

**WEST ORANGE BOARD OF EDUCATION
Public Board Meeting - 8:00 p.m. – October 21, 2013
West Orange High School
51 Conforti Avenue**

Final Agenda

- I. ROLL CALL OF THE MEMBERS AND PLEDGE OF ALLEGIANCE
- II. NOTICE OF MEETING:
Please take notice that adequate notice of this meeting has been provided in the following manner:
 - A. That a written notice was sent from the Office of the Secretary of the Board at 4:00 p.m. on January 10, 2013.
 - B. That said notice was sent by regular mail to the West Orange Township Clerk and the Editors of the West Orange Chronicle and the Star-Ledger.
 - C. That said notice was posted in the lobby of the Administration Building of the Board of Education.
- III. CONSIDERATION OF THE CLOSED AND PUBLIC MEETING MINUTES OF October 7, 2013 (Att. #1)
- IV. QUESTIONS FROM THE PUBLIC ON AGENDA ITEMS
- V. SUPERINTENDENT'S AND/OR BOARD'S REPORTS
 - A. Mt. Pleasant Presentation
 - B. First Reading of the Following Board Policy:
Certification 4112.20
- VI. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS
 - A. PERSONNEL
 - 1. Resignations
 - a.) Superintendent recommends approval of the following resignation(s):

William Freda, Jr., Utility Foreman, Buildings and Grounds Department, for retirement purposes, effective 1/1/14

Victor Paglio, Business Education Teacher, WOHS, for retirement purposes, effective 2/1/14

Russell Luculano, Technical Education Teacher, WOHS, for retirement purposes, effective 12/31/13

Kenneth Greene, Part-time Instructional Aide, Roosevelt School, effective retroactive to 9/30/13

Sandra Van Dyke, English/Drama Teacher, WOHS, for retirement purposes, effective 1/1/14

2. Appointments

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

Marcy Madden, Instructional Aide, Pleasantdale School, BA-8, \$29,788, effective retroactive to 10/14/13 (additional)

Leo Perez, Custodian, 2nd Shift, WOHS, Custodian Guide-5, \$33,958.66 plus \$580 shift differential, effective retroactive to 10/7/13 (replacement)

Mercedes Asqui, Washington School Adult English Learner Literacy Class Instructor, \$5,040, payable through Title I NCLB funds

Daniel Rivera, Sub Custodian, Night Shift, Buildings and Grounds Department, \$12/hour, effective retroactive to 10/9/13 (additional)

Peter Ficuciello, NJSSP Team Leader (New Jersey Sustainable Schools Project) through December 2014, \$3,500 stipend from NJSBA (New Jersey School Boards Association)

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

- **Appoint Tracey Gordon, Conflict Resolution/Peer Mediation Advisor, Roosevelt School, \$1,396**

Small Learning Communities Assignments (SLC), for the 2013-2014 school year:

- **Michelle Morais, SLC Coordinator, \$4,113**
- **Rachel Ostanski, SLC Coordinator, \$4,113**
- **Jane Ryfa, SLC Administrative Assistant, \$4,000**

3. Leave(s) of Absence

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

Scott Tomlin, Music Teacher, St. Cloud School, medical leave of absence, effective retroactive to 10/2/13-10/31/13, or until released by physician

Bridget Haine, Physical Education Teacher, Roosevelt School, extension of maternity leave of absence, effective retroactive to 9/3/13-12/13/13

Meredith Johnson, Board Certified Behavioral Analyst, Student Support Services, maternity leave of absence, effective 11/15/13-3/28/14

4. Transfers

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

Edwin Torres, Custodian, 2nd Shift, WOHS, to Custodian, 2nd Shift, Edison School, effective retroactive to 10/7/13

Laurie Stecklow, Full-time Reading Intervention Specialist, St. Cloud School, to 65% Reading Intervention Specialist, St. Cloud School, effective immediately

5. Superintendent recommends approval of lateral movements on salary guide for course completion, as per WOECA contract, effective retroactive to 9/1/13 as stipulated

B. CURRICULUM AND INSTRUCTION

1. Recommend approval of the following Field Trip requests for the 2013-2014 school year as per the attached (Att. #2)
2. Recommend approval of new course proposals as endorsed by the Curriculum Council: (Att. #3)
 - Aerospace Science 200: The Science of Flight
 - Leadership Education 200: Communication, Awareness, and Leadership
 - Drama 9
 - Advanced Drama 10
 - Forensic Science
 - Research Methods in Science I-III

C. FINANCE

1. Recommend approval of the 10/21/13 Bills List: (Att. #4)

Payroll/Benefits	\$ 4,261,656.27
Transportation	\$ 298,952.08
Special Ed. Tuition	\$ 412,589.46
Instruction	\$ 458,060.15
Facilities	\$ 255,257.96
Capital Outlay	\$ 178,337.60
Grants	\$ 266,071.38
Food Service	\$ 296,842.25
Textbooks/Supplies/Athletics/Misc.	<u>\$ 230,267.98</u>
	<u>\$ 6,658,035.13</u>

- 2. Recommend approval of Applications for School Business Requests for the following:**
- Nancy Mullin, to attend the International Society of Technology Education Conference in Atlanta, GA, June 27, 2014 - July 1, 2014, for a cost of \$2,121.
 - Rishi Ramchandani, to attend a 6-day Genetec Network Surveillance Training Program, for a cost of \$1,890 (11/12/13-11/15/13, 12/5/13/12/6/13)
- 3. Recommend approval of disposal of the following equipment to Rockaway Recycling in return for an amount of \$250 for scrap metal:**
- 1962 Ferguson Tractor (not repairable)
 - 2001 Toro Groundsmaster (not repairable)
- 4. Recommend approval of disposal of obsolete computer equipment to Computers for Kids (C4K) in return for an amount of \$1,773 for some of the items from the obsolete inventory.**
- 5. Recommend approval of tuition for the 2013-2014 School Year Out-of-District placements as per the attached (Att. #5)**
- 6. Recommend approval of service agreement with Starlight Homecare Agency, Inc. for nursing care for student attending Jardine Academy for the 2013-2014 school year for school hours and transportation in an amount not to exceed \$60,000.**
- 7. Recommend approval of continuation of agreement with Rocking Horse Ranch for hippotherapy services for student for the 2013-2014 school year in an amount not to exceed \$10,000 (revised)**

8. **Recommend acceptance of the following donations from the Gregory School PTA:**
 - 2 Outdoor benches
 - Playground map of the USA
 - Playground cart
 - Outdoor PTA bulletin board
9. **Recommend acceptance of donation of \$400 from the United Presbyterian Church of West Orange to Hazel School for the purpose of purchasing books for students in the upcoming book fair.**
10. **Recommend approval and acceptance of New Jersey Nonpublic School Technology Initiative agreement with the West Orange Board of Education and West Orange Nonpublic Schools in the amount of \$31,939.**
11. **Acceptance of School Bus Emergency Evacuation Drill Reports (Att. #6)**

D. REPORTS

1. **The Board of Education recognizes receipt of the HIB report for the period ending 10/21/13**

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

- VII. MOTION FOR THE NEXT BOARD MEETING to be held at 6:00 p.m. on Tuesday, November 12, 2013 at West Orange High School.**

IX. PETITIONS AND HEARINGS OF CITIZENS

X. ADJOURNMENT

*The Public Schools
West Orange, New Jersey*

Public Agenda
Date: 10/21/13
Attachment # 3

To: Mr. James O'Neill, Superintendent
From: Donna Rando, Ed.D., Assistant Superintendent *DR*
Date: October 11, 2013
Re: New Course Proposals

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

- Aerospace Science 200: The Science of Flight
- Leadership Education 200: Communication, Awareness, and Leadership
- Drama 9
- Advanced Drama 10
- Forensic Science
- Research Methods in Science I-III

Thank you.

C: Mr. M. Kenney

Revised 10/11

The Public Schools
West Orange, New Jersey

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

New Course Proposal

I. Proposed Course Information

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

B. Sponsor of the Proposal: Air Force Junior ROTC

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

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

E. Grade(s) 9-12

F. Level (s) Regular 2.5 credits

G. This course is:

A new course

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

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

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

A. Course Objectives:

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

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

Content Area

Science

Standard

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

Strands

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

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

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

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

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

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

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

Standard

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

Strands

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

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

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

Content Area

21st-Century Life and Careers

Standard

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

Strands

A. Critical Thinking and Problem Solving

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

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

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

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

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

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

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

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

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

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

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

None: Materials provided by the United States Department of Defense; cost not available

C. Curriculum Writing Needs: *Please check*

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

D. Staff Development Needs: None

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

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

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

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

Mr. Marc Lawrence will assess and oversee the ROTC program at the high school for the 2014-2015 school year.

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

Community service hours will be monitored to ensure that the community service quota for the program has been met by end of the 2014-2015 school year.

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

Revised 10/11

*The Public Schools
West Orange, New Jersey*

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

New Course Proposal

I. Proposed Course Information

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

B. Sponsor of the Proposal: Air Force Junior ROTC

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

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

E. Grade(s) 9-12

F. Level (s) Regular 2.5 Credits

G. This course is:

A new course

H. This course is: _____ Required X Elective _____ Full Year _____ Semester

_____ Other (Specify)_____

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

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

A. Course Objectives:

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

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

Content Area

Comprehensive Health and Physical Education

Standard

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

Strands

A. Personal Growth and Development

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

B. Nutrition

CPI 2.1.12.B.1: Determine the relationship of nutrition and physical activity to weight loss, weight gain, and weight maintenance.

CPI 2.1.12.B.3: Analyze the unique contributions of each nutrient class (fats, carbohydrates, protein, water, vitamins, and minerals) to one's health.

C. Diseases and Health Conditions

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

D. Safety

CPI 2.1.12.D.1: Determine the causes and outcomes of intentional and unintentional injuries in adolescents and young adults and propose prevention strategies.

CPI 2.1.12.D.2: Explain ways to protect against abuse and all forms of assault and what to do if assaulted.

CPI 2.1.12.D.3: Analyze the relationship between alcohol and drug use and the incidence of motor vehicle crashes.

CPI 2.1.12.D.4: Develop a rationale to persuade peers to comply with traffic safety laws and avoid driving distractors.

CPI 2.1.12.D.6 Demonstrate first-aid procedures, including Basic Life Support and automatic external defibrillation, caring for head trauma, bone and joint emergencies, caring for cold and heat injuries, and responding to medical emergencies.

E. Social and Emotional Health

CPI 2.1.12.E.3: Examine how a family might cope with crisis or change and suggest ways to restore family balance and function.

CPI 2.1.12.E.4: Develop a personal stress management plan to improve/maintain wellness.

Standard

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

Strands

B. Decision-Making and Goal Setting

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

C. Character Development

CPI 2.2.12.C.1: Analyze the impact of competition on personal character development.

CPI 2.2.12.C.2: Judge how individual or group adherence, or lack of adherence, to core ethical values impacts the local, state, national, and worldwide community.

CPI 2.2.12.C.3: Analyze current issues facing the disability community and make recommendations to address those issues.

Standard

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

Strands

B. Alcohol, Tobacco, and Other Drugs

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

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

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

C. Dependency/Addiction and Treatment

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

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

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

Standard

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

Strands

A. Fitness and Physical Activity

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

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

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

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

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

21st-Century Life and Careers

Standard

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

Strands

A. Critical Thinking and Problem Solving

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

B. Creativity and innovation

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

C. Collaboration, Teamwork, and Leadership

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

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

E. Communication and Media Fluency

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

F. Accountability, Productivity, and Ethics

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

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

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

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

- Many students in our school are looking for a program that would help to instill a sense of pride, belonging, and prestige. Other students are in need of discipline, self-improvement, and confidence.

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

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

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

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

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

None: Materials provided by the United States Department of Defense; cost not available

C. Curriculum Writing Needs: *Please check*

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

D. Staff Development Needs: None

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

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

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

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

Mr. Marc Lawrence will assess and oversee the ROTC program at the high school for the 2014-2015 school year.

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

Community service hours will be monitored to ensure that the community service quota for the program has been met by end of the 2014-2015 school year.

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

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

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

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

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

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

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

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

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

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

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

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

NA

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

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

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

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

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

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

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

A. Impact upon Scheduling/Staffing Needs:

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

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

C. Curriculum Writing Needs: *Please check*

Revision

New

Other (specify) _____

D. Staff Development Needs – (NONE)

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

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

Lou Quagliato, Karen Perry, Kim Mancarella, Hayden Moore

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

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

Revised 10/11

The Public Schools
West Orange, New Jersey

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

New Course Proposal

I. Proposed Course Information

- A. Proposed Course : Adv. Drama 10 (currently Adv. Drama 11-12)
- B. Sponsor of the Proposal: L. Quagliato, K. Perry
- C. Department(s) or Area(s): Transfer Adv. Drama from Language Arts Department to Visual and Performing Arts Department
- D. Projected Date of Implementation: 2014-15 School Year
- E. Grade(s): _____ Advanced Drama 10-12
- F. Level (s): _____ Regular
- G. This course is:

A revision of current Drama 10-12

A course to replace: may require periodic revision of curriculum

A new course: N/A

H. This course is: _____ Required Elective Full Year
_____ Semester

_____ Other (Specify) _____

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

NA

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

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

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

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

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

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

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

A. Impact upon Scheduling/Staffing Needs:

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

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

C. Curriculum Writing Needs: *Please check*

Revision

New

Other (specify) _____

D. Staff Development Needs – (NONE)

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

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

Lou Quagliato, Karen Perry, Kim Mancarella, Hayden Moore

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

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

Revised 10/11

The Public Schools
West Orange, New Jersey

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

New Course Proposal

I. Proposed Course Information

A. Proposed Course Forensic Science

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

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

D. Projected Date of Implementation Fall 2014

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

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

G. This course is:

A revision of _____

A course to replace _____

A new course _____

H. This course is: Required Elective Full Year Semester

Other (Specify) _____

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

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

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

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

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

Standard

CPI

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

Cells are made of complex molecules that consist mostly of a few elements. Each class of molecules has its own building blocks and specific functions.	5.3.12.A.1	Represent and explain the relationship between the structure and function of each class of complex molecules using a variety of models.
Cellular processes are carried out	5.3.12.A.2	Demonstrate the properties and functions of enzymes

by many different types of molecules, mostly by the group of proteins known as enzymes.		by designing and carrying out an experiment.
Cellular function is maintained through the regulation of cellular processes in response to internal and external environmental conditions.	5.3.12.A.3	Predict a cell's response in a given set of environmental conditions.
Cells divide through the process of mitosis, resulting in daughter cells that have the same genetic composition as the original cell.	5.3.12.A.4	Distinguish between the processes of cellular growth (cell division) and development (differentiation).
Cell differentiation is regulated through the expression of different genes during the development of complex multicellular organisms.	5.3.12.A.5	Describe modern applications of the regulation of cell differentiation and analyze the benefits and risks (e.g., stem cells, sex determination).
There is a relationship between the organization of cells into tissues and the organization of tissues into organs. The structures and functions of organs determine their relationships within body systems of an organism.	5.3.12.A.6	Describe how a disease is the result of a malfunctioning system, organ, and cell, and relate this to possible treatment interventions (e.g., diabetes, cystic fibrosis, lactose intolerance).

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

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

The ability to recognize a problem and apply critical thinking and problem-solving skills to solve the problem is a lifelong skill that develops over time.	9.1.12.A.1	Apply critical thinking and problem-solving strategies during structured learning experiences.
	9.1.12.A.2	Participate in online strategy and planning sessions for course-based, school-based, or outside projects.
Critical thinking and problem solving in the 21st century are enhanced by the ability to work in cross-cultural teams in face-to-face and virtual environments.	9.1.12.A.3	Assess how a variety of problem-solving strategies are being used to address solutions to global problems by participating in online discussions with peers from other countries.
	9.1.12.A.4	Justify problem-solving strategies used in the development of a particular innovative product or practice in the United States and in another country.
Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.	9.1.12.C.1	Enlist input from experts in the field, community members, and other stakeholders to design a service-learning activity that addresses a local, national, or worldwide need.

Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.	9.3.12.C.3	Develop personal interests and activities that support declared career goals and plans.
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D. Technology Standards: *Include specific standards and cumulative progress indicators*

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

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

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

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

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

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

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

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

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

A. Impact upon Scheduling/Staffing Needs:

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

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

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

C. Curriculum Writing Needs: *Please check*

- Revision
- New

□ Other (specify) _____

D. Staff Development Needs

None

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

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

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

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

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

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

Revised 10/13

The Public Schools
West Orange, New Jersey

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

New Course Proposal

I. Proposed Course Information

- A. Proposed Course: Research Methods in Science I-III
- B. Sponsor of the Proposal: J. Charney (Interim Science Supervisor); R. Brandt (science teacher) ; S. Laureni (science teacher).
- C. Department(s) or Area(s): Science
- D. Projected Date of Implementation: September 2014
- E. Grade(s): 9th- 12th Grades
- F. Level (s): Honors
(Regular, Special Education, Honors, Advanced Placement)
- G. This course is: _____
A new course
- H. This course is: _____ Required x Elective _____ Full Year _____ Semester
_____ Other (Specify) _____
- I. Intended Pre-requisite/Co- requisite: Honors Biology; co-requisite for the first year. Honors Chemistry co requisite for the second year.

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

- A. Course Objectives:
 - Students will learn the principles of scientific research methodology (1st year).
 - Students will perform authentic science research in a topic area of their interest and choice (2nd - 3rd year)
 - Students will participate in the community of scientific research and scholarship through communication with scientists working in the field and with other educational institutions (1st- 2nd year)
 - Students will perform hands-on scientific research through the following:
 - Identifying topics of interest and investigating areas for research opportunities (1st year)
 - Locating and reading appropriate and relevant scientific literature (1st-4th years)
 - Creating testable hypotheses and designing experiments to test their hypotheses (2nd-3rd years)
 - Recording, analyzing, and communicating results (2nd – 4th years)
 - Stating clear conclusions directly dependent on the results (1st- 4th years)

- Students will learn effective and appropriate use of technology to access peer-reviewed scientific literature, for data collection and analysis, and for communication and collaboration. (1st year)
- Students will present research findings to their peers and teachers, and prepare projects for submission to science and engineering competitions such as the Intel Science & Engineering Fair, NJ Regional Science Fair, Chemistry Olympiad and the Siemens Competition in Math, Science & Technology.

B. Common Core Standards/Core Curriculum Content Standards:

New Jersey Core Curriculum Content Standards – Science (2009)

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

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

RST.11-12.1-3, 7-10

WHST.11-12.1.a-e, 2.a-e, 4-10

C. 21st Century Life and Careers Standards:

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

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

9.3.12.C.3, 6-7

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

D. Technology Standards:

New Jersey Core Curriculum Content Standards – Technology (2009)

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

8.2.12.B.2

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

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

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

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

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

There is a core group of math and science students in the District that would benefit from an authentic science research program. The first year of this course will teach the principles of research science. During the second year, the students will formulate ideas for their research project through articulation with community outreach experts. During the third year of the course (including summer apprenticeships) students will embark on experimental research for their project, facilitated by the teacher and mentored by community expert source(s). For the fourth year of the course, students will write their research project and present at various science competitions. The course will provide opportunities to research, design and conduct scientific experiments through the course syllabus and mentorship with outside academic and industrial scientists and community engineers and researchers.

V Proposal:

A. Impact upon Scheduling/Staffing Needs:

Scheduling: One period per day in this four year-long course.

Staffing

- Teacher will be required to take on the following responsibilities in teaching the course:
 - Establish and maintain contact with student research mentors.
 - Establish and maintain contact with research student parents/guardians.
 - Conduct an appropriate student assessment session, one-to-one with each student, every two weeks.
 - Help students identify and contact mentors when deemed appropriate.
 - Help students find venues for public presentation of their work.
 - Facilitate the research process through articulation with community sources.
 - Present staff is anticipated to be adequate to facilitate a section per year 1-4 of the program.
 - Science Research Committee to be formed to ensure that safe and appropriate humane procedures are used in all student projects and that they are 'good science'. SRC will consist of an educator, a school administrator and a biomedical scientist ((Ph.D., M.D., D.V.M., D.D.S., D.O.)
 - Institutional Review Board to be formed to deal with all research involving humans in any way. IRB will consist of an educator, a school administrator and a professional knowledgeable about evaluating physical and/or psychological risk: MD, PA, RN, psychiatrist, psychologist, licensed social worker or licensed clinical professional counselor. This requirement may be met by the university IRB if students articulate with professors.

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

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

C. Curriculum Writing Needs: *Please check*

- Revision
- New
- Other (specify) _____

D. Staff Development Needs

- Visitation teams to other school districts with established science research courses (Livingston High School, Millburn High School, Leonia High School; Watchung Hills Regional High School)
- Two teachers are proposed to write the curriculum for the course program over the academic year.

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

Anticipated expenses \$5000 supplies. Existing staff is anticipated to be adequate to cover years 1-4 of this program. 15-20 students are anticipated for the first year, and 10-12 for years 2-4.

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

The Superintendent, Assistant Superintendent, HS Principal, Assistant Principal, Science Supervisor and members of the high school science department are in support of this proposal.

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

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

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF SPECIAL SERVICES

Public Agenda
Date: 10/21/13
Attachment # 5

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

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

DATE: October 14, 2013
TO: James O'Neill
FROM: Constance Salimbene *cas*
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
Tuition Previously Agendaed #10	Multiple Disabilities	ESCMC Regional Day School Morristown, NJ	Additional Related Services at \$2200
#124 Start Date 10/14/13	Multiple Disabilities	Mt. Carmel Guild Academy West Orange, NJ	\$41,555.36 \$269.84 per diem

c: Mark Kenney