

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting - 8:00 p.m. – May 27, 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 February 16, 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 May 12, 2014 (Att. #1)
- IV. SUPERINTENDENT'S AND/OR BOARD'S REPORTS
 - A. Mt. Pleasant Choral Presentation
 - B. Recognition of Special Achievement from District's Health and Wellness Committee
 - C. Recognition of the WOHS Bowling Team – Conference and County Championships
 - D. Recognition of WOHS Wrestling
 - E. Recognition of Students who made significant contributions to the Alternative Press
- V. QUESTIONS FROM THE PUBLIC ON AGENDA ITEMS
- VI. SECOND READING OF THE FOLLOWING BOARD POLICY:
- VII. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS

A. PERSONNEL

1. Resignations

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

Shannon Quirk, Part-time Instructional Aide, Pleasantdale School, effective 5/30/14

Peter Pantalena, Speech Therapist, Student Support Services, effective 7/1/14

2. Rescissions

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

Christina Balestriere, Instructional Aide, for the 2014-2015 school year (approved on the 5/12/14 agenda)

3. Appointments

- a) Superintendent recommends approval of the following reappointments:

1) Hourly Staff: Clerical Aides, Lunch Aides, Attendance Officers, and Greeters for the 2014-2015 school year as per the attached (Att. #2)

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

Jennifer Schroeder, Vocal Music Teacher, WOHS, leave replacement, MA-1, \$269.30 per diem, effective retroactive to 4/30/14-6/18/14 (replacement)

Colleen Craffey, Grade 1 Teacher, Gregory School, BA-2, \$51,862, effective 9/1/14 (replacement)

Tesha Mateo, Guidance Counselor, Roosevelt School, MA-2, \$55,380, effective 9/1/14 (replacement)

Rebecca Beutel, Guidance Counselor, Redwood School, MA+16-6, \$61,568, effective 9/1/14 (replacement)

David Perez, Social Studies Teacher, Roosevelt School, BA-2, \$51,862, effective 9/1/14 (replacement)

Khalid Uddin, English Teacher, WOHS, BA-7, \$55,268, effective 9/1/14 (replacement)

Bruce Clough, Drama Teacher, WOHS, MA+16-4, \$60,016, effective 9/1/14 (replacement)

Marc Lawrence, Assistant Principal, Roosevelt School, MA+32-4, \$119,985, effective 8/1/14 (replacement)

Ryan DelGuercio, Supervisor of Technology and Engineering/Dean, stipend for additional duties as Dean, \$1,715, effective 7/1/14

Nancy Mullin, Supervisor of Career Education and Library Sciences, stipend for additional supervisory duties, \$4,000, effective 7/1/14

Elise Volpe, Management Information Systems Coordinator, Technology Department, salary for the 2014-2015 school year \$98,126

William Bock, Instructional Aide, to provide 1:1 Student Support, WOHS Commencement Ceremony, 6.5 hours at an hourly rate of \$23, for a total not to exceed \$149.50, effective 6/19/14

Gisel Montoya, Instructional Aide, to provide 1:1 Student Support, WOHS Commencement Ceremony, 6.5 hours at an hourly rate of \$23, for a total not to exceed \$149.50, effective 6/19/14

Julian DeMartinis, Instructional Aide, to provide 1:1 Student Support, Roosevelt Grade 7 ClassTrip, 5 hours at an hourly rate of \$23, for a total not to exceed \$115, effective 6/3/14

Rosa Valencia, Instructional Aide, to provide 1:1 Student Support, Roosevelt Grade 7 ClassTrip, 5 hours at an hourly rate of \$23, for a total not to exceed \$115, effective 6/3/14

Tifane Rees, Instructional Aide, to provide Student Support, Roosevelt Spring Chorus Concert, 2 hours at an hourly rate of \$23, for a total not to exceed \$46, effective retroactive to 5/14/14

Jamae Sippio, Instructional Aide, to provide Student Support, WOHS Senior Prom, 5.25 hours at an hourly rate of \$23, for a total not to exceed \$120.75, effective retroactive to 5/17/14

Robbin Sweeney and Beverly Tindall to conduct After School Library Media Center Program, WOHS, for the 2014-2015 school year, at an hourly rate of \$35, for a total weekly cost of \$245

Staff for Extended School Year Program (ESY), 6/23/14-8/1/14, as per the attached (Att. #3)

2014 Summer Child Study Team professionals to provide services such as referrals, evaluations and case management on an as-needed basis, effective 6/23/14-8/1/14, at a rate of \$73/hour for case management and \$250/evaluation:

Name	Position
Christine Aker	LDTC
Amy Drost	Psychologist
Kim Fields-Murphy	Speech
Sanhita Kar	Psychologist
Suzanne Lee	Psychologist
Nicole Handler	Psychologist
Cindy Rotbaum	Social Worker
Sue Wright	LDTC

2014 Summer Preschool Child Study Team professionals to provide services such as Preschool referrals, evaluations and case management on an as-needed basis, effective 6/23/14-8/1/14, at a rate of \$55/hour for case management and \$250/evaluation:

Name	Position
Lee Cohen	Psychologist
Alexis DeVita	Social Worker
Theresa Garrison	Occupational Therapist
Patricia Guerriero	Occupational Therapist
Nicole Handler	Psychologist
Shari Kramer	Social Worker
Laura Lison	Psychologist
Lois Menkin	Occupational Therapist
Suzanne Pfarr	Speech Therapist
Elisa Stern	Psychologist
Shari Weitz	Occupational Therapist

2014 WOHS Summer STEP-UP Program Appointments, at an hourly rate of \$49.00, for a total of 43.5 hours, not to exceed \$2,131.50 each, effective 7/1/14-7/24/14

Name	Position
Jesse Aporta	Language Arts Teacher
Mindy Harvat	Language Arts Teacher
Michelle Morais	Lead Teacher
Katelyn Antico	Math Teacher
James Matsakis	Math Teacher
Nancy Donnelly	Organizational Skills Teacher
Sharon Ortiz	Organizational Skills Teacher

Co- Curricular Appointments for the 2014-2015 School Year:

WOHS Co-Curricular:

Co-Curricular	Advisor	Stipend
American Sign Language Club	Molly Wachtel	\$1435
Anime Club	Anthony Prasa	\$1435
Art Club	Jennifer Morante	\$1435
Audio Visual Aide Club	Kirk Roberts	\$4949
Boys' Step Team	William Farley	\$3703
Chess Club	Ara Berberian (\$717.50) Fred Barnwell (\$717.50)	\$1435
Chinese Club	Yajing Li (\$1072) Yun Abernathy (\$1072)	\$2144
Chinese Honor Society	Yajing Li (\$410) Yun Abernathy (\$410)	\$820
Drama Club	Bruce Clough	\$1435
Drill Team	William Farley	\$3691
Esriptus, National English Honor Society	Molly Wachtel (\$717.50) Tynia Thomassie (\$717.50)	\$1435
ESL Club	Ruysdael Georges	\$1435
Fight for Green	Sonia Lauren (1256) Pete Ficuciello (1256)	\$2512
French Club	Dana Peart	\$2144
French Honor Society	Dana Peart	\$820
Freshman Class Advisor	Gina Paradiso (\$1072) Kim Alfano (\$1072)	\$2144
Frisbee	Jonathan Tick	\$1435
Future Business Leaders of America (FBLA)	Anne Hanson (\$717.50) Kim Szalkai (717.50)	\$1435
Future Educators of America	Deborah Sharkey	\$1435
GSA	Stephen Simon	\$1396
Interact Service Club	Lori Bollotta	\$1435

WOHS Co-Curricular (continued):

Health Careers Club	Jodi Costanza (\$717.50) Debra Franek (\$717.50)	\$1435
Healthy Living Club	Anita Trajkovska	\$1435
Italian Club	Vincenza Amabile (\$1072) Rosanna Zamloot (\$1072)	\$2144
Italian Honor Society	Vincenza Amabile (\$410) Rosanna Zamloot (\$410)	\$820
Junior Class Advisor	Heather Yates (\$2115.50) Alan Norville (\$2115.50)	\$4231
Junior State of America Club	Julie Brady (\$717.50) Joseph Perna (\$717.50)	\$1435
Literary Magazine (Cobblestone)	Katie Baran	\$1435
Math Honor Society (Mu Alpha Theta)	Cristina Gonzalez (\$717.50) Dara Brevard (\$717.50)	\$1435
Math Team	Lynne Steinberg (\$1043.50) Kate Antico (\$1043.50)	\$2144
Mock Trial	Anthony Edelstein	\$1435
Model UN	Rachel Ostanski	\$1435
Mountaineer Book Club	Beverly Tindall	\$1435
Tri M - Music Honor Society	Lisa Swanick	\$1435
National Art Honor Society	Nicole Krulik (\$717.50) Jennifer Morante (\$717.50)	\$1435
National Honor Society	Anna McDonald	\$1435
Newspaper (Pioneer)	Camila Anka (\$1764.50) Jennifer Dahl (\$1764.50)	\$3529
Photography Club	Deborah Cohen	\$1435
Project Adventure (Trailblazers)	Joseph Marchesini (\$358.75) Clarence Yoh (\$358.75) Ryan Patscher (\$358.75) Danielle Tracey (\$358.75)	\$1435
Rho Kappa/Social Studies Honor Society	Tim Miskimon (\$717.50) William Bradley (\$717.50)	\$1435
Science National Honor Society	Ronald Brandt (\$717.50) Sonia Lauren (717.50)	\$1435
Senior Class Advisor	Lauren Feehan (\$2115.50) Michelle Morais (\$2115.50)	\$4231
Science Team Advisor	Mickey Schultz (\$428.80) Ronald Brandt (\$428.80) Karen Lee (\$428.80) Mark Kirchenbauer (\$428.80) Pete Ficuciello (\$428.80)	\$2144
Screenwriters Society	William Bradley	\$2144
Sophomore Class Advisor	Arielle Samra (\$1072) Stephan Zichella (\$1072)	\$2144
Spanish Club	Susan Leon-Guerrero	\$2144
Spanish Honor Society	Juan Roncero	\$820

WOHS Co-Curricular (continued):

Sports Medicine/Athletic Trainers Club	Eugene Palatianos	\$1435
Student Council	Jodi Costanza (\$2474.50) Krista Romanyshyn (\$2474.50)	\$4949
Unity Club	David Sehr	\$1435
Yearbook	Megan Kiczek	\$4231
*Skills USA	Cheryl Dunlap	\$1435
*Technology Student Association	Deborah Cohen (\$717.50) Kelly Boehmer (\$717.50)	\$1435
*FCCLA	TBA	TBA
*Funding through Perkins Grant		

Liberty School Co-Curricular:

Co-Curricular	Advisor	Stipend
Academically Speaking	Lisa Touzeau	\$2757
Art Club	Lisette Villalobos	\$1435
Audio Visual Aides	Vince DeJesus	\$2757
Chamber Chorus	TBD	\$1435
Choreographer (Drama)	TBD	\$1378
Conflict Resolution	Danielle Bridge (\$717.50) Valerie Gino (\$717.50)	\$1435
Dramatics (Director)	TBD	\$2757
Dramatics Set Design/Construction	TBD	\$1378
Grade 7 Team Leader	Kimberly DeMeo	\$2757
Grade 7 Team Leader	Nancy Silva	\$2757
Grade 8 Team Leader	Melissa Martino	\$2757
Grade 8 Team Leader	Susan Zaccaro	\$2757
Jazz Band	David Rimelis	\$1435
Math Club	Shrina Patel	\$1435
Newspaper Club	Jane Horwitz	\$2143
Science Club	Dianne Cardinali	\$1435
Select Strings	David Rimelis	\$1435
Service Club Junior Interact	Jane Horwitz	\$1435
Stem Club	Maria David Vince DeJesus Sue Zaccaro	Year 1 Volun- tary
Student Council	Sue Zaccaro	\$2757
Totally Tech	Anne Tempesta	\$1435
Unity Club	N/A	N/A
Yearbook	Melissa Martino (\$1071.50) Anne Tempesta (\$1071.50)	\$2143

Roosevelt School Co-Curricular:

Co-Curricular	Advisor	Stipend
Academically Speaking	Rebecca Giacobelli	\$2757
Art Club	Catherine Haggarty	\$1435
Chess Club *	Ken Darcy	\$1435
Conflict Resolution	Tracy Gordon	\$1435
Explorers' Club	Diane Varela (\$717.50) Leanna Amorim (\$717.50)	\$1435
Grade 7 Team Leader	Tracy Gordon	\$2757
Grade 7 Team Leader	Laura Santimauro	\$2757
Grade 8 Team Leader	Diane Varela	\$2757
Grade 8 Team Leader	Tracey Nardone	\$2757
Honor Band	Craig Stanton	\$2757
Junior Interact/Service Club	Tracy Gordon (\$717.50) Kimberly Cerutti (\$717.50)	\$1435
Math Club	Jennifer Cataldo (\$717.50) Lisa Rocha (\$717.50)	\$1435
Select Chorus	TBD	\$1435
Spanish Club *	Leanna Amorim	\$1435
Spring Musical/Drama Director	Craig Stanton	\$2757
Stage Band	Roger Bryson	\$1435
Student Council	Diane Varela (\$1378.50) Tracey Nardone (\$1378.50)	\$2757
Totally Tech	Kelly McSharry	\$1435
Yearbook	Kelly McSharry	\$2143

* Replacing Unity Club and Art & Literary Magazine

Edison School Co-Curricular:

Co-Curricular	Advisor	Stipend
Academically Speaking	TBD	\$2757
Art Club	Melanie Racanelli	\$1435
Audio Visual Aides Advisor	Kelly Gambutti (\$1378.50) Joseph Romano (\$1378.50)	\$2757
Chamber Orchestra	Daniel O'Dea	\$1435
Choreographer	Christine Ferinde	\$1379
Dramatics (Director)	Bonnie Pomeroy	\$2757
Dramatics Set Design/Construction	Melanie Racanelli	\$1379
Edison Singers	Bonnie Pomeroy	\$1435
Environmental Club	Joanne Kornoelje	\$1435
Honors Band	Joseph Romano	\$1435
Jazz Band	Joseph Romano	\$1435
Literary Magazine/Film Club	Adam Wasko	\$1435
Math Club	Eric Mains	\$1435
Newspaper	Adam Wasko	\$2144
Peer Mediation Club	Sylvia Watford	\$1435

Edison School Co-Curricular (continued):

Science Club	Vivian Troya	\$1435
Service Club Junior Interact	Sandy Bochese	\$1435
Student Council	Jennifer Blume	\$2757
Team Leader Blue	Janet Wiggins	\$2757
Team Leader Green	Jennifer Blume	\$2757
Team Leader Orange	Thomas Perrone	\$2757
Team Leader Purple	Cindy DiGiovanna	\$2757
Team Leader Red	Joseph Romano	\$2757
Team Leader Yellow	Donna Cocchiere	\$2757
Unity Club	Karen Wynn (\$717.50) Jennifer Blume (\$717.50)	\$1435
Yearbook	Kathy Jackson (\$1072) Cindy DiGiovanna (\$1072)	\$2144

Gregory School Co-Curricular:

Co-Curricular	Advisor	Stipend
Conflict Resolution	Sarah McIntosh (\$287) Susannah Madurski (\$287) Diane Lauterback (\$287) Patricia Sorrenti (\$287) Stella Jemas (\$287)	\$1435
Student Council	Stella Jemas (\$358.75) Diane Lauterback (\$358.75) Carol Ruggiero (\$358.75) James Weidenborner (\$358.75)	\$1435

Hazel School Co-Curricular:

Co-Curricular	Advisor	Stipend
Conflict Resolution	Karen Wagaman	\$1435
Student Council	Karen Lott	\$1435

Mt. Pleasant School Co-Curricular:

Co-Curricular	Advisor	Stipend
Conflict Resolution	Lisa Struncis (\$717.50) Jennifer Barta (\$717.50)	\$1435
Student Council	Jo Albert (\$717.50) Liz Kinnealy (\$717.50)	\$1435

Pleasantdale School Co-Curricular:

Co-Curricular	Advisor	Stipend
Conflict Resolution	Keri Orange	\$1435
Student Council	Doug Norrie (\$717.50) Amy Pacifico (\$717.50)	\$1435
Math Club	Anthony Carsillo	\$1000

Redwood School Co-Curricular:

Co-Curricular	Advisor	Stipend
Conflict Resolution	Kristen Dunleavy (\$717.50) Donna Nicinski (\$717.50)	\$1435
Student Council	Gerald Powers	\$1435

St. Cloud School Co-Curricular:

Co-Curricular	Advisor	Stipend
Conflict Resolution	Caroline Stoner	\$1435
Student Council	Jenny Garcia	\$1435
Math Club	Frank Auletta (\$500) Caroline Stoner (\$500)	\$1000
Environmental Club	Gary Franck (\$500) Caroline Stoner (\$500)	\$1000

Washington School Co-Curricular:

Co-Curricular	Advisor	Stipend
Conflict Resolution	Rene Simone Wells	\$1435
Student Council	Wayne Oakley (\$478.33) Linda Perna (\$478.33) Jennifer Tarullo (\$478.33)	\$1435

Fine Arts Co-Curricular Appointments, WOHS, as per attached (Att. #4)

2015 Winter Color Guard Appointments:

Position	Name	Stipend
Winter Color Guard Coordinator	TBD	\$3060
Winter Color Guard Show Designer	TBD	\$3060
Winter Color Guard Instructor	Jaclyn Milnes	\$1996

2014-2015 Additional Marching Band appointments:

Position	Name	Stipend
Marching Band Assistant-Color Guard Coordinator	TBD	\$4949
Marching Band /color Guard-Instruction/Design	TBD	\$4000
Marching Band Color Guard Instruction	Jaclyn Milnes	\$1250
Marching Band Color Guard Instruction	Denea Gresham	\$1250
Marching Band Visual Consultant	Scott Tomlin	\$500
Marching Band Drill Design	Chris Cubias	\$750
Marching Band Drill Design	Julian Johnson	\$750

Coaching Appointments for the 2014-2015 School Year:

Liberty School Coaching:

Sport	Advisor	Stipend
Boys' Soccer	Michael Bridge	\$4949
Girls' Soccer	Valerie Gino	\$4949
Cross Country	TBD	\$4949
Cheerleading (Fall/Winter)	TBD	\$4949
Boys' Basketball	Michael Bridge	\$4949
Girls' Basketball	Candice Brennan	\$4949
Wrestling	TBD	\$4949
Baseball	Christopher Todd	\$4949
Softball	TBD	\$4949

Roosevelt School Coaching:

Sport	Advisor	Stipend
Baseball	Jesse Aporta	\$4949
Boys' Basketball	Derek Smith	\$4949
Boys' Soccer	Telmo Nunes	\$4949
Cheerleading Fall	Jaclyn Morgan	\$4949
Cheerleading Winter	Emily Gross	\$4949
Cross Country	Ken Darcy	\$4949
Girls' Basketball	Brian Cohen	\$4949
Girls' Soccer	Jaclyn Devore	\$4949
Softball	Robert Lomoriello	\$4949
Wrestling	Dan D'Elia	\$4949
Track	Ken Darcy	\$39/hr
Track	Rebecca Giacopelli	\$39/hr

2014 Summer Printing, 40 days, at the per diem rate of \$291: (Att. #5)

- **Anthony Prasa, \$8,148**
- **Debbie Coen, \$3,492**

Unaffiliated salaries for the 2014-2015 school year as per the attached (Att. #6)

Marilyn Monica, salary adjustment as substitute, MA-1, \$269.30 per diem, effective retroactive to 4/3/14-5/9/14

Hourly and Per Diem Rates for the 2014-2015 school year as per the attached (Att. #7)

Adjustments to Board approved salaries, effective 7/1/14:

Name	Guide	Step	Base	Longevity	Stipend	Calculated Salary
Bligh, Ronald	MS Asst. Principal MA+32	12	\$158,330.79	\$0.00	\$0.00	\$158,330.79
Butler, Cheryl	Director MA+32	12	\$158,330.79	\$0.00	\$0.00	\$158,330.79
DeMaio, Marie	ES Principal MA+32	12	\$166,323.12	\$12,095.62	\$0.00	\$178,418.74
Formey, Noah	Maintenance	10	\$47,627.02	\$0.00	\$2,200.00	\$49,827.02
Kivlon, Barbara	ES Principal MA+32	12	\$166,323.12	\$12,095.62	\$0.00	\$178,418.74
Mancarella, Kimberly	HS Asst. Principal, PhD/Doc	12	\$169,850.98	\$6,403.27	\$0.00	\$176,254.25
Perry, Karen	Supervisor MA+32	12	\$140,976.34	\$12,095.62	\$0.00	\$153,071.96
Schiavo, Michael	ES Principal MA	12	\$161,044.17	\$7,826.36	\$0.00	\$168,870.53

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

Name	Sub. Type
Caitlin Neffke	Teacher/Instr. Aide

4. Leave(s) of Absence

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

Alexis DeVita, School Social Worker, Pleasantdale School, maternity leave of absence, effective 9/1/14-12/5/14

Donald Smith, Custodian, WOHS, unpaid medical leave of absence, effective retroactive to 5/19/14-7/16/14, or until released by physician

Jessica Nuzzi, Mathematics Teacher, WOHS, maternity leave of absence, effective 9/29/14-1/16/15

Patricia Rudy, Special Education Teacher, Gregory School, maternity leave of absence, effective 9/1/14-1/2/15

5. Superintendent recommends suspension without pay for the dates May 15, 16, 19, 2014 for employee as stipulated in closed session.

B. CURRICULUM AND INSTRUCTION

1. Recommend adoption of the Marzano Art and Science of Teaching Framework and the Instructional Support Member Evaluation Framework for the 2014-2015 School Year.
2. Recommend adoption of the Marzano School Leader Evaluation Model and the Marzano District Leader Evaluation Model for the 2014-2015 School Year.
3. Recommend approval of Central Office Calendar for the 2014-2015 School Year. (Att. #8)
4. Recommend approval of the following course as endorsed at the 5/22/14 Curriculum Council Meeting: (Att. #9)
 - Sustainable Engineering I

C. FINANCE

1. Recommend approval of the 5/27/14 Bills List: (Att. #10)

Payroll/Benefits	\$ 5,969,034.74
Transportation	\$ 178,530.90
Special Ed. Tuition	\$ 191,238.97
Instruction	\$ 59,669.60
Facilities	\$ 191,339.70
Grants	\$ 161,769.95
Food Service	\$ 10,094.50
Debt Service	\$ 588,915.63
Textbooks/Supplies/Athletics/Misc.	\$ 89,672.46
	<u>\$ 7,440,266.45</u>

2. Recommend approval of resolution, in accordance with N.J.A.C.6A:23-4.5(a)20, authorizing The Arc Kohler School to include the costs of meals provided within the annual tuition rate charged for students for the 2014-2015 school year.

3. Recommend approval of the submission of the grant application for the New Jersey Child Assault Prevention (NJ CAP) Project for the 2014-2015 school year (Att. #11)
4. Recommend approval of the utilization of Transportation Services for the following:
 - Write On Sports Camp, for the weeks of July 7 and July 14, 2014, for an approximate cost of \$3,000
 - WO Junior Police Academy, July 10, 2014 (no cost to District)
5. Recommend approval of renewal of Emergency Evacuation Use Agreement with West Orange Armory, NJ Department of Military and Veterans Affairs, for the period 7/1/14-6/30/15, in the amount of \$75
6. Recommend approval of Application for Absence for School Business Requests in the total amount of \$6,494.64, for 4 Teachers/Administrators to attend AVID Summer Institute in Philadelphia, PA, July 16-18, 2014; \$3,663 funded through SLC Grant (Att. #12)
7. Recommend approval of the Corrective Action Plan for fiscal year ended 6/30/13 (Att. #13)
8. Recommend approval to apply for grant program entitled Carl D. Perkins Career and Technical Education Improvement Act of 2006 in the amount of \$56,210 effective 7/1/14-6/30/15
9. Recommend approval of retainer proposal with Cleary, Giacobbe, Alfieri. Jacobs, LLC as Board Labor Counsel for the period 7/1/14-6/30/15 as per the attached (Att. #14)
10. Recommend approval of reimbursement to All 4 Dance in the amount of \$2,500.

D. REPORTS

1. The Board of Education recognizes receipt of the HIB report for the period ending 5/27/14

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

IX. MOTION FOR THE NEXT BOARD MEETING to be held at 6:00 p.m. on June 9, 2014 at West Orange High School.

X. PETITIONS AND HEARINGS OF CITIZENS

XI. ADJOURNMENT

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

Public Agenda
Date: 5/27/14
Attachment # 3

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, PRE-SCHOOL, K – 8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

DATE: May 20, 2014
TO: Mr. James O'Neill
FROM: Constance Salimbene
SUBJECT: Agenda Item
(Recommended Staff-Extended School Year Program)

The District will be conducting the Extended School Year Program for students who are Eligible for Special Education and Related Services, as directed by their IEP. The program will run for 29 days (Monday-Friday) June 23 to August 1, 2014 (excluding July 4th). Classes for the elementary level will be held at Pleasantdale Elementary School, while classes at the middle and high school level will be held at Liberty Middle School.

Recommended rates of pay are:

Coordinators	\$7,250.00/stipend
Special Education Teachers	\$55.00/hour
OT/Speech Therapist/Social Skills	\$55.00/hour
Behavior Analysts	\$55.00/hour
Nurses	\$55.00/hour
Instructional Assistants	\$23.00/hour

Attached are the programs and recommended staff

C: Mark Kenney
Barbara Walls
Denise Keastead
Paula Duffy

**Pleasantdale School
Extended School Year 2014
Staff Assignments**

*Kristin Gogerty, Coordinator
Robert Berke, Teacher Floater*

PSD I / Rm.	Teacher: Assistant: Ind. Assistant:	Christine Shahadi Wally Paul Helene Blake / Donna Pfarr
PSD-II / Rm.	Teacher: Assistants:	Kim MacDonald Karen Weinstein / Donna Zarro
PSD III / Rm.	Teacher: Assistants:	Dianna Carpenito Nancy Franchino
PSD IV / Rm.	Teacher: Assistants:	Lisa Okyle Michelle Coppola / Isabella Guerra-Novoa
PSD ABA I / Rm.	Teacher: Ind. Assistants:	Elizabeth Rubin Cynthia Christiano / Colleen Flynn / Ashley Fiory / Ann Krauser / Karen Salomon
PSD ABA II / Rm.	Teacher: Ind. Assistants:	Lauren Porter Jeanne Regan Bielecke / Kelly Gambuti Laura Halen / Jennifer Paull
Primary Autistic I – 2-3-4 Rm.	Teacher: Ind. Assistants:	Ashley Johnston Carlos Arenas / Jennifer Bamber Maria Gonzalez / Kim Williams
Primary Autistic II – 1-2-3-4 Rm.	Teacher: Ind. Assistants:	Jill Deardorff Bahjita Dervisevic / Latrece McKenzie Joseph Russomano
Primary Autistic III – 4-5 Rm.	Teacher: Ind. Assistants:	Jacqueline Gonzalez Richard Celebre / Diane Haza Anthony Romano

Primary Autistic IV – 2-3-4 Rm.	Teacher: Ind. Assistants:	Mackenzie Miller Katie DePoalo / Geoff Grivalsky Allison Guerriero / Nancy Hopkins Christina Quagliato / Aicha Sylla
Elementary MCI K-2 / Rm.	Teacher: Assistant: Ind. Assistants:	Nicole Suriano Angela Tourtounis Andrea Cito / Stephen Simon
Elementary MCI 3-5 / Rm.	Teacher: Assistants:	Stephanie Edwards Maureen DelPlato
LLD I – K-1 / Rm.	Teacher: Assistants: Shared Assistants: Ind. Assistants:	Mallory O’Connell Joyce Soto Irma Morales Laura Amendola
LLD II – K-1 / Rm.	Teacher: Assistants:	Alison Urban Mini Thapar
LLD III – K-1 / Rm.	Teacher: Assistants: Ind. Assistants:	Jennifer Minish Tarullo Bonnie Daum Jessica Carsillo
LLD I - 2-3 / Rm.	Teacher: Assistants:	Simona Lieberman Rita Schneider
LLD 11 2-3 / Rm.	Teacher: Assistants:	Kellie Carsillo Darlene Madden
LLD 11 – 2-3 / Rm. **FIRST FLOOR	Teacher: Assistants: Ind. Assistants:	Elizabeth Heffner Nick Gonnella Nafisa Aly Ahmed / Michael Calligy
LLD I – 3-4-5 / Rm.	Teacher: Assistants:	Nick Salese Geoffrey Dade
LLD I - 4-5 / Rm.	Teacher: Assistants: Ind. Assistants:	Lexi Pavone Toni Miller Kyle Laurente

LLD II₁(4-5) / Rm.

Teacher:
Assistants:

Patty Rudy
Judy Damiano / Eileen Duggan

LLD III (4-5) / Rm.

Teacher:
Assistants:
Shared Assistants:

Kathy Waldron
Bonnie Goodman
Alecia Marzullo

Related Services:

Danielle Emmolo
Suzanne Pfarr
Patricia Guerriero
Shaina Weitz

Speech / Language Therapist – **Rm.**
Speech / Language Therapist – **Rm.**
Occupational Therapist – **Rm.**
Occupational Therapist – **Rm.**

Nurse:

Janis Lewis

5 days per week

Behavior Analysts:

Meredith Johnson

(Pleasantdale – M-T-W; Liberty – Th, Fri)

Wilson Reading

Kelly Dower

5 days per week (Pleasantdale and/or Liberty)

Social Skills Groups

Cindy Rotbaum

2 - 3 days per week

**Liberty Middle School
Extended School Year 2014
Staff Assignments**

Sanhita Kar, Coordinator – Room

MCI (6-7-8) / Rm.	Teacher: Assistants:	Monika DiPani Mavis Brown / Maria DeMartinis
MCI I (9-10) / Rm.	Teacher: Ind. Assistants:	Joe Spina Nancy Festa / Jamae Sippio
MCI II – (9-10) / Rm.	Teacher: Shared Assistants: Ind. Assistants	Kim Buckley Amanda Greenlees-Best Mark Minniti
MCI – 11-12 / Rm.	Teacher: Assistants: Shared Assistants:	Eileen Cardone Megan Rapp Gisel Montoya
Autistic I - MS / Rm.	Teacher: Ind. Assistants:	Joe Postiglione Anthony Carsillo / David Grant Lauren Julich / Jessica Siegel
Autistic II - MS / Rm.	Teacher: Ind. Assistants:	Mallory DeMarco Domenica Alessi-Obando / Bryan Azzato Henry Chang / Tifane Rees / Michael Schiavo
Autistic - HS / Rm.	Teacher: Ind. Assistants:	TBD Bill Bock / Mike Marini
18 yrs. – 21 yrs. Program Rm.	Teacher: Assistants: Shared Assistants:	Kevan Murphy Darrell Favors Diane Dixon-Aboulnaja / Adam Elgarhi
LD I– 6th Grade / Rm.	Teacher: Assistants: Ind. Assistants:	Janet Wiggins Jen Brewer Peter Lopez

LLD II - 6th Grade / Rm. **Teacher:** Kristen Azzato
Shared Assistants: Corinn Giaquinto
Ind. Assistants: Nicole Jusulavage

LLD I – 7th Grade / Rm. **Teacher:** Anton Carrera
Assistants: Fred Barnwell

LLD II – 7th Grade / Rm. **Teacher:** Floyd Gray
Assistants: Jim Holik

LLD – 8th Grade / Rm. **Teacher:** Maryann Solimo
Assistants: Chris DeMarco
Ind. Assistants: Rosa Valencia

LLD – 9 Grade / Rm. **Teacher:** Marcia Grivalsky
Assistants: Ofelia Rodriguez
***Nurse:** **TBD**

LLD – 10th Grade / Rm. **Teacher:** Ariele Samra
Assistants: Nubia Rodriguez
Ind. Assistants: Tom Fortune

LLD – 11-12 Grade / Rm. **Teacher:** Elena Iannucci
Assistants: Raquel Sardinia

MD Program – 6-8 Grade / Rm. **Teacher:** Sil Bastaio

Related Services:

TBD Occupational Therapist **Rm.**
Laura Mitsaelides Speech/Language Therapist **Rm.**

Kathleen Misciagna (3 days per week Pleasantdale and/or Liberty) **Rm.**
Speech/Language Therapist

Nurses:

Oluwakeme Aborisade 5 days per week

Behavior Analysts:

Meredith Johnson (Pleasantdale – M-T-W; Liberty – Th, Fri)

Social Skills Groups

Iodie Goldstein

Lee Cohen

2 days per week

Rm.

The Public Schools
West Orange, New Jersey

179 Eagle Rock Avenue

I Arts Department

Memorandum

To: Mr. Jim O'Neill, Superintendent of Schools
From: Louis Quagliato, Director of Visual and Performing Arts
Re: Co-Curricular Stipends for 2014-2015 School Year
Date: May 19, 2014

West Orange High School
Fine Arts Co-Curricular Stipends 2014/2015 School Year

		<u>Pay Date</u>
<u>Jubilee Show Choir</u>		
Bill Farley	\$1435.00	April 30, 2015
<u>Jazz Band Advisor</u>		
Lisa Swanick	\$2144.00	April 30, 2015
Lewis Kelly	\$2144.00	April 30, 2015
<u>Royal Strings</u>		
Elena Peres	\$2144.00	April 30, 2015
<u>Indoor Color Guard</u>		
Erin McClure	\$1435.00	April 30, 2015

Marching Band Stipend

		<u>Pay Date</u>	<u>Pay Date</u>
<u>Marching Band Director</u>			
Lewis Kelly	\$13,365.00	August 31, 2014 1 st ½	November 15, 2014 2 nd ½
<u>Associate Marching Band Director</u>			
Erin McClure	\$6384.00	August 31, 2014 1 st ½	November 15, 2014 2 nd ½
<u>Assistant Marching Band Directors</u>			
Andrea Rommel	\$4949.00	August 31, 2014 1 st ½	November 15, 2014 2 nd ½
Mike Denburg	\$4949.00	August 31, 2014 1 st ½	November 15, 2014 2 nd ½
Chris Tarantino	\$4949.00	August 31, 2014 1 st ½	November 15, 2014 2 nd ½
<u>Color Guard Instructor</u>			
Richardson	\$3225.00	August 31, 2014 1 st ½	November 15, 2014 2 nd ½

Indoor Percussion Ensemble

<u>Director</u>		<u>Pay Date</u>
Mike Denburg	\$2055.00	April 30, 2015
<u>Assistant Director</u>		
Jeff Rubin	\$1028.00	April 30, 2015
<u>Pit Technician</u>		
Mark Richardson	\$2055.00	April 30, 2015

Fall Play Dramatics Productions Stipends

<u>Director</u>		
Bruce Clough	\$5138.00	November 30, 2014
<u>Asst. Director</u>		
TBD	\$685.00	November 30, 2014
<u>Set Construction</u>		
George Labrenz	\$1188.00	November 30, 2014
<u>Stage Design</u>		
Tony Minni	\$593.00	November 30, 2014
<u>Lights</u>		
Lauren Grof-Tsza	\$713.00	November 30, 2014
<u>Sound</u>	No Stipend in Contract. To be paid with PO	
Kirk Roberts	\$730.00	November 30, 2014
<u>Tickets/House</u>	No Stipend in Contract. To be paid with PO	
Julie Brady	\$315.00	November 30, 2014
<u>Publicity</u>		
Patty Aldworth	\$346.00	November 30, 2014

Spring Musical Stipends**Musical Directors**

E. McClure (Pit Orchestra Director)	\$2569.00	March 30, 2015
John Hellyer (Vocal Director Musical)	\$2569.00	March 30, 2015

Rehearsal Accompanist

TBD	\$1435.00	March 30, 2015
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Director-Spring Musical

Bruce Clough	\$6281.00	March 30, 2015
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Asst. Director-Spring Musical

John Hellyer	\$1156.00	March 30, 2015
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Producer/Musical

TBD	\$2144.00	March 30, 2015
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Media Coordinator

Patricia Aldworth	\$1387.00	March 30, 2015
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Costumer/Costumes

TBD	\$2375.00	March 30, 2015
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Choreographer

Chuck Haley	\$2375.00	March 30, 2015
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Set Design

Tony Minni	\$1781.00	March 30, 2015
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Set Construction

George LaBrenz	\$1188.00	March 30, 2015
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Lobby Display

Jennifer Morante	\$356.00	March 30, 2015
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Lights

Lauren Grof-Tsza	\$1425.00	March 30, 2015
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Sound

Kirk Roberts	\$1425.00	March 30, 2015
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Tickets Manager

Julie Brady	No Stipend in Contract. To be paid with PO	
	\$500.00	March 30, 2015

Summer Printing Proposal

This proposal is for a total of 40 days of summer district printing for the summer of 2014.

28 days of district printing for Anthony R. Prasa, and 12 days of district printing for Debra Coen with Anthony being the lead printer.

2014-2015 school year, at the per diem rate of \$291:

- Anthony Prasa, Technology and Engineering Teacher, WOHS, \$8,148
- Debra Coen, Technology and Engineering Teacher, WOHS, \$3,492

Summer 2014 District Print Order:

<u>Quantity-Description</u>	<u>Process</u>
Hall Pass Pads of 50 (30,000 Impressions)	Print, Jog, Pad, Glue, Cut, & Box
H.S. Late Bus Passes Pads of 50 (30,000 Impressions)	Print, Jog, Pad, Glue, Cut, & Box
7,000 Adhesive Backed Book Plates	Print, Cut, & Box
M.S. Late Bus Passes Pads of 50 (10,000 Impressions)*	Print, Jog, Pad, Glue, Cut, & Box
2,600 H.S. Student Handbooks 87 pages- (469, 800 Impressions)	Setup-Prepress, Print, Box, (collated bound at Bindery)
18,000 Health History Cards (36,000 impressions)	Print, Cut, & Box
500 Spanish Health History Cards (1,000 impressions)	Print, Cut, & Box
400 Immunization Requirements	Print, Collate, Staple, & Box
1000 Transportation Request Forms (4 Part NCR-4,000 Impressions)*	Print, Jog, Glue, Cut, & Box
10,000 Class Coverage Forms (2 part NCR-20,000 Impressions)	Print, Jog, Glue, Cut, & Box
1,000 School Attendance Requirements	Print & Box
400 Medication Forms	Print & Box

1000 Special Health Pass (2 part NCR-4000 Impressions)	Print, Jog, Glue, Cut, & Box
700 Anatomy Check Cards	Print, Cut, Box
50 Conjunctivitis Letters	Print & Box
500 Screening for Mantoux Testing	Print & Box
100 Self Administer Medication	Print & Box
100 Parental Permission/Self Administer Medication	Print, Staple, & Box
100 Physician Authorization/Self Administer Medication	Print, Staple, & Box
600 Student Transfer Cards	Print & Box
5,000 Health History and Appraisal	Print & Box
1,200 Elementary History Cards	Print & Cut
2,150 Elementary Pupil Attendance Card (Salmon) (4,300 Impressions)	Print & Cut
1,450 Elementary Pupil Attendance Card (White) (2,900 Impressions)	Print & Cut
3,150 Envelop-Report of Pupil Progress	Print & Box
250 Envelop-Report of Pupil Progress (Spanish)	Print & Box
400 Permanent H.S. Bathroom Passes	Print, Laminate, Cut, & Box
500 Absence for School Business (4 Part NCR) (2,000 Impressions)	Jog, Glue, & Box
300 Emergency Exit Signs (Red Ink)	Print & Box
180 While You Were Out (pads of 50= 9,000 Impressions)	Print, Jog, Pad, Glue, Cut, & Box
10,000 Admittance Slips (2 Part NCR)* (20,000 Impressions)	Print, Jog, Pad, Glue, Cut, & Box
1,000 Hearing Examination Cards	Print, Jog, Cut, & Box

1,060 Physical Fitness Cards	Print, Jog, Cut, & Box
300 Rotating Schedule Signs 4 Day (legal size)	Print
50 Year Long Schedule (Large/Color)	Print
200 Year Long Schedule (Small/Color)	Print
250 Teacher Bathroom Passes	Print, Laminate, Cut
1000 Attendance Cards	Print, Box

Excluded from the above list are additional items that change each year which include:

- Administrative Business Cards
- Administrative Appointment Cards
- Administrative Assistant Memo Pads

*The Public Schools
West Orange, New Jersey*

Public Agenda
Date: 5/27/14
Attachment # 9

To: Mr. James O'Neill, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent DR
Date: May 23, 2014
Re: New Course Proposals

At the May 22, 2014 Curriculum Council meeting, the course listed below was endorsed pending Board of Education approval:

- Sustainable Engineering I

Thank you.

C: Mr. M. Kenney

Revised 10/11

*The Public Schools
West Orange, New Jersey*

<i>For Use of Curriculum Office</i> Date Proposal Submitted: To Office of Curriculum: 5/21/14 To Curriculum Council: 5/22/14 To Superintendent: 5/23/14 To Board of Education: 5/27/14

New Course Proposal

I. Proposed Course Information

A. Proposed Course: Course Name Change Power Systems to Sustainable Engineering I

B. Sponsor of the Proposal: Nancy Mullin, Director of CTE and Library Science; Ryan DelGuercio, Coordinator of Technical Education

C. Department(s) or Area(s) Career and Technical Education: Technical Education

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

E. Grade(s) 10-12

F. Level (s) Regular

G. This course is:
Course name change.

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

II. Intended Pre-requisite/Co- requisite: Introduction to iSTEM or Sustainable Technologies

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

Course Objectives:

The learner will demonstrate:

- Knowledge that the natural world can provide us with a precedent for smarter and more efficient design solutions by describing the similarities between designed products and the natural world.
- Knowledge of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.) by examining scientific and sociological data.
- Knowledge of engineering fields including electrical, civil, agricultural, mechanical, systems and biotechnical engineering by describing each engineering field and the educational/experience requirements of each.
- Application of sustainable engineering concepts and green design by completing a capstone project using established green building categories.
- Application of concepts of electrical engineering by integrating electrical systems into ongoing and capstone projects.
- Analysis of the needs of the world by examining the creative use of science, mathematics, engineering and technology concepts to design, test, redesign and implement solutions to real world problems.
- Analysis of Green Jobs opportunities in the engineering field by comparing and contrasting various Green Jobs career options.

- Synthesis of building plans and designs by differentiating between a conventional design and an integrated building design.
- Synthesis of the role green jobs and green careers will have on achieving sustainability by developing of a “Green Portfolio” of resources related to green collar careers.
- Synthesis of advanced level agricultural engineering topics such as the efficient use of biological resources by planning an alternative solution to soil erosion.
- Synthesis of architecture and civil engineering topics such as tensile forces, sustainable construction and elements and principles of design by constructing a prototype that solves a real world problem (such as flooding, traffic patterns, economic decrease in tourism investment, etc.)
- Synthesis of mechanical engineering concepts such as forces and motion and energy by designing and creating alternatively powered vehicles.
- Synthesis of the engineering design process by innovating products to meet a scientifically proven need in society while applying 21st century skills such as problem solving, critical thinking, and collaboration.
- Synthesis of alternative energy sources by designing and building turbines, solar cells, and other innovative power collection devices.
- Synthesis of society’s impact on the natural world by taking individual and collective action towards addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).

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

Common Core Language Arts Science and Technical Literacy

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., *force, friction, reaction force, energy*).

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.A.1 Design and create a technology product or system that improves the quality of life and identify trade-offs, risks, and benefits.

8.2.12.B.1 Design and create a product that maximizes conservation and sustainability of a scarce resource, using the design process and entrepreneurial skills throughout the design process.

8.2.12.B.2 Design and create a prototype for solving a global problem, documenting how the proposed design features affect the feasibility of the prototype through the use of engineering, drawing, and other technical methods of illustration.

8.2.12.B.3 Analyze the full costs, benefits, trade-offs, and risks related to the use of technologies in a potential career path.

8.2.12.C.2 Evaluate ethical considerations regarding the sustainability of resources that are used for the design, creation, and maintenance of a chosen product.

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

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.

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

5.2.12.A.6 Relate the pH scale to the concentrations of various acids and bases.

5.3 Life Science: All students will understand that life science principals are powerful conceptual tools for making sense of the complexity, diversity, and interconnectedness of life on Earth. Order in natural systems arises in accordance with rules that govern the physical world, and the order of natural systems can be modeled and predicted through the use of mathematics.

5.3.12.B.4 Explain how environmental factors (such as temperature, light intensity, and the amount of water available) can affect photosynthesis as an energy storing process.

5.3.12.C.2 Model how natural and human-made changes in the environment will affect individual organisms and the dynamics of populations.

5.3.12.C.1 Analyze the interrelationships and interdependencies among different organisms, and explain how these relationships contribute to the stability of the ecosystem.

5.4 Earth Science Systems: All students will understand that Earth operates as a set of complex, dynamic, and interconnected systems and is part of the all-encompassing system of the universe.

5.4.12.E.1 Model and explain the physical science principles that account for the global energy budget.

5.4.12.E.2 Predict what the impact on biogeochemical systems would be if there were an increase or decrease in internal and external energy.

5.4.12.F.3 Explain variations in the global energy budget and hydrologic cycle at the local, regional, and global scales.

5.4.12.G.4 Compare over time the impact of human activity on the cycling of matter and energy through ecosystems.

5.4.12.G.6 Assess (using scientific, economic, and other data) the potential environmental impact of large-scale adoption of emerging technologies (e.g., wind farming, harnessing geothermal energy).

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

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.

9.4 Career and Technical Education All students who complete a career and technical education program will acquire academic and technical skills for careers in emerging and established professions that lead to technical skill proficiency, credentials, certificates, licenses, and/or degrees.

9.4.12.B(6)5 Identify and explore careers in one or more career pathways to build an understanding of the opportunities available in the cluster.

9.4.12.B.(1).5 Evaluate and select suitable environmental impact practices to enhance project acceptance and quality.

9.4.12.A.(2).1 Examine and apply knowledge of basic plant anatomy and physiology, using taxonomic and other classifications to build a working understanding of functional differences among plant structures.

9.4.12.A.(2).2 Describe and implement the principles of plant production and management in both domesticated and natural environments, applying principles of anatomy and physiology to enhance plant production.

9.4.12.A.(4).1 Examine structural requirements and estimate project costs in order to facilitate effective planning for projects within this pathway.

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.

9.4.12.A.(4).7 Construct technical sketches, drawings, and plans using basic skills in blueprint design and development to facilitate design tasks within this pathway.

9.4.12.A.(6).1 Apply scientific principles to the study of environmental service systems in order to facilitate development of solutions to environmental issues, problems, and applications.

9.4.12.A.(6).2 Apply scientific principles to environmental systems management activities.

9.4.12.A.(6).3 Identify and describe environmental service systems needed to manage a facility environment (e.g., pollution control, water treatment, wastewater treatment, solid waste management, and energy).

9.4.12.A.(6).5 Evaluate environmental services using analytic procedures and instruments.

9.4.12.A.(6).6 Use surveying and drafting tools, equipment, machinery, and technology to accomplish planning and other tasks in this pathway.

9.4.12.M.15 Employ critical thinking skills (e.g., analyze, synthesize, and evaluate) independently and in teams to solve problems and make decisions.

9.4.12.M.18 Conduct technical research to gather information necessary for decision-making.

9.4.12.M.(1).7 Design a new product that meets identified customer needs, while also demonstrating the use of strategies and techniques for developing manufacturing production processes.

9.4.12.M.(5).3 Examine emerging safety issues related to using green energy and to green environments.

Common Core Math

CCSS.Math.Content.HSG-MG.A.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).

CCSS.Math.Content.HSG-MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).

CCSS.Math.Content.HSN-Q.A.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.

CCSS.Math.Content.HSN-Q.A.2 Define appropriate quantities for the purpose of descriptive modeling.

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

By enforcing the importance of sustainable practices and preparing our students for a green future through interdisciplinary science, technology, engineering and math education, we are ensuring that critical resources are maintained for future generations. The current course, entitled Power Systems, was created to meet a past need in our society. The changes in this course title to “Sustainable Engineering I” addresses not only the pre-existing societal need, but also the required balance of environmental needs and innovative design. Though the need for a source of power is still extremely important, there have been integral changes made to our power systems with a much stronger focus on our sustainable world. To reflect 21st century goals and changes to a greener method of energy collection and use, the name of the course offered at our high school must be changed to reinforce the relevance and importance of sustainable engineering.

The West Orange High School Career and Technical Education department has been in close contact with the New Jersey Green Schools Program of Study. The program is, among the most competitive technology curricula and is helping to provide our students with the most relevant career readiness and an outlet for possible continued study. The Green Schools Program of Study suggests specific pathways to assure student success in the program. To adhere to these standards and best meet the needs of our students, we will have to amend the course title and make slight alterations to the existing curriculum. The course title change reflects West Orange High School’s most current engineering practices while also promoting the high school participation in the Green Schools Project as a “Sustainable School.”

In addition to the societal needs, this course change will allow West Orange High School students exposure to 21st century careers in the area of green technology and engineering. Nine of the top ten highest paying careers require a bachelor’s degree in engineering. Increasing the competitive nature of our offered programs and requiring students to study most current technological advances will best prepare them for future educational endeavors and 21st century careers.

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

- The expansion of the curriculum from the past “Power Systems” course will include additional topics of alternative energy as well as curricula from the Green Program of Studies.
- This curricular expansion increases the value of the course and offers students additional opportunities to expand their knowledge of sustainable engineering topics to best fit the needs of 21st century careers.
- This course sequence encourages students to make the most of their high school experience through the program’s rigorous curriculum that will prepare them for a college degree, industry credentials and employment.
- As technology continues to advance at an unsurpassable pace, it is important that students are trained not only in what is most current, but additionally how to adapt to incoming technological advances.
- The interdisciplinary nature of STEM education and the integration of 21st century skills included in this course make it a competitive curriculum that will give our students a competitive edge through both their college and career searches.

- This is the second of a three-course sequence derived from the Green Program of Study offered by New Jersey School Boards Association and the New Jersey Department of Career and Technical Education. The second course expands upon sustainable topics discussed in the first course (Sustainable Technologies) of the sequence by generating original student products, accessing additional information of engineering fields and extending student understanding of advanced engineering topics of study.
- This course sequence builds deeper understanding of ecological, social, economic, and material systems while developing an understanding of how complex the world is and the interconnected nature of each individual within it.
- As a result of implementation of this curriculum and course sequence, West Orange will be recognized for their innovation in improving student achievement and transitions to college and responding to employer demands for a green workforce by all programs associated with sustainability at the state and national level.

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

A. Impact upon Scheduling/Staffing Needs: NONE

B. Textbooks, Materials, Equipment, Technology Needs (List hardware and software)
 No textbook is required and lessons will use consumable materials purchased through Tech Ed Department budget. The course will utilize an existing classroom with computers. Web sites will be utilized including a site set up specifically for the New Jersey Green Programs of Study.

C. Curriculum Writing Needs: *Please check*

- Revision
- New
- Other

(specify) _____

D. Staff Development Needs: Staff will receive training free of charge through the Green Program of Studies initiative from the NJ Career and Technical Education Department as organized by John Henry, the Director of New Jersey Green Programs of Study. Webinars and Web 2.0 tools will also be utilized.

E. Budgetary Request: \$1000.00

Consumable materials such as:

PVC Pipe	Gears
Wood	Windmill Hubs
Corrugated Plastic	Plastic cups
Popsicle Sticks	Wheels
Straws	Wood Dowels
Clay Pellets	Aquarium sealant
Cardboard	Plant Lights
Glue	Hot Glue
Masking Tape	LED lights
Aluminum rods	Copper Wire

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, Kim Mancarella, Assistant Principal, Annette Towson, Assistant Principal, Cheryl Butler, Director of Guidance, Dawn Ribeiro, Special Services Supervisor, Nancy Mullin, Director of CTE, Ryan DelGuercio, Technical Education Coordinator, Kelly Boehmer, teacher, and Debra Coen, teacher

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

Student projects will be evaluated as well as summative and formative assessments. We will meet with John Henry, Director of the NJGPOS to discuss what other schools are doing to modify the course to improve instruction. We will meet as a PLC during the year to analyze the effectiveness of the curriculum making modifications as necessary.



NEW JERSEY CHILD ASSAULT PREVENTION
2014/2015 Grant Application
Elementary, Teen & Special Needs

Public Agenda
 Date: 5/27/14
 Attachment # 11

The NJ Child Assault Prevention Project (CAP) is a statewide prevention program whose mission is to provide schools and communities with information and resources to reduce children's vulnerability to assault and bullying. NJ CAP, a program of the Educational Information and Resource Center (EIRC) and the NJ Department of Children and Families, has trained over 3 million children and 500,000 parents and teachers since its inception in 1985. NJ CAP has 21 county offices with an additional office in the city of Newark and over 200 program facilitators. To learn more visit www.njcap.org

Applications should be submitted electronically at <http://njcap.org/grant-applications/>

The District Superintendent will complete the following application, review and sign implementation timelines and contract criteria, and submit it to **CAP State Office**, by **June 30, 2014**.

In order to provide this lifesaving program to more children across the State, each district is requested to provide a minimum contribution of **30%** of the total cost of implementation.

The district match may only be waived if there is a demonstrable financial need, eligibility for urban aide funding or other related factors. In these circumstances, a waiver letter on school district letterhead from the Chief School Administrator, must accompany this application. Applications requesting exemption will not be accepted without the waiver letter.

Depending on availability of funds, districts may be responsible for additional funding.

(Please Print)

COUNTY: Essex SCHOOL DISTRICT: West Orange

SCHOOL NAME _____

DISTRICT SUPERINTENDENT NAME: James O'Neill

PHONE: 973-669-5400, ext. 20510 Email: joneill@woboe.org FAX: 973-669-1432

MAILING ADDRESS: 179 Eagle Rock Avenue, West Orange, NJ 07052

NJ CAP

A project of the Educational Information and Resource Center (EIRC)
 107 Gilbreth Parkway, Suite 200
 Mullica Hill, NJ 08062
 Phone – (856) 582-7000- Fax: 856.582.3588
www.njcap.org

PLEASE COMPLETE THE FOLLOWING QUESTIONS

1. What needs does this meet in your school and/or community?

This program enhances the present West Orange Family Life Curriculum and Guidance Curriculum. It ensures the consistent delivery of information related to child assault.

2. A statement of broad-based community support in each school.

The PTAs and community support in the West Orange Public Schools are strong. There is frequent and positive interaction between home and school.

3. A statement of in-kind contribution which teaching staff will render on behalf of the project (e.g., additional in-service time, public relations, community outreach, curriculum additions focusing on prevention issues, bulletin boards, etc.)

Techniques and information presented by CAP staff will be discussed at faculty and grade level meetings.

4. A statement of the service which parent/home organizations will render on behalf of the project.

Evening or daytime informational meetings will be held during the PTA meetings.

5. A statement of future integration of Child Assault Prevention programming in the district. (Will there be plans to continue with a maintenance CAP program?)

The West Orange Public Schools have been implementing CAP since the 1992-93 school year. We intend to continue maintaining the CAP program.

NEW JERSEY CAP TIME LINES/DEADLINES

By February 2014- CAP State Office will have communicated with all county superintendents, notifying them of the potential Child Assault Prevention monies in their county. This notification will be accompanied by program time lines, program description, and county coordinator roster.

By March 2014 - CAP application will be available on-line at www.njcap.org .

By June 30, 2014 - All District Superintendents interested in applying for CAP monies will complete the application, receive school board approval and return application to the CAP State Office.

By September 8, 2014- The CAP State Office in conjunction with County Superintendents and CAP County Coordinators will have selected school districts and notified them of this selection.

By January 30, 2015 -All CAP grant workshops will have been scheduled with the CAP County Coordinator.

By May 29, 2015 - All CAP workshops will have been completed. Deadline extensions must be approved by the State CAP Office.

Program evaluation will be completed one month following the finalization of services and will be conducted by CAP county coordinator in conjunction with school administrator.

I have read and agreed to the above deadlines and I understand that they are essential for the efficient implementation of the CAP program within my district. I understand that by signing this document, the school district is legally bound to implement the CAP Program as indicated by Timelines/Deadlines and Contract Criteria.

District Superintendent Signature

Date

CONTRACT CRITERIA

A school district which chooses to nominate itself will meet the following criteria:

1. Will agree to have CAP County Coordinator and CAP Facilitators implement the CAP programs according to the design of the International Center for Assault Prevention, including:
 - a. **Teacher-Staff Workshops** - provide *1½ hours* of **continuous** and **uninterrupted** time for teacher/staff in service.
 - b. **Support Staff** - (e.g. bus drivers, crossing guards, maintenance, lunch aides and kitchen staff) will be invited to participate in parent or staff workshops.
 - c. **Parent Workshops** - provide space to conduct a 1½ to 2 hour parent workshop.
 - d. **Pre-K**- provide one hour on three consecutive days for the classroom workshop and for review time. The school will allow the post workshop review to take place in the classroom. Children interested in participating in the Review Time shall be permitted the time to attend.
 - e. **Kindergarten**- provide one hour on two consecutive days for classroom workshop and for review time. The school will allow the post workshop review to take place in the classroom. Children interested in participating in the Review Time shall be permitted the time to attend.
 - f. **Elementary CAP Children Workshops** - provide 1½ hours of uninterrupted time for each workshop and for post workshop review. The school will provide space for the post workshop review. Children interested in participating in the Review Time shall be permitted the time to attend.
 - g. **Teen CAP Student Workshops** - provide additional staff coverage for day two and three. Provide time for each class to attend three student workshops on three sequential days, within a maximum of seven school days. The school will provide the following: space on the first day for one joint workshop which will include both male and female students; space for two separate and simultaneous workshops, one male and one female, the second and third day; space for the post workshop review for individual students to meet with workshop facilitators each day.
 - h. **Special Needs (Cognitively Impaired)** - provide five consecutive days for student workshops (Day 1 and 5 taught by the classroom teacher. Day 2, 3 & 4 are presented by CAP Facilitators. One hour of uninterrupted time for each workshop and for post workshop review.) **(Note: This program is designed for students with moderate to severe cognitive impairment in self-contained special education settings. Students with mild cognitive disability should receive CAP in the regular education classroom with typically developing peers.)**
2. All elementary and/or secondary schools in a district will participate.
3. All districts will have school board approval.
4. All districts will have support of home/school organization.
5. All districts will be available for implementation during the months of September 2013-May 2014.
6. All districts will participate in a CAP evaluation process which will involve evaluations of the classroom workshop by classroom teacher and an exit interview with School Principal or Chief School Administrator.

I have read and agreed to the above terms for application to this grant application.

District Superintendent Signature

Date

Elementary CAP Program - 2014-2015

The application is for Pre-K, Kindergarten, and 1st - 6th Grades. (See page 7 for specific information about each program.)

Project: Essex County

West Orange/Gregory School

PLEASE COMPLETE FUNDING REQUEST:

The following should be completed in conjunction with the CAP county coordinator. The CAP Program requires a 90-minute staff inservice for teachers who have not had CAP training in the last four years. The inservice date should be reserved in advance. A 90-minute parent workshop is also required for each school. However, where low attendance is anticipated, schools are encouraged to combine these workshops.

Grant monies will not be authorized to districts who cannot guarantee inservice dates.

Elementary Program (Pre-K through 6th grades)

a)	\$181.00	x	<u>0</u>	# of Preschool classes	=	<u>\$0.00</u>	
b)	\$169.00	x	<u>4</u>	# of Kindergarten classes	=	<u>\$676.00</u>	
c)	\$130.00	x	<u>21</u>	# of 1st - 6th classes	=	<u>\$2,730.00</u>	
	(Include all classes other than cognitively impaired - see form for Special Needs classes)						
d)	\$168.00	x	<u>2</u>	# of Adult workshops	=	<u>\$336.00</u>	
	# of staff wksp:		<u> </u>	# of parents wksp:	<u> </u>		
Total cost of implementation (a+b+c+d)						<u>\$3,742.00</u>	
District Contribution - 30% minimum =						=	<u>\$0.00</u>
(Total funding required)							
State CAP Funding						<u>\$3,742.00</u>	

Partial grants may be awarded.

If the application is not approved for funding, the district may still implement the CAP Program with other funding. Schools have utilized the Character Ed and Title IV (Safe Schools Drug Free) monies as a resource to fund the program. You may download additional applications from the NJ CAP website @ www.njcap.org.

Elementary CAP Program - 2014-2015

The application is for Pre-K, Kindergarten, and 1st - 6th Grades. (See page 7 for specific information about each program.)

Object: Essex County

School District/School Name: West Orange/Edison Middle School

PLEASE COMPLETE FUNDING REQUEST:

The following should be completed in conjunction with the CAP county coordinator. The CAP Program requires a 90-minute staff inservice for teachers who have not had CAP training in the last four years. The inservice date should be reserved in advance. A 90-minute parent workshop is also required for each school. However, where low attendance is anticipated, school are encouraged to combine these workshops.

Grant monies will not be authorized to districts who cannot guarantee inservice dates.

Elementary Program (Pre-K through 6th grades)

a)	\$181.00	x	<u> 0 </u>	# of Preschool classes	=	<u> \$0.00 </u>	
b)	\$169.00	x	<u> 0 </u>	# of Kindergarten classes	=	<u> \$0.00 </u>	
c)	\$130.00	x	<u> 22 </u>	# of 1st - 6th classes	=	<u> \$2,860.00 </u>	
				(Include all classes other than cognitively impaired - see form for Special Needs classes)			
d)	\$168.00	x	<u> 2 </u>	# of Adult workshops	=	<u> \$336.00 </u>	
	# of staff wksp:		<u> 1 </u>	# of parents wksp:		<u> 1 </u>	
Total cost of implementation (a+b+c+d)						<u> \$3,196.00 </u>	
District Contribution - 30% minimum =						=	<u> \$0.00 </u>
(Total funding required)							
State CAP Funding						<u> \$3,196.00 </u>	

Partial grants may be awarded.

If the application is not approved for funding, the district may still implement the CAP Program with other funding. Schools have utilized the Character Ed and Title IV (Safe Schools Drug Free) monies as a resource to fund the program. You may download additional applications from the NJ CAP website @ www.njcap.org.

RESOLUTION

BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE TOWNSHIP OF WEST ORANGE IN THE COUNTY OF ESSEX, NEW JERSEY (not less than a majority of the full membership of the Board concurring) AS FOLLOWS:

This Board of Education, at its meeting of May 27, 2014, hereby approves the submission of the grant application for the New Jersey Child Assault Prevention (NJ CAP) Project for the 2014-2015 school year.

Ms. Sandra Mordecai, Board President

The Public Schools
West Orange, New Jersey

Public Agenda
Date: 5/27/14
Attachment # 12

To: Mr. James O'Neill, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent
Date: May 20, 2014
Re: Agenda Item

Please place the following on the West Orange Board of Education Meeting agenda of May 27, 2014 under "Finance."

"Recommend acceptance of *Application for Absence for School Business* requests submitted for Board of Education approval. Funding of \$3,663.00 is from the Small Learning Community Grant and funding of \$1,207.98 is from district funds.

Date(s)	Conference	Location	Teacher/ Administrator	Total Travel Amount
July 16 - 18, 2014	AVID Summer Institute	Philadelphia, PA	Moore	\$1,623.66
July 16 - 18, 2014	AVID Summer Institute	Philadelphia, PA	Sullivan*	\$1,623.66
July 16 - 18, 2014	AVID Summer Institute	Philadelphia, PA	Tick	\$1,623.66
July 16 - 18, 2014	AVID Summer Institute	Philadelphia, PA	Towson	\$1,623.66

*replacement for Frank Iannucci

C: Mr. M. Kenney

MATTHEW J. GIACOBBE, Partner
mgiacobbe@cgajlaw.com

Reply to: Oakland Office

May 12, 2014

Via joneill@woboe.org and Regular Mail

Jim O'Neill, Interim Superintendent
West Orange Board of Education
179 Eagle Rock Ave
West Orange, NJ 07052

Dear Mr. O'Neill:

You have requested that this firm provide the West Orange Board of Education with a retainer proposal as an alternative to the hourly rates quoted in our April 24, 2014 letter in response to a Request for Proposal. Below please find our alternative retainer proposal:

A. \$1,500.00 per month for the following legal services:

1. All telephonic communications;
2. Make recommendations to the Board on all policy issues;
3. Review all documents, recommendations, and correspondence provided by the Board on all matters. Assess the Board's position and provide legal interpretations and opinions;
4. Attend all Board and/or Administrative meetings as required;
5. Provide all requested written legal opinions;
6. Monitor changes in State and Federal laws and regulations that affect provisions of the negotiated agreements and/or terms and conditions of employment, review Board matters, and regulations related to Affirmative Action, Equal Employment Opportunity, ADA, immigration, and Federal employment guidelines.

B. All contractual negotiations and litigated matters shall be paid according to the hourly rate provided for Section C below. "Litigated matters" means any adversarial matter which is venued in State or any Federal or State Administrative forum, including, but not limited to the United States District Court for the District of New Jersey, Superior Court of New Jersey, the Office of Administrative Law, PERC and/or AAA arbitrations.

169 Ramapo Valley Road
Upper Level 105
Oakland, NJ 07436
Tel 973 845-6700
Fax 201 644-7601

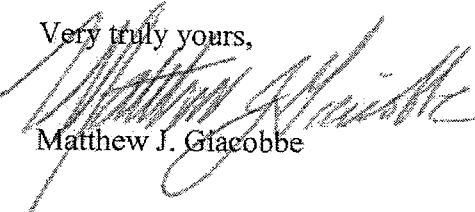
5 Ravine Drive
PO Box 533
Matawan, NJ 07747
Tel 732 583-7474
Fax 732 290-0753

C. Hourly rates for contractual negotiations and/or litigated matters:

<u>Rate Per Hour</u>	<u>Service of</u>
\$150.00	All Partners and Counsel
\$140.00	All Associates
\$75.00	All Paralegals

Should you have any further questions, please do not hesitate to contact me.

Very truly yours,


Matthew J. Giacobbe