

**WEST ORANGE BOARD OF EDUCATION**  
**Public Board Meeting - 8:00 p.m. – February 24, 2014**  
**West Orange High School**  
**51 Conforti Avenue**

**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 7, 2014.
- B. That said notice was sent by regular mail to the West Orange Township Clerk and the Editors of the West Orange Chronicle and the Star-Ledger.
- C. That said notice was posted in the lobby of the Administration Building of the Board of Education.

**III. CONSIDERATION OF THE CLOSED AND PUBLIC MEETING MINUTES OF February 10 and 12, 2014 (Att. #1)**

**IV. QUESTIONS FROM THE PUBLIC ON AGENDA ITEMS**

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

- A. Hazel School Presentation

**VI. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS**

**A. PERSONNEL**

**1. Appointments**

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

**Michael Cadmus, Language Arts Teacher, WOHS, BA-1, \$50,440, effective retroactive to 2/18/14 (replacement)**

**Michael Ince, Guidance Counselor, Roosevelt School, extension of medical leave replacement, MA-1, \$269.30 per diem, effective 4/22/14-6/18/14 (replacement)**

**Kelly Gambutti, Instructional Aide, Edison School, to assist 3 special need students during NJ ASK Preparation Program, 21 hours at \$23/hour, for a total cost of \$483**

**Rosemary Alling, Nurse, Washington School, to assist medically dependent student during NJ ASK Preparation Program, 18 hours at \$73/hour, for a total cost of \$1,314**

**Steven Simon, Instructional Aide, Modified Day Program, WOHS, 1 hour/day, \$23/hour, effective 2/25/14-6/18/14 (additional)**

**Honorino Carrera, West Orange Achievement Program (WOAP) Substitute Spanish Teacher, \$73 per hour, (1.5 times base for more than 1 student at a time), effective 2/25/14-6/18/14**

**Andrea Alfonso, Part-time Instructional Aide, Pleasantdale School, BA-1, \$22.89 per hour, not to exceed 20 hours/week, effective 3/3/14-6/18/14**

**Staff to provide home instruction, on an “as needed” basis, for the 2013-2014 school year, as per the attached (Att. #2)**

**Teachers to instruct the 2014 HSPA Preparation Program, WOHS, at the contractual rate of \$73/hour, for a total cost of \$15,184 (Att. #3)**

**Teachers to instruct the 2014 NJ ASK Preparation Program for grades 6,7 and 8, at the contractual rate of \$73/hour, for a total cost of \$24,528 (Language Arts and Mathematics) (Att. #4)**

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

- Deborah Girone, Teacher, retroactive to 2/12/14
- Joseph Antonucci, Teacher
- Carol Osterman, Administrative Assistant
- Victor Daniels, Teacher
- Dayal Sayeeda, Lunch Aide/Administrative Assistant

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

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

Anita Crompton, Basic Skills Teacher, Redwood School, extension of paid medical leave of absence, effective retroactive to 11/19/13-6/30/14, or until released by physician

Tagen Jacobus, Biology Teacher, WOHS, extension of unpaid maternity leave of absence, effective 3/18/14-4/4/14

Gordana Miric, Custodian, Administration Building, unpaid medical leave of absence effective retroactive to 2/19/14-3/31/14, or until released by physician

Carlos Perez, Spanish Teacher, WOHS, paid family leave of absence, effective 2/19/14-2/27/14, unpaid family leave of absence, 2/28/14

3. Superintendent recommends approval of lateral movements on salary guide for course completion, as per WOE contract, retroactive to January 1, 2014 as stipulated

**B. CURRICULUM AND INSTRUCTION**

1. Recommend approval of the following Field Trip requests for the 2013-2014 school year:

Group	Destination
Teen Pep WOHS	Frost Valley, YMCA, Claryville, NY
Science Students WOHS	Edison School
IMS Grade 10 WOHS	Rutgers University

2. Recommend approval of the following courses as endorsed by the Curriculum Council at its January 30, 2014 meeting: (Att. #5)
  - Introduction to Integrative STEM
  - Sustainable Technologies

**C. FINANCE**

1. Recommend approval of the 2/24/14 Bills List: (Att. #6)

Payroll/Benefits	\$ 4,169,802.05
Transportation	\$ 652,311.52
Special Ed. Tuition	\$ 309,192.98
Instruction	\$ 153,266.41
Facilities	\$ 330,455.03
Capital Outlay	\$ 45,813.60
Grants	\$ 163,753.00
Food Service	\$ 306,494.70
Textbooks/Supplies/Athletics/Misc.	<u>\$ 35,780.68</u>
	<u>\$ 6,166,869.97</u>

2. **Recommend approval of tuition for the 2013-2014 School Year Out-Of-District placements as per attached (Att. #7)**

**D. REPORTS**

1. **The Board of Education recognizes receipt of the HIB report for the period ending 2/24/14**
2. **Recommend approval of revised schedule of meeting dates for the West Orange Board of Education (Att. #8)**
3. **Recommend approval of Delegate Assembly Resolution as per the attached (Att. #9)**

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

- VII. MOTION FOR THE NEXT BOARD MEETINGS to be held; at 9:00 a.m. and 6:00 p.m. on March 1 and March 6, 2014, respectively, in closed session at the Administration Building to discuss the Superintendent search; at 6:00 p.m. on March 10, 2014 at West Orange High School for a Budget Workshop; and at 6:00 p.m. on March 18, 2014 at West Orange High School for a regular meeting of the Board of Education.**

**IX. PETITIONS AND HEARINGS OF CITIZENS**

**X. ADJOURNMENT**

Public Agenda  
Date: 2/24/14  
Attachment # 2

**WEST ORANGE PUBLIC SCHOOLS**  
DEPARTMENT OF STUDENT SUPPORT SERVICES

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179 Eagle Rock Avenue • West Orange • New Jersey • 07052  
Telephone: 973-669-5400 Ext. 20539  
Fax: 973-669-8601

MS. CONSTANCE SALIMBENO, DIRECTOR

MS. KRISTIN GOGERTY, SUPERVISOR, PRESCHOOL, K – 8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

**MEMORANDUM**

DATE: February 6, 2014  
TO: Mr. James O'Neill, Interim Superintendent  
FROM: Constance Salimbeno, Director  
Student Support Services  
SUBJECT: Agenda Item  
Approval of Home Instruction for Certified Teaching Staff

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

CS: idg

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

**Applicants to provide Home Instruction - 2013-2014**

**District Employees**

<b><u>Name</u></b>	<b><u>Where Employed</u></b>	<b><u>Certifications</u></b>
Beauzil, Marie	WOHS	HQT: French-1
Brady, Julie	WOHS	HQT: Social Studies
Ciemniecki, Richard	WOHS	HQT: Math;Chemistry;Physics
McCall, Tracey	Pleasantdale	HQT: Elementary Education
Devore, Jacquelyn	WOHS	HQT: Social Studies
Lomoriello, Robert	WOHS	HQT: Math
Newman, Frank	WOHS	HQT: Science
Valentino, Melanie	WOHS	HQT: Social Studies
Nwako, Madonna	WOHS	HQT: Biology
Reeder, Alan	WOHS	HQT: Social Studies
Ryden, Jennifer	WOHS	HQT: English 7-12

*The Public Schools*  
*West Orange, New Jersey*

Public Agenda  
Date: 2/24/14  
Attachment #/ 3

**To:** Mr. James O'Neill  
**From:** Donna Rando, Ed.D., Assistant Superintendent *DR*  
**Date:** February 19, 2014  
**Re:** HSPA Preparation Program Instructors

The teachers listed below will be instructing the 2014 HSPA Preparation Program at the contractual rate of \$73.00/hour.

Subject Area	Instructor	Hours	Payment	Total
Mathematics	Katelyn Antico	21	\$1533.00	\$10,731.00
	Janis DeRosa	21	\$1533.00	
	Cristina Gonzalez	21	\$1533.00	
	Elizabeth Kelleher	21	\$1533.00	
	Caniece Montague	21	\$1533.00	
	Christine O'Neill	21	\$1533.00	
	Shaan Shah	21	\$1533.00	
Mathematics: ESL	Shaan Shah*	14	\$1022.00	\$1,022.00
Mathematics: Special Education	Karen Davis	5	\$ 365.00	\$ 730.00
	Christine O'Neill	5	\$ 365.00	
Language Arts	Kimberly Alfano	5	\$ 365.00	\$1,825.00
	Victor Alcindor	5	\$ 365.00	
	Jesse Aporta	5	\$ 365.00	
	Kathryn Baran	5	\$ 365.00	
	Craig Champagne	5	\$ 365.00	
Language Arts: ESL	Mary Quiroz*	7	\$ 511.00	\$ 511.00
Language Arts: Special Education	Simona Lieberman	5	\$ 365.00	\$ 365.00
			<b>Total</b>	\$15,184.00

\*Approved by the Board of Education on January 27, 2014

**C:** Mr. M. Kenney  
Ms. D. Keastead

*The Public Schools*  
*West Orange, New Jersey*

Public Agenda  
Date: 2/24/14  
Attachment # 4

**To:** Mr. James O'Neill, Superintendent

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

**Date:** February 20, 2014

**Re:** NJ ASK Preparation Programs, Grades 6, 7, 8

The teachers listed below will be instructing the NJ ASK Preparation Programs for grades 6, 7, and 8 from Tuesday, March 4, 2014 - Thursday, April 24, 2014 at the contractual rate of \$73.00/hour. Local money will fund the programs.

**Language Arts**

School	Instructor	Grade	Hours	Payment	Total
Edison	Kristen Azzato	6	10.5	\$766.50	\$5,365.50
	Jennifer Blume	6	10.5	\$766.50	
	Anton Carrera	6	10.5	\$766.50	
	Stephen Delpome	6	10.5	\$766.50	
	Adam Wasko	6	10.5	\$766.50	
	Sylvia Watford	6	10.5	\$766.50	
	Janet Wiggins	6	10.5	\$766.50	
Liberty	Kimberly DeMeo	7	10.5	\$766.50	\$4,599.00
	Nancy Silva (Tues.)	7	10.5	\$766.50	
	Nancy Silva (Thurs.)	7	10.5	\$766.50	
	Christine Albano	8	10.5	\$766.50	
	Patricia Richardson	8	10.5	\$766.50	
	Maryann Solimo	8	10.5	\$766.50	
Roosevelt	Laura Halen	7	10.5	\$766.50	\$3,832.50
	Molly Wachtel	7	10.5	\$766.50	
	Tracy Nardone	8	10.5	\$766.50	
	Laura Bush	8	10.5	\$766.50	
	Jacqueline Morgan	8	10.5	\$766.50	
				Total	\$13,797.00



### Mathematics

School	Instructor	Grade	Hours	Payment	Total
Edison	Cynthia DiGiovanna	6	10.5	\$766.50	\$3,832.50
	Megan Domenick	6	10.5	\$766.50	
	Christina Ferinde	6	10.5	\$766.50	
	Sheyla Jannah	6	10.5	\$766.50	
	Monique Lyons	6	10.5	\$766.50	
Liberty	Sue Kolkka	7	10.5	\$766.50	\$3,066.00
	Elena Iannucci	7	10.5	\$766.50	
	Melissa Martino	8	6.0	\$438.00	
	Ken Nolan	8	4.5	\$328.50	
	Shrina Patel	8	10.5	\$766.50	
Roosevelt	Kim Cerutti	7	10.5	\$766.50	\$3,832.50
	Nicole Eoon	7	10.5	\$766.50	
	Jennifer Cataldo	8	10.5	\$766.50	
	Lauren Peacock	8	10.5	\$766.50	
	Lisa Rocha	8	10.5	\$766.50	
				<b>Total</b>	\$10,731.00

C: Mr. M. Kenney  
Ms. D. Keastead

*The Public Schools  
West Orange, New Jersey*

Public Agenda  
Date: 2/24/14  
Attachment # 5

**To:** Mr. James O'Neill, Superintendent  
**From:** Donna Rando, Ed.D., Assistant Superintendent *DR*  
**Date:** February 19, 2014  
**Re:** New Course Proposals

At the January 30, 2014 Curriculum Council meeting, the courses listed below were endorsed pending Board of Education approval:

- Introduction to Integrative STEM
- Sustainable Technologies

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:	___ 1/29/14
To Curriculum Council:	___ 1/30/14
To Superintendent:	___ 2/18/14
To Board of Education:	___ 2/24/14

New Course Proposal

I. Proposed Course Information

- A. Proposed Course: Course Name Change:  
    Old Name: Introduction to Technology  
    New Name: Introduction to Integrative STEM (iSTEM)
- B. Sponsors of the Proposal: Nancy Mullin, Director of Career and Technical Education & Library Science, and Ryan Del Guercio, Coordinator of Technical Education
- C. Department(s) or Area(s) Career and Technical Education Department:  
    Technical Education Department
- D. Projected Date of Implementation: 2014-2015 School Year
- E. Grade(s): 9-12
- F. Level (s): Regular
- G. This course is: Course name change proposal
- H. This course is:       \_\_\_ Required   \_\_\_X\_\_\_ Elective   \_\_\_ Full Year  
    \_\_\_X\_\_\_ Semester  
    \_\_\_ Other (Specify)\_\_\_\_\_

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

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

The Learner will demonstrate:

- Application of the design process by designing questions and problems, investigating to gather data, organizing data, concluding and applying understandings to real world situations.
- Application of a need for a product or invention by producing precise and accurate measurement to guide solutions that adhere to industry standards.
- 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.
- Evaluation or personal progress by evaluating self-motivation, time-management and self-confidence.
- Knowledge of the nature of technology by describing skills needed to apply technology appropriately.

- Synthesis of engineering communication technique by creating technical drawing and documentation used to collaborate with peers and industry professionals both in person and remotely.

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.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

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*).

### **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).

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.

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

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

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

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

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

8.1.12.C.1 Develop an innovative solution to a complex, local or global problem or issue in collaboration with peers and experts, and present ideas for feedback in an online community.

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

**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.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.G.1 Analyze the interactions among various technologies and collaborate to create a product or system demonstrating their interactivity.

**9.1 21<sup>st</sup> 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.65 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).6 Appreciate the diversity of needs, values, and social patterns in project design to appropriately meet client needs.

9.4.12.O.(1)1-12 Science, Technology, Engineering, and Mathematic Career Cluster

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

The California STEM Learning Center suggests that “the fastest-growing and highest-wage jobs in the future years will be in STEM fields and all employees will need to utilize STEM skills for problem solving in a wide range of industries.” Twenty-first century careers require skills such as collaboration, problem solving, critical thinking and innovation. The current course entitled, Introduction to Technology, has always included strong elements of science and engineering through technology learning activities. This

course will address these skills to best prepare West Orange High School students for 21<sup>st</sup> century careers. The most recent studies of best teaching practices prove that integrative STEM content in a project-based learning environment most successfully prepares students for future educational and professional careers. The national drive toward STEM education recognizes the need for interdisciplinary STEM or iSTEM instruction to mirror the relationship of these subjects in a real-world setting. There is a strong need to work through the traditional barriers erected between the four disciplines of science, technology, engineering and math by integrating them into one cohesive teaching and learning paradigm.

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

The revision of the name of the course Introduction to Technology to Introduction to Integrative STEM will highlight the positive adaptations to the curriculum to better represent the content the student will be learning. The modified course will feature student STEM learning activities with strong science, technology, engineering and math concepts. Through project based learning, students will not be “handed” content, causing learning to become active in the sense that the student will discover and work with content that he determines to be necessary to solve the problem. Through completion of the engineering design process, students will solve real world problems while communicating with their peers and industry professionals, thinking critically and solving problems. Learning activities involved in the adapted course will explore possible careers in STEM-related fields. The timeless learning objectives taught in this course allow the student to explore personal interest and the teacher to adapt the content to most current technological innovations.

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 Technical Education Department budget.

C. Curriculum Writing Needs: *Please check*

Revision

New

Other (specify) \_\_\_\_\_

D. Staff Development Needs: Staff teaching the course will collaborate throughout the year.

E. Budgetary Request:

\$500.00 for the consumables used in this course which is budgeted into the Technical Education budget.

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

Hayden Moore, Principal, Annette Towson, Assistant Principal, Cheryl Butler, Director of Guidance, Nancy Mullin, Director of CTE, Ryan DelGuercio, Technical Education Coordinator, and Kelly Boehmer, Debra Coen, and Anthony Prasa, Instructors

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

The program will be evaluated by students and the teacher as the year progresses through student survey and informal teacher reflection. John Henry, Director of NJGPOS, will additionally provide insight regarding student progress and program effectiveness with reference to the Green Program of Study and the skills required by the program. This is necessary since this course is a prerequisite for our proposed Sustainable Technologies course. Student progress will be monitored through formative and summative assessment frequently throughout the course.

Revised 10/11

The Public Schools  
West Orange, New Jersey

<i>For Use of Curriculum Office</i>	
Date Proposal Submitted:	
To Office of Curriculum:	___ 1/29/14
To Curriculum Council:	___ 1/30/14
To Superintendent:	___ 2/18/14
To Board of Education:	___ 2/24/14

New Course Proposal

I. Proposed Course Information

A. Proposed Course: Sustainable Technologies

B. Sponsor of the Proposal: Nancy Mullin, Director of Career and Technical Education & Library Science, and Ryan Del Guercio, 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): 9-12

F. Level (s): Regular

G. This course is: A new course

H. This course is: \_\_\_\_\_ Required \_\_\_X\_\_\_ Elective \_\_\_\_\_ Full Year  
\_\_\_X\_\_\_ Semester

\_\_\_\_\_ Other (Specify)\_\_\_\_\_

I. Intended Pre-requisite/Co- requisite: *Introduction to iSTEM*

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

Course Objectives:

The Learner Will Be Able To Demonstrate:

- Application of the steps in the Design and Problem Solving Process by implementing each step of the design process to a given problem statement using using sustainable and green technologies as a solution.
- Comprehension of how the natural world functions and our connection to it by citing the natural resources that are essential for life and beginning to question where they come from, how they arrive in our lives, and what we are doing to ensure they remain clean and useful.
- Comprehension of the benefits of sustainability by exploring the benefits of green technologies through the design process.
- Application of sustainability principles by developing a sustainable model community that serves all functions of a typical human society with minimal impact.
- Analysis of Green Jobs opportunities by comparing and contrasting various Green Jobs career options.
- Synthesis of Green Jobs by creating a Green Jobs Career Guide.



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.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.

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

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

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

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

**5.2 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 Science Systems

5.2.12.C2

**5.3 Life Science:** All students will understand that life science principles 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.

5.12.B.3

**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.F 1

## 21<sup>st</sup> Century Life & Career Skills

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.65 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.68 Examine licensing, certification, and credentialing requirements at the national, state, and local levels to maintain compliance with industry requirements.

9.4.12.B.(1).3 Integrate structural, environmental, safety, building envelope, and building service systems in the design of buildings and structures.

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

9.4.12.B.(1).6 Appreciate the diversity of needs, values, and social patterns in project design to appropriately meet client needs.

## 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.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).

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

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.

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

In December, the state invited West Orange High School to participate in a conference about Green Programs of Study. We are currently participating in a statewide pilot program for sustainability. We need to incorporate course offerings in this area to be fully implemented in the process. Post graduate careers opportunities exist in sustainability. Our current course offerings do not address the needs of students in this area. Colleges are now addressing sustainability by offering programs in this area. In order to provide our students with a strong foundation in sustainability we need to provide opportunities in this new career cluster for Green Jobs in Green Design, Green Energy and Green Construction.

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

- This course adopts and modifies units from the New Jersey Green Program of Study Curriculum (NJGPOS).
- The course will use systems of a green building as a primary teaching tool to understand the nature of a “high performance” design.
- As a teaching strategy, project based hands on methods will be implemented creating a student centered, teacher facilitated environment for learning.
- The course will introduce the students to the beliefs, philosophies, and principles that support a more sustainable world.
- Project based learning experiences will enable students to develop their basic understanding of the world around them with particular interest in how we use energy, materials, and resources to design, build, and power our world.
- The curriculum will detail green jobs and categorize them based on the essential skills it takes to be successful within the job category.
- Real world situations and case studies will be integrated to promote student relevance and interest levels.

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)

A textbook is not required because the lessons will use consumable materials purchased through Tech Ed Department budget. The curriculum is available on the internet from the state and provides a listing of the materials needed for each unit. The classroom currently has hardware which should be updated. This information was provided to the Director of Technology during the budget process.

C. Curriculum Writing Needs: *Please check*

We will be working with the curriculum provided by the state. Modifications will be made throughout the semester as needed.

D. Staff Development Needs: None

Staff Development provided by state and includes

- A site visit to one of the school districts that piloted this program to observe the implementation of the curriculum
- Summer training for staff
- Participation in an electronic Professional Learning Community which will be ongoing throughout the year
- Webinars and access to NJGPOS Website

E. Budgetary Request: \$1000.00 will be budget for consumable and tools for this course out of the Technical Education budget.

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

Hayden Moore, Principal, Annette Dade, Assistant Principal, Cheryl Butler, Director of Guidance, Nancy Mullin, Director of CTE, Ryan DelGuercio, Technical Education Coordinator, and Kelly Boehmer, Anthony Prasa, instructors, Dawn Ribeiro, Supervisor of Student Services.

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

Students will be monitored and assessed through projects and diagnostic tests. Program effectiveness will be evaluated by John Henry, Director of the NJGPOS, including informal observation of student projects in action.

WEST ORANGE PUBLIC SCHOOLS  
DEPARTMENT OF SPECIAL SERVICES

Public Agenda  
Date: 2/24/14  
Attachment #/ 7

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

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

**DATE:** February 19, 2014

**TO:** James O'Neill

*COO*

**FROM:** Constance Salimbeno

**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
#52 Start Date 2/20/14	Multiple Disabilities	Mt. Carmel Guild Academy West Orange, NJ	\$22,126.88 \$269.84 per diem
#116 Start Date 2/4/14	Emotionally Disturbed	Essex Campus Fairfield, NJ	\$19,985.50 \$3997.10 per month
#131 Start Date 1/27/14	Multiple Disabilities	Chapel Hill Academy Lincoln Park, NJ	\$27,993 \$301 per diem
#132 Start Date 1/27/14	Preschool Disabilities	Mt. Carmel Guild Academy West Orange, NJ	\$25,634.80 \$269.84 per diem

c: Mark Kenney

## Delegate Assembly Resolution

WHEREAS, the NJSBA supports the requirement for all school administrators and school board members to comply with the requirement of the State Department of Education's Financial filing of the Disclosure of the School Ethics Commission's Electronic Reporting of Personal/Relative and Financial Disclosure Statements (N.J.S.A. 18A:12-25 and 26); and

WHEREAS, currently the process establishes that only the Board Secretary may review and access each part of the Personal/Relative and Financial Disclosure Statements;

WHEREAS, The Delegate Assembly is the official policymaking body of the New Jersey School Boards Association; and

WHEREAS, Education-related policies resulting from prior Delegate Assembly and Board of Directors' actions are codified in the NJSBA's Manual of Positions and Policies on Education; now, therefore, be it

RESOLVED, That the West Orange Board of Education proposes the following **new** policy language for adoption by the Delegate Assembly and inclusion in NJSBA's Manual of Policies and Positions on Education:

**The NJSBA believes in protecting school districts from violations of employment contracts, ethics violations and employee conflicts of financial interest, therefore be it resolved that the Board Secretary be required to provide to the CSA copies of all submitted Personal/Relative and Financial Disclosure statements for all district administrators and furthermore that the Board Secretary be required to submit to the Board of Education the CSA's submitted Personal/Relative and Financial Disclosure statement.**

RESOLVED, that this resolution be placed on the agenda for consideration at the May 17, 2014 Delegate Assembly.

Adopted at a regular meeting of the West Orange Board of Education on February 24, 2014.