I. Proposed Course Information

A. Proposed Course: **Leadership Education 200: Communication, Awareness, and Leadership**

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 2.5 Credits

G. This course is:

A new course

H. This course is: Required Elective Full Year Semester

Other (Specify) _____

I. Intended Pre-requisite/Co- requisite: Leadership Education 100

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

A. Course Objectives:

- This course stresses communications skills and cadet corps activities. A great deal of information is provided on communicating effectively, understanding groups and teams, preparing for leadership, solving conflicts and problems, and personal development. Written reports and speeches compliment the academic materials. Cadet corps activities include holding positions of greater responsibility in the planning and execution of corps projects.

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

Content Area

Social Studies:

6.3 Active Citizenship in the 21st Century All students will acquire the skills needed to be active, informed citizens who value diversity and promote cultural understanding by working collaboratively to address the challenges that are inherent in living in an interconnected world.

Comprehensive Health and Physical Education:

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

2.2.12.A.1 Employ skills for communicating with family, peers, and people from other backgrounds and cultures that may impact the health of oneself and others.

2.2.12.B.1 Predict the short- and long-term consequences of good and poor decision-making on oneself, friends, family, and others.

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.

C. 21st 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.

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*

None: Materials provided by the United States Department of Defense

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 2014-2015 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 2014-2015 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

For Use of Curriculum Office
Date Proposal Submitted:
To Office of Curriculum: 10/10/13
To Curriculum Council: 10/10/13
To Superintendent: 10/14/13
To Board of Education: 10/21/13
11/12/13

New Course Proposal

I. Proposed Course Information

A. Proposed Course : **Drama** (for students entering in **grades 9-12**)
(Currently **Drama** for students entering in **grades 10-12**)

B. Sponsor of the Proposal: L. Quagliato, K. Perry

C. Department(s) or Area(s): Transfer Drama from Language Arts Department to Visual and Performing Arts Department

D. Projected Date of Implementation: 2014-15 School Year

E. Grade(s): Drama 9-12

F. Level (s): Regular

G. This course is:

A revision of current Drama 10-12

A course to replace: may require periodic revision of curriculum

A new course: n/a

H. This course is: _____ Required Elective Full Year _____ Semester
_____ Other (Specify)_____

I. Intended Pre-requisite/Co- requisite: _____

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

A. Course Objectives: *The student should be able to* actively participate on a daily basis in improvisations, theatre roles, scenes and presentation while learning skills, techniques and practices of acting. In addition, they will experience the vocabulary of the theatre, participate in character and scene analysis and experience the variety of support areas of the theatre.

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

Drama is not represented in the Common Core Standards for Language Arts

Standard1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

1.1.12.C.1 Theatre and the arts play a significant role in human history and culture. Analyze examples of theatre's influence

1.1.12.C.2 Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

1.3.12.C.1 Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.

1.3.12.C.2 Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

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

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.

9.1.12.C.1 Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

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

NA

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

Classical and Contemporary drama is applied to a diverse population. The current *Romeo and Juliet* production on Broadway applies the well-known play to a racial divide of families in contemporary life.

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

The course will satisfy the requirements for theater indicated in the states Core Curriculum Content Standards for Visual and Performing Arts. Currently, West Orange High School only offers two of the four (Art and Music) areas identified by the state for Visual and Performing Arts.

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

1. Current Common Core Standards for Language Arts are not applicable for Drama.
2. The State's graduation requirement of one year of a Visual and Performing Art could be satisfied by Drama
3. Purpose is also to build a sustainable full-time program and permit all grade levels to participate as they do in other Visual and Performing Arts I.E.: Music and Art
4. The restructure would compliment and integrate the other areas of the Fine Arts with Theatre production and service the many students who are pursuing careers in these areas.

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

A. Impact upon Scheduling/Staffing Needs:

Currently there is a proposal to add an additional Language Arts teacher. This additional Language Arts teacher would absorb the current 2 two English 9 classes taught by the Drama teacher and permit more students to participate in the current Language Arts elective program ie: Public Speaking and Mythology and potentially reduce overcrowding in selected grade levels.

B. Textbooks, Materials, Equipment, Technology Needs (List hardware and software)
(NONE)

C. Curriculum Writing Needs: *Please check*

- Revision
- New
- Other (specify) _____

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.*

Lou Quagliato, Karen Perry, Sandy Van Dyke, Kim Mancarella, Hayden Moore

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

Ongoing in 2013-14 as per existing course curriculum and currently taught content

The Public Schools
West Orange, New Jersey

<i>For Use of Curriculum Office</i>	
Date Proposal Submitted:	
To Office of Curriculum:	10/10/13
To Curriculum Council:	10/10/13
To Superintendent:	10/14/13
To Board of Education:	10/21/13 11/12/13

New Course Proposal

I. Proposed Course Information

A. Proposed Course : **Advanced Drama** (for students entering in **grades 10-12**)
(Currently **Advanced Drama** for students entering in **grades 11-12**)

B. Sponsor of the Proposal: L. Quagliato, K. Perry, S. Van Dyke

C. Department(s) or Area(s): Transfer Adv. Drama from Language Arts Department to
Visual and Performing Arts Department

D. Projected Date of Implementation: 2014-15 School Year

E. Grade(s): _____ Advanced Drama 10-12

F. Level (s): _____ Regular

G. This course is:

A revision of current Drama 10-12

A course to replace: may require periodic revision of curriculum

A new course: N/A

H. This course is: _____ Required Elective Full Year
_____ Semester _____ Other (Specify)___

I. Intended Pre-requisite/Co- requisite: _____

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

A. Course Objectives:

1. Students will learn and perform scenes from classical through modern plays.
2. Students will critique a professional performance.
3. Students will learn the process of playwriting.
4. Students will select and perform a role from Shakespeare and from one other classic dramatist.
5. Students will build upon their knowledge of the process of directing a scene.
6. Students will continue to research information on theatre history.
7. Students will develop the skill of working independently on their craft.
8. Students will investigate skills needed by the professional actor.
9. Students will further their self-motivation as actors, a necessity for all performers.

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

Drama is not represented in the Common Core Standards for Language Arts

Standard 1.1 The Creative Process: *All students will demonstrate an understanding of the elements and principles that govern the creation of works of art in dance, music, theatre, and visual art.*

1.1.12.C.1 Theatre and the arts play a significant role in human history and culture. Analyze examples of theatre's influence

1.1.12.C.2 Characters have physical, emotional, and social dimensions that can be communicated through the application of acting techniques. Formulate a process of script analysis to identify how the physical, emotional, and social dimensions of a character are communicated through the application of acting techniques.

Standard 1.2 History of the Arts and Culture: *All students will understand the role, development, and influence of the arts throughout history and across cultures.*

Standard 1.3 Performing: *All students will synthesize skills, media, methods, and technologies that are appropriate to creating, performing, and/or presenting works of art in dance, music, theatre, and visual art.*

1.3.12.C.1 Effective scripted and improvisational performances require informed, supported, and sustained choices by actors, directors, and designers. Theatre genres are created by combining complex narrative structures, technical theatrical elements, and thematic intent.

1.3.12.C.2 Presentation of believable, multidimensional characters in scripted and improvised performances requires application of specific physical choices, sustained vocal technique, and clearly motivated actions.

Standard 1.4 Aesthetic Responses & Critique Methodologies: *All students will demonstrate and apply an understanding of arts philosophies, judgment, and analysis to works of art in dance, music, theatre, and visual art.*

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

1. All students will develop career planning and workplace readiness skills.

- Students will investigate skills needed by the professional actor, director, producer and other theatre personnel.

2. All students will use critical thinking, decision-making, and problem-solving skills.

- Students will analyze the components of professional reviews and critique professional performances.

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.

9.1.12.C.1 Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.

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

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

Classical and Contemporary drama is applied to a diverse population. The current *Romeo and Juliet* production on Broadway applies the well-known play to a racial divide of families in contemporary life.

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

A part of the student population has demonstrated a genuine interest in theatre, indicating a need for a sophistication of our basic program of studies in dramatic offerings. Whereas Dramatics/Theatre Arts introduces the student to basic acting techniques, scene analysis and theatre history, Advanced Theatre Arts/Dramatics expands upon that knowledge by allowing the student to explore, in depth, targeted literary works that are representative of the art and technique. The course will also provide for the student who wishes to enrich his/her background and implement the needed time and guidance to develop a repertoire that can be used for college and professional school entrance auditions.

The course will satisfy the requirements for theater indicated in the states Core Curriculum Content Standards for Visual and Performing Arts. Currently, West Orange High School only offers two of the four (Art and Music) areas identified by the state for Visual and Performing Arts.

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

1. This coursework would indicate upgraded perspectives and expectations, offering varied activities in many aspects of performance.
2. Through this and other activities, such as directing scenes and performing classical pieces, the student actor will leave with an enriched repertoire and an expanded knowledge of theatre.
3. Current Common Core Standards for Language Arts are not applicable for Drama.
4. The State's graduation requirement of one year of a Visual and Performing Art could be satisfied by Drama
5. Purpose is also to build a sustainable full-time program and permit all grade levels to participate as they do in other Visual and Performing Arts I.E.: Music and Art
6. The restructure would compliment and integrate the other areas of the Fine Arts with Theatre production and service the many students who are pursuing careers in these areas.

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

A. Impact upon Scheduling/Staffing Needs:

Currently there is a proposal to add an additional Language Arts teacher. This additional Language Arts teacher would absorb the current 2 two English 9 classes taught by the Drama teacher and permit more students to participate in the current Language Arts elective program ie: Public Speaking and Mythology and potentially reduce overcrowding in selected grade levels.

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

The following are what are currently being used in the program. No additional materials required.

- Thirty copies each of a monologue book, scene book and a one-act play book (all of which can also be used to a lesser degree in Dramatics I).
- Various used articles of clothing (thrift shop or donations)
- Various props (thrift shop or donations)
- Lumber to build a freestanding door, two windows and wooden cubes to be used for furniture.

C. Curriculum Writing Needs: *Please check*

Revision

New

Other (specify) _____

D. Staff Development Needs – (NONE)

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

No additional funding needed for the course

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 Quagliato, Karen Perry, Sandy Van Dyke, Kim Mancarella, Hayden Moore

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

Ongoing in 2013-14 as per existing course curriculum and currently taught content

The Public Schools
West Orange, New Jersey

For Use of Curriculum Office
Date Proposal Submitted:
To Office of Curriculum: 10/10/13
To Curriculum Council: 10/10/13
To Superintendent: 10/14/13
To Board of Education: 10/21/13
11/12/13

New Course Proposal

I. Proposed Course Information

A. Proposed Course Forensic Science

B. Sponsor of the Proposal Jodi Costanza ; S. Suriano; J. Charney

C. Department(s) or Area(s) Science Department

D. Projected Date of Implementation Fall 2014

E. Grade(s) 11th and 12th Grade

F. Level (s) Regular and Honors
(Regular, Special Education, Honors, Advanced Placement)

G. This course is:

A revision of _____

A course to replace _____

A new course X

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

I. Intended Pre-requisite/Co- requisite: Biology and Chemistry

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

A. Course Objectives: *The student should be able to obtain an understanding of the branches of forensic science and its application in society through the examination and investigation of evidence and data.*

The students will conduct experimental research by observing and collecting data from simulated crime scenes. Techniques learned in the course include fingerprinting, forgery, counterfeiting, ballistics, skeletal analysis, blood typing, insect pathology, electrophoresis of DNA/ protein bands, chromatography, and chemical analysis.

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

Standard		CPI
Mathematical, physical, and computational tools are used to search for and explain core scientific concepts and principles.	5.1.12.A.1	Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.
Interpretation and manipulation of evidence-based models are used to build and critique arguments/explanations.	5.1.12.A.2	Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories.
Revisions of predictions and explanations are based on systematic observations, accurate measurements, and structured data/evidence.	5.1.12.A.3	Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.
Logically designed investigations are needed in order to generate the evidence required to build and refine models and explanations.	5.1.12.B.1	Design investigations, collect evidence, analyze data, and evaluate evidence to determine statistical measures of central tendencies, causal/correlational relationships, and anomalous data.
Mathematical tools and technology are used to gather, analyze, and communicate results.	5.1.12.B.2	Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.
Empirical evidence is used to construct and defend arguments.	5.1.12.B.3	Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.
Scientific reasoning is used to evaluate and interpret data patterns and scientific conclusions.	5.1.12.B.4	Develop quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.
Refinement of understandings, explanations, and models occurs as new evidence is incorporated.	5.1.12.C.1	Reflect on and revise understandings as new evidence emerges.
Data and refined models are used to revise predictions and explanations.	5.1.12.C.2	Use data representations and new models to revise predictions and explanations.
Science is a practice in which an established body of knowledge is continually revised, refined, and extended as new evidence emerges.	5.1.12.C.3	Consider alternative theories to interpret and evaluate evidence-based arguments.
Science involves practicing productive social interactions with peers, such as partner talk, whole-group discussions, and small-group work.	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.
Science involves using language, both oral and written, as a tool for making thinking public.	5.1.12.D.2	Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.

Ensure that instruments and specimens are properly cared for and that animals, when used, are treated humanely, responsibly, and ethically.	5.1.12.D.3	Demonstrate how to use scientific tools and instruments and knowledge of how to handle animals with respect for their safety and welfare.
Cells are made of complex molecules that consist mostly of a few elements. Each class of molecules has its own building blocks and specific functions.	5.3.12.A.1	Represent and explain the relationship between the structure and function of each class of complex molecules using a variety of models.
Cellular processes are carried out by many different types of molecules, mostly by the group of proteins known as enzymes.	5.3.12.A.2	Demonstrate the properties and functions of enzymes by designing and carrying out an experiment.
Cellular function is maintained through the regulation of cellular processes in response to internal and external environmental conditions.	5.3.12.A.3	Predict a cell's response in a given set of environmental conditions.
Cells divide through the process of mitosis, resulting in daughter cells that have the same genetic composition as the original cell.	5.3.12.A.4	Distinguish between the processes of cellular growth (cell division) and development (differentiation).
Cell differentiation is regulated through the expression of different genes during the development of complex multicellular organisms.	5.3.12.A.5	Describe modern applications of the regulation of cell differentiation and analyze the benefits and risks (e.g., stem cells, sex determination).
There is a relationship between the organization of cells into tissues and the organization of tissues into organs. The structures and functions of organs determine their relationships within body systems of an organism.	5.3.12.A.6	Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance).

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

Themes: Global Awareness, Civic Literacy, Environmental Literacy, Health Literacy
 Skills: Critical Thinking and Collaboration Skills, ICT Literacy, Life and Career Skills

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
	9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.	9.1.12.A.3	Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
	9.1.12.A.4	Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.

Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	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.
Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C.3	Develop personal interests and activities that support declared career goals and plans.

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

Some of the technology used in the course: Vernier probes, electrophoresis kits, ballistics webquest, DNA fingerprinting kits, blood splatter kits, multi spectral analysis of elements, and laptops for meta research.

Information accessed through the use of <u>digital tools</u> assists in generating solutions and making decisions.	8.1.12.F.1	Select and use specialized databases for advanced research to solve real-world problems.
	8.1.12.F.2	Analyze the capabilities and limitations of <u>current and emerging technology resources</u> and assess their potential to address educational, career, personal, and social needs.

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

Culturally neutral subject area, however instructional materials (text) depict minorities involved in career aspects of forensics. The course meets all culturally diverse standards.

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

There is a need for course placement for students in a science elective and there are no semester courses in the science department and students need more electives to meet the high school 3 year science mandate for the state of New Jersey.

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

This course would provide a semester course for students who do not have prerequisites for other science courses. The course will be differentiated to provide for honors students (higher course requirements) and college prep students who have the interest and need for another science course.

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

A. Impact upon Scheduling/Staffing Needs:

We anticipate one section per semester, which would minimally impact the master schedule. Present staff is anticipated to be sufficient to accommodate one section of Forensic Science.

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

Lab materials will need to be purchased (\$6,000-\$7,000 initial cost \$3,000-\$4,000 replenishment annually)

C. Curriculum Writing Needs: *Please check*

Revision

New

Other (specify) _____

D. Staff Development Needs

None

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

Lab materials	Initial Cost (per semester)	Replenishment Cost (per semester)
Fingerprint analysis kit	\$128.55	\$70.20
Trajectory kit	185.59	\$0
Gunshot residue	\$150.00	\$0
Bullet Striations	\$150.00	\$0
Hair and Fiber Analysis	\$139.30	\$139.30
Forensic Entomology	\$214.25	\$214.25
Bite Marks	\$140.65	\$140.65
Serology Kit	\$155.75	\$155.75
Electrophoresis kits	\$1700.00	\$400.
Soils Kit	\$192.00	\$139.00
Footprint Analysis	\$150.00	\$150
Text book	\$2500 (one time)	\$600 (on line license)

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.*

Dr. J. Charney (interim science supervisor) ; Ms. S. Suriano (science coordinator) ; Ms. J. Costanza (teacher).

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

Evaluation to be conducted by the science supervisor using the Marzano model for instructional effectiveness.

Revised 10/11

*The Public Schools
West Orange, New Jersey*

<p><i>For Use of Curriculum Office</i> Date Proposal Submitted: To Office of Curriculum: 10/10/13 To Curriculum Council: 10/10/13 To Superintendent: 10/14/13 To Board of Education: 10/21/13 11/12/13</p>
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New Course Proposal

I. Proposed Course Information

- A. Proposed Course: Research Methods in Science II
- B. Sponsor of the Proposal: J. Charney (Interim Science Supervisor), S. Suriano (Science Coordinator), R. Brandt (Science Teacher), S. Lauren (Science Teacher)
- C. Department: Science
- D. Projected Date of Implementation: September 2014
- E. Grade(s): 10-12
- F. Level: Honors
- G. This course is a new course.
- H. This course is: _____ Required X Elective X Full Year _____ Semester
- I. Intended Pre-requisite/Co- requisite: Honors Chemistry (co-requisite)

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

- A. Course Objectives:
 - Students will learn the principles of scientific research methodology
 - Students will perform authentic science research in a topic area of their interest and choice
 - Students will participate in the community of scientific research and scholarship through communication with scientists working in the field and with other educational institutions
 - Students will perform hands-on scientific research through the following:
 - Identifying topics of interest and investigating areas for research opportunities
 - Locating and reading appropriate and relevant scientific literature
 - Creating testable hypotheses and designing experiments to test their hypotheses
 - Recording, analyzing, and communicating results
 - Stating clear conclusions directly dependent on the results
 - Students will learn effective and appropriate use of technology to access peer-reviewed scientific literature, for data collection and analysis, and for communication and collaboration.
 - Students will present research findings to their peers and teachers, and prepare projects for submission to science and engineering competitions such as the Intel Science & Engineering Fair, NJ Regional Science Fair, Chemistry Olympiad and the Siemens Competition in Math, Science & Technology.

B. Common Core Standards/Core Curriculum Content Standards:

New Jersey Core Curriculum Content Standards – Science (2009)

5.1.12.A.1-3, B.1-4, C.1-3, D.1-2

Common Core Standards – Literacy in Science & Technical Subjects 6-12

RST.11-12.1-3, 7-10
WHST.11-12.1.a-e, 2.a-e, 4-10

C. 21st Century Life and Careers Standards:

New Jersey Core Curriculum Content Standards – 21st Century Life and Careers (2009)

9.1.12.A.1-4, B.1-3, C.4-5, D.1,3, E.1, F.2, 6

9.3.12.C.3, 6-7

9.4.12.O.1-33, O.(1).1-12, O.(2).1-6

D. Technology Standards:

New Jersey Core Curriculum Content Standards – Technology (2009)

8.1.12.A.1-4, C.1, D.2, E.1, F.1-2

8.2.12.B.2

Cultural Diversity: *Review of instructional materials (provide example)*

Textbooks not required. The course meets all requirements of the District for cultural diversity.

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

Scientific literacy experience in primary research is recommended by the Next Generation Science Standards for all graduating high school students. Course will provide students with this form of literacy and the skills to enter state-wide and national competitions.

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

There is a core group of math and science students in the District that would benefit from an authentic science research program. The first year of this course will teach the principles of research science. During the second year, the students will formulate ideas for their research project through articulation with community outreach experts.

V. Proposal:

A. Impact upon Scheduling/Staffing Needs:

Staffing:

- Teacher will be required to take on the following responsibilities in teaching the course:
 - Establish and maintain contact with student research mentors.
 - Establish and maintain contact with research student parents/guardians.
 - Conduct an appropriate student assessment session, one-to-one with each student, every two weeks.
 - Help students identify and contact mentors when deemed appropriate.
 - Help students find venues for public presentation of their work.
 - Facilitate the research process through articulation with community sources.
 - Present staff is anticipated to be adequate to facilitate a section per year of the program.
 - Science Research Committee (SRC) to be formed to ensure that safe and appropriate humane procedures are used in all student projects and that they are 'good science'. SRC will consist of an educator, a school administrator and a biomedical scientist (Ph.D., M.D., D.V.M., D.D.S., D.O.)
 - Institutional Review Board (IRB) to be formed to deal with all research involving humans in any way. IRB will consist of an educator, a school administrator and a professional knowledgeable about evaluating physical and/or psychological risk: MD, PA, RN, psychiatrist, psychologist, licensed social worker or licensed clinical professional counselor. This requirement may be met by the university IRB if students articulate with professors.

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

- Student Laboratory Notebooks w/ Carbonless Copies \$100
- Classroom computers with access to Internet, scholarly research article databases and cooperating on-line higher education library systems such as ERIC. Computers will have software for word processing, spreadsheet, statistical analysis, presentation development and data collection (when appropriate, depending on student research project choices). Use of current facilities.
- Standard laboratory equipment needed for scientific research and experimentation, supplemented with additional specialized equipment as necessary depending on student research project choices.

Spectrophotometer 20 (Spec 20) measures the intensity of a light beam before and after it passes through a sample and compares these two intensities. The Spec 20 reports two types of measurements: *percent transmittance* and *absorbance*. It is used by both chemistry and physics for sample analysis. \$1550.

High-powered swift digital microscope Windows compatible \$2449.00 for detailed observation of microbial biology.

- Transportation to cooperating higher education institutions for collaboration with student mentors and possible use of advanced equipment needed for student research projects. (\$1000)

C. Curriculum Writing Needs: *Please check*

Revision

New

Other (specify) _____

D. Staff Development Needs

- Visitation teams to other school districts with established science research courses (Livingston High School, Millburn High School, Leonia High School; Watchung Hills Regional High School)

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

Anticipated Expenses: \$5,099 for supplies. Existing staff is anticipated to be adequate to cover this program.

Student Lab Notebooks	\$100
Technology	No charge Current Access Available
Standard Lab Equipment	\$3999.00
Transportation	\$1000

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.*

Hayden Moore (HS Principal), Kimberly Mancarella, (Assistant Principal), Jeff Charney (Science Supervisor), Stephanie Suriano (Science Coordinator), and members of the high school science department, R. Brandt and S. Lauren are in support of this proposal.

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

Evaluation to be conducted by the Science Supervisor using the Marzano model for instructional effectiveness.

The Public Schools
West Orange, New Jersey

For Use of Curriculum Office
Date Proposal Submitted:
To Office of Curriculum: 10/28/13
To Curriculum Council: 10/28/13
To Superintendent: 10/31/13
To Board of Education: 11/12/13

New Course Proposal

I. Proposed Course Information

A. Proposed Course: Career Education A & Career Education B

B. Sponsor of the Proposal: Nancy Mullin

C. Department(s) or Area(s): Business Education

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

E. Grade(s) 9-12

F. Level (s) Regular

(Regular, Special Education, Honors, Advanced Placement)

G. This course is:

A revision of _____

A course to replace _____

A new course _____

H. This course is: Required Elective Full Year Semester

Other (Specify) _____

I. Intended Pre-requisite/Co- requisite: _____

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

A. Course Objectives: *The student should be able to*

- demonstrate comprehension of a variety of careers by explaining which careers are of interest.
- demonstrate application of career goals by determining the education and skills needed to achieve his or her goals.
- demonstrate comprehension of the requirements for a particular career by giving examples of the credentials necessary for the career.
- Demonstrate synthesis of resume writing by creating a resume
- Demonstrate evaluation of interviewing skills by practicing and critiquing oneself after mock interviews.
- Demonstrate application of 21st Century Skills needed in the work place by working collaboratively with his or her peers on group projects.
- Demonstrate application of job skills by participating in job shadowing opportunities.
- Demonstrate comprehension of the 16 career clusters by explaining several of interest and the jobs associated with each.
- Demonstrate comprehension of how social networking activity affects potential careers by explaining how one's digital footprint is permanent.

- Demonstrate application of career preparation by participating in a variety of activities related to career readiness including volunteering, employment opportunities or investigating applications for training grants or loans.

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

CCSS.ELA-Literacy.WHST.11-12.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.WHST.11-12.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

CCSS.ELA-Literacy.WHST.11-12.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

CCSS.ELA-Literacy.RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

CCSS.ELA-Literacy.RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

CCSS.ELA-Literacy.CCRA.SL.1 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CCSS.ELA-Literacy.CCRA.SL.2 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CCSS.ELA-Literacy.CCRA.SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.

CCSS.ELA-Literacy.CCRA.SL.4 Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.

CCSS.ELA-Literacy.CCRA.SL.5 Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.

CCSS.ELA-Literacy.CCRA.SL.6 Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.

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

9.3 Career Awareness, Exploration, and Preparation All students will apply knowledge about and engage in the process of career awareness, exploration, and preparation in order to navigate the globally competitive work environment of the information age.

Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.

9.3.12.C.1 Assess and modify Personalized Student Learning Plans to support declared career goals.

9.3.12.C.2 Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities

9.3.12.C.3 Develop personal interests and activities that support declared career goals and plans.

9.3.12.C.4 Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.3.12.C.5 Identify transferable skills in career choices and design alternative career plans based on those skills.

9.3.12.C.6 Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.

9.3.12.C.7 Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).

9.3.12.C.8 Interpret how changing economic and societal needs influence employment trends and future education.

9.3.12.C.9 Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.

9.3.12.C.10 Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills, abilities, and resources required for owning a business.

State and federal laws and regulations require specific employment and workplace safety and health policies and procedures in order to ensure that workers are free from exploitation and to ensure a safe and healthy work environment.

9.3.12.C.11 Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career.

9.3.12.C.12 Determine the impact of past and/or recent lawsuits and/or court decisions regarding employment laws.

9.3.12.C.13 Comply with workplace child labor regulations and safety and health policies during structured learning experiences.

Both employers and employees have professional, legal, and ethical responsibilities in the workplace and in the global marketplace.

9.3.12.C.14 Interpret and justify written employer organizational policies and procedures for job performance.

9.3.12.C.15 Propose potential solutions for current workplace ethics court cases involving multinational companies.

9.3.12.C.16 Determine the consequences of quality control failures in the United States and in another country based on issues reported in the media.

9.3.12.C.17 Analyze relationships between companies and the communities in which they are located, and explain how the presence of companies in a community may have a positive or negative impact. There is a relationship between personal behavior and employability.

9.3.12.C.18 Determine how an individual's driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.

9.3.12.C.19 Compare and contrast employee substance abuse policies (e.g., tobacco, drugs, and alcohol) by industry sector.

9.3.12.C.20 Analyze employment trends by industry sector to determine how employment and training requirements change over time.

9.3.12.C.21 Determine the extent to which an individual's online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.

9.3.12.C.22 Compare and contrast New Jersey school district policies with employer policies related to individual behavior and responsibilities (e.g., absenteeism and tardiness, plagiarism, harassment).

9.3.12.C.23 Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.

9.3.12.C.24 Analyze why employers use different interview techniques

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

8.1 Educational Technology All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.

F. Critical Thinking, Problem Solving, and Decision-Making

8.1.12.F.1 Select and use specialized databases for advanced research to solve real-world problems.

8.1.12.F.2 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address educational, career, personal, and social needs.

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

The materials are free of bias and present role models from a variety of cultures including both males and females in a variety of occupations.

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

Taking both sections of this course will fulfill the 5 credit high school graduation requirement for 21st Century Life and Career, or Career-Technical Education for students. The NJDOE Career and Technical Education department is working with West Orange High School in the development and implementation of this course. Through this course, students with all different interests will have the opportunity to research careers available to them and develop an understanding of how to be successful in a chosen career. Studies have shown that only 25-30% of college students graduate in 4 years. With the rising costs of college, it is important that students have a focus for their careers before entering college.

Currently, only students enrolled in one of our nine state approved Career and Technical Education programs have the opportunity to participate in a paid structured learning experience (Cooperative Education.) This course will allow students enrolled in the course to participate in a variety of Structured Learning Experiences such as job shadowing, internships, service learning projects, and volunteer projects dependent upon their grade level. For example, students taking this course in their senior year will have the option of participating in a paid internship.

This course will be designed to incorporate the new state model for structured learning experiences. This course will be open to all students wishing to develop a better understanding of the career path they wish to pursue.

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

Students at any grade level will be able to take this course during which they will be learn about careers of interest to them and how to make their “dream” job a reality . In Career Education B, students of all ages will have a variety of Structured Learning experiences available to them such as job shadowing. Seniors taking this course will have the option of incorporating a paid internship for an additional 10 credits for a full year or for just half of the year for an additional 5 credits. Often students’ schedules senior year prohibit them from taking a full year internship position. Have a second semester course will allow seniors to have a half-year internship option. All students seeking an internship are closely monitored by a certified staff member who works closely with the work-site mentor to create a learning plan for the student. The student is monitored every tenth day at the work site and the hours they spend there are closely regulated to be in compliance with the child-labor laws.

Students seeking a paid internship fall into two categories under the state code. Students participating in one of our nine state approved Career and Technical Education programs may participate in a supervised Cooperative Education experience. They are associated with one of our programs and their internship is in that career field.

The Career Education courses will allow all students regardless of their affiliation with one of our nine approved programs to participate in an internship or other structured learning experience.

All students will have the opportunity to develop their career goals and deepen their understanding of what is required to be successful in both college and at the work-place.

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

A. Impact upon Scheduling/Staffing Needs: This course will be taught by a staff member with the certification required to supervise structured learning experiences in the Business Education department.

B. Textbooks, Materials, Equipment, Technology Needs (List hardware and software) New textbooks were recently purchased for Cooperative Education and will be used for this course.

C. Curriculum Writing Needs: *Please check*

- Revision
 New
 Other (specify) _____

D. Staff Development Needs: Teacher will receive internal staff development for the use of the online materials that go along with the textbook. A staff member with certification required to supervise structured learning experiences will teach the course.

E. Budgetary Request: *Include cost for above item B:*
None

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.*

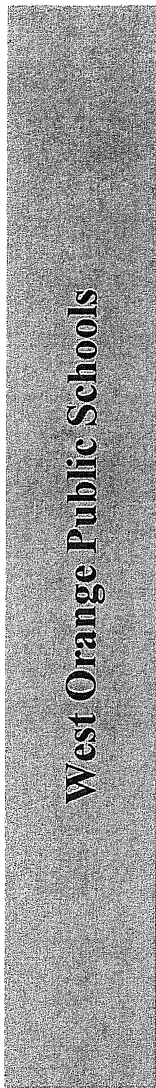
Hayden Moore; WOHS Principal
Annette Dade, WOHS Assistant Principal
Kim Mancarella, WOHS Assistant Principal
Kim Szalkai, WOHS Business Education
Debbie Sharkey, WOHS Business Education
Cheryl Butler, Director of Guidance WOHS
Dawn Ribeiro, Supervisor of Special Services
Jodie Goldstein, Transition Coordinator

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

Course will be evaluated consistent with other courses including but not limited to:

- Student enrollment
- Lesson plans
- Assessments
- Success of students in cooperative education or internship positions
- Feedback from employers

**NJ QUALITY SINGLE ACCOUNTABILITY CONTINUUM (NJQSAC)
 STATEMENT OF ASSURANCE - SCHOOL YEAR 2013-14**



DECLARATION PAGE

By signing below, the Chief School Administrator and Board President are affirming the accuracy of this document.

POSITION	NAME	SIGNATURE
Chief School Administrator	Mr. James O'Neill	
Board of Education President	Ms. Michelle Casalino	
Board Resolution Date: November 12, 2013		

West Orange Public Schools
 District

Essex
 County

NJ Quality Single Accountability Continuum (QSAC)

Statement of Assurance - School Year 2013-14

District Information and Score Summary Page

District	West Orange Public Schools
County	Essex
District Superintendent	Mr. James O'Neill
District Address	179 Eagle Rock Avenue, West Orange, NJ 07052

SOA Area	Score # of Yes Responses	Score % of Yes Responses
Instruction and Program	5	100%
Fiscal Management	10	100%
Governance	10	100%
Personnel	5	100%
Operations	20	100%

NJQSAC Statement of Assurance
School Year 2013-14

Type: District Name: Blaine			
Instruction and Program	Type "1" for Yes or N/A, or "0" for No	Comments	
1. Reports to the district board of education and the public on the performance of all students on the New Jersey standardized testing system (N.J.A.C. 6A:8-3.1).	1		
2. Communicates district graduation requirements to all high school students, their families, and the community annually (N.J.A.C. 6A:8-5.1).	1		
3. Implements board-approved new and/or revised curricula that clearly and specifically align with the most recent State Board adopted version of the New Jersey Common Core Curriculum Standards (NJCCCS) and Common Core State Standards (CCSS) and with the timeline for implementation of curriculum for each content standard (N.J.A.C. 6A:3-3.1).			
Content Area and Date Standards were Adopted by State Board of Education	Enter the Month and Year (mm/yyyy) of District Board Approval of Curriculum as Aligned to the Current State Board-adopted Standards	Type "1" if all curricula are aligned or type "0" if one or more curricula are <u>not</u> aligned	Comments
English Language Arts: Common Core State Standards (CCSS) for English Language Arts & Literacy (June 2010) Referred to as Language Arts Literacy in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012		

**NJQSAC Statement of Assurance
School Year 2013-14**

Type District Name Here			
Content Area and Date Standards were Adopted by State Board of Education	Date by which districts are required to align the curriculum with the NJCCCS or CCSS	Enter the <u>Month</u> and <u>Year</u> (mm/yyyy) of District Board Approval of Curriculum as Aligned to the Current State Board-adopted Standards	Comments
Math: CCSS (June 2010)	September 2011 (K-2); September 2012 (3-5 & high school); September 2013 (6-8); (prior to 2013, Districts are required to implement the 2008 NJCCS for Mathematics for grades 6-8)		
Science: NJCCCS (June 2009)	September 2011		
Social Studies: NJCCCS (September 2009)	September 2012		

**NJQSAC Statement of Assurance
School Year 2013-14**

Type District Name Here			
Content Area and Date Standards were Adopted by State Board of Education	Date by which districts are required to align the curriculum with the NJCCCS or CCSS	Enter the <u>Month</u> and <u>Year</u> (mm/yyyy) of District Board Approval of Curriculum as Aligned to the Current State Board-adopted Standards	Comments
1			
World Languages: NJCCCS (June 2009)	September 2012		
Technology: NJCCCS (June 2009) Referred to as Technology and Career Education in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012		
21st Century Life and Careers: NJCCCS (June 2009) Referred to as Consumer, Family and Life Skills in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012		

**NJQSAC Statement of Assurance
School Year 2013-14**

Type District Name Here				
			Enter the <u>Month</u> <u>and Year</u> (mm/yyyy) of District Board Approval of Curriculum as Aligned to the Current State Board-adopted Standards	Comments
Content Area and Date Standards were Adopted by State Board of Education	Date by which districts are required to align the curriculum with the NJCCCS or CCSS			
Visual and Performing Arts: NJCCCS (June 2009) Referred to as Arts Education in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012			
Comprehensive Health and Physical Education: NJCCCS (June 2009) Referred to as Health and Physical Education in Appendix C of N.J.A.C. 6A:30-3.1(e)	September 2012			

**NJQSAC Statement of Assurance
School Year 2013-14**

Type: District Name Here		
Instruction and Program	Type "1" for Yes or N/A, or "0" for No	Comments
4. Aligns the approved career and technical education program with the State Plan for Career and Technical Education and evaluates the program annually, including the required safety and health program (<i>N.J.A.C. 6A:19 et seq.</i>).	1	
5. Has a preschool program plan approved by NJDOE, Division of Early Childhood Education, as per <i>N.J.A.C. 6A:13A-3.1 (if district receives State preschool education aid)</i> . For those school districts receiving full State funding under the School Funding Reform Act (SFR) funded per pupil amount determined by the formula established in P.L. 2007, c. 260, the preschool Self-Assessment Validation System is complete, as per <i>N.J.A.C. 6A:13A-8.1</i> .	1	
Instruction & Program Subtotal	5	
Fiscal Management		
The district:		
1. Follows a budget calendar that was developed and shared with the board annually and that reflects all applicable legal and management requirements	1	
2. Bases the tuition estimate on an analysis of prior year expenditures and the current year schedule of out-of-district placements from existing contracts. If there were no out-of-district placements, this indicator should be checked N/A.	1	

NJQSAC Statement of Assurance
School Year 2013-14

Type District Name Here		
Fiscal Management	Type "1" for Yes or N/A, or "0" for No	Comments
3. Bases appropriations for capital projects on the district's Long Range Facilities Plan (N.J.A.C. 6A:26-2.1) and the comprehensive maintenance plan (N.J.A.C. 6A:26-12).	1	
4. Supports other budget lines by a trend analysis of historical expenditures.	1	
5. Includes only line-item transfers or appropriations of surplus for new programs and initiatives contained in the original budget certified for taxes (excluding transfers for health and safety related items and awards of additional state aid or grants for new purposes.	1	
6. Submits initial applications, revisions and final reports for all entitlement and discretionary grants in a timely manner.	1	
7. Maintains separate accounts and keeps records, by grant (IDEA, Title I, IDEA-ARRA, Education Jobs Funds, etc.) and location as required (Title I, etc.), and/or consolidates accounts for approved school-wide programs as allowed in accordance with the approved budget.	1	
8. Expends federal funds consistent with the approved indirect cost rate.	1	
9. At a minimum, performs a semi-monthly review of the budget status (budget to actual) to ensure that sufficient appropriations are available.	1	
10. Approves purchase orders approved only by the purchasing agent and issued in advance of goods received or services rendered and encumbered for the full contractual amount. There are no confirming orders.	1	
Fiscal Management Subtotal	10	

NJQSAC Statement of Assurance
School Year 2013-14

Type District Name Here		
Governance	Type "1" for Yes or N/A, or "0" for No	Comments
The district:		
1. Establishes policies and procedures for the provision of educational programs and services to all students (N.J.A.C. 6A:7 et.seq).	1	
2. Establishes a nepotism policy (N.J.A.C. 6A:23A-6.2)	1	
3. Follows all requirements for the annual organization meeting (N.J.S.A. 18A:10-3 et seq. and 15-1 et seq.).	1	
4. Drafts minutes of all meetings, including executive sessions, that reflect all board actions and makes the minutes publicly available within two weeks or by the next board meeting (N.J.S.A. 18A:17-7). When appropriate, the board obtains public input and provides information to district staff as it relates to community expectations. The board also implements the Open Public Records Act (OPRA) pursuant to N.J.S.A. 47:1A-1 et seq.).	1	
5. Requires each board member and administrator to file a timely and properly completed financial and personal/relative disclosure statement each year (N.J.S.A. 18A:12-26). Annually discusses the School Ethics Act and has not been found in violation of the School Ethics Act (N.J.S.A. 18A:12-22).	1	
6. Establishes a travel and related expense reimbursement policy and ensures school board members and all employees operate in accordance with that policy (N.J.S.A. 18A:11-12 and N.J.A.C. 6A:23A-7).	1	
7. Submits new, renegotiated, amended, altered or extended contracts for superintendents, deputy superintendents, assistant superintendents and school business administrators to the Executive County Superintendent (ECS) for review and approval. Takes no formal action to approve or implement such contracts prior to ECS review and approval (N.J.S.A. 18A:7-8, N.J.A.C. 6A:23A-3.1).	1	

**NJQSAC Statement of Assurance
School Year 2013-14**

Type: District Name Here		
Governance	Type "1" for Yes or N/A, or "0" for No	Comments
8. Approves appointments and transfers, and removes or renews certificated and non-certificated officers and employees only by a roll call majority vote of the full membership of the board upon the recommendation of the Chief School Administrator and acts within 60 days of the CSA's recommendation (<i>N.J.S.A. 18A:27-4.1, N.J.A.C. 6A:32-4.1 and 4.7</i>).	1	
9. Approves the monthly board secretary's and treasurer's reports within 60 days of month's end and certifies in the minutes that the major funds (general fund, special revenue and capital projects fund) have not been over-expended (<i>N.J.A.C. 6A:23A-16.10</i>).	1	
10. Conducts a public hearing on the proposed budget and formally adopts the budget at a public meeting (<i>N.J.A.C. 18A:22-7 et seq. and N.J.A.C. 23A:8-1</i>).	1	
Governance Subtotal	10	
Personnel	Type "1" for Yes or N/A, or "0" for No	Comments
The district:		
1. Utilizes board-approved job descriptions and standards for appointment of each teaching staff member, substitute teacher and other staff including paraprofessional positions. Ensures that all staff are appropriately certified and credentialed for their assignment (<i>N.J.A.C. 6A:32-4 and N.J.A.C. 6A:9-6.5</i>).	1	
2. Confirms that new employees have a successful criminal history record check within three months of employment and that they have not been disqualified for employment (<i>N.J.S.A. 18A:6-7.1 et. seq., 18A:39-19.1 and 18A:6-4.13 et. seq.</i>).	1	

**NJQSAC Statement of Assurance
School Year 2013-14**

Type District Name Here		
Personnel	Type "1" for Yes or N/A, or "0" for No	Comments
3. Adopts written policies and procedures for the physical examination of new and existing employees and maintains personnel health records in a secure separate location from personnel files (<i>N.J.A.C. 6A:32-6.2 and 6.3</i>).	1	
4. Adopts policies and procedures for the annual evaluation of all tenured and non-tenured teaching staff members by appropriately certified personnel. Distributes the policies to all tenured teaching staff members, including administrators and supervisor, by October 1 (<i>N.J.A.C. 6A:32-4.4 and 4.5</i>).	1	
5. Uses multiple data sources, (e.g., test scores, needs assessments, attendance data, violence reports) to address current and projected needs and priorities for all school/district staff when providing professional development opportunities. Uses the data sources to analyze the alignment of the district's Professional Development Plan with teaching staff needs (<i>N.J.A.C. 6A:9-15 et.seq.</i> and <i>N.J.A.C. 6A:32-4.3 and 4.4</i>).	1	
Personnel Subtotal	5	
Operations		
Operations	Type "1" for Yes or N/A, or "0" for No	Comments
The district:		
1. Conducts all required trainings for school district employees (<i>N.J.S.A. 18A and N.J.A.C. 6A</i>).	1	
2. Submits all required NJSMART files by the due dates and has an error rate of less than 2% for each file.	1	
3. Adopts and distributes to all school staff, students and parents a code of student conduct that contains all required elements (<i>N.J.A.C. 6A:16-7.1</i>).	1	

**NJQSAC Statement of Assurance
School Year 2013-14**

Type, District Name Here		
Operations	Type "1" for Yes or N/A, or "0" for No	Comments
4. Collects and reports annually, incidents of violence, vandalism, substance abuse and disruptive behavior to the NJDOE on the Electronic Violence and Vandalism Reporting System (EVVRS). Reports to the board all incidents from the previous year, annually at a public hearing. Analyzes these incidents and identifies activities to address them (N.J.A.C. 6A:16-5.3 and N.J.A.C. 6A:16-7).	1	
5. Develops and implements policies and procedures prohibiting harassment, intimidation and bullying (HIB); distributes them to students, parents and staff; and posts the policies and procedures on the district's website (N.J.S.A. 18A:37-14-18 and N.J.A.C. 6A:16-7.1(a)4 and (c)7 and N.J.A.C. 6A:16-7.9).	1	
6. Satisfies all requirements of the Gun-Free Schools Act, 20 USC 7151 and the Title IV Section 4141 of NCLB (N.J.S.A. 18A:37-7-12 and N.J.A.C. 6A:16-5.5).	1	
7. Provides for the safety and protection of students through the annual review, development and implementation of a memorandum of agreement (MOA) with law enforcement and implementation of board-approved policies to facilitate cooperation between school staff and law enforcement (N.J.A.C. 6A:16-6.1)	1	
8. Implements procedures to review and resolve transportation incidents to avoid safety violations and ensures the safety of children including but not limited to meeting Motor Vehicle Commission requirements for bus driver inspections before loading and after drop-off and evacuation drills (N.J.A.C. 6A:27-11 and 12.1(g).	1	

NJQSAC Statement of Assurance
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(Type District Name Here)		
Operations	Type "1" for Yes or N/A, or "0" for No	Comments
9. Adopts and implements policies and procedures designed to report missing and abused children to law enforcement and child welfare authorities. Appoints and school district liaison and provides training to district employees, volunteers and interns working in the school district (N.J.A.C. 6A:16-11).	1	
10. Provides school health services, screenings and examinations to identify the need for medical services for public and nonpublic students. Maintains student health records (N.J.A.C. 6A:16-2.1 et seq).	1	
11. Implements the NJDOE-approved school health nursing services plan (N.J.A.C. 6A:16-2.1(b)).	1	
12. Implements a board-approved comprehensive guidance and academic counseling program for all students (N.J.A.C. 6A:8-3.2).	1	
13. Coordinates a comprehensive career education and counseling program with transition services for students with disabilities beginning at age 14 or younger as determined by the Individualized Education Program team (N.J.A.C. 6A:14-3.7(e)11-13).	1	
14. Ensures that each school building has a multidisciplinary team (such as Intervention and Referral Services Team, Pupil Assistance Team and School Resource Committee), as part of its coordinated system for the planning and delivery of intervention and referral services (N.J.A.C. 6A:16-8).	1	
15. Provides educational services, either in school or out of school, within five days of the student's removal for disciplinary reasons or absence due to chronic or temporary illness (N.J.A.C. 6A:16-7.2; 7.3 and 10). If the district is a County Special Services School District, it develops and implements procedures for notifying resident district of disciplinary removals or absences due to chronic or temporary	1	

NJQSAC Statement of Assurance
School Year 2013-14

Type, District Name, Date		Type "1" for Yes or N/A, or "0" for No	Comments
Operations			
16. Forwards all student records, including disciplinary records, to the school district to which the student has transferred within 10 school days after the transfer has been verified by the requesting school district. Forwards disciplinary records, with respect to suspensions and expulsions, to nonpublic schools (<i>N.J.A.C. 6A:32-7.5(f)10iii and 6A:16-7.10</i>).	1		
17. Provides services and programs to nonpublic school students in accordance with Chapter 192 Auxiliary Services (<i>N.J.S.A. 18A:46A-1 et seq. and N.J.A.C. 6A:14-6.1 et seq</i>) and Chapter 193 Remedial Services for the Handicapped (<i>N.J.S.A. 18A:46-19.1 et seq and N.J.A.C. 6A:14-6.1 et seq</i>).	1		
18. Disseminates information about and implements a comprehensive alcohol, tobacco and other drug abuse program. Adopts and disseminates to all school staff, students and parents policies and procedures for the prevention, assessment, intervention, referral for evaluation referral for treatment, discipline for students using alcohol or other drugs and continuity of care (<i>N.J.S.A. 18A:40A-B et seq and N.J.A.C. 6A:16-1.4(a)18; 6A:16-3 and 6A:16-4</i>).	1		
19. Annually reviews, revises or develops, and implements safety and security plans, procedures and mechanisms in consultation with law enforcement, health, social service and emergency management agencies and other community members, including parents (<i>N.J.A.C. 6A:16-5.1 et seq</i>).	1		
20. Implements the NJDOE-approved Comprehensive Equity Plan (CEP) designed to eliminate discrimination according to race, age, creed, color, national original, ancestry, marital status, affectional or sexual orientation, gender, religion, disability, socioeconomic status, pregnancy or parenthood (<i>N.J.A.C. 6A:7-1.9</i>).	1		
Operations Subtotal	20		

RESOLUTION AUTHORIZING AGREEMENT FOR CERTAIN
LEGAL SERVICES ADOPTED BY THE BOARD OF EDUCATION
OF THE TOWNSHIP OF WEST ORANGE IN THE COUNTY OF ESSEX

WHEREAS, there exists a need for specialized legal services in connection with the capital program and the authorization and the issuance of obligations of THE BOARD OF EDUCATION OF THE TOWNSHIP OF WEST ORANGE IN THE COUNTY OF ESSEX (the "Board"), a body corporate of the State of New Jersey, including the review of such procedures and the rendering of approving legal opinions acceptable to the financial community; and

WHEREAS, such special legal services can be provided only by a recognized Bond Counsel firm, and the law firm of McManimon , Scotland & Baumann, LLC., Roseland, New Jersey is so recognized by the financial community; and

WHEREAS, funds are or will be available for this purpose;

BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE TOWNSHIP OF WEST ORANGE IN THE COUNTY OF ESSEX, AS FOLLOWS:

1. The law firm of McManimon, Scotland & Baumann, L.L.C., Roseland, New Jersey is hereby retained to provide specialized legal services necessary in connection with the capital program and the authorization and the issuance of obligations of the Board in accordance with an Agreement dated as of _____, 2013 and submitted to the Board (the "Contract").
2. The Contract is awarded without competitive bidding as a "Professional Service" in accordance with the Public School Contracts Law, N.J.S.A. 18A:18A-5(a)(1), because it is for services performed by persons authorized by law to practice a recognized profession.
3. A copy of this resolution as well as the Contract shall be placed on file with the Secretary of the Board.
4. A notice in accordance with the Public School Contracts Law of New Jersey in the form attached hereto shall be published in _____.

CERTIFICATION

The foregoing is a true and complete copy of a resolution adopted by the Board of Education at a meeting thereof duly called and held on _____, 2013.

NOTICE OF CONTRACT AWARDED

The Board of Education of the Township of West Orange in the County of Essex, New Jersey (the "Board") has awarded a Contract without competitive bidding for professional services pursuant to N.J.S.A. 18A:18A-5(a)(i). The Board retained the law firm of McManimon, Scotland & Baumann, LLC, Newark, New Jersey to provide specialized legal services necessary for the capital program and for the authorization, the issuance and the sale of bonds, notes or other obligations of the Board. The amount charged for these services will be determined in accordance with the Agreement dated as of _____, 2013 on file with the Board Secretary. This Contract will be in effect until such time as either party gives written notice to the other of termination in accordance with the Agreement or until completion of the Project.

This Contract and the resolution authorizing it are available for public inspection in the offices of the Board Secretary.

