WEST ORANGE BOARD OF EDUCATION
Public Board Meeting - 8:00 p.m. – March 18, 2014
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 March 7, 2014.

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 March 10, 2014 (Att. #1)

IV. QUESTIONS FROM THE PUBLIC ON AGENDA ITEMS

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

VI. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS

A. PERSONNEL

1. Resignations

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

Lynn Haims, English Teacher, WOHS, for retirement purposes, effective 7/1/14 (15 years)

Vernise Washington, Custodian, St. Cloud School, for retirement purposes, effective 7/1/14 (8.5 years)

Timmie Nawrockie, Technology Education Teacher, WOHS, effective 4/18/14

2. **Appointments**

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

George Lebrenz, Technical Education Teacher, WOHS, BA-2, $50,811, effective retroactive to 3/12/14 (replacement)

Noah Formey, Maintenance/HVAC Mechanic, Buildings and Grounds Department, B&G Guide-9, $46,693.15, Fireman's License stipend $700, HVAC certification stipend $1,500, effective 4/7/14 (replacement)

George Tilden, 1:1 Instructional Aide, Pleasantdale School, BA-1, $27,469, effective 3/24/14 (additional)

Fine Arts 2013-2014 Spring Musical Pit Orchestra Performers, as per the attached (Att. #2)

Staff to provide home instruction, on an "as needed" basis, for the 2013-2014 school year, as per the attached (Att. #3)

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

Name	Sub. Type
David Segal	Teacher/Aide
Luz Cubero	Teacher/Aide
Stephanie Pavone	Teacher
Perri Hammershlag	Teacher
Gail Sumpter	Admin. Asst./Aide
Nancy Sabato	Teacher
Diane Brady	Clerical Aide

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

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

Nicole Siebert, Art Teacher, Pleasantdale School, extension of unpaid maternity leave of absence, effective 5/1/14-5/14/14

Lisa Rimassa, Resource Room Teacher, Liberty School, paid medical leave of absence, effective retroactive to 3/6/14-3/25/14, unpaid medical leave of absence, effective one day, 3/26/14, or until released by physician

Kristin Garces, Special Education Teacher, Mt. Pleasant School, maternity leave of absence, effective 4/12/14-1/2/15

Maria Orban, Instructional Aide, Pleasantdale School, paid medical leave of absence, effective retroactive to 3/3/14-3/14/14, or until released by physician

Mary Berke, Resource Room Teacher, Edison School, extension of unpaid medical leave of absence, effective 4/1/14-6/30/14

Katie Gasparri, Resource Room Teacher, Hazel School, unpaid medical leave of absence, effective retroactive to 3/7/14-3/20/14, or until released by physician

Angela Bisono, Custodian, Washington School, extension of unpaid medical leave of absence, effective retroactive to 3/3/14-3/30/14, or until released by physician

Stephen Simon, Instructional Aide, WOHS, paid medical leave of absence, effective 3/24/14-3/31/14, or until released by physician

Karen Gleason, Science Teacher, Roosevelt School, paid medical leave of absence, effective retroactive to 3/14/14-4/10/14, unpaid maternity leave of absence effective 4/11/14-6/30/14

4. Superintendent recommends approval of lateral movement on salary guide for course completion, as per WOEA contract, retroactive to January 1, 2014 as stipulated

B. CURRICULUM AND INSTRUCTION

1. Recommend approval of the following courses as endorsed by the Curriculum Council at its March 14, 2014 meeting: (Att. #4)
   - Advanced Placement Physics 1: Algebra-Based
   - Advanced Placement Physics 2: Algebra-Based
   - Advanced Placement Physics C: Mechanics
   - Advanced Placement Physics C: Electricity and Magnetism

C. FINANCE

1. Recommend approval of the 3/10/14 Bills List: (Att. #5)

Payroll/Benefits	**$ 9,794,259.53**
Transportation	**$ 531,268.06**
Special Ed. Tuition	**$ 528,570.05**
Instruction	**$ 208,460.08**
Facilities	**$ 106,230.04**
Capital Outlay	**$ 124,452.85**
Grants	**$ 259,226.14**
Food Service	**$ 266,855.17**
Textbooks/Supplies/Athletics/Misc.	**$ 123,733.55**
	$11,943,055.47

2. Recommend approval of the following Tentative Budget Resolution:

RESOLVED that the West Orange Board of Education approve the **2014-15 tentative budget** for submission as follows:

	Budget	Local Tax Levy
Total General Fund	$136,860,042	$125,614,515
Total Special Revenue Fund	$ 3,860,374	$ n/a
Total Debt Service Fund	$ 5,917,806	$ 4,956,590
Totals	$146,638,222	$130,571,105

3. Recommend that the West Orange Board of Education approve the following Capital Improvement Resolution for implementation in its 2014-2015 budget: (Att. #6)

WHEREAS the West Orange Board of Education, having 13 buildings, 12 of which are older structures in need of considerable repairs which fit the definition of Capital Improvements to Buildings, and which are consistent with the Board's Long Range Facilities Plan, and in addition, have certain emergency items and needed capital improvements for the health and safety of the students,

NOW THEREFORE BE IT RESOLVED that the West Orange Board of Education approves the attached Capital Improvements in the 2014-2015 budget.

4. Recommend approval of the Maximum Travel Expenditures for the Pre-Budget Year, the YTD Expenditures, and the Ensuing Budget Year (Att. #7)

5. Recommend approval of tuition for the 2013-2014 School Year Out-Of-District placements as per the attached. (Att. #8)

6. Recommend approval of acceptance of student at Roosevelt School for the 2013-2014 school year, for tuition in the amount of $22,857.

7. Recommend approval of acceptance of student at WOHS for the 2013-2014 school year, for tuition in the amount of $30,647.

8. Recommend approval of service contract agreement with Caldwell Pediatric Therapy Center for Physical and/or Occupational therapy for nonpublic students, for the 2013-2014 school year, in an amount not to exceed $5,000, provided through IDEA funds.

9. Recommend approval of Applications for School Business Requests for Laura Arredondo and Yajing Li to attend the National Chinese Language Conference in Los Angeles, CA, on May 7-11, 2014, for a total cost of $3,830,to be funded through the Confucius Grant

10. Recommend approval of the solicitation of proposals for legal services as per the attached (Att. #9)

11. Recommend approval of contract with William Freda as a locksmith, at the rate of $42/hour, not to exceed 8 hours/week, on an as needed basis, effective 4/7/14.

12. Recommend approval of Resolution Appointing Energy Services Company as per the attached (Att. #10)

13. Receipt of the Board Secretary's Report for the month of December, 2013 (Att. #11)

14. Receipt of the Treasurer of School Monies Report for the month of December, 2013 (Att. #12)

D. REPORTS

1. The Board of Education recognizes receipt of the HIB report for the period ending 3/18/14

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

VI. MOTION FOR THE NEXT BOARD MEETINGS to be held: at 6:30 p.m. on March 20 in closed session at the Administration Building to discuss the Superintendent search; at 6:00 p.m. on March 26, 2014 at the Administration Building for a Residency Hearing; and, at 6:00 p.m. on April 7, 2014 at West Orange High School for a regular meeting of the Board of Education.

VII. PETITIONS AND HEARINGS OF CITIZENS

VIII. ADJOURNMENT

West Orange Public Schools

179 Eagle Rock Avenue
West Orange, NJ 07052

Public Agenda
Date: 3/18/14
Attachment # 2

Fine Arts Department
Louis Quagliato, Director
973-669-5400 ext. 20570
Fax: 973-325-7483
lquagliato@woboe.org

Memorandum

To: Mr. Jim O'Neill, Superintendent of Schools
From: Mr. Louis Quagliato, Director of Visual and Performing Arts
Re: Spring Musical Musicians
Date: March 11, 2014

I am requesting that you place the following staff appointments for the Spring Musical on the next board agenda. They are being contracted to perform in the pit orchestra.

*Dave Rimelis	$700.00
*Craig Stanton	$700.00
*Kevin Munroe	$700.00
Mauricio de Sousa	$700.00
Glenn Weber	$700.00
Philip Murphy	$150.00

* District Employee

CC: Dr. Donna Rando
Kathy Papa ✓
Denise Keastead

Public Agenda
Date: 3/18/14
Attachment # 3

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: March 3, 2014
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: Mark Kenney
Frances Neceskas

Applicants to provide Home Instruction – 2013-2014

District Employees

Name	Where Employed	Certifications
Salese, Nicola	Pleasantdale	HQT: Special Education
Kim, Young	WOHS	HQT: Math
Connors, Catherine	WOHS	HQT: Biology
Duca, Daniel	WOHS	HQT: Physical Science
Li, Yajing	WOHS	HQT: Chinese
Pallante, Lou	WOHS	HQT: Counseling
Carissimo, Kim	WOHS	QT: Health & Phys. Ed K-12

The Public Schools
West Orange, New Jersey

Public Agenda
Date: 3/18/14
Attachment # 4

To: Mr. James O'Neill, Superintendent

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

Date: March 13, 2014

Re: New Course Proposals

At the March 14, 2014 Curriculum Council meeting, the courses listed below were endorsed pending Board of Education approval:

- Advanced Placement Physics 1: Algebra-Based
- Advanced Placement Physics 2: Algebra-Based
- Advanced Placement Physics C: Mechanics
- Advanced Placement Physics C: Electricity and Magnetism

Thank you.

C: Mr. M. Kenney

Revised 10/11

For Use of Curriculum Office
Date Proposal Submitted:
To Office of Curriculum: 3/13/14
To Curriculum Council: 3/14/14
To Superintendent: 3/14/14
To Board of Education: 3/18/14

The Public Schools
West Orange, New Jersey

New Course Proposal

I. Proposed Course Information

A. Proposed Course AP Physics 1: Algebra-Based

B. Sponsor of the Proposal Ms. Stephanie Suriano, Dr. Jeff Charney, Dr. Michael Lawrence

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

D. Projected Date of Implementation September 2014

E. Grade(s) 11 and 12

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

G. This course is:

A revision of_____

A course to replace Honors Physics_____

A new course _____

H. This course is: _X_ Required ___Elective _X_ Full Year w/lab (6 credits) ___Semester

_____ Other (Specify)_____

I. Intended Pre-requisite/Co- requisite:

Prerequisites: Honors Biology, Honors Chemistry
Co-requisite: Honors Algebra II

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

A. Course Objectives:

The objective of AP Physics 1: Algebra-Based is to provide students the opportunity to participate in the equivalent of a first semester college course in algebra-based physics and earn Advanced Placement college credit. This course will enable students to develop deep understanding of the content and focus on applying their knowledge through inquiry based labs. Students will study Newtonian mechanics (including rotational dynamics and angular momentum), work, energy, and power, mechanical waves and sound, and an introduction to electrical circuits.

B. Common Core Standards/Core Curriculum Content Standards:
New Jersey Core Curriculum Content Standards – Science 2009

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

- 5.1.12.A.2 Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories.

- 5.1.12.A.3 Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.

- 5.1.12.B.1 Design investigations, collect evidence, analyze data, and evaluate evidence to determine measures of central tendencies, causal/correlational relationships, and anomalous data.

- 5.1.12.B.2 Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.

- 5.1.12.B.3 Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.

- 5.1.12.B.4 Develop quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.

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

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

- 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments.

- 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.

- 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.

- 5.2.12.E.1 Compare the calculated and measured speed, average speed, and acceleration of an object in motion, and account for differences that may exist between calculated and measured values.

- 5.2.12.E.2 Compare the translational and rotational motions of a thrown object and potential applications of this understanding.

- 5.2.12.E.3 Create simple models to demonstrate the benefits of seatbelts using Newton's first law of motion.

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

- 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.

- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.B.2 Create and respond to a feedback loop when problem solving.

- 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.

- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

- 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.

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

- 9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

- 9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

- 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.

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

- 9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

- 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.

- 9.4.12.A.(4).4 Explain physical science principles and apply them to engineering applications involving mechanical equipment, structures, biological systems, land treatment, power utilization, and technology to facilitate work within this pathway.

D. Technology Standards:
New Jersey Core Curriculum Content Standards – Technology (2009)

- 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.

- 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*

Materials used in current physics courses have been reviewed to include cultural diversity.

III. Needs Assessment:

Offering AP Physics 1: Algebra-Based is a direct response to the College Board's restructuring of the Physics courses. The College Board is discontinuing AP Physics B and replacing it with 2 full-year courses, AP Physics 1: Algebra-Based and AP Physics 2: Algebra-Based. We currently offer AP Physics C only, a highly rigorous calculus-based course. The College Board recommends that high schools offering Honors Physics consider adapting it to teach the college-level curriculum.

IV. Rationale:

AP Physics 1: Algebra-Based provides with more Advanced Placement (AP) options in Physics. The current structure requires students to complete Honors Physics during junior year before taking AP Physics C, with Calculus as a co-requisite, during senior year. AP Physics 1: Algebra-Based does not require an introductory Physics class. Offering this course will open access to AP credit in Physics during junior year.

The Science Department consistently receives requests to study Honors Physics or AP Physics C from students who do not meet the math requirements of Honors Precalculus and AP Calculus, respectively. Implementing AP Physics 1: Algebra-Based will open access to these students. In addition, students who demonstrate success in a college prep Physics course will be considered for this course during senior year.

At the recommendation of the College Board, AP Physics 1: Algebra-Based is a full year course. This course will be taught as a single block with a lab allowing greater flexibility in students' schedules for electives. Adding an algebra-based approach to our already successful calculus-based approach gives students the opportunity to select a path that aligns with their post-secondary plans. Students interested in science, medicine, liberal arts, or business are best served in the AP Physics 1: Algebra-Based. Students interested in Engineering, Computers or Physics are best served in AP Physics C, a calculus-based setting.

V. Proposal:

A. Impact upon Scheduling/Staffing Needs:

No additional teachers are required.

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

The College Board's website provides the names of example textbooks that meet the criteria for AP Physics 1: Algebra-Based and AP Physics 2: Algebra-Based. It is recommended that we consider textbooks from the following list:

- Cutnell, John D. and Kenneth Johnson. *Physics*. Hoboken, NJ: Wiley.
- Giambatista, A., Richardson, B. and Richardson, R.C. *College Physics*. Boston, MA: McGraw-Hill.
- Giancoli, D.C. *Physics: Principles with Applications*. Englewood Cliffs, NJ: Prentice Hall.
- Hecht, E. and Shi, J. *Physics: Algebra/Trig*. Pacific Grove, CA: Brooks/Cole.
- Knight, R. *College Physics: A Strategic Approach*. Boston, MA: Addison-Wesley/Pearson.
- Serway, R. A., Faugh, J. and Vuielle, C. *College Physics*. Boston, MA: Cengage Wodsworth.

- Walker, J.S. *Physics*. Volumes 1 and 2. Upper Saddle River, NJ: Prentice Hall.
- Wilson, J. and Buffa, A. *College Physics*. San Francisco, CA: Addison-Wesley.

C. Curriculum Writing Needs:

□ Revision
□ New
X Other (specify)___Syllabus for approval by College Board

D. Staff Development Needs

It is recommended that the teacher complete the College Board Advanced Placement Teacher Training course in AP Physics 1: Algebra-Based.

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

Total Budgetary Request: $10,000.00

Textbooks projected cost $125 x 72 books = $9000.00
AP Teacher Training $900.00
AP Physics 1: Algebra-Based Test Preparation Books and Study Guides $100

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.*

- Stephanie Suriano (Science Supervisor)
- Dr. Jeffrey Charney (Associate Science Supervisor)
- Hayden Moore (Principal)
- Dr. Kimberly Mancarella (Assistant Principal)
- Annette Towson (Assistant Principal)
- Dr. Michael Lawrence (Physics Teacher)
- Mark Kirchenbauer (Physics Teacher)
- Dr. Krishna Mandal (Physics Teacher)
- Cheryl Butler (Director of Guidance)
- Aldo Casale (Guidance)
- Frank Iannucci (Supervisor of Mathematics 6-12)
- Kate Antico (Algebra and Calculus Teacher)
-

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

The AP Physics 1: Algebra-Based Test results and student surveys will be used as evaluative tools. Monitoring the results of the formative and summative assessments during the year will provide additional feedback. The Science Supervisor, Assistant Principal, and Principal will meet to review the data collected.

Revised 10/11

For Use of Curriculum Office
Date Proposal Submitted:
To Office of Curriculum: 3/13/14
To Curriculum Council: 3/14/14
To Superintendent: 3/14/14
To Board of Education: 3/18/14

The Public Schools
West Orange, New Jersey

New Course Proposal

I. Proposed Course Information

A. Proposed Course AP Physics 2: Algebra-Based

B. Sponsor of the Proposal Ms. Stephanie Suriano, Dr. Jeff Charney, Dr. Michael Lawrence

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

D. Projected Date of Implementation September 2015

E. Grade(s) 11 and 12

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

G. This course is:

A revision of_____

A course to replace Honors Physics_____

New course _____

H. This course is: _X_ Required ____Elective _X_ Full Year w/lab (6 credits) ___Semester

_____ Other (Specify)_____

I. Intended Pre-requisite/Co- requisite:

Prerequisites: AP Physics 1: Algebra-Based or College Prep Physics, Honors Algebra II

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

A. Course Objectives:

The objective of AP Physics 2: Algebra-Based is to provide students the opportunity to participate in the equivalent of a second semester college course in algebra-based physics and earn Advanced Placement college credit. This course will enable students to develop deep understanding of the content and to focus on applying their knowledge through inquiry based labs. Students will study fluid statics and dynamics, thermodynamics, electrostatics, electrical circuits, magnetic fields, electromagnetism, physical and geometric optics, and topics in modern physics.

B. Common Core Standards/Core Curriculum Content Standards:
New Jersey Core Curriculum Content Standards – Science 2009

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

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- 5.1.12.B.1 Design investigations, collect evidence, analyze data, and evaluate evidence to determine measures of central tendencies, causal/correlational relationships, and anomalous data.

- 5.1.12.B.2 Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.

- 5.1.12.B.3 Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.

- 5.1.12.B.4 Develop quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.

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

- 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments.

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

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- 9.1.12.A.2 Participate in online strategy and planning sessions for course-based, school-based, or outside projects.

- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.

- 9.1.12.B.2 Create and respond to a feedback loop when problem solving.

- 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.

- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.

- 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.

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

- 9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.

- 9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.

- 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.

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

- 9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.

- 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.

- 9.4.12.A.(4).4 Explain physical science principles and apply them to engineering applications involving mechanical equipment, structures, biological systems, land treatment, power utilization, and technology to facilitate work within this pathway.

D. Technology Standards:
New Jersey Core Curriculum Content Standards – Technology (2009)

- 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.

- 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*

Materials used in current physics courses have been reviewed to include cultural diversity.

III. Needs Assessment:

Offering AP Physics 2: Algebra-Based is a direct response to the College Board's restructuring of the Physics courses. The College Board is discontinuing AP Physics B and replacing it with 2 full-year courses, AP Physics 1: Algebra-Based and AP Physics 2: Algebra-Based. We currently offer AP Physics C only, a highly rigorous calculus-based class. The College Board recommends that high schools offering Honors Physics consider adapting it to cover the college-level curriculum. This course follows AP Physics 1: Algebra-Based.

IV. Rationale:

AP Physics 2: Algebra-Based is a second year of algebra-based Advanced Placement Physics designed to follow AP Physics 1: Algebra-Based. This allows students to take a second AP Exam in Physics. In AP Physics 2: Algebra-Based, students will use an algebra-based approach to study topics that go beyond the scope of AP Physics 1. AP Physics 2: Algebra-Based includes: Fluid Dynamics, Thermodynamics, and Atomic and Nuclear Physics, three topics that are not included in AP Physics 1: Algebra-Based, Honors Physics, or AP Physics C.

V. Proposal:

A. Impact upon Scheduling/Staffing Needs:

The number of sections of AP Physics 2: Algebra-Based in September of 2015 is dependent upon the enrollment of AP Physics 1: Algebra-Based.

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

The College Board's website provides the names of example textbooks that meet the criteria for AP Physics 1: Algebra-Based and AP Physics 2: Algebra-Based. It is recommended that we consider textbooks from the following list:

- Cutnell, John D. and Kenneth Johnson. *Physics*. Hoboken, NJ: Wiley.
- Giambatista, A., Richardson, B. and Richardson, R.C. *College Physics*. Boston, MA: McGraw-Hill.
- Giancoli, D.C. *Physics: Principles with Applications*. Englewood Cliffs, NJ: Prentice Hall.
- Hecht, E. and Shi, J. *Physics: Algebra/Trig*. Pacific Grove, CA: Brooks/Cole.
- Knight, R. *College Physics: A Strategic Approach*. Boston, MA: Addison-Wesley/Pearson.
- Serway, R. A., Faugh, J. and Vuielle, C. *College Physics*. Boston, MA: Cengage Wodsworth.
- Walker, J.S. *Physics*. Volumes 1 and 2. Upper Saddle River, NJ: Prentice Hall.
- Wilson, J. and Buffa, A. *College Physics*. San Francisco, CA: Addison-Wesley.

C. Curriculum Writing Needs:

□ Revision
□ New
X Other (specify) Syllabus for approval by College Board

D. Staff Development Needs

It is recommended that the teacher complete the College Board Advanced Placement Teacher Training course in AP Physics 2: Algebra-Based.

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

Total Budgetary Request: $10,000.00

Textbooks projected cost $125 x 72 books = $9000.00
Advanced Placement Teacher Training Course = $900
AP Physics 2: Algebra-Based Test Preparation Books and Study Guides $100

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.*

- Stephanie Suriano (Science Supervisor)
- Dr. Jeffrey Charney (Associate Science Supervisor)
- Hayden Moore (Principal)
- Dr. Kimberly Mancarella (Assistant Principal)
- Annette Towson (Assistant Principal)
- Dr. Michael Lawrence (Physics Teacher)
- Mark Kirchenbauer (Physics Teacher)
- Dr. Krishna Mandal (Physics Teacher)
- Cheryl Butler (Director of Guidance)
- Aldo Casale (Guidance)
- Frank Iannucci (Supervisor of Mathematics 6-12)
- Kate Antico (Algebra and Calculus Teacher)

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

The AP Physics 2: Algebra-Based Test results and student surveys will be used as evaluative tools. Monitoring the results of the formative and summative assessments during the year will provide additional feedback. The Science Supervisor, Assistant Principal, and Principal will meet to review the data collected.

Revised 10/11

For Use of Curriculum Office
Date Proposal Submitted:
To Office of Curriculum: 3/13/14
To Curriculum Council: 3/14/14
To Superintendent: 3/14/14
To Board of Education: 3/18/14

The Public Schools
West Orange, New Jersey

New Course Proposal

I. Proposed Course Information

A. Proposed Course AP Physics C: Electricity and Magnetism

B. Sponsor of the Proposal Ms. Stephanie Suriano, Dr. Jeff Charney, Dr. Michael Lawrence

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

D. Projected Date of Implementation September 2015

E. Grade(s) 11 and 12

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

G. This course is:

A revision of

A course to replace AP Physics C

New courses _____

H. This course is: __X__ Required ___Elective __X__ Full Year w/lab (6 credits) ___Semester

_____ Other (Specify)_____

I. Intended Pre-requisite/Co- requisite:

Pre-requisite: AP Physics C: Mechanics
Co-Requisite: AP Calculus

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

A. Course Objectives:

The objective of AP Physics C: Electricity and Magnetism is to offer a college-level course designed for students planning to major in the physical sciences or engineering. Strong emphasis is placed on solving a variety of challenging problems. There is also emphasis on analytical reasoning and higher-level mathematical skills. The laboratory component of this course encourages the development of skills such as detailed observation, accurate recording, experimental design, manual manipulation, data interpretation, statistical analysis, and operation of technical equipment. Students will study electrostatics; conductors, capacitors and dielectrics; electric circuits; magnetic fields; and electromagnetism. This course will prepare students to take the AP Physics C: Electricity and Magnetism exam.

B. Common Core Standards/Core Curriculum Content Standards:
New Jersey Core Curriculum Content Standards – Science 2009

- 5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.
- 5.1.12.A.2 Develop and use mathematical, physical, and computational tools to build evidence-based models and to pose theories.
- 5.1.12.A.3 Use scientific principles and theories to build and refine standards for data collection, posing controls, and presenting evidence.
- 5.1.12.B.1 Design investigations, collect evidence, analyze data, and evaluate evidence to determine measures of central tendencies, causal/correlational relationships, and anomalous data.
- 5.1.12.B.2 Build, refine, and represent evidence-based models using mathematical, physical, and computational tools.
- 5.1.12.B.3 Revise predictions and explanations using evidence, and connect explanations/arguments to established scientific knowledge, models, and theories.
- 5.1.12.B.4 Develop quality controls to examine data sets and to examine evidence as a means of generating and reviewing explanations.
- 5.1.12.C.1 Reflect on and revise understandings as new evidence emerges.
- 5.1.12.C.2 Use data representations and new models to revise predictions and explanations.
- 5.1.12.C.3 Consider alternative theories to interpret and evaluate evidence-based arguments.
- 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.
- 5.1.12.D.2 Represent ideas using literal representations, such as graphs, tables, journals, concept maps, and diagrams.
- 5.2.12.E.1 Compare the calculated and measured speed, average speed, and acceleration of an object in motion, and account for differences that may exist between calculated and measured values.
- 5.2.12.E.2 Compare the translational and rotational motions of a thrown object and potential applications of this understanding.
- 5.2.12.E.3 Create simple models to demonstrate the benefits of seatbelts using Newton's first law of motion.
- 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:
New Jersey Core Curriculum Content Standards – 21st Century Life and Careers (2009)

- 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.
- 9.1.12.B.1 Present resources and data in a format that effectively communicates the meaning of the data and its implications for solving problems, using multiple perspectives.
- 9.1.12.B.2 Create and respond to a feedback loop when problem solving.
- 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.
- 9.1.12.C.4 Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
- 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.
- 9.1.12.D.1 Interpret spoken and written communication within the appropriate cultural context.
- 9.1.12.D.2 Determine the immediate and long-term effects of cross-cultural misconceptions or misunderstandings resulting from past or current international issues or events.
- 9.1.12.D.3 Explain why the ability to communicate in another language in an appropriate cultural context is a valuable 21st-century skill.
- 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.
- 9.1.12.F.2 Demonstrate a positive work ethic in various settings, including the classroom and during structured learning experiences.
- 9.1.12.F.6 Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
- 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.
- 9.4.12.A.(4).4 Explain physical science principles and apply them to engineering applications involving mechanical equipment, structures, biological systems, land treatment, power utilization, and technology to facilitate work within this pathway.

D. Technology Standards:
New Jersey Core Curriculum Content Standards – Technology (2009)

- 8.1.12.A.1 Construct a spreadsheet, enter data, and use mathematical or logical functions to manipulate data, generate charts and graphs, and interpret the results.

- 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*

Materials used in current physics courses have been reviewed to include cultural diversity.

III. Needs Assessment:

The content of AP Physics C includes AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. Offering AP Physics C: Electricity and Magnetism as a single block course with lab results in more instructional time. Content will remain the same and the additional time will be used to teach students the calculus skills required to sit for the AP Physics C: Electricity and Magnetism exam.

AP Physics C: Electricity and Magnetism is designed to be an introductory college physics course taken by engineering majors. Offering Physics C: Electricity and Magnetism to seniors continues the calculus-based path for students preparing for careers in engineering. Students who completed the IMS program followed by AP Physics C: Mechanics are strong candidates for this course.

AP Physics C: Electricity and Magnetism will be equal in credits and quality points to AP Physics 2. Students will choose to study algebra-based or calculus-based physics based upon their post-secondary plans through senior year.

IV. Rationale:

Currently AP Physics is taught in the senior year as a double period block. Students are administered 2 AP Physics exams at the end of the course, AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. This constitutes 10 credits. It is recommended that AP Physics C be taught over a 2-year period. In year one, junior year, students are enrolled in AP Physics C: Mechanics for one block, with a lab, resulting in 6 credits and take the respective AP exam in May. In year 2, senior year, students enrolled in AP Physics C: Electricity and Magnetism, consisting of 6 credits, take the respective AP exam in May.

By offering two comprehensive approaches to physics, algebra-based and calculus-based, students will be better prepared for their post-secondary goals. Equity between the two paths ensures that students select their physics sequence based on personal strengths and interests. Offering Physics C: Electricity and Magnetism as a single block with a lab will give students more opportunity for other courses.

Physics Path	Junior Year	Senior Year
Calculus-based	AP Physics C: Mechanics 6 credits	AP Physics C: Electricity and Magnetism 6 credits
Algebra-based	AP Physics 1: Algebra-Based 6 credits	AP Physics 2: Algebra-Based 6 credits

V. Proposal:

A. Impact upon Scheduling/Staffing Needs:

We do not anticipate requiring additional staff.

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

No additional texts are required. The materials used in AP Physics C: Electricity and Magnetism are the same as in the current AP Physics C.

C. Curriculum Writing Needs:

□ Revision
□ New
X Other (specify) __Syllabus for approval by College Board

D. Staff Development Needs

It is recommended that the teacher complete the College Board Advanced Placement Teacher Training course in AP Physics C: Electricity and Magnetism.

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

AP Teacher Training $900.00

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.*

- Stephanie Suriano (Science Supervisor)
- Dr. Jeffrey Charney (Associate Science Supervisor)
- Hayden Moore (Principal)
- Dr. Kimberly Mancarella (Assistant Principal)
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- Dr. Michael Lawrence (Physics Teacher)
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- Cheryl Butler (Director of Guidance)
- Aldo Casale (Guidance)
- Frank Iannucci (Supervisor of Mathematics 6-12)
- Kate Antico (Algebra and Calculus Teacher)

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

The AP Physics C: Electricity and Magnetism test results and student surveys will be used as evaluative tools. Monitoring the results of the formative and summative assessments during the year will provide additional feedback. The Science Supervisor, Assistant Principal, and Principal will meet to review the data collected.

Revised 10/11

For Use of Curriculum Office
Date Proposal Submitted:
To Office of Curriculum: 3/13/14
To Curriculum Council: 3/14/14
To Superintendent: 3/14/14
To Board of Education: 3/18/14

The Public Schools
West Orange, New Jersey

New Course Proposal

I. Proposed Course Information

A. Proposed Course AP Physics C: Mechanics

B. Sponsor of the Proposal Ms. Stephanie Suriano, Dr. Jeff Charney, Dr. Michael Lawrence

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

D. Projected Date of Implementation September 2014

E. Grade(s) 11 and 12

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

G. This course is:

A revision of

A course to replace AP Physics C

New courses _____

H. This course is: _X_ Required ___Elective _X_ Full Year w/lab (6 credits) ___Semester

_____ Other (Specify)_____

I. Intended Pre-requisite/Co- requisite:

Pre-requisite: Honors Biology, Honors Chemistry
Co-Requisite: Honors Pre-Calculus

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

A. Course Objectives:

The objective of AP Physics C: Mechanics is to offer a college-level course designed for students planning to major in the physical sciences or engineering. Strong emphasis is placed on solving a variety of challenging problems. There is also emphasis on analytical reasoning and higher-level mathematical skills. The laboratory component of this course encourages the development of skills such as detailed observation, accurate recording, experimental design, manual manipulation, data interpretation, statistical analysis, and operation of technical equipment. Students will study Kinematics, Newton's Laws and Gravitation, Work and Energy, and Conservation Laws. This course will prepare students to take the AP Physics C: Mechanics exam.

B. Common Core Standards/Core Curriculum Content Standards:
New Jersey Core Curriculum Content Standards – Science 2009

- 5.1.12.A.1 Refine interrelationships among concepts and patterns of evidence found in different central scientific explanations.
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- 9.4.12.A.(4).4 Explain physical science principles and apply them to engineering applications involving mechanical equipment, structures, biological systems, land treatment, power utilization, and technology to facilitate work within this pathway.

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- 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.

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Materials used in current physics courses have been reviewed to include cultural diversity.

III. Needs Assessment:

The content of AP Physics C includes AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. Offering AP Physics C: Mechanics as a single block course with a lab results in more instructional time. Content will remain the same and the additional time will be used to teach students the calculus skills required to sit for the AP Physics C: Mechanics exam.

AP Physics C: Mechanics is designed to be the introductory college physics course taken by engineering majors. Offering Physics C: Mechanics to juniors creates an opportunity for sophomores concluding the IMS program to continue pursuing their interest in engineering.

AP Physics C: Mechanics will be equal in credits and quality points to AP Physics 1. Students will choose to study algebra-based or calculus-based physics based upon their post-secondary plans.

IV. Rationale:

Currently AP Physics is taught in the senior year as a double period block. Students are administered 2 AP Physics exams at the end of the course, AP Physics C: Mechanics and AP Physics C: Electricity and Magnetism. This constitutes 10 credits. It is recommended that AP Physics C be taught over a 2-year period. In year one, junior year, students are enrolled in AP Physics C: Mechanics for one block with a lab resulting in 6 credits and take the respective AP exam in May. In year 2, senior year, students enrolled in AP Physics C: Electricity and Magnetism, consisting of 6 credits, take the respective AP exam in May.

By offering two comprehensive approaches to physics, algebra-based and calculus-based, students will be better prepared for their post-secondary goals. Equity between the two paths ensures that students select their physics sequence based on personal strengths and interests.

Offering Physics C: Mechanics as single block with a lab will give students the opportunity to earn AP credit during their junior year and have more opportunity for other courses.

Physics Path	Junior Year	Senior Year
Calculus-based	AP Physics C: Mechanics 6 credits	AP Physics C: Electricity and Magnetism 6 credits
Algebra-based	AP Physics 1: Algebra-Based 6 credits	AP Physics 2: Algebra-Based 6 credits

V. Proposal:

A. Impact upon Scheduling/Staffing Needs:

We do not anticipate requiring additional staff.

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

No additional texts are required. The materials used in AP Physics C: Mechanics are the same as in the current AP Physics C.

C. Curriculum Writing Needs:

□ Revision
□ New
X Other (specify) __ Syllabus for approval by College Board

D. Staff Development Needs

It is recommended that the teacher complete the College Board Advanced Placement Teacher Training course in AP Physics C: Mechanics.

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

AP Teacher Training $900.00

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.*

- Stephanie Suriano (Science Supervisor)
- Dr. Jeffrey Charney (Associate Science Supervisor)
- Hayden Moore (Principal)
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- Cheryl Butler (Director of Guidance)
- Aldo Casale (Guidance)
- Frank Iannucci (Supervisor of Mathematics 6-12)
- Kate Antico (Algebra and Calculus Teacher)

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

The AP Physics C: Mechanics test results and student surveys will be used as an evaluative tools. Monitoring the results of the formative and summative assessments during the year will provide additional feedback. The Science Supervisor, Assistant Principal, and Principal will meet to review the data collected.

Public Agenda
Date: 3/18/14
Attachment # 6

Capital Project List 2014/2015

Revised 3/6/14

Project Number	Description/Activity	Funding Source for Request	
1	Asbestos Removal	$	51,000
2	Concrete/Asphalt Repairs	$	76,000
3	Boilers (2) Replace Roosevelt	$	260,000
4	Code Compliance (UST)	$	66,000
5	Flooring	$	118,024
6	Generator HS	$	145,000
7	Roof Replacements	$	266,000
8	Electric Upgrades	$	195,000
9	Track Replacement	$	260,000
10	Structural Repairs	$	103,770
11	Safety/Code	$	73,680
12	Security	$	72,120
13	Structural	$	118,770
14	Miscellaneous	$	224,648
TOTAL		**$**	**1,926,242**

Miscellaneous includes: Direct Digital Controls (DDC), Fencing, Fields, Lighting, Painting, Restrooms, Windows

Public Agenda
Date: 3/18/14
Attachment # 8

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF SPECIAL SERVICES

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

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

DATE: March 10, 2014

TO: James O'Neill

FROM: Constance Salimbeno CS

RE: Agenda Item

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

STUDENT # 2013-2014	CLASSIFICATION	PLACEMENT	TUITION
#75 Start Date 3/17/14	Multiple Disabilities	Essex Valley School West Caldwell, NJ	$19,845.40 $296.20 per diem
#101 Start Date 2/24/14	Emotionally Disturbed	Mt. Carmel Guild Academy West Orange, NJ	$21,857.04 $269.84 per diem
#133 Start Date 3/17/14	Communication Impaired	Westbridge Academy Bloomfield, NJ	$25,692.80 $367.04 per diem

c: Mark Kenney

Public Agenda
Date: 3/18/14
Attachment # 9

REVISED

WEST ORANGE PUBLIC SCHOOLS

REQUEST FOR PROPOSAL

LABOR ATTORNEY RFP

1. **INTENT**

West Orange Board of Education (the "District") is soliciting proposals from qualified law firms to represent the District in all contract and labor negotiations. Further, the firm will represent the District's interests in all grievance matters.

2. Background Information

West Orange is a suburban town located in Essex County, with a population of approximately 45,000. West Orange Public Schools is a school district with an enrollment of 7200 students with an operating budget of about $140 million. The District maintains 7 elementary (PreK-5), 3 middle (6, 7-8) and 1 high school (9-12). The District employs approximately 1100 full and part time employees.

3. **QUALIFICATION REQUIREMENTS**

Respondents to this RFP must meet the following minimum requirements:

3.1 Member in good standing of the Bar of the State of New Jersey.
3.2 Must have experience with Federal and State Education laws and have a minimum of five (5) years working with or for New Jersey school district in all areas of service required herein.
3.3 Assignment of a lead attorney with appropriate experience.
3.4 A minimum of three attorneys with experience in education law and labor relations.

4. **SCOPE OF SERVICES**

4.1 **Specific Tasks**

The successful legal firm will provide services including, but not limited to:

4.1.1 Contract preparation, analysis and interpretation.

4.1.2 Representation during collective bargaining negotiations both at the table and on a consulting basis, including mediation, arbitration and all other issues arising from labor relations.

5. **TIMEFRAME**

The successful legal firm will be expected to commence the provision of services immediately upon award of the contract. It is anticipated that preparations of negotiations for all employee bargaining units will commence in the fall of 2014.

6. PROJECT MANAGEMENT

The contract shall be managed for the District by the Superintendent of Schools or his/her designee.

7. Submission and Deadline

All proposals must be received by April 30th, 2014. One original and one copy shall be submitted to: **Business Office, West Orange Public Schools, 179 Eagle Rock Avenue, West Orange, NJ 07052.** Questions regarding this RFP may be directed to Mark Kenney, Business Administrator, and (973) 669-5400.

Section 1: Submittal Letter

Respondents shall submit a cover letter, addressed to the Business Administrator , signed by an authorized principal or agent of the law firm, which provides an overview of the respondent's offer, as well as the name, title and phone number of the person to whom the District may direct questions concerning the proposal.

Section 2: Experience

Respondents are to provide a summary of the firm's experience on similar types and sizes of engagements with emphasis on school districts in the State of New Jersey, and detail on experience with public sector employment law, and education law. This summary must include your firm's experience in the areas of services described in Section 3, Scope of Services, provide detailed resumes of persons proposed to work directly with the District and indicate the level of responsibility of each person (professional staff only). Resumes are to include educational qualifications and previous work assignments that relate to this RFP.

Section 3: References

Legal firms must have a minimum of five years experience in all areas of law specified in the Scope of Services. A minimum of three (3) client references, which encompass the areas outlined in this RFP, especially other local school districts and governmental agencies, should be submitted. The client references must include the name of the organization, address, telephone number, individual contact person, the dates services were performed and a description of the services provided.

Section 4: Hourly Fee Proposal

All respondents are required to complete and submit a detailed hourly fee schedule. As part of the hourly basis of billing, each response must provide the following for each year of the contract: (a) a single hourly rate for all partners and a separate single hourly rate for all associates; (b) an hourly rate for clerical, paralegal or other professional; and (c) a schedule of all out-of-pocket disbursements which you anticipate will result in a charge to the District, and the rate for each.

The District reserves the right to negotiate the hourly fee schedule with the selected respondent.

8. EVALUATION AND AWARD

The following criteria will be used, without limitation, in evaluation proposals and determining the most responsive legal firm:

8.1a The legal firm's technical understanding of the scope of services and proposed professional services as evidenced by the proposal submitted

8.1b The background and experience of the legal firm in providing similar services as well as specific background, education, qualifications and relevant experience of key personnel to be assigned to this contract

8.1c Information obtained by the District from firm's references or other clients

8.1d Best interests of the District

Proposals in response to this RFP will be reviewed against the criteria listed above.

8.2 Selection Procedures

8.2a The District reserves the right to reject any or all proposals or part thereof for any reason, to negotiate changes to proposal terms, to waive minor inconsistencies with the RFP, and to negotiate a contract with the successful legal firm.

8.2b The District will initially review all proposals to determine responsiveness. Any proposal that does not address all requested requirements or is incomplete will not be considered.

8.2c The District will evaluate all responsive and responsible proposals based on the criteria enumerated in Section 7 as referenced above. The District may afford firms the opportunity to clarify proposals for the purpose of assuring a full understanding of their responsiveness to the RFP.

8.2d The District may conduct an interview of the legal firms it judges to be the most qualified to perform the services required, based upon the criteria in this RFP. If so, legal firms will be notified in advance of the proposed interview date. If conducted, interviews may be conducted in person or by conference call. Respondents are advised that the District reserves the right to award this contract solely on the basis of the submitted proposals.

9. GENERAL REQUIREMENTS AND CONDITIONS

9.1.1 Insurance

The selected provider shall be required to furnish proof of the following insurance coverage within ten (10) days of receipt of Notice of Selection. Insurance shall be issued by an insurance company licensed to conduct business in the State of New Jersey. Any and all exceptions must be approved by the Business Manager. Insurance coverage shall remain in full force for the duration of the Contract term including any and all extensions of renewal thereof.

9.1.2 Professional Liability Insurance including errors and omissions with a limit of not less than $1,000,000 per occurrence and $2,000,000 aggregate.

9.3 Conditions

Respondents responding to this RFP will be expected to adhere to the following conditions and must make a positive statement to that effect in its proposal submitted:

9.3.1 Have personnel/resources reserve sufficient to assure service continuity, and agree to maintain an adequate level of qualified personnel for the term of the Agreement.

9.3.2 Agree that the District and the legal firm may terminate the contract at any time with thirty (30) days written notice. In the event of termination, the District shall pay the legal firm for any services rendered prior to termination. However, if the selected legal firm has damaged the District in any way, such payment may be withheld until the District determines whether or by how much such payment should be reduced.

9.3.3 Agree to conform to all applicable laws and ordinances and statutes of the Federal Government, State of New Jersey and policies of the West Orange Board of Education.

10. ADDITIONAL INFORMATION AND REVISION TO PROPOSALS

Information may be provided to potential respondents for the purpose of clarification to assure full understanding of, and responsiveness to, the solicitation requirements. Prospective respondents shall be afforded fair and equal treatment with respect to access to additional information and revision of proposals.

Public Agenda
Date: 3/18/14
Attachment # 10

RESOLUTION APPOINTING ENERGY SERVICES COMPANY

WHEREAS this Board of Education has determined to consider the adoption and implementation of an energy savings improvement program pursuant to N.J.S.A. 18A:18A-4.6 and to seek the assistance of an energy services company through competitive contracting pursuant to N.J.S.A. 18A:18A-4.6(b)(1) and N.J.S.A. 18A:18A-4.1 for assistance with the development and implementation of an energy savings plan; and

WHEREAS this Board of Education advertised on September 27, 2013 for receipt of proposals by December 20, 2013 through competitive contracting in accordance with N.J.S.A. 18A:18A-4.1 *et seq.* to select an Energy Services Company in order to prepare an energy savings plan with the intent to later enter into a contract to implement energy conservation measures selected by the Board of Education and described in the plan: and

WHEREAS proposals were submitted by Johnson Controls Inc., Ameresco, Con Edison Solutions and Honeywell Building Solutions in accordance with the advertised Request for Proposals to Select an Energy Services Company to Develop and Implement an Energy Savings Plan through an Energy Savings Improvement Program (the "RFP"); and

WHEREAS a committee was selected to review the proposals and report to the Board of Education the results of their review, a copy of which report was submitted to this Board of Education; and

WHEREAS, after reviewing the report of the committee, this Board of Education has determined that it is in the best interest of the School District to appoint Honeywell Building Solutions as the Energy Services Company with which the Board of Education will work to prepare an energy savings plan for the School District, now therefore,

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

Section 1. The proposal submitted by Honeywell Building Solutions, dated December 20, 2014, in accordance with the School District's RFP (the "Honeywell Proposal") is hereby approved.

Section 2. The Board President is hereby authorized to execute and to enter into any contract that may be required to implement this resolution in a form consistent with the RFP and the Honeywell Proposal and approved by McManimon, Scotland & Baumann, LLC, Bond Counsel. The Honeywell Proposal stipulates that Honeywell Building Solutions will charge no fee for assistance with the development of the energy savings plan and will assist the Board of Education with implementation of the energy savings plan once it is verified by an independent third party and approved by the Board of Education and this Board of Education determines the energy conservation measures to be implemented in accordance with the plan for the fees set forth in and in accordance with the RFP and the Honeywell Proposal and a contract to be entered into by and between the Board of Education and Honeywell Building Solutions also in accordance with the RFP and the Honeywell Proposal and in a form approved by this Board of Education.

Section 3. The Board Secretary is hereby authorized and directed to publish a notice of contract awarded in the newspaper as required by law

Section 4. The Board of Education hereby declares its intent to issue tax exempt obligations to provide for funding as may be deemed necessary in a subsequent resolution of this Board and to use the proceeds to pay or reimburse any expenditures for the costs of the energy

conservation measures in an amount not exceeding $250,000 until the actual amount of such funding is determined. This Section 3 is a declaration of intent within the meaning and for purposes of Treasury Regulations §1.150-2 or any successor provisions of federal income tax law.

Section 5. This resolution shall take effect immediately.