

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting - 8:00 p.m. – August 24, 2015
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 March 3, 2015.
 - 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 August 10, 2015 (Att. #1)**
- IV. SUPERINTENDENT/ BOARD REPORTS**
 - A. Four Hour Day
 - B. Counselor and Library Media Specialist Observation/Evaluation Model
 - C. District Goals and Board Goals 2015-2016
 - D. Review of Revised or New Curriculum
 - E. HIB Report (January 2015 - June 2015)
 - F. Athletic/Extracurricular Update - Required Athletic Fall Meeting - September 9, 2015
- V. QUESTIONS FROM THE PUBLIC ON AGENDA ITEMS**
- VI. SECOND READING OF THE FOLLOWING BOARD POLICIES:**

Booster Clubs	1230.10
Supervision	4115.00
Administering Medication	5141.21
Questioning and Apprehension	5145.11
Emergencies and Disaster Preparedness	6114.00
Lesson Plans	6143.10
- VII. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS**
 - A. PERSONNEL**

1. Resignations / Retirements

- a. Superintendent recommends approval to the Board of Education for the following certificated staff resignation(s) / retirement(s):

Name	Location	Position	Reason	Effective Date
Tamara von Ouhl	Liberty	Social Studies	Retirement 14 years 8 months	9/1/15
Clarence Yoh, Jr.	WOHS	Air Force JROTC	Resignation	8/18/15

- b. Superintendent recommends approval to the Board of Education for the following non-certificated staff resignation(s) / retirement(s):

Name	Location	Position	Reason	Effective Date
Thomas Bamber	WOHS	Paraprofessional	Resignation	8/11/15
Tina Parsons	Pleasantdale	Lunch Aide	Resignation	8/10/15

2. Rescissions

- a. Superintendent recommends approval to the Board of Education for the following rescission(s):

Name	Location	Position	Effective Date
Tamara von Ouhl	Liberty	Social Studies Medical Leave of Absence	8/14/15
Clarence Yoh	WOHS	Air Force JROTC Co-Curricular	8/18/15

3. Appointments

- a. Superintendent recommends approval to the Board of Education for the following certificated staff appointment(s):

Name	Location	Position	Replacement / New	Guide	Step	Salary	Effective Dates
Laura Cardona	.6 Gregory / .4 Redwood	Occupational Therapist	Cetani	MA	7	\$58,307	9/1/15 - 6/30/16
Max Grossman	WOHS	Technology Education Long Term Substitute	Metwally	BA	2	\$260 per diem	9/1/15 - 11/30/15
Stephanie Rubin	Liberty	Social Studies Long Term Substitute	Neyburger (amended)	MA	2	\$277 per diem	9/1/15 - 11/30/15
Nina Sapienza	Pleasantdale	Special Education/ Pre-Kindergarten Extended Assignment Substitute	E. Rubin	N/A	N/A	\$200 per diem	9/1/15- 10/9/15

- b. Superintendent recommends approval to the Board of Education for the following non-certificated staff appointment(s):

Name	Location	Position	Replacement /	Guide	Step	Salary	Effective
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			New				Dates
Edward Bejian	Mt. Pleasant	Paraprofessional	Kovach	BA	2	\$28,293	9/1/15 - 6/30/16
Lauren Carnevale	Washington	Paraprofessional	New	BA	2	\$28,293	9/1/15 - 6/30/16
Cynthia Cumming	Administration Building	Part-time Coordinator of Communication Services	New	N/A	N/A	\$41,000 (to be prorated)	9/1/15 - 6/30/16
Edward DeMarchi	Roosevelt	Paraprofessional	Rees	BA	2	\$28,293	9/1/15 - 6/30/16
Lauren Frazee	Liberty	Paraprofessional	Christiano	BA	2	\$28,293	9/1/15 - 6/30/16
Diane Haza	Mt. Pleasant	Paraprofessional	Celebre	BA	3	\$28,570	9/1/15 - 6/30/16
Brittany Hipkins	Mt. Pleasant	Paraprofessional	Wells	BA	2	\$28,293	9/1/15 - 6/30/16
Aria Medley	Edison	Paraprofessional	J. Bamber	BA	2	\$28,293	9/1/15 - 6/30/16
Frederick Mendez	Roosevelt	Paraprofessional	Comacho	BA	2	\$28,293	9/1/15 - 6/30/16
Angela Nevins	St. Cloud	Administrative Assistant	Rowek	Column I	1	\$33,693 (to be prorated)	10/1/15 - 6/30/16
Valeria Perez	Pleasantdale	Part-time Paraprofessional	Salomon	BA	2	\$23.58 per hour not to exceed 4 hours per day	9/1/15 - 6/30/16
Matthew Pouy	WOHS	Paraprofessional	New	BA	2	\$28,293 (to be prorated)	9/8/15 - 6/30/16
Christopher Rinaldi	WOHS	Paraprofessional	T. Bamber	BA	2	\$28,293	9/1/15 - 6/30/16
Nina Sapienza	Pleasantdale	Paraprofessional	Kalinich	BA	2	\$28,293 (to be prorated)	10/12/15 - 6/30/16
Barbara Silva	Pleasantdale	Lunch Aide	Parsons	N/A	N/A	\$17.35 per hour not to exceed 2.5 hours per day	9/3/15 - 6/21/16
Tracy Yip	Roosevelt	Lunch Aide	Ardon	N/A	N/A	\$17.35 per hour not to exceed 2.5 hours per day	9/3/15 - 6/21/16

c. Superintendent recommends approval to the Board of Education for the following negotiated co-curricular assignment(s):

Name	Location	Position	Stipend	Effective Dates
John McLaughlin Roosevelt	WOHS	Marching Band: Color Guard Flags	\$2,000	2015-2016
Paul Tankard OOD	WOHS	Marching Band: Color Guard Drill	\$1,500	2015-2016

- d. Superintendent recommends approval to the Board of Education for the following additional teaching assignment(s):

Name	Location	Position	Guide	Step	Salary	Effective Dates
Ronald Brandt	WOHS	Chemistry	DR	14	\$17,718	2015-2016
Joseph Cannuscio	WOHS	French	MA	3	\$9,298	2015-2016
Daniel Duca	WOHS	Chemistry	DR	14	\$17,718	2015-2016
Keith Frey	WOHS	Chemistry	MA+30	14	\$17,004	2015-2016
Sonia Laurenzi	WOHS	Chemistry	MA+30	12	\$12,278	2015-2016
Frank Newman	WOHS	Chemistry	MA	14	\$15,444	2015-2016
Dana Peart	WOHS	French	MA+15	11	\$12,343	2015-2016
Chiaohan Yu	Roosevelt	Chinese	MA	3	\$9,298	2015-2016

- e. Superintendent recommends approval to the Board of Education for the following additional assignment(s):

Name	Location	Position	Rate of Pay	Effective Dates
Dominica Alessi	St. Cloud	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Mercedes Asqui	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Kristen Azzato	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Robert Berke	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Jennifer Blume	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Lori Boyd	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Dawn Brennan	Gregory	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Jennifer Brewer	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Roger Bryson	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Victoria Busby	Washington	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Jessica Byrne	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Kim Carissimo	Liberty	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Anton Carrera	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Karissa Carsten	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Amedeo Chirichiello WOHS	Pleasantdale	Afternoon Pick-up Duty	\$35 per diem as assigned	2015-2016
Florence Chrichiello	Pleasantdale	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Nicole Cozzolino	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Colleen Craffey	Gregory	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Brittany D'Arduini	Washington	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Bonnie Daum	Gregory	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016

Laura DelBarba	Liberty	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Maureen DelPlato	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Maria DeMartinis	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Lisa DeMichele	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Robert Desch	Liberty	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Maria DiTaranto	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Megan Dominick	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Maureen Donohue	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Michael Esquerre	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Steven Ferrara, Sr. WOHS	Buildings & Grounds	District Vehicle & Equipment Repairs	\$50 per hour as assigned	2015-2016
Patricia Fess	Mt. Pleasant	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Danielle Fritts	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Sharon Fumia	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Corinn Giaquinto	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Emily Gross	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Wendi Guiliano	Washington	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Catherine Haggerty	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Bridget Haine	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Jamie Hecht	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Amanda Hegedus	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Bryan Ille	Hazel	Morning Drop-Off Duty	\$35 per diem as assigned	2015-2016
Kimberly Jackson	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Robert Kuczumarski	Gregory	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Robert Kuczumarski	Hazel	Morning Drop-Off Duty	\$35 per diem as assigned	2015-2016
Maria Lagonigro	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Adriana Lapolla	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Kathleen Laszlo	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Cindy Lombardi	Hazel	Morning Drop-Off Duty	\$35 per diem as assigned	2015-2016
Melinda Levandusky	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Monique Lyons	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Darlene Madden	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Melissa Malfettano	Pleasantdale	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Rachel Mondalto	St. Cloud	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Alecia Marzullo	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Erin McCarthy	Gregory	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Sean McCrudden	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016

Kelly McSharry	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Briana McTigue	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Kristin Mindo	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Lucilia Mira	Mt. Pleasant	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Tracey Nardone	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Francis Newman WOHS	Pleasantdale	Afternoon Pick-up Duty	\$35 per diem as assigned	2015-2016
Keri Orange	Pleasantdale	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Jennifer Paull	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Linda Perna	Washington	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Thomas Perrone	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Paula Petrucelli	Pleasantdale	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Maria Querques	Pleasantdale	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Dineen Robinson	Gregory	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Toni Rodriguez	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Joseph Romano	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Cynthia Rowberg	Liberty	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Rita Schneider	Gregory	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Nancy Silva	Liberty	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Jennifer Sissman	Hazel	Morning Drop-Off Duty	\$35 per diem as assigned	2015-2016
Maryann Solimo	Liberty	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Aicha Sylla	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Jennifer Tarullo	Washington	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Colleen Tierney	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Vivian Troya	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Carmela Urciouli	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Diane Varela	Roosevelt	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Kathleen Waldron	Redwood	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Rene Wells	Washington	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Janet Wiggins	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Kim Williams	Gregory	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016
Kimberley Wilson	Edison	Morning Breakfast Duty	\$35 per diem as assigned	2015-2016

- f. Superintendent recommends approval to the Board of Education for the following certificated and non-certificated staff summer assignments:

Name	Location	Position	Rate of Pay	Effective Date
Karen DeVivo	Mt. Pleasant	Administrative	\$265.55 per diem	7/1/15 - 8/24/15

		Assistant Summer Assignment	1 additional day (5 days previously approved)	
Amanda Hempel	District	Summer CST Case Management	\$65 per hour 3 additional hours (8 hours previously approved)	7/6/15 - 8/21/15
Ann Zaaijer	District	ELL Screening	\$325 per diem (funded through Title III)	8/31/2015

- g. Superintendent recommends approval to the Board of Education for the following home instructor appointments at \$73.00 per hour for the 2015-2016 school year:

Name	Certification	Certification	Certification	Effective Date
Lois Barlow	Teacher of Mathematics	N/A	N/A	2015-2016

- h. Superintendent recommends approval to the Board of Education for the following substitute appointment(s) at the appropriate substitute rates for 2015-2016:

Name	Certification Code	Teacher	Paraprofessional	Administrative Assistant	Lunch Aide	Nurse	Custodian
Scott Campbell	Substitute	X					
Nicholas Rizzi	CEAS	X	X	X	X		
Claudia Zimmer	CEAS	X					

4. Leaves of Absence:

- a. Superintendent recommends approval to the Board of Education for the following leaves of absence for certificated staff:

Name	Location / Position	Paid Leave	Unpaid Leave with Benefits	Unpaid Leave without Benefits	Anticipated Return Date
Zoe Benedict	Liberty Spanish	11/2/15 - 11/23/15	11/24/15 - 2/29/16	N/A	3/1/16
Shannon Core	WOHS Special Education / Mathematics	2/16/16 - 3/18/16	3/21/16 - 9/30/16	10/1/16 - 8/31/17	9/1/17
Suzanne Lee	.6 Roosevelt/ .4 Edison School Psychologist	11/9/15 - 1/6/16	1/7/16 - 2/26/16	N/A	2/29/16
Carol Tuitt	Gregory School Psychologist	9/1/15 - 9/30/15	N/A	N/A	10/1/15

5. Transfer(s):

- a. Superintendent recommends approval to the Board of Education for the following transfer(s) of certificated staff:

Name	From	Position	To	Position	Effective Date
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Christine Aker Involuntary	.5 Hazel / .5 Redwood	Learning Disabilities Teacher-Consultant	Redwood	Learning Disabilities Teacher-Consultant	9/1/15
Mary Ann DiCosmo Involuntary	Pleasantdale	School Psychologist	.6 Hazel / .4 St. Cloud	School Psychologist	9/1/15
Amy Drost Involuntary	.8 Mt. Pleasant / .2 Washington	School Psychologist	Mt. Pleasant	School Psychologist	9/1/15
Colleen Grandinetti Voluntary	.6 Mt. Pleasant / .4 Washington	Learning Disabilities Teacher-Consultant	.8 District / .2 Mt. Pleasant	Learning Disabilities Teacher-Consultant	9/1/15
Nicole Hampton Involuntary	.8 Pleasantdale / .2 Gregory	Learning Disabilities Teacher-Consultant	Pleasantdale	Learning Disabilities Teacher-Consultant	9/1/15
Amanda Hempel Involuntary	District	Learning Disabilities Teacher-Consultant	Gregory	Learning Disabilities Teacher-Consultant	9/1/15
Carlene Hernandez Involuntary	.6 St. Cloud / .4 Edison	School Social Worker	Edison	School Social Worker	9/1/15
Susan Jankowski Voluntary	.6 Edison / .2 St. Cloud / .2 Gregory	Learning Disabilities Teacher-Consultant	.8 Edison / .2 St. Cloud	Learning Disabilities Teacher-Consultant	9/1/15
Suzanne Lee Voluntary	.6 Roosevelt/ .4 Edison	School Psychologist	.6 Roosevelt / .4 Edison	School Psychologist	9/1/15
Elizabeth Levenberg Voluntary	.8 Redwood / .2 Hazel	School Psychologist	Redwood	School Psychologist	9/1/15
Carol Tuitt Involuntary	.8 Gregory / .2 St. Cloud	School Psychologist	Gregory	School Psychologist	9/1/15
Shari Weitz Voluntary	.6 Mt. Pleasant / .4 Gregory	Occupational Therapist	.4 Mt. Pleasant / .4 Redwood / .2 Gregory	Occupational Therapist	9/1/15
Shari Whitman Voluntary	.8 Washington / .2 Redwood	School Social Worker	.6 St. Cloud / .4 Washington	School Social Worker	9/1/15

- b. Superintendent recommends approval to the Board of Education for the following transfer(s) of non-certificated staff:

Name	From	Position	To	Position	Effective Date
Rose Ahaneku Involuntary	Hazel	Paraprofessional	Pleasantdale	Paraprofessional	9/1/15
Bosede Alabi Voluntary	Hazel	General Education Aide	Hazel	Paraprofessional	9/1/15
Karen Albanese Involuntary	Edison	Paraprofessional	Roosevelt	Paraprofessional	9/1/15
Carlos Arenas	Edison	Paraprofessional	Roosevelt	Paraprofessional	9/1/15

Involuntary					
Ferdinand Christian Involuntary	Liberty	Paraprofessional	WOHS	Paraprofessional	9/1/15
Paula Correia Involuntary	St. Cloud	Paraprofessional	Liberty	Paraprofessional	9/1/15
Charmaine Cousins Involuntary	Gregory	Paraprofessional	Liberty	Paraprofessional	9/1/15
Max Jean-Baptiste Voluntary	WOHS	ESL Aide	WOHS	Paraprofessional	9/1/15
Gregory Kay Involuntary	Pleasantdale	Paraprofessional	Edison	Paraprofessional	9/1/15
Diana Lay Involuntary	Mt. Pleasant	General Education Aide	Gregory	Paraprofessional	9/1/15
Kimberly MacDonald Involuntary	Pleasantdale	Paraprofessional	Redwood	Paraprofessional	9/1/15
Eileen Maciejak Voluntary	Redwood	General Education Aide	Pleasantdale	Paraprofessional	9/1/15
Kayla Negrón Voluntary	WOHS	ESL Aide	WOHS	Paraprofessional	9/1/15
Lisa Okyle Voluntary	Redwood	Paraprofessional	Pleasantdale	Paraprofessional	9/1/15
Rumana Patra Involuntary	Mt. Pleasant	Paraprofessional	Pleasantdale	Paraprofessional	9/1/15
Eliana Pecillo Involuntary	Edison	Paraprofessional	Mt. Pleasant	Paraprofessional	9/1/15
Rosann Przybysz Voluntary	Redwood	General Education Aide	Redwood	Paraprofessional	9/1/15
Amy Schwarz Voluntary	District	Library Aide	St. Cloud	Paraprofessional	9/1/15

6. Superintendent recommends approval to the Board of Education for the creation of the following position(s) and job descriptions (Att. #2):

Job Description	New	Revised
Confidential Administrative Assistant to the Director of Personnel	X	
Supervisor of Special Education 7-12		X

B. CURRICULUM AND INSTRUCTION

1. Recommend adoption of the Courses of Study/Textbooks of the District for the 2015-2016 school year (Att. #3).
2. Recommend to the Board of Education adoption of the following Teacher Evaluation Models:
 - a. Library Media Specialist (Att. #4)

b. School Guidance Counselor (Att. #5)

3. Recommend approval/acceptance of Applications for School Business requests:

Name	Position	School	Conference	Dates	Amount	Funded
Kathy Bissett	Asst. to BA	Administration Building	Administrative Assistants Program, Rockaway, NJ	5/12/16	Included in subscription	
John Calavano/ Grace Yeo	BA/Assistant BA	Administration Building	Affordable Care Act - Reporting Rockaway, NJ	9/10/15	Included in subscription	
John Calavano/ Grace Yeo	BA/Assistant BA	Administration Building	Ethics Rockaway, NJ	10/15/15	Included in subscription	
John Calavano/ Grace Yeo	BA/Assistant BA	Administration Building	Reading the Board Secretary/Treasurer Report Rockaway, NJ	12/8/15	Included in subscription	
John Calavano/ Grace Yeo	BA/Assistant BA	Administration Building	Purchasing Rockaway, NJ	2/11/16	Included in subscription	
John Calavano/ Grace Yeo	BA/Assistant BA	Administration Building	Audits/Fraud Rockaway, NJ	3/15/16	Included in subscription	
Elise Norwtiz	Administrative Assistant	Administration Building	Systems 3000 Payroll Processing Eatontown, NJ	10/14/05	\$30.00	Local
Bob Klemt	Principal	Liberty	Orientation to Instructional Rounds North Bergen, NJ	8/24/15	\$0	
Denise Makri-Werzen	Nurse	WOHS	Understanding Diabetes Fairfield, NJ	9/18/15	\$84.00	Employee
Ana Marti	Assistant Principal	Redwood	Notice and Note: Strategies for Close Reading West Orange, NJ	12/1/15	\$239.00	Local
Nick McCormick	Maintenance/ Electrician	Administration Building	Electrician Journeyman's License Renewal Ortley Beach, NJ	9/26/15- 9/27/15	\$536.40	Local
Joanne Pollara	Principal	Pleasantdale	FEA NJPSA/NJASCD Fall Conference Long Branch, NJ	10/22/15- 10/23/15	\$295.00	Local

C. FINANCE

a.) Special Services

1. Recommend approval for the following out of district placements for the 2015-2016 School Year:

Student #	Placement	Start Date	Tuition	Budgeted/Unbudgeted
2706123	ECLC of NJ Chatham, NJ	9/2/15	\$47,185.20 \$262.14 per diem	Budgeted

1401072	Calais School Whippany, NJ	9/2/15	\$58,500 \$325 per diem	Unbudgeted
2910112	Garden Academy West Orange, NJ	9/2/15	\$90,772.20 \$504.29 per diem	Budgeted
2910113	Garden Academy West Orange, NJ	9/2/15	\$90,772.20 \$504.29 per diem	Budgeted

2. Recommend approval for the following received students for the 2015-2016 School Year:

Student #	Sending District	School Attending	Tuition
1401002	Livingston	WOHS	\$20,861
1501009	Livingston	WOHS	\$31,962
1301057	West Essex	WOHS	\$16,952
1401086	Newark	WOHS	\$20,861
1411019	Jersey City	LMS	\$17,165
1401081	Newark	WOHS	\$20,861
1303034	Dept. of Human Services	WOHS	\$16,952
1101076	Newark	WOHS	\$20,861
1301008	Dept. of Human Services	WOHS	\$16,952

3. Recommend approval for tuition contracts with Essex County Vocational Technical Schools, Newark, NJ for the 2015-2016 School Year as follows:

Program	Tuition	Not to Exceed	Budgeted/Unbudgeted
Special Education	\$9,104 per year per student	\$81,936	Budgeted
General Education	\$5,911 per year per student	\$97,532	Budgeted

4. Recommend approval for the following service providers for related

services for the 2015-2016 School Year:

Student #	Provider	Service	Rate	Not to Exceed	Budgeted/ Unbudgeted
3012349 3017815 3014476	Georgeanne Fitzpatrick, OTR Scotch Plains, NJ	Occupational Therapy	\$140 per hour	\$15,000	Budgeted, Nonpublic IDEA Funds
3005914	Helen Cox, Speech Therapist South Orange, NJ	Speech Therapy	\$115 per hour	\$3,000	Budgeted, Nonpublic IDEA Funds

5. Recommend approval for the following service contract agreement with the Center for Autism and Early Childhood Mental Health at Montclair State University for the 2015-2016 School Year for a total of \$37,100; funded through IDEA (Att. #6)
6. Recommend increase of funds for the providers of home instruction for the 2015-2016 school year. This increase is due to new admissions.

Name of Facility	Rate	Additional Amount	Not to exceed
Professional Education Services	\$73/hr.	\$7,000	\$32,000

7. Recommend approval for the following out of district placements for the 2014-2015 School Year:

Student #	Placement	Start Date	Tuition	Budgeted/ Unbudgeted
2806153	Sterling High School, Somerdale, NJ	11/21/14-6/30/15	\$16,737.36	Unbudgeted

b.) Business Office

1. Recommend approval of the 8/24/15 Bills List: (Att. #7)

Payroll/Benefits	\$ 298,439.29
Transportation	\$ 37,609.18
Tuition (Spec. Ed./Charter)	\$ 509,181.45
Instruction	\$ 294,976.65
Facilities	\$ 322,672.53
Capital Outlay	\$ 14,164.74
Grants	\$ 161,093.35
Food Service	\$ 495.00
Support Svcs/Co-Curricular/Athletics/Misc.	<u>\$ 156,805.79</u>
	\$ 1,795,437.98

2. Recommend acceptance of the following donations:

Donor	Recipient	Donation
Arts Council (\$100) Private Citizens (\$200)	Master Dance Class	\$300

3. Recommend approval to dispose of obsolete equipment as follows:

Location	Item
WOHS Room 1170	AB Dick 350 Serial Number 528929 Printing Press
WOHS Room 1170	AB Dick 350 Serial Number 938552 Printing Press
WOHS Room 1170	Multilith Offset Model 1250 Printing Press
WOHS Room 1124	Rockwell Delta Belt/Disc Sander Combo Series #31710 Serial #G16344
WOHS Room 1124	Allen Bradley Rockwell Joiner Series #66-041 Serial #MN56T34F2710
Gregory/Music Room	Knight Piano
Gregory/Cafeteria	Piano
WOHS	Rockwell Delta Belt/Disc Sander Combo Series #31 710 Serial #G1 6344
WOHS	Allen Bradley Rockwell Joiner Series #66-041 Serial #MN56T34F2710
WOHS	Delta Rockwell Shaper Series #43-340 Serial #EN4828
WOHS	Powermatic Bandsaw Model #143 Serial #66-2796-9
WOHS	Oliver Table Saw Machine #232-D Serial #90607 with electronic motor brake Model #SS-2G-5 Serial #46205-0125
WOHS	Oliver Table Saw Machine #232-D Serial #98089 with electronic motor brake Model #SS-2G-5 Serial #46205-0130
WOHS	Delta P-20 Scroll Saw Serial # J5070 Model # 40-680
WOHS	Delta Boring Machine Serial #RL01559 Model #32-350

4. Recommend approval and acceptance of the following State Aid for the 2014-2015 school year:

Type of Aid	Amount
Nonpublic School Transportation Costs	\$103,950
Extraordinary Aid	\$1,611,894

5. Recommend approval of resolution whereby the West Orange Board of Education does not require Youth Consultation Service, Inc. (YCS) PSSD (Private Schools for Students with Disabilities) to charge students for reduced and/or paid meals.

6. Recommend approval of New Jersey Association of School Business Officials (NJASBO) Subscription Program for 15 workshops, for the 2015-2016 school year, in the amount of \$525.

D. REPORTS

1. Superintendent recommends to the Board of Education acceptance of the HIB Report from January 2015 through June 2015.

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

- IX. NEXT BOARD MEETING to be held at 8:00 p.m. on September 21, 2015 at West Orange High School.**

X. PETITIONS AND HEARINGS OF CITIZENS

XI. ADJOURNMENT

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting - 8:00 p.m. - August 24, 2015
West Orange High School
51 Conforti Avenue

Agenda Addendum

A. PERSONNEL

1. Resignations / Retirements

- a. Superintendent recommends approval to the Board of Education for the following certified staff resignation(s) / retirement(s):

Name	Location	Position	Reason	Effective Date
Maria Stanziale	Pleasantdale	Basic Skills	Resignation	10/22/15

- b. Superintendent recommends approval to the Board of Education for the following non-certified staff resignations) / retirement(s):

Name	Location	Position	Reason	Effective Date
Emily Gross	Roosevelt	Paraprofessional	Resignation	9/23/15
Gregory Kay	Pleasantdale	Paraprofessional	Resignation	8/14/15

2. Appointments

- a. Superintendent recommends approval to the Board of Education for the following certificated staff appointment(s):

Name	Location	Position	Replacement / New	Guide	Step	Salary	Effective Dates
Shane Daiek	WOHS	Earth Science	Trajkovska	BA	2	\$51,862 to be prorated	10/26/15 - 6/30/16*
Donald Jones	WOHS	Technology Education	Hart	MA+45	2	\$64,543	9/1/15 - 6/30/16
Lila Kurzum	Roosevelt	School Nurse Leave Replacement	Boyle	MA+15	2	\$295 per diem	9/1/15 - 12/23/15
Megan Ponte	Gregory	Basic Skills Long Term Substitute	Sorrenti	BA	2	\$259 per diem	9/1/15 - 11/13/15
Sharon Stieve	Mt. Pleasant	Grade 3 Long Term Substitute	Galati	MA	2	\$277 per diem	9/1/15 - 11/13/15
Deborah Struble	Mt. Pleasant	.5 Special Education	DiFrancisco (transfer)	MA+30	2	\$27,258 to be prorated	10/26/15 - 6/30/16 *

*or sooner as determined by the Superintendent

- b. Superintendent recommends approval to the Board of Education for the following non-certificated staff appointment(s):

Name	Location	Position	Replacement / New	Guide	Step	Salary	Effective Dates
Armani Brinson	Administration Building	Administrative Assistant	New	Column III	1	\$42,866 to be prorated	9/1/15 - 6/30/16
Noelia Camargo	Liberty	Paraprofessional Part-time	Gonzalez	Non-Degree	2	\$22.43 per hour not to exceed 4 hours per day	9/1/15 - 6/30/16
Noel Duverge	Transportation	Part-time Bus Driver	New	N/A	N/A	\$20.70 per hour	9/1/15 - 6/30/16
Nancy Evans	Roosevelt	Paraprofessional	Gross	BA	3	\$28,570 to be prorated	9/24/15 - 6/30/16
Megan Ponte	Gregory	Paraprofessional	N/A	BA	2	\$28,293 to be prorated	11/16/15 - 6/30/16 amended
Roberta Sessums	Transportation	Part-time Bus Driver	Hinton	N/A	N/A	\$20.70 per hour	9/1/15 - 6/30/16
Derek Williams	Transportation	Part-time Bus Driver	Rebolledo	N/A	N/A	\$20.70 per hour	9/1/15 - 6/30/16

- d. Superintendent recommends approval to the Board of Education for the following additional teaching assignment(s):

Name	Location	Position	Guide	Step	Salary	Effective Dates
Kathryn Beegle	Roosevelt	Special Education In Class Resource	BA	2	\$8,644	2015 - 2016
Stacy Marcus	Roosevelt	Special Education In Class Resource	MA	8	\$9,948	2015 - 2016

- f. Superintendent recommends approval to the Board of Education for the following certificated and non-certificated staff summer assignment(s):

Name	Location	Position	Rate of Pay	Effective Dates
Jean Beljour	Transportation	Bus Driver / Courier	\$26.13 per hour not to exceed 4 hours per day	8/24/15 - 8/31/15

- i. Superintendent recommends approval to the Board of education for the following new co-curricular activity:

Club	Location	Stipend
Music Production Club	WOHS	\$4,672

- j. Superintendent recommends the following co-curricular assignment(s):

Name	Location	Position	Stipend	Effective Dates
Tyrone Corbett OOD	WOHS	Music Production Club	\$4,672	2015-2016

B. CURRICULUM AND INSTRUCTION

3. Recommend approval/acceptance of Applications for School Business requests:

Name	Position	School	Conference	Dates	Amount	Funded
Darlene Berg	Mathematics K-5 Supervisor	Administration Building	SGO 2.1 On The Road To Ownership NJDOE Union, NJ	9/16/15	\$8.25	Local
Denise DeMartinis	Language Arts K-5 Supervisor	Administration Building	SGO 2.1 On The Road To Ownership NJDOE Union, NJ	9/16/15	\$8.25	Local

4. Recommend to approve Textbooks/Reading Documents for the 2015-2016 school year. (Att. #8)

C. FINANCE

7. Recommend acceptance of bids for Lease Purchase Financing Proposal:

Respondent	Index Federal Reserve H-15 like term Date/Term	Purchase Option Penalty (% of outstanding principal balance)	Rate Bid *(effective rate incl. of fee)	Fees	Total Cost of Financing	Rec. for Award
US Bancorp Government Leasing & Finance Inc.	1.26% 8/7/15 2 yr swaps	103%	1.313% Actual Yield 1.363%	\$500.00 Escrow Fee	\$13,417.35	Award
MLC, VT	.93% 8/14/15 3 yr swaps	101%	1.317% Actual Yield 1.367%	\$500.00 Escrow Fee	\$13,458.06	
JP Morgan Chase	.93% 8/13/15 2 yr swaps	None	1.419%	None	\$14,496.11	

8. RESOLUTION OF THE BOARD OF EDUCATION OF THE TOWNSHIP OF WEST ORANGE IN THE COUNTY OF ESSEX, NEW JERSEY PROVIDING FOR THE ACQUISITION OF CHROMEBOOKS THROUGH A LEASE PURCHASE TRANSACTION AND AUTHORIZING EXECUTION OF A LEASE PURCHASE AGREEMENT AND OTHER RELATED AGREEMENTS AND ACTIONS NECESSARY TO ACCOMPLISH THE TRANSACTION

WHEREAS, The Board of Education of the Township of West Orange in the County of Essex, New Jersey (the "Board") has determined to finance the acquisition of Chromebooks and related equipment and costs, including the financing costs and any additional incidental costs (the "Equipment") through a lease purchase transaction; and

WHEREAS, the Board has selected McManimon, Scotland & Baumann, LLC to

serve as Special Counsel (the "Special Counsel") for the transaction contemplated herein; and

WHEREAS, the Board has selected Middlesex Regional Educational Services Commission ("MRESC") to serve as Financial Advisor for the transaction contemplated herein; and

WHEREAS, the Board has followed the procedures required by N.J.S.A. 18A:20-4.2(f), N.J.S.A. 18A:18A-1 *et seq.*, and other applicable law and the regulations promulgated thereunder; and

WHEREAS, the Board hereby authorizes and ratifies the request for bids (the "Request for Bids") for the financing of the Equipment pursuant to a lease purchase agreement for a principal amount of \$990,000, and the Request for Bids established the criteria for awarding the bid to the lowest responsive and responsible bidder and established the index for the interest rate for the financing; and

WHEREAS, the bids were received on August 19, 2015 in accordance with the Request for Bids; and

WHEREAS, of the bids submitted, U.S. Bancorp Government Leasing and Finance, Inc. submitted the lowest cost responsive and responsible bid, and the Board wishes to award the lease purchase financing to this company in accordance with its bid and the Request for Bids; and

WHEREAS, the Board now intends to enter into an equipment lease purchase agreement with U.S. Bancorp Government Leasing and Finance, Inc. (the "Lease") on a date to be determined by the Business Administrator/Board Secretary;

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

Section 1. The Board hereby approves the bid submitted by U.S. Bancorp Government Leasing and Finance, Inc. (referred to hereinafter as the "Purchaser" or sometimes the "Lessor") to enter into the Lease at an interest rate per annum of 1.363% for a term of three years in the principal amount of \$990,000, representing the principal portion of the rent payments under the Lease. This award is being made in accordance with the Request for Bids and the bid submitted by the Purchaser to the MRESC for the proposed transaction, on August 19, 2015, and on file with his office. The Purchaser's interest rate will be held fixed for a period of 60 days from the date of the bid. If the closing does not occur within 60 days of the date of the bid, the interest rate will be calculated in accordance with the index rate set forth in the Request for Bids.

Section 2. The Board hereby authorizes the execution and the delivery of, and the performance by the Board of its obligations under, the Lease and other related financing agreements and documents, which shall be in the form approved by

Special Counsel. The Board hereby authorizes and directs the Board President and/or the Business Administrator/Board Secretary to execute such documents on behalf of the Board, and the signature of such official shall be conclusive proof of such approval.

Section 3. The payments of rent or other monies due under the Lease shall be made only from the General Fund of the Board. Neither the Board nor any agency, department or political subdivision thereof shall be obligated to pay any sum to the Lessor under the Lease from any taxing source for the payment of any sums due under the Lease. The obligations of the Board under the Lease shall not constitute indebtedness of the Board or of the constituent municipalities or of any department, agency or political subdivision thereof. The Lease, to be prepared in accordance with the Request for Bids and the bid submitted by the Lessor, will set forth the terms of the lease purchase acquisition by the Board of the Equipment, the rental payments to be paid by the Board in respect thereof and the dates on which rents shall be due and payable.

Section 4. The proceeds of the sale of the Lease shall be applied to (i) pay costs of the Equipment, and (ii) pay costs of entering into the Lease.

Section 5. The Business Administrator/Board Secretary is authorized if it becomes necessary to direct the investment of funds under an escrow deposit agreement (the "Escrow Agreement") between the Board and an escrow agent, consistent with the provisions of New Jersey law and the Escrow Agreement and is authorized to enter into such agreement, to execute such documents on behalf of the Board as may be necessary and to pay any associated costs with the Escrow Agreement.

Section 6. The Board hereby covenants that it will comply with any conditions subsequent imposed by the Internal Revenue Code of 1986, as amended (the "Code") in order to preserve the exemption from taxation of the interest portion of the rental payments under the Lease, including, if applicable, the requirement to rebate all net investment earnings on the gross proceeds above the yield on the Lease. The Board hereby declares its intent to issue the Lease in the principal amount set forth herein and to use the proceeds of the Lease to pay or reimburse expenditures for the costs of the Equipment for which the Lease is authorized herein. This resolution is a declaration of intent within the meaning and for the purposes of Treasury Regulations Section 1.150-2 or any successor provisions of federal income tax law. The Lease will be designated as a "qualified tax-exempt obligation" for the purposes of Section 265(b)(3)(B)(ii) of the Code.

Section 7. The Business Administrator/Board Secretary and/or the Board President and other appropriate representatives of the Board are authorized to take any and all actions necessary to implement the transaction and the agreements authorized herein, and any such actions taken prior to adoption of this resolution are hereby ratified and approved.

Section 8. This resolution shall take effect immediately.

9. Recommend awarding of the following bids: (Att. #9)

Bid #	Description	Award	Amount
16-04	HVAC Services	Envirocon, Hackettstown, NJ	Labor Rate: \$82/hour Contractor Parts: Cost + 15% Renewal option for 2016-2017: Labor Rate: \$84/hour Contractor Parts: Cost + 15%
16-05	HVAC Parts	Johnstone Supply, Kenilworth, NJ	Parts discount: 45% off MSRP/List Renewal Option for 2016-2017: Parts discount: 45% off MSRP/List
16-06	Tree Services	Downes Tree Service, Hawthorne, NJ	Labor Rate: \$75/hour Truck and Chipper: \$45/hour Truck only: \$45/hour Truck w/boom: \$145/hour Renewal Option for 2016-2017: Labor Rate: \$80/hour Truck and Chipper: \$55/hour Truck only: \$55/hour Truck w/boom: \$160/hour

10. Recommend approval of Settlement Agreement between the West Orange Board of Education and the parents of Student #1011003.

West Orange Public Schools
West Orange, New Jersey

I. Title of Position: Confidential Administrative Assistant to the Director of Personnel

II. Qualifications:

1. High school diploma and secretarial training/experience
2. Minimum experience in general or school office work as determined by the Superintendent
3. Knowledge of office equipment, database maintenance, and other human resource related programs
4. Strong analytical, communication, technology, and human relations skills.
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.

III. Organizational Responsibilities:

Reports to: Director of Personnel (Human Resources)

IV. Job Goal: To serve as a confidential administrative assistant to the Director of Personnel by performing all assigned duties, including those related to grievances, negotiations, and other confidential matters.

V. Performance Responsibilities:

1. Processes and assists with association grievances and prepares responses.
2. Processes and assists with the formulation of Board negotiation proposals and counter proposals.
3. Has access to and utilizes confidential personnel information in fulfillment of duties.
4. Administers employment contracts and collective bargaining agreements as may relate to human resources.
5. Coordinates the district's substitute employee program.
6. Maintains all district employee attendance records.
7. Facilitates use of the web based attendance system, including maintenance and training as needed.
8. Processes all new hire paperwork for substitutes, non-certified staff, and out of district advisors and coaches.
9. Processes requests for employment verification and loan forgiveness applications.

Confidential Administrative Assistant to the Director of Personnel

West Orange Public Schools
West Orange, New Jersey

10. Assists with administrative duties in the formulation of budgetary documents.
11. Assists with the preparation and distribution of forms, memoranda and other documents relating to disciplinary matters against district employees.
12. Assists with the administration and distribution of various contracts, policies, forms and employee records relating to the entitlement and implementation of health benefits, workers compensation and disability for district employees.
13. Assists with all other human resource related office tasks as assigned.
14. Performs other related duties which may be assigned by the Superintendent/designee or required by law, code, and regulation/Board policy.

VI. Terms of Employment: Unaffiliated
Salary and work year to be determined by the Board of
Education

VII. Evaluation: Performance of this job will be evaluated annually in accordance with state law and the provisions of the board's policy on evaluation of non-certified staff.

Approved: 08/24/2015

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

I. Title: Supervisor of Special Education 7-12

II. Qualifications:

1. Valid New Jersey Supervisor or Principal Standard Certificate
2. Minimum of three years secondary special education teaching, child study team, or related services experience
3. Demonstrated knowledge of special education code, programs and services
4. Supervisor experience preferred
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.

III. Organizational Responsibilities:

Reports To: Director of Special Education

Supervises: All certificated and non-certificated school staff assigned to special education 7-12.

IV. Job Goal(s): To provide leadership in the area of secondary special education. To work with district administrators, child study team members, speech language specialists, related service providers, teachers, and paraprofessionals in the development and monitoring of programs and services.

V. Performance Responsibilities:

1. Observes and evaluates the performance of secondary special education teachers, child study team members, related service providers and paraprofessionals in conjunction with building administrators.
2. Provides leadership in the planning, development, implementation, and evaluation of the secondary special education instructional programs and services.
3. Reviews and provides constructive feedback on lesson plans for secondary special education teachers on a regular basis.
4. Assists in the implementation of the district's in-service education program for the instructional staff by planning, organizing, implementing and evaluating professional

West Orange Public Schools
West Orange, New Jersey

development activities in instructional methods, content, articulation, assessment and evaluation in secondary special education.

5. Develops short and long-range plans for maintaining and improving instruction secondary special education based on research, current practice, national/state initiatives, student outcomes, and program evaluation.
6. Develops the course scope and sequence, special programs, and related activities to address district goals, standards, and proficiencies that meet students' needs in secondary special education.
7. Plans and facilitates grade level and department meetings for secondary special education.
8. Recommends new programs and is responsible for overseeing curriculum writing based on current standards, research, and student needs in secondary special education
9. Works cooperatively with other subject supervisors to provide for articulation across curriculum areas to improve educational opportunities for all students.
10. Leads the secondary special education committee to review and select instructional programs, textbooks, materials, and equipment for use in curriculum implementation. Prepares textbook/program recommendations for district level review and Board of Education adoption.
11. Provides direct assistance to building administrators and teachers in the implementation of programs. Develops, maintains and disseminates resource materials which support programs. Encourages teachers through the use of demonstrations, simulations, educational materials, and mentoring to implement new instructional strategies in secondary special education.
12. Coordinates the vertical and horizontal articulation and implementation of program offerings among classes, grades, and schools to ensure reasonable uniformity of curriculum content materials, methods, and student outcomes in secondary special education.
13. Supervises student achievement assessments. Selects and develops assessment procedures and instruments. Assists in the administration and interpretation of assessments. Reviews and evaluates benchmark assessments and other forms of course and program proficient assessments. Collects, analyzes, and evaluates program data as a basis for program revision to continuously improve the secondary special education programs.
14. Implements state and federal mandates and district policies and regulations affecting secondary special education programs.
15. Remains informed about programs, curriculum and instruction by participating in national,

West Orange Public Schools
West Orange, New Jersey

state, and local professional meetings and activities and reviewing research and successful practices secondary special education.

16. Consults with basic skills, counseling and other related staff regarding student placement, programming and support services as needed.
17. Assists in explaining the secondary special education program to parents/guardians, students, staff, and community members. Arranges and participates in informational programs for the Board of Education when requested.
18. Recommends assignment and scheduling of personnel in cooperation with building principals. Participates in the screening and interviewing of candidates for secondary special education teaching, child study team, and related service provider positions.
19. Develops and maintains records, inventories, data bases, and reports necessary for secondary special education program implementation required by the district, code/statute, policy/regulation, or grant provisions.
20. Prepares and documents secondary special education budget recommendations for new textbooks, programs, etc. Prepares and administers department budgets in consultation with the respective principals, supervisors, and director of special services.
21. Develops grant applications to private, state, and federal agencies as required by law and regulation to support the development of the secondary special education programs.
22. Consults with members of the child study team at individual case conferences as requested and monitors the teacher implementation of IEPs with input from other school staff.
23. Assists in the development and implementation of IEP goals and objectives bank so that it remains consistent with the district's general education curricula and current curriculum standards.
24. Supports teachers in the development of accurate present levels of achievement and identification of appropriate goals and objectives for individual students' IEPs.
25. Provides case management supervision to child study team members at the building level.
26. Consults with the Transition Coordinator and oversees the program for 18-21 year olds regarding staffing, programming, and assigning vocational training placements within the community.
27. Performs other related duties which may be assigned by the Superintendent/designee or required by law, code, and regulation/Board policy.

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

- VI. Terms of Employment:** Salary Guide: WOAA Supervisor
Work Year: 10.5 months – September 1 through June 30,
plus 10 summer days
- VII. Evaluation:** Performance of this job will be evaluated annually in accordance with state law and the provisions of the Board's policy on evaluation of certified staff.

Approved: 06/29/2015

Revised: 08/24/2015

**Courses of Study/Textbooks
2015-2016**

Fine Arts				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
6	Art	No Text		
Language Arts				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-5	English Language Arts	Fountas and Pinnell Benchmark Assessment System	Heinemann	2010
K-5	English Language Arts	Making Meaning: Strategies That Build Comprehension and Community	Developmental Studies Center	2008
K-5	English Language Arts	Leveled Libraries	Trade Books	Various
K-5	English Language Arts	Being A Writer	Developmental Studies Center	2010
K-5	English Language Arts	Making Meaning Vocabulary	Developmental Studies Center	2008
K-5	English Language Arts	Fountas & Pinnell Guided Reading Libraries	Scholastic, Inc	2011
Mathematics				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
7	Mathematics, 6-8	Connected Math 3	Pearson	2014
6-7	Mathematics, Pre-Algebra	Pre-Algebra	Glencoe	2015
9-11	Algebra 2/ Honors Algebra 2	Algebra 2	McGraw-Hill/Glencoe	2015
10-11	SAT Preparation	No Text		
Science				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
6-8	Middle School Science Curriculum/Honors	Science Explorer Series	Prentice Hall	2005
11-12	Medical Terminology	Introduction to Medical Terminology	Cengage Learning	2014
11-12	Fundamentals of Health and Wellness	Health & Wellness	Jones and Bartlett Learning	2015
Social Studies				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
6	American History Through Industrialism (Early Settlement-1900)/Honors	History Alive! US Through Industrialism	Teachers Curriculum Institute	2011
7	Citizenship, Economics, and You/Honors	Civics in Practice	Houghton Mifflin	2011
8	Ancient Civilizations/Honors	Ancient Civilizations Through the Renaissance	Houghton Mifflin	2012
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
9-12	Business Organization and Management	Business Management	South-Western Cengage	2013

West Orange Library Media Center Performance and Evaluation Model

West Orange Public Schools

Ms. Nancy Mullin

Supervisor of Career Education and Library Science

Library Science Department Members

West Orange Library Media Center Performance and Evaluation Model

Benefits of adopting the West Orange Library Media Center Performance and Evaluation Model for Library Media Specialists:

- This model was adapted and modified by the West Orange Library Department from the American Association of School Librarians (AASL) Learning 4 Life School Librarian Performance Evaluation Model, New York State Librarian Evaluation Rubric and Marzano Teaching Model.
- The model effectively aligns to the role of a media specialist by encompassing all of the job responsibilities which in addition to instruction include the planning, preparing, and the implementation of a library program.
- The model allows for effective planning of professional development by focusing on specific areas media specialist may need to address.
- Media Specialists are evaluated using clear, concise language for both the rubrics and indicators which mirror what every effective library program includes.
- The model includes the following domains:
 - Domain 1: Planning and Preparation
 - Domain 2: Library Environment
 - Domain 3: Instructional Practice-Teaching for Learning
 - Domain 4: Professional Growth and Collegiality

This evaluation model has been adapted and modified by the West Orange Library Department from AASL's Learning 4 Life School Librarian Performance Evaluation Model, New York State Librarian Evaluation Rubric and Marzano Teacher Evaluation Model.

West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 1: Planning and Preparation						
1.1	<p>Instructional Plan:</p> <p>Media Specialist Demonstrates knowledge of content, curriculum and process to align with AASL, NJCCS, CCSS as well as school and/or district initiatives</p>	<p>Media Specialist consistently displays extensive knowledge of the curriculum, standards, resources, various literacies and the research process, and is able to develop meaningful connections. Media Specialist consistently plans for information literacy aligned lessons with a focus on district and school based initiatives. Media Specialist is seen as a leader in this area and helps others.</p>	<p>Media Specialist often displays knowledge of the curriculum, standards, resources, various literacies, and the research process and is able to develop connections. Media specialist plans for information literacy aligned lessons with a focus on district and school based initiatives.</p>	<p>Media Specialist is familiar with the curriculum, standards, and resources, but cannot articulate connections with literacies and the research process.</p>	<p>Media Specialist is not familiar with the curriculum and does not understand the connections to the resources, standards, literacies, and the research process.</p>	<ul style="list-style-type: none"> • Media Specialist seeks to align lessons to AASL, NJCCS and CCSS • LMC Curriculum is scaffolded with grade level objectives where appropriate. • LMC lessons support the subject area curricula as necessary • Provides the necessary resources, technology and/or instructional services to support school and district initiatives • Lesson plans are handed in regularly and contain the appropriate information.

This evaluation model has been adapted and modified by the West Orange Library Department from AASL's Learning 4 Life School Librarian Performance Evaluation Model, New York State Librarian Evaluation Rubric and Marzano Teacher Evaluation Model.

West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 1: Planning and Preparation						
1.2	<p>Information Literacy and Technology:</p> <p>Media Specialist plans instruction to engage all learners via diverse means of delivery</p>	<p>Librarian consistently promotes information literacy skills throughout the building and consistently plans Instruction based upon a written curriculum (grade level benchmark skills). Librarian consistently recommends technology tools to enhance instruction and is a building leader modeling tech tools and information literacy principles.</p>	<p>Librarian often promotes information literacy skills throughout the building and often plans instruction based upon a written curriculum (grade level benchmark skills). Librarian often recommends technology tools to enhance instruction.</p>	<p>Librarian sometimes promotes information literacy skills at some grade levels and is developing grade level benchmarks. Librarian sometimes recommends technology tools to enhance assignments.</p>	<p>Librarian provides limited information literacy training in an isolated manner independent of any other teaching in the school. Librarian does not recommend technology tools to enhance instruction</p>	<ul style="list-style-type: none"> • Student rubrics for information literacy • Projects display use of multiple valid information sources • Students knowledge of products often involve media creation and/or other technology integration • Students successfully navigate information and misinformation • Students can articulate the need to cite sources

This evaluation model has been adapted and modified by the West Orange Library Department from AASL's Learning 4 Life School Librarian Performance Evaluation Model, New York State Librarian Evaluation Rubric and Marzano Teacher Evaluation Model.

West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 1: Planning and Preparation						
1.3	<p>Collection Development:</p> <p>Media Specialist develops and maintains a library collection to reflect the diverse demographics, interests, languages and cultural background of the school's population</p>	<p>Media Specialist maintains accurate, current, and easily accessible records, including: a current catalog of resources; circulation records; an inventory of equipment and resources; and schedules of library use. In addition, Media Specialist anticipates changes and trends in literature and curricula and adapts the collection accordingly. Media Specialist makes purchases based on the needs of the curricula or any appropriate data and weeds the collection of resources and equipment to keep holdings current. Media Specialist is seen as a leader in this area.</p>	<p>Media Specialist maintains accurate, current, and accessible records including: a current catalog of resources; circulation records; an inventory of equipment; and schedules of library use. Media Specialist consistently makes purchases based on the needs of the curricula or any appropriate data and weeds the collection of resources and equipment to keep holdings current.</p>	<p>Media Specialist maintains records including a current catalog of resources, circulation records, and inventory of equipment, and schedules of library use. Media Specialist occasionally makes purchases based on the needs of the curricula or any appropriate data and weeds the collection of resources and equipment to keep holdings current.</p>	<p>Media Specialist does not maintain accurate or current records. Media Specialist rarely makes purchases based on the needs of the curricula or any appropriate data and the collection of resources and equipment is outdated.</p>	<ul style="list-style-type: none"> • Hi-Lo collections • Analyzes collection in order to keep it current through the library management system. • Determines condition and viability of collection and weeds or repairs as needed. • Analyzes database usage to support the curricula. • Maintains and monitors circulation records. • Develops and maintains website to provide access to and to communicate available resources.

This evaluation model has been adapted and modified by the West Orange Library Department from AASL's Learning 4 Life School Librarian Performance Evaluation Model, New York State Librarian Evaluation Rubric and Marzano Teacher Evaluation Model.

West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 1: Planning and Preparation						
1.4	<p>Independent Reading:</p> <p>Media Specialist provides materials and fosters independent reading to support the curriculum, promote career college readiness, reading for enjoyment and lifelong learning.</p>	Media Specialist has an extensive knowledge of current and classic literature of all genres and is successful in working with groups and individuals to promote good books, reading for pleasure and love of learning. Media Specialist is seen as a leader in this area.	Media Specialist has a commendable knowledge of current and classic literature of all genres and is successful in working with groups and individual to promote good books, reading for pleasure and love of learning.	Media Specialist has some knowledge of current and classic literature and works with groups and individuals to promote good books, reading for pleasure and love of learning.	Media Specialist has little knowledge of current and classic literature and rarely promotes good books, reading for pleasure and love of learning.	<ul style="list-style-type: none"> • Collection curated to reflect wide range of literature • Students and faculty seek Media Specialist's advice for book selection • Media specialist collaborates with staff and community to support district initiatives and to promote summer reading programs.
1.5	<p>Collaboration on instructional experiences:</p> <p>Media Specialist collaborates with staff and administrators to provide instructional materials and resources which support the research process and the attainment of information literacy skills for all students.</p>	Media Specialist collaborates with all teachers in designing, planning, and implementing, meaningful learning activities that integrate the use of multiple resources and the development of research skills and various literacies.	Media Specialist collaborates with most teachers in planning and implementing learning activities that integrate the use of multiple resources and the development of research skills and various literacies.	Media Specialist collaborates with some teachers to coordinate the use of the library and its resources and may provide learning experiences that support the unit.	Media Specialist does not collaborate with teachers in planning, implementing and assessing learning activities.	Media Specialist collaborates with activities that might include: <ul style="list-style-type: none"> • webpage • emails • printed brochures pathfinders, etc. • faculty meetings • team or grade-level meetings • PLC's

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 1: Planning and Preparation						
1.6	<p>Managing the Library Budget:</p> <p>Media Specialists utilizes data to design and plan a meaningful program and develops a budget based on the plan.</p>	<p>Using data effectively, the school Media Specialist develops budget proposals necessary for a progressive and comprehensive library program. Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records. Media Specialist evaluates trends to plan for future needs of the collection.</p>	<p>Media Specialist develops budget proposals necessary for a comprehensive library program. Media Specialist follows department and/or district guidelines for managing the budget and maintains accurate records.</p>	<p>Media Specialist develops budget proposals necessary to maintain the library program. Media Specialist follows department and/or district policies for managing the budget and maintains some records.</p>	<p>Media Specialist develops a budget proposal that does not adequately reflect the needs of the library program. Media Specialist is unfamiliar with departmental and/or district guidelines for managing the budget.</p>	<ul style="list-style-type: none"> • Annual collection analysis is performed to make informed decisions in ordering print and non-print materials • Usage data is monitored and in order to make informed decisions about ordering or updating online resources • Budgets approved by supervisor and/or building principal

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 2: Library Environment						
2.1	<p>Equitable Access:</p> <p>Media Specialist provides equitable access to information, literature, and resources and extends the access beyond the school day through technology</p>	<p>Media Specialist consistently promotes and informs to ensure 24-7 access to electronic resources. Media Specialist consistently ensures that electronic and print resources meet the diverse needs of all learners (students and staff) and cover all content areas.</p>	<p>Media Specialist often promotes and instructs the 24-7 access to electronic resources. Media Specialist often ensures that electronic and print resources meet the diverse needs of all learners (students and staff) and cover most content areas.</p>	<p>Media Specialist sometimes promotes and instructs the 24-7 access to electronic resources. Media Specialist sometimes makes electronic and print resources available to meet the diverse needs of all learners (staff and students) and content areas.</p>	<p>Media Specialist does not attempt to meet the needs of diverse learners (students and staff) or provide electronic resources that are available beyond the school day through technology.</p>	<ul style="list-style-type: none"> • Technology is available from school and home • Technology is being used by all students; special needs, English language learners, gifted • Student use of technology is connected to classroom learning • Subject area teachers are aware that there are electronic databases available for their research needs and to support CCSS literacy focus. • Parents are informed of the online databases and e-books available to their students 24/7 through <ul style="list-style-type: none"> • PTA meetings • Web page • Brochures • Special events

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 2: Library Environment						
2.2	<p>Managing Library Procedures:</p> <p>Media Specialist manages circulation, cataloguing, and scheduling procedures</p>	<p>Library guidelines and procedures have been established in the areas of circulation, cataloguing and scheduling for library to provide for optimal, flexible access to the resources, equipment, the facility, and the expertise of the Media Specialist.</p>	<p>Library guidelines and procedures have been established in the areas of circulation, cataloguing and scheduling for library media center use to provide for continuous access to the resources, equipment, the facility and the expertise of the Media Specialist.</p>	<p>Library guidelines and procedures have been established in the areas of circulation, cataloguing and scheduling for library media center use but sometimes function inconsistently resulting in unreliable access to the resources, equipment, the facility, and the expertise of the Media Specialist.</p>	<p>Library guidelines and procedures are minimal and do not effectively provide access to the resources, the library, and the expertise of the Media Specialist.</p>	<ul style="list-style-type: none"> • Students demonstrate appropriate check-out procedures/behaviors. • Students ask Media Specialist for assistance when s/he cannot find library materials. • Students are independent in their search for library materials. • Media Specialist regularly contacts teachers to collaborate/determine resources needed for the classroom. • Media Specialist obtains resources for classroom teacher within a timely fashion. • Teachers go to the Media Specialist for assistance and expertise in retrieving resources for the classroom.

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 2: Library Environment						
2.3	<p>Managing Student Behavior:</p> <p>Media Specialist has created a climate of respect and rapport with both staff and students which promotes collaboration among all.</p>	<p>Media Specialist has established and communicated clear standards of conduct, monitors student behavior, and responds to student misbehavior in ways that are appropriate and respectful to the students. Students are able to work collaboratively with little input from the media specialist.</p>	<p>Media Specialist has established and communicated standards of conduct, monitors student misbehavior in ways that are appropriate and respectful to the students. Students work collaboratively with guidance from the Media Specialist.</p>	<p>Media Specialist has established standards of conduct, monitors student behavior however student need repeated instruction and assistance. The environment is not conducive to collaboration among students.</p>	<p>Student expectations in behavior have not been communicated or established. Media Specialist rarely monitors and regulates student behaviors; and is very inappropriate and disrespectful to students.</p>	<ul style="list-style-type: none"> • Rules are posted • Students can follow established rules with little to no guidance from the Media Specialist. • Media Specialist celebrates student success and appropriate behaviors throughout the lesson and while in the library. • Media Specialist acknowledges inappropriate behaviors in an effective manner that does not hinder the student from learning for the duration of the library period. • Students feel the Media Center is a safe place. • Students and Media Specialist exhibit a relationship of mutual respect. • An environment is established that makes students want to engage and appropriately participate. • Media Specialist can defend and provide a rationale for how students are grouped. • Media Specialist acts as a facilitator as a result of effective grouping and activities.

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 2: Library Environment						
2.4	Library Facility: Media Specialist plans instruction, library space, and resources to meet students' cognitive, language, social, emotional and physical needs.	Media Specialist consistently promotes the flexible use of library space to accommodate and encourage the use of technology, leisure reading, browsing, collaborative learning projects, and fosters a climate conducive to engaging learning endeavors. Media Specialist consistently and actively works to change the instruction paradigm within the library to engage all learners.	Media Specialist often promotes the flexible use of library space to accommodate and encourage the use of technology, leisure reading, browsing, collaborative learning projects, and fosters a climate conducive to engaging learning endeavors. Media Specialist Often works to change the instruction paradigm within the library to engage all learners.	Librarian is reactive, accommodating needs for resources and services upon request. Librarian is capable of meeting specific needs, but is not proactive. Librarian sometimes identifies the instruction paradigm within the library to engage all learners.	Librarian discourages collaboration and discussion within the library. Librarian does not attempt to meet difference learning styles or impairments. Librarian only works with only select groups of students.	<ul style="list-style-type: none"> • Electronic resources are used to accommodate learning needs • Resources in large print, students' languages, various reading and interest levels and complex text are all part of the library collection • Space accommodates collaboration • Space is flexible and provides for a variety of student needs simultaneously • English language learners' needs are addressed as well as gifted students • Students and staff can move around the Media Center with great ease. • Media Center is organized to be an environment that is conducive to learning. • Media Center has clearly established areas for learning/working and reading. Each area is a safe area. • The flow and organization of the Media Center provides an environment for optimum learning.

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 2: Library Environment						
2.4						<ul style="list-style-type: none"> • Students can identify various areas of the Media Center and their purpose with ease. • Students can use the signage in the Media Center to find specific sections of the Media Center to find their desired library materials. • Media Specialist makes changes to the organization and layout of the Media Center to maximize “student-friendly” utilization. • Students with disabilities can easily access and utilize the Media Center with minimal assistance. (ex. Furniture does not have to be moved so that student can gain access to parts of the Media Center.)

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 3: Instructional Practice- Teaching for Learning						
3.1	<p>Differentiated Materials and Instruction:</p> <p>Media Specialist delivers instruction and develops and maintains a library collection to reflect the diverse demographics, interests and varied needs of the school's population.</p>	<p>Media Specialist's instruction is consistently student-centered and accommodates varying learning styles, Instruction is consistently differentiated to challenge and support students.</p> <p>Media Specialist frequently implements multiple formats and technology tools in delivery. Media Specialist is seen as a leader in this area.</p>	<p>Instruction is often differentiated to challenge and support students. Media specialist often uses different multiple media formats and technology tools in delivery.</p> <p>Media Specialist's instruction is often student-centered and accommodates varying learning styles.</p>	<p>Media Specialist's instruction is sometimes student-centered and accommodates varying learning styles. Instruction is sometimes differentiated to challenge and support students. Media Specialist sometimes uses multimedia formats and technology tools in delivery. Lessons resemble checklist approach to content coverage.</p>	<p>Media Specialist instruction is teacher directed with minimal opportunity for student ownership. Instruction does not reflect current technological advances in information literacy.</p> <p>Media specialist seldom varies instruction to address varying learning styles and seldom uses differentiated instructional techniques.</p>	<ul style="list-style-type: none"> • Collaborative group work • Opportunities for student choice • Differentiated teaching strategies cognizant of abilities, genders, prior knowledge • Appropriate interventions to support learning • Book Selection varied for lessons

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 3: Instructional Practice-Teaching for Learning						
3.2	Learning Goals and Objectives: Media Specialist clearly communicates learning goals /daily objectives to students.	The Media Specialist clearly states the learning goal/daily objective to students and relates the lesson activities to the goal/objective. The objective is clearly met at the end of the lesson.	The Media Specialists refers to a well-created learning goal/daily objective. Students know what is expected of them.	The Media Specialist makes reference to a vague learning goal or objective however the students do not know what outcome of the lesson is expected.	The Media Specialist does not refer to a learning goal or objective during the lesson.	<ul style="list-style-type: none"> • Learning goal/daily objective is clearly visible to students • Learning goal/daily objective is stated during the lesson. • Learning Goal/daily objective is referred to throughout the lesson • Learning goal/daily objective is clearly met at the conclusion of the lesson.
3.3	Communication: Media Specialist communicates with students to maximize understanding and achievement	Media Specialist consistently gives clear directions to students and checks for understanding. Media Specialist consistently provides verbal and written instructions for tools, home use, and uses technology to communicate effectively when possible.	Media Specialist often gives clear directions to students and checks for understanding. Media Specialist often provides written instructions or uses technology to communicate with stakeholders.	Media Specialist sometimes gives clear directions to students and checks for understanding. Media Specialist sometimes uses technology to communicate with students and stakeholders.	Media Specialist does not give clear directions to students and does not check for understanding. No attempt to diversify communication is observable.	<ul style="list-style-type: none"> • Directions are clear • Directions are assessed for understanding • Gross motor response gestures for assessment (ex.thumbs-up) • Bookmarks, papers, written form as well as verbal for student use

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	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 3: Instructional Practice- Teaching for Learning						
3.4	<p>Questioning:</p> <p>Media Specialist promotes a culture of questioning, information seeking, investigation and discovery</p>	<p>Media Specialist consistently designs learning tasks that are student centered rather than teacher directed, promoting lifelong learning via an inquiry process where students generate meaningful questions and frame research that goes beyond fact-gathering.</p> <p>Media Specialist consistently metacognitively models good questioning techniques, stimulating critical thinking.</p>	<p>Media Specialist often designs learning tasks that are student-centered rather than teacher-directed, promoting lifelong learning via an inquiry process where students generate meaningful questions and frame research that goes beyond fact-gathering.</p> <p>Media Specialist often metacognitively models good questioning techniques, stimulating critical thinking.</p>	<p>Media Specialist sometimes designs learning tasks that are student-centered rather than teacher-directed, promoting lifelong learning via an inquiry process where students generate meaningful questions and frame research that go beyond fact gathering.</p> <p>Media Specialist sometimes metacognitively models good questioning techniques, stimulating critical thinking.</p>	<p>Media Specialist's research questions are teacher-created and answerable on Google or basic reference.</p> <p>Worksheets guide all learning endeavors, allowing minimal opportunity for creative thinking or brainstorming.</p>	<ul style="list-style-type: none"> • Students reflect on meaningful research • Students own their research projects • Students use multiple resources, book and non-book for research • Students use databases along with other resources to answer questions

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 3: Instructional Practice- Teaching for Learning						
3.5	Monitor and Adjust: Media Specialist monitors student learning and adjusts instruction as necessary	Media Specialist always checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success. Media Specialist always includes exit closure before students leave to assess student success.	Media Specialist often checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success. Media Specialist often includes exit closure before students leave to assess student success.	Media Specialist sometimes checks for understanding during instructional delivery and modifies, repeats points, and adjusts delivery or content for student success. Media Specialist sometimes includes exit closure before students leave to assess student success.	Media Specialist's teaching is focused on skills and curriculum, but Media Specialist does not monitor and adjust for the needs of learners. Media Specialist does not include exit closure before students leave to assess student success.	<ul style="list-style-type: none"> • Closure • Ticket to leave • Performance tasks • Student success or failure • High interest student projects • Resources at different levels • Video and audio resources • Manipulatives, graphic organizers • Library is open during and after school to give students additional time • Assistive technologies • Student work in varied formats • Did students complete the task? • Student frustration is met with assistance

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 4: Professional Growth and Collegiality						
4.1	Reflecting on Practice: Media Specialist reflects on teaching practice, collection, library program, ensure program and delivery is aligned with standards and District and program goals.	Media Specialist consistently reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. Media Specialist regularly considers changes necessary to ensure that future needs are met. Media Specialist seeks out mentorship and feedback from supervisor and administration.	Media Specialist often reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program. Media Specialist often considers changes necessary to ensure that future needs are met. Media Specialist seeks out mentorship and feedback from supervisor and administration	Media Specialist sometimes reflects on the effectiveness of services, resources, instructional strategies, and facilities to ensure that they are meeting the goals of the library program.	Media Specialist rarely reflects on the effectiveness of services, resources, and instructional strategies.	<ul style="list-style-type: none"> • Administers student surveys and/or elicits student input about library resources. • Administers faculty surveys and/or elicits faculty input regarding library resources. • Reflects on instructional practices and implements new ideas. • Adapts and modifies as necessary. • Plans and implements a Professional Development Plan and maintains records of hours • Analyzes statistical data from library management system

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 4: Professional Growth and Collegiality						
4.2	<p>Communication and Collaboration with School Staff and the Community:</p> <p>Media Specialist collaborates with all stakeholders (administrators, teachers, caregivers, and colleagues) to enhance student success. Librarian collaborates with district librarians and Library System colleagues</p>	<p>Media Specialist effectively and consistently communicates with the school staff, and community to keep them informed about the library program through varied means, such as electronic mail, newsletters, website, faculty/team meetings. Library program goals are consistently aligned with BOE and building goals; The school Media Specialist communicates information about new resources and services.</p>	<p>Media Specialist communicates regularly with the school staff and community to keep them informed and to promote the use of the library program, new resources and services through varied means such as electronic mail, newsletters, website, faculty/team meetings. Library program goals are consistently aligned with BOE and building goal</p>	<p>Media Specialist communicates periodically with the school staff and community to keep them informed and to promote the use of the library program, new resources and services.</p>	<p>Media Specialist does not communicate with school staff and the community about the library program and services.</p>	<ul style="list-style-type: none"> • Updates library website. • Provides access to school-hosted databases. • Distributes overdue notices periodically. • Participates in team or faculty meetings. • Emails administrators, faculty, staff and parents. • Publicizes resources and special events as needed. • Supports summer reading and other school/district literacy initiatives. • Collaborates with public library when applicable. • Facilitates interlibrary loans when applicable. • Presents at school/district/PLC/other meetings

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West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 4: Professional Growth and Collegiality						
4.3	<p>Collaboration with teachers:</p> <p>Media Specialist collaborates to integrate information literacy skills throughout the curricula.</p>	<p>Media Specialist consistently seeks to collaborate with teachers to teach information skills. Media Specialist consistently takes pro-active role in promoting information resources for instruction. Media Specialist consistently utilizes outside resources when appropriate to make real world connections. Media Specialist connects with the public library to increase resources and strengthen the library program.</p>	<p>Media Specialist often seeks to collaborate with teachers to teach information skills. Media Specialist often takes pro-active role in promoting information resources for instruction. Media Specialist often utilizes community resources when appropriate to increase resources and improve the library program.</p>	<p>Media Specialist sometimes seeks to collaborate with teachers to teach information skills about library resources to support classroom curriculum. Media Specialist sometimes promotes information resources for instruction and occasionally consults with outside sources.</p>	<p>Media Specialist has little or no involvement in collaborating with teachers. Media Specialist makes little attempt to connect to additional resources or programs.</p>	<ul style="list-style-type: none"> • Administers library instructional schedules • Promotes positive interaction with colleagues • Seen as a valued resource person within the building • Collaborates to teach library/information literacy skills • Keeps up with trends in education

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	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 4: Professional Growth and Collegiality						
4.4	<p>Participating in a Professional Community:</p> <p>Media Specialist participates in school literacy events, is involved in a culture of professional inquiry, and has a positive working relationship with colleagues</p>	Media Specialist makes substantial contributions to the school, professional organizations and to the district. Support and cooperation characterize relationships with colleagues. Media Specialist is seen as a leader in this area.	Media Specialist contributes to the school and to the district. Support and cooperation characterize relationships with colleagues.	Media Specialist participates in school and district events and projects when specifically requested. School Media Specialist usually maintains a positive collaborative relationship with colleagues.	Media Specialist' relationships with colleagues are frequently negative or self-serving and the school Media Specialist avoids or refuses to be involved in school and district initiatives and projects.	<ul style="list-style-type: none"> • Participates in Professional Learning Communities • Acts as turnkey presenter • Acts as technology support for testing situations such as PARCC and others • Provides information Literacy/Tech ed instruction • Communicates through List-serve and Social Media • Shares appropriate resources with colleagues through email or other means of communication

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Domain 4: Professional Growth and Collegiality						
4.5	Professional Development: Media Specialist actively pursues professional development opportunities, applies knowledge, and contributes to instructional expertise of colleagues	Media Specialist develops a written professional development plan and actively monitors progress towards completing it. Media Specialist consistently provides proactive leadership in staff development. This may include presentations at conferences, PD within the building or district.	Media Specialist develops a written professional development plan and monitors progress towards completing it. Media Specialist seeks out opportunities for professional development to enhance professional practice.	Media Specialist develops a written professional development plan but is inconsistent in working towards its completion. Media Specialist intermittently participates in professional activities.	Media Specialist unwillingly creates a professional development plan and makes no attempt to go beyond what is required for its implementation.	<ul style="list-style-type: none"> • Joins professional associations such as NJASL, or other organizations • Reads professional journals such as School Library Journal, School Library Monthly, Booklist, Horn Book, Kirkus • Participates in applicable webinars, conferences and workshops • Participates in district, school, PLC and department meetings • Distributes surveys to students and/or staff • Attends publisher/book seller book presentations • Promotes, communicates innovative ideas with colleagues • Implements new ideas into practice • Maintains professional development records

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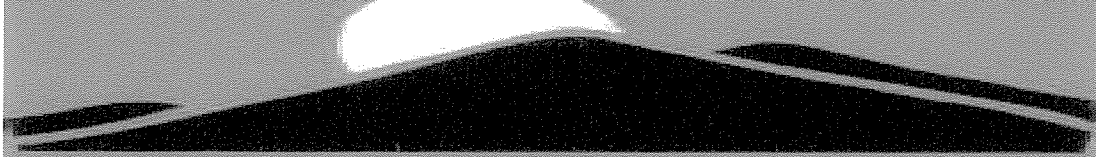
West Orange Library Media Center Performance and Evaluation Model

	Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/ Evidence
Domain 4: Professional Growth and Collegiality						
4.6	<p>Ethical, Responsible, Legal and Safe use of Information and Technology:</p> <p>Media Specialist advocates for proper use of information and technology, including respect for intellectual property and the appropriate documentation of sources</p>	<p>Media Specialist consistently teaches ethical use of information and multimedia and teaches students to: cite sources; avoid plagiarism; seek multiple perspectives; assess online resources for validity, accuracy, timeliness. The Media Specialist is seen as a leader in this area.</p>	<p>Media Specialist often teaches ethical use of information and multimedia and teaches students to: cite sources avoid plagiarism seek multiple perspectives assess online resources for validity, accuracy, timeliness.</p>	<p>Media Specialist is developing a program to teach ethical use of information and multimedia and teaches students to: cite sources avoid plagiarism seek multiple perspectives assess online resources for validity, accuracy, timeliness.</p>	<p>Media Specialist has no program to teach ethical use of information and multimedia. Few students use the Internet in the library; pitfalls and problems in usage are frequent; there is little library instruction</p>	<ul style="list-style-type: none"> • Adheres to district selection policy • Promotes ethical use of information • Encourages intellectual freedom • Understands copyright law and implications • Keeps current with changes in library profession through associations such as NJASL, ALA, AASL, ECASL • Promotes ethical, responsible, legal and safe use of information technology • Advocates for proper use of information technology and research including respect for intellectual property and use of proper citation in sources when applicable assignments. • Information literacy is represented in curriculum • Supports building initiatives regarding online safety, plagiarism.

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West Orange Public Schools

"A Great Place to Learn"



West Orange, New Jersey

West Orange School Counselor Evaluation Model

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Benefits of adopting the New Jersey School Counselor Evaluation Model for school counselor

- a. The Model was created by school counselors for school counselors and adopted by the New Jersey School Counselor Association. The use of this model is not required by the New Jersey Department of Education (NJDOE). However, the NJDOE recognizes the high quality of this instrument and supports districts that choose to adopt it for their counseling professionals.
- b. School counselors are evaluated using clear, counselor-focused standards, indicators, and rubrics rather than those designed specifically for teachers.
- c. Professional development can be planned to address the individual school counselor's professional growth, recognizing that the needs within the state and communities vary widely.
- d. Common language used in the standards promotes school counselor professionalism across schools and districts.
- e. The model provides the opportunity to incorporate Student Growth Objectives to prepare for future NJDOE requirements.

ORGANIZATION

Standard: The performance standards highlight the major roles and functions performed by the School Counselor. Standards may vary in individual schools and districts in order to meet the needs of students.

Indicators: The indicators provide examples of specific observable behavior and practices demonstrating how the School Counselor performs the roles and functions of the standard. Indicators are not limited to these examples.

Artifacts: The artifacts are some examples of practices and results the School Counselor might include as evidence of meeting a standard. The School Counselor will select artifacts relevant to his or her performance, and artifacts are not limited to these examples.

Performance Rubric: The rubric is a qualitative summary of practices and competencies that determine the degree to which the School Counselor has met the standard.

Performance Level: New Jersey School Counselor performance will be rated on the four performance levels described in the rubric and defined by the New Jersey Department of Education:

- Highly Effective 4
- Effective 3
- Partially Effective 2
- Ineffective 1

Weights of Evaluation Standards: The recommended New Jersey School Counselor performance evaluation weight for each Standard is:

- Program Planning
Implementation, and Evaluation 7.5%
- Program Delivery: Direct Services 80.0%
- Leadership and Advocacy 7.5%
- Professionalism and Growth 5.0%

Performance Score: This score is calculated by multiplying the level of performance (e.g. rubric) by the weight of the Standard.

Student Growth Objective: A Student Growth Objective (SGO) is a goal informed by data that contributes to student learning and development set by a School Counselor for a specific group or subgroup of students.

SMART Goals: A SMART goal is a student goal that is specific, measurable, attainable, results-oriented, and time-bound.

STANDARDS AND INDICATORS

Standard 1: Program Planning, Implementation, and Evaluation

The school counselor collaboratively plans, implements, and evaluates a comprehensive and developmentally appropriate school counseling program.

Indicators:

- 1 Collaborates to facilitate a comprehensive and developmentally appropriate school counseling program that meets the needs of all students.
- 2 Reviews the school counseling program and goals with the school administrator and stakeholders.
- 3 Shares the school counseling program calendar with students, parents/guardians, administrators, and other stakeholders.
- 4 Uses a variety of data to develop and evaluate activities, lessons, and action plans based on student needs.
- 5 Conducts an annual assessment to determine program implementation and effectiveness and to modify services as needed.
- 6 Monitors and assesses student academic progress, attendance, behavior, development, and safety to inform and improve the school counseling program.

Standard 2: Program Delivery

The school counselor uses the majority of time to provide direct services that promote optimal student development.

Indicators

- 1 Develops trusting, caring relationships with students that promote their personal/social, career, and academic development.
- 2 Provides individual counseling, group counseling, and crisis intervention using evidence-based practices.
- 3 Conducts activities that assist students in developing educational goals and career plans.
- 4 Delivers the counseling curriculum through structured activities and lessons to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.
- 5 Communicates and consults with parents/guardians, teachers, administrators, and community organizations to identify resources and make referrals.

Standard 3: Leadership and Advocacy

The school counselor advocates for a safe, supportive, and inclusive school where all students can learn.

Indicators

- 1 Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community.
- 2 Provides culturally responsive school counseling activities that promote student learning and achievement.
- 3 Advocates for policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.
- 4 Promotes prevention and intervention programs and activities that address student needs.

Standard 4: Professionalism and Growth

The school counselor improves his/her knowledge, skills, and practices and advances the school counseling profession.

Indicators

- 1 Acts ethically and professionally with all students and stakeholders.
- 2 Seeks ongoing relevant professional development.
- 3 Actively reflects on professional practice and supervision feedback.
- 4 Identifies and applies new ideas that improve the school and enhance the academic, career, and personal/social development of all students.
- 5 Promotes the professionalism of school counselors.
- 6 Communicates and collaborates with all stakeholders.

PERFORMANCE RUBRICS

Standard 1: Program Planning, Implementation, and Evaluation

The school counselor collaboratively plans, implements, and evaluates a comprehensive and developmentally appropriate school counseling program.

Indicators:

- 1 Collaborates to facilitate a comprehensive and developmentally appropriate school counseling program that meets the needs of all students.
- 2 Reviews the school counseling program and goals with the school administrator and stakeholders.
- 3 Shares the school counseling program calendar with students, parents/guardians, administrators, and other stakeholders.
- 4 Uses a variety of data to develop and evaluate activities, lessons, and action plans based on student needs.
- 5 Conducts an annual assessment to determine program implementation and effectiveness and to modify services as needed.
- 6 Monitors and assesses students' academic progress, attendance, behavior, development, and safety to inform and improve the school counseling program.

Highly Effective	Effective	Partially Effective	Ineffective
Leads efforts to consistently facilitate, plan, monitor, evaluate, and modify components, activities, and services of the comprehensive school counseling program.	Consistently facilitates the planning, monitoring, and evaluating—on an annual basis-- and modifying components, activities, and services of the comprehensive school counseling program.	Inconsistently facilitates plans, evaluates, and modifies components, activities, and services of the comprehensive school counseling program.	Does not facilitate, plan, evaluate, and modify components, activities, and services of the comprehensive school counseling program.
Regularly analyzes a variety of data to assess student needs and evaluates outcomes.	Analyzes a variety of data to assess student needs and evaluates outcomes.	Sometimes analyzes a variety of data to assess student needs and evaluates outcomes.	Does not analyze data to assess student needs and evaluates outcomes.
Leads the counseling department and collaborates consistently with the supervisor and stakeholders in the development and evaluation of program goals and action plans.	Collaborates with the counseling department and supervisor and stakeholders in the development and evaluation of program goals and action plans.	Inconsistently collaborates with the counseling department and supervisor in the development and evaluation of program goals and action plans.	Does not collaborate with the counseling department and supervisor in the development and evaluation of program goals and action plans.

Standard 2: Program Delivery

The school counselor uses the majority of time to provide direct services that promote optimal student development.

Indicators

- 1 Develops trusting, caring relationships with students that promote their personal/social, career, and academic development.
- 2 Provides individual counseling, group counseling, and crisis intervention using evidence-based practices.
- 3 Conducts activities that assist students in developing educational goals and career plans.
- 4 Delivers the counseling curriculum through structured activities and lessons to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.
- 5 Communicates and consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and make referrals.

Highly Effective	Effective	Partially Effective	Ineffective
Consistently models high quality evidence-based practices delivering direct student services for the personal/social, career, and academic development of all students.	Consistently delivers evidence-based direct student services for the personal/social, career, and academic development of all students.	Inconsistently delivers direct student services for the personal/social, career, and academic development of all students.	No evidence of delivering direct student services for the personal/social, career, and academic development of all students.
Consistently models high quality evidence-based practices delivering responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum. Serves as a role model and mentor to school counselors and stakeholders.	Consistently delivers evidence-based responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	Inconsistently delivers some responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	No evidence of the delivery of responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.
Consistently models high quality evidence-based practices that enhance consultations with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Consistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Inconsistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	No evidence of consultation with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.

Standard 3: Leadership and Advocacy

The school counselor advocates for a safe, supportive, and inclusive school where all students can learn.

Indicators

- 1 Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community.
- 2 Provides culturally responsive school counseling activities that promote student learning and achievement.
- 3 Advocates for policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.
- 4 Promotes prevention and intervention programs and activities that address student needs.

Highly Effective	Effective	Partially Effective	Not Effective
Is a role model who consistently leads collaborative efforts with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Consistently collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Sometimes collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	No evidence of collaboration with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.
Leads in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	Consistently develops policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	Sometimes participates in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	No evidence of developing policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.
Leads counselors and stakeholders in providing culturally responsive school counseling activities that promote student learning and achievement,	Consistently provides culturally responsive school counseling activities that promote student learning and achievement.	Sometimes provides culturally responsive school counseling activities that promote student learning and achievement.	No evidence of providing culturally responsive school counseling activities that promote student learning and achievement.

Standard 4: Professionalism and Growth

The school counselor improves his/her knowledge, skills, and practices and advances the school counseling profession.

Indicators

- 1 Acts ethically and professionally with all students and stakeholders.
- 2 Seeks ongoing relevant professional development.
- 3 Actively reflects on professional practice and supervision feedback.
- 4 Identifies and applies new ideas that improve the school and enhance the academic, career and personal/social development of all students.
- 5 Promotes the professionalism of school counselors.
- 6 Communicates and collaborates effectively with all stakeholders.

Highly Effective	Effective	Partially Effective	Ineffective
Consistently seeks and contributes to the professional development of other school counselors. Consistently reflects on professional practice and applies supervision feedback.	Consistently seeks counselor professional development. Actively reflects on professional practice consistently seeks supervision.	Seeks some counselor professional development. Sometimes reflects on practice. Seeks and uses supervision sometimes.	Little or no evidence of counselor professional development. Little or no evidence of reflective practice or seeking and using supervision.
Always acts ethically and professionally with all stakeholders and consults on ethical and professional matters with counselors and colleagues.	Consistently acts ethically and professionally with stakeholders. Seeks consultation with counselors on ethical issues.	Acts ethically and professionally with stakeholders.	Little or no evidence of ethical and professional practice with stakeholders.
Is a role model for other counselors for how to communicate and collaborate effectively with all stakeholders.	Consistently communicates and collaborates effectively with stakeholders.	Inconsistently communicates and collaborates with some stakeholders	Little or no evidence of effective communication and collaboration with stakeholders.
Leads and serves as a role model for counselors in collaborative efforts to improve the school, the program, and the professionalism of school counselors.	Consistently demonstrates collaborative efforts to improve the school, the program, and the professionalism of school counselors.	Demonstrates some collaborative efforts to improve the school, the program, and the professionalism of school counselors.	Does not demonstrate effort to improve the school, the program, and the professionalism of school counselors.

OBSERVATION/EVALUATION FORMS

OBSERVATION AND EVALUATION STEPS

1. OBSERVATIONS

Non-tenured School Counselors will have three observations using the pre-observation, observation, and post-observation forms. However, for School Counselors, with their varied work and responsibilities, the New Jersey Department of Education allows flexibility in ways evaluators collect evidence for School Counselor practice such as:

- individual counseling
- group counseling
- consultation (e.g., teachers, administrators, parents/guardians, community providers)
- advisement (e.g., schedules, college applications)
- collaboration
- classroom counseling curriculum lessons
- psychoeducational sessions (e.g., social skills, anger management)
- participation in the Intervention & Referral Services processes
- leadership and training (e.g., peer helpers, peer mediators)
- assessment
- crisis intervention

School counselors will be observed in three different practices/situations.

SCHOOL COUNSELOR PRE-OBSERVATION

The School Counselor completes the Pre-Observation form and shares it with the Observer prior to the Pre-Observation conference where the School Counselor and Observer discuss the upcoming Observation.

SCHOOL COUNSELOR OBSERVATION

The Observer uses this form to document evidence during an observation. Observations should capture evidence through a range of activities performed by the School Counselor as part of his or her duties. Depending on the length and goal of the observation, the Observer may not witness evidence for each standard. The School Counselor will receive a copy of the Observation form.

Examples of three observations might include the following:

- individual counseling or small group counseling session (with appropriate confidentiality)
- counseling curriculum classroom lesson, assembly, or special event (e.g., college fair, career day)
- advisement session or meeting (e.g. student academic or career planning session; parent-student- teacher meeting, I&RS meeting)

SCHOOL COUNSELOR POST-OBSERVATION

The School Counselor completes the Post-Observation Form and shares it with the Evaluator before or during the post-observation conference.

2. SCHOOL COUNSELOR MID-YEAR REVIEW

The School Counselor meets with the Principal or Evaluator by January 15 to review progress and sign the Midyear Review form. The School Counselor continues the individualized professional development plan and completes remaining observations prior to the Summative Evaluation meeting.

3. SCHOOL COUNSELOR SUMMATIVE EVALUATION

The School Counselor meets with the Principal and/or Evaluator by April 15 to review progress for the year and to complete the School Counselor Summative Evaluation form. This is a collaborative process with the Principal and/or Evaluator. School Counselors are evaluated on their job description and other outlined responsibilities such as direct services and activities. Standards and indicators may be adjusted to address what School Counselors do in their school and the level of implementation of their school's adopted counseling program.

SCHOOL COUNSELOR PRE-OBSERVATION

Directions: Complete this Pre-Observation form and share it with your observer prior to discussing your responses at the pre-observation conference.

School Counselor _____

School _____ Grade _____

Level _____ Date ____/____/____

Standards Observed: 1 2 3 4

1. Briefly describe the session, the participant(s), and the goal(s).

2. How will you conduct the session?

What materials and/or technology will be used?

3. How will you engage the participant(s)?

4. What difficulties or concerns do you anticipate in the session? How will you address these concerns?

5. Should the observer be aware of any special circumstances?

6. Do you want the observer to provide feedback on any specific elements?

7. How will you assess the success of your goals?

*If more space is needed, please add additional pages.

SCHOOL COUNSELOR OBSERVATION

Directions: The Observer uses this form to document evidence during an observation. Depending on the length and objectives of the observation, the Observer may not witness evidence for each standard.

School Counselor's Name

Activity

Observer's Name

Date of Observation

Standards Observed: 1 2 3 4

Observation (Use additional sheets as needed)

Type: Long Announced Short Unannounced
 Long Unannounced Walkthrough

Evaluation: Results count towards annual evaluation

School Counselor's Signature

Date

Observer's Signature

Date

The School Counselor receives a copy of the Observation form.

SCHOOL COUNSELOR POST-OBSERVATION

Directions: Complete the Post-Observation Form and share it with your Observer before or during the post-observation conference.

School Counselor _____

School _____ Grade _____

Observer _____ Date ____/____/____

Standards Observed: 1 2 3 4

1. What feedback did you receive from the participant(s) indicating that they achieved understanding and that the goal(s) were met for this session?
2. Considering your plan, what were the strengths of the session?
3. What did you do to engage the participant(s)? Did it work? How do you know?
4. Did the participant(s) have difficulties? Did you have any concerns with the session? How were the concerns addressed?
5. If special circumstances were identified, how did they impact the session?
6. If you had the opportunity again with the same participant(s), what would you do differently if anything?

SCHOOL COUNSELOR MID-YEAR REVIEW

Directions: Meet with your Principal or Evaluator by January 15. Use your Student Growth Objectives (SGO), Observations, artifacts, and other evidence to prepare for this review.

_____ Non-tenured Tenured
 School Counselor's Name

_____ _____ _____
 Evaluator's Name Date Time

Highly Effective 4 Effective 3 Partially Effective 2 Not Effective

<u>Standard</u>	<u>4</u>	<u>3</u>	<u>2</u>	<u>1</u>
1 Program Planning, Implementation, and Evaluation Comments:				
2 Program Delivery Comments:				
3 Leadership and Advocacy Comments:				
4 Professionalism and Growth Comments:				

Recommendations _____

_____ _____
 School Counselor's Signature Date

_____ _____
 Evaluator's Signature Date

The School Counselor receives a copy of the Observation form.

SCHOOL COUNSELOR SUMMATIVE EVALUATION

Directions: Meet with your Principal and/or Evaluator by April 1 to review your progress for the year and to complete this form. Use your School Counselor Assessment, Midyear Review, Observations, artifacts and other evidence to prepare for the summative evaluation meeting.

School Counselor's Name	<input type="checkbox"/> Non-tenured	<input type="checkbox"/> Tenured
Evaluator's Name	Date	Time

Standard 1: Program Planning, Implementation, and Evaluation

The school counselor collaboratively plans, implements, evaluates, and improves the comprehensive and developmentally appropriate school counseling program.

Indicators:

- 1 Collaborates to facilitate a comprehensive, and developmentally appropriate school counseling program that meets the needs of all students.
- 2 Reviews the school counseling program and goals with the school administrator and stakeholders.
- 3 Shares the school counseling program calendar with students, parents/guardians, administrators, and other stakeholders.
- 4 Uses a variety of data to develop and evaluate activities, lessons, and action plans based on student needs.
- 5 Conducts an annual assessment to determine program implementation and effectiveness and to modify services as needed.
- 6 Monitors and assesses students' academic progress, attendance, behavior, development, and safety to inform and improve the school counseling program.

Highly Effective	Effective	Partially Effective	Not Effective
Leads efforts to consistently facilitate, plan, monitor, evaluate, and modify components, activities, and services of the comprehensive school counseling program	Consistently facilitates, the planning, monitoring, evaluating, and modifying components, activities, and services of the comprehensive school counseling program	Inconsistently facilitates, plans, evaluates and modifies components, activities, and services of the comprehensive school counseling program	Does not facilitate, plan, evaluate and modify components, activities, and services of the comprehensive school counseling program
Regularly analyzes a variety of data to assess and evaluate student needs and outcomes	Analyzes a variety of data to assess and evaluate student needs and outcomes.	Sometimes analyzes a variety of data to assess and evaluate student needs and outcomes.	Does not analyze data to assess and evaluate student needs and outcomes.
Leads and models collaboration with the counseling department and supervisor in the development and annual evaluation of program goals and action plans.	Consistently collaborates with the counseling department and supervisor in the development and annual evaluation of program goals and action plans.	Inconsistently collaborates with the counseling department and supervisor in the development and annual evaluation of program goals and action plans.	Does not collaborate with the counseling department and supervisor in the development and annual evaluation of program goals and action plans.

Evidence:
RATING:

Standard 2: Program Delivery

The school counselor uses the majority of time to provide direct services that promote optimal student development.

Indicators

- 1 Develops trusting and caring relationships with students that promote their personal/social, career, and academic development.
- 2 Provides individual counseling, group counseling, and crisis intervention using evidence-based practices.
- 3 Conducts activities that assist students in developing educational goals and career plans.
- 4 Delivers the counseling curriculum through structured activities and lessons that provide all students with the knowledge, attitudes, and skills appropriate for their developmental level.
- 5 Communicates and consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and make referrals.

Highly Effective	Effective	Partially Effective	Ineffective
Consistently models high quality evidence-based practices delivering direct student services for the personal/social, career, and academic development of all students.	Consistently delivers evidence-based direct student services for the personal/social, career, and academic development of all students.	Inconsistently delivers direct student services for the personal/social, career, and academic development of all students.	No evidence of delivering direct student services for the personal/social, career, and academic development of all students.
Consistently models high quality evidence-based practices delivering responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum. Serves as a role model and mentor to school counselors and stakeholders.	Consistently delivers evidence-based responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	Inconsistently delivers some responsive services using individual counseling, and group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.	No evidence of the delivery of responsive services using individual counseling, and group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum.
Consistently models high quality evidence-based practices that enhance consultations with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Consistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	Inconsistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.	No evidence of consultation with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.

Evidence:
RATING:

Standard 3: Leadership and Advocacy

The school counselor advocates for a safe, supportive, and inclusive school where all students can learn.

Indicators

- 1 Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community.
- 2 Provides culturally responsive school counseling activities that promote student learning and achievement.
- 3 Advocates for policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.
- 4 Promotes prevention and intervention programs and activities that address student need

Highly Effective	Effective	Partially Effective	Not Effective
Is a role model who consistently leads collaborative efforts with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Consistently collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	Sometimes collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.	No evidence of collaboration with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.
Leads in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	Consistently develops policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	Sometimes participates in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.	No evidence of developing policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.
Leads counselors and stakeholders in providing culturally responsive school counseling activities that promote student learning and achievement.	Consistently provides culturally responsive school counseling activities that promote student learning and achievement.	Sometimes provides culturally responsive school counseling activities that promote student learning and achievement.	No evidence of providing culturally responsive school counseling activities that promote student learning and achievement.

Evidence:
RATING:

Standard 4: Professionalism and Growth

The school counselor improves his/her knowledge, skills, and practices and advances the school counseling profession.

Indicators

- 1 Acts ethically and professionally with all students and stakeholders.
- 2 Seeks ongoing relevant professional development.
- 3 Actively reflects on his/her professional practice and supervision feedback.
- 4 Identifies and applies new ideas that improve the school and enhance the academic, career, and personal/social development of all students.
- 5 Promotes the professionalism of school counselors.
- 6 Communicates and collaborates effectively with stakeholders.

Highly Effective	Effective	Partially Effective	Ineffective
Consistently seeks and contributes to the professional development of other school counselors. Consistently reflects on professional practice and applies supervision feedback.	Consistently seeks counselor professional development. Actively reflects on professional practice consistently seeks supervision.	Seeks some counselor professional development. Sometimes reflects on practice. Seeks and uses supervision sometimes.	Little or no evidence of counselor professional development. Little or no evidence of reflective practice or seeking and using supervision.
Always acts ethically and professionally with all stakeholders and consults on ethical and professional matters with counselors and colleagues.	Consistently acts ethically and professionally with stakeholders. Seeks consultation with counselors on ethical issues.	Acts ethically and professionally with stakeholders.	Little or no evidence of ethical and professional practice with stakeholders.
Is a role model for other counselors for how to communicate and collaborate effectively with all stakeholders.	Consistently communicates and collaborates effectively with stakeholders.	Inconsistently communicates and collaborates with some stakeholders.	Little or no evidence of effective communication and collaboration with stakeholders.
Leads and serves as a role model for counselors in collaborative efforts to improve the school, the program, and the professionalism of school counselors.	Consistently demonstrates collaborative efforts to improve the school, the program, and the professionalism of school counselors.	Demonstrates some collaborative efforts to improve the school, the program, and the professionalism of school counselors.	Does not demonstrate effort to improve the school, the program, and the professionalism of school counselors.

Evidence:
RATING:

Standard	Rating 1-4	Weight	Total
1 Program Planning, Implementation, and Evaluation		.075	
2 Program Delivery		.800	
3 Leadership and Advocacy		.075	
4 Professionalism and Growth		.050	
Sum of the Weighted Scores		1.0	

School Counselor's Signature

Date

Evaluator's Signature

Date

The School Counselor receives a copy of this form.

SAMPLE SUMMATIVE EVALUATION WEIGHTS WITH EFFECTIVE RATINGS

The chart below shows each standard with the assigned weight and a sample Effective rating of 3. To determine the total weighted score, multiply each rating by the weight and add the totals.

<u>Standard</u>	<u>Rating</u>	<u>Weight</u>	<u>Total</u>
1 Program Planning, Implementation, and Evaluation	3	.075	.225
2 Program Delivery	3	.800	2.400
3 Leadership and Advocacy	3	.075	.225
4 Professionalism and Growth	3	.050	.150
Sum of the Weighted Scores		1.0	3.0

ARTIFACTS

The School Counselor will select artifacts that provide evidence for his or her performance. Suggested examples of artifacts are listed below. Artifacts reflect the varied needs and practices of schools, and additional relevant evidence may be added.

Standard 1 – Sample Artifacts

- Action Plan
- Assessments/audits
- Calendars
- Committee meeting minutes and reports
- Comprehensive school counseling program
- Counseling curriculum
- Data and survey results
- Handbooks and school forms
- Lesson plans aligned with standards
- Logs
- Plans
- Program audit
- Technology integration

Standard 2 – Sample Artifacts

- Action Plans
- Calendar
- Committee minutes and reports
- Counseling Curriculum
- Data results
- Documents
- Lesson plans
- Logs
- Observations
- Student Personal Profiles
- Satisfaction surveys
- School Crisis Plan
- Technology integration

Standard 3 – Sample Artifacts

- Committee minutes and reports
- Calendars
- Cultural programs and activities
- Data and survey results
- Handbooks
- Newsletters
- Policies and procedures
- School climate reports
- School profile
- Self-assessment/reflection
- Website, listservs, blogs

Standard 4 – Sample Artifacts

- Awards and recognition
- Best practices contributions
- Ethical and legal standards and regulations
- Logs
- Professional association membership and involvement
- Mentoring
- Observations
- Professional development participation/presentations
- Publications
- Reflections
- School service
- Self-assessment
- Volunteer service

Student Growth Objectives (SGOs)

The New Jersey Department of Education (NJDOE) does not require SGOs for school counselors and other educational specialists at this time. However, beginning the 2015 – 2016 school SGOs will be required. The summative evaluation with student growth objectives combines measures of both school counselor performance and the achievement of student growth objectives that are aligned with the roles and responsibilities of school counselors.

Research shows that high quality SGOs can be effective measures of educator performance.

Lastly, the SGO process has great value outside of evaluation; setting SMART goals is something from which all educators can benefit and has been shown to improve both teacher and student performance.

The following provides suggested procedures for school counselors in developing and evaluating Student Growth Objectives that contribute to student learning and development in districts that have chosen to have all educational services staff, counselors, and other specialists use SGOs.

1. Review school data to identify student needs and develop two Student Growth Objectives (SGOs) that are aligned with the school counselor standards based on school counselor roles and responsibilities in the school.
2. Select or develop an appropriate assessment to measure the success of each SGO.
3. Meet with the principal or supervisor to collaboratively refine and to approve SGOs by October 15.
4. Track progress toward goals and adjust interventions, where necessary.
5. Meet with the principal or supervisor to adjust SGOs, if needed by February 15.
6. Meet with the principal or supervisor to review the success of the SGOs as part of multiple measures used in the Summative Evaluation process by April 15.

SAMPLE STUDENT GROWTH OBJECTIVES

The New Jersey Department of Education (NJDOE) does not require SGOs for school counselors and other educational specialists at this time. However, the NJDOE supports districts that choose to have educational specialists such as counselors set SGOs. This process helps School Counselors document what they are doing and show the growth or change in students. SGOs should be designed to address a School Counselor's caseload or a specific group of students with whom the school counselor works. School Counselors can begin to learn about SGOs and to set realistic and manageable goals.

Sample Elementary School SGOs

Third grade students in the counselor's assigned caseload with less than 75% attendance in the first semester will increase attendance by 10% at the end of the second semester.

Strategies

- Individual student conference
- Telephone consultation with parent/guardian
- Request for assistance from I&RS
- Small group counseling sessions with students having attendance issue
- Weekly attendance log signed by parent/guardian and returned
- Teachers' reward system to reinforce student attendance

Measures

- Weekly attendance reports
 - Semester summary attendance reports
 - Teachers' summary on reward system impact on attendance
- Forty percent of the second grade students in the counselor's assigned caseload will receive a commendation certificate for respectful classroom behavior.

Strategies

- Individual student conference
- Classroom guidance lesson on respect with student demonstration of target behavior
- Small group psychoeducational sessions for students not demonstrating respectful behavior
- Teachers' weekly acknowledgment of respectful behavior

Measures

- Number of students receiving commendation certificates
- Baseline chart for incidents of respectful behavior
- Interim chart for incidents of respectful behavior
- Summary chart for incidents of respectful behavior

- Eighty percent of all fourth grade students in the counselor’s assigned caseload will identify the bully, bullied, and bystander in bullying scenarios.

Strategies

- Classroom guidance lesson to help students identify the bully, bullied, and bystander in bullying scenarios

Measures

- Counselor generated pre-survey in which students identify the bully, bullied, and bystander in bullying scenarios
- Counselor generated post-survey in which students identify the bully, bullied, and bystander in bullying scenarios

Sample Middle School SGOs

- The number of sixth grade students in the counselor’s assigned caseload reported for incidents of bullying in the previous semester will be reduced by 15% in the targeted semester.

Strategies

- Class assembly to increase students’ awareness of behavioral expectations and bullying
- Small group psychoeducational sessions with identified students to address life skills and social/emotional skills
- Individual counseling sessions
- Parent/guardian conference
- Parent/guardian materials for review with the student

Measures

- Counselor generated pre-survey in which students identify their attitudes related to bullying
- Counselor generated post-survey in which students identify their attitudes related to bullying
- Baseline report showing students reported for incidents of bullying
- Final report showing students reported for incidents of bullying
- Comparison chart showing students Baseline and Final data

- Eighth grade students in the counselor’s assigned caseload with eight or more unexcused absences in the first semester will reduce the number of absences by 20% in the second semester.

Strategies

- Individual student conference
- Weekly telephone call to parent/guardian
- Parent/guardian conference
- Request for assistance from I&RS
- Small group counseling sessions with students having attendance issue
- Weekly attendance log signed by parent/guardian and returned
- Teachers to provide a reward system to reinforce attendance
- Assign high school student mentor

Measures

- Weekly attendance reports
 - Semester summary attendance reports
 - Teacher summary on reward system impact on attendance
 - Comparison of identified students' unexcused absences in first and second semester.
- Eighty percent of eighth grade advisees in the counselor's assigned caseload will submit a completed student career plan.

Strategies

- Grade level assembly on career planning
- Small group career advisement sessions
- Individual career advisement sessions
- Students complete a formal interest inventory (e.g., Self-Directed Search, True Colors)
- Parent/guardian materials sent home to be reviewed with the student

Measures

- Final report showing the percentage of students submitting a completed career plan
- Comparison chart showing students Baseline (# students completing a career plan the previous year) and Final data ((# students completing a career plan the this year)

Sample High School SGOs

- The number of ninth grade students in the counselor's assigned caseload failing 2 or more classes in the first semester will be reduced by 20% in the second semester.

Strategies

- Small group psychoeducational sessions with identified students
- Individual counseling sessions
- Parent/guardian conference
- Parent and teacher sign weekly progress report
- Teacher biweekly progress report of student's grade and homework
- Weekly peer tutoring or study skills sessions
- Pre and post study skills survey

Measures

- Baseline report showing the number of students failing 2 or more classes in the first semester
 - Final report showing the number of students failing 2 or more classes in the second semester
 - Comparison chart showing individual student progress in grades between the two semesters
- Ninety percent of eleventh grade students in the counselor's assigned caseload will complete their twelfth grade schedule plans.

Strategies

- Grade-wide assembly
- Small group advisement sessions
- Individual advisement sessions
- Student and counselor review their career and academic testing results
- Parent/guardian materials sent home to be reviewed with the student

Measures

- Final report showing the percentage of students having completed their twelfth grade schedule plans
 - Comparison report of the previous and current years showing the percentage of students having completed their twelfth grade schedule plans
 - Comparison report of the percentage of students having completed their eleventh grade schedule plans
 - Template for correctly completed schedule plan
- The number of tenth grade students in the counselor's assigned caseload having more than one in-school suspension in the fall semester will decrease by 50% in the spring semester.

Strategies

- Small group psychoeducational sessions with identified students
- Individual counseling sessions
- Parent/guardian conference
- Parent/guardian materials to be reviewed with the student
- Teacher biweekly progress report

Measures

- Pre-survey identifying school rules and consequences
- Post-survey identifying school rules and consequences
- Baseline report showing the number of students assigned in-school suspension
- Final report showing the number of students assigned in-school suspension
- Comparison chart showing individual students' fall and spring in-school suspension data

GOAL SETTING FORM FOR SGOs

Directions: Review school data to identify student needs and develop two SGOs that are aligned with the School Counselor standards based on his or her roles and responsibilities. Select or develop an appropriate assessment to measure the success of each SGO. Meet with the Principal/Supervisor to collaboratively refine and approve SGOs by October 15.

School Counselor

School

Grade(s)

Goal 1:				
Standards Addressed	1	2	3	4
Indicators Addressed				

Goal 2:				
Standards Addressed	1	2	3	4
Indicators Addressed				

School Counselor's Signature

Date

Evaluator's Signature

Date

The School Counselor receives a copy of this form.

SGO MID-YEAR REVIEW

Directions: Meet with your Principal or Evaluator by February 15 to discuss progress toward goals and to adjust SGOs and interventions as needed.

School Counselor

School

Goal 1:

Progress/Evidence:

Modifications Needed:

Goal 2:

Progress/Evidence:

Modifications Needed:

School Counselor's Signature

Date

Evaluator's Signature

Date

The School Counselor receives a copy of this form.

SGO FINAL REVIEW

DIRECTIONS: Meet with your Principal or Evaluator by April to review results.

School Counselor

School

Goal 1

Exceptional Attainment	Full Attainment	Partial Attainment	Inadequate Attainment
Exceeds measures of student progress based upon the Student Growth Objectives	Meets measures of student progress based upon the Student Growth Objectives	Meets some measures of student progress based upon the Student Growth Objectives	No measure of student progress based upon the Student Growth Objectives

Goal 2

Exceptional Attainment	Full Attainment	Partial Attainment	Inadequate
Exceeds measures of student progress based upon the Student Growth Objectives	Meets measures of student progress based upon the Student Growth Objectives	Meets some measures of student progress based upon the Student Growth Objectives	No measure of student progress based upon the Student Growth Objectives

COMMENTS:

School Counselor's Signature

Date

Evaluator's Signature

Date

The School Counselor receives a copy of this form.

West Orange Guidance Department Performance and Evaluation Model

Category/ Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/Evidence
<p>The school counselor collaboratively plans, implements, and evaluates a comprehensive and developmentally appropriate school counseling program.</p>	<p>Leads efforts to consistently facilitate, plan, monitor, evaluate, and modify components, activities, and services of the comprehensive school counseling program.</p> <p>Regularly analyzes a variety of data to assess student needs and evaluates outcomes.</p> <p>Leads the counseling department and collaborates consistently with the supervisor and stakeholders in the development and evaluation of program goals and action plans.</p>	<p>Consistently facilitates the planning, monitoring, and evaluating—on an annual basis-- and modifying components, activities, and services of the comprehensive school counseling program.</p> <p>Analyzes a variety of data to assess student needs and evaluates outcomes.</p> <p>Collaborates with the counseling department and supervisor and stakeholders in the development and evaluation of program goals and action plans.</p>	<p>Inconsistently facilitates plans, evaluates, and modifies components, activities, and services of the comprehensive school counseling program.</p> <p>Sometimes analyzes a variety of data to assess student needs and evaluates outcomes.</p> <p>Inconsistently collaborates with the counseling department and supervisor in the development and evaluation of program goals and action plans.</p>	<p>Does not facilitate, plan, evaluate, and modify components, activities, and services of the comprehensive school counseling program.</p> <p>Does not analyze data to assess student needs and evaluates outcomes.</p> <p>Does not collaborate with the counseling department and supervisor in the development and evaluation of program goals and action plans.</p>	<p>1 Collaborates to facilitate a comprehensive and developmentally appropriate school counseling program that meets the needs of all students.</p> <p>2 Reviews the school counseling program and goals with the school administrator and stakeholders.</p> <p>3 Shares the school counseling program calendar with students, parents/guardians, administrators, and other stakeholders.</p> <p>4 Uses a variety of data to develop and evaluate activities, lessons, and action plans based on student needs.</p> <p>5 Conducts an annual assessment to determine program implementation and effectiveness and to modify services as needed.</p> <p>6 Monitors and assesses students' academic progress, attendance, behavior, development, and safety to inform and improve the school counseling program.</p>
<p>Standard 1: Program Planning, Implementation, and Evaluation</p>					

West Orange Guidance Department Performance and Evaluation Model

Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/Evidence
<p>The school counselor uses the majority of time to provide direct services that promote optimal student development.</p>	<p>Consistently models high quality evidence-based practices delivering direct student services for the personal/social, career, and academic development of all students. Consistently models high quality evidence-based practices delivering responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum. Serves as a role model and mentor to school counselors and stakeholders. Consistently models high quality evidence-based practices that enhance consultations with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.</p>	<p>Consistently delivers evidence-based direct student services for the personal/social, career, and academic development of all students. Consistently delivers evidence-based responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum. Consistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.</p>	<p>Inconsistently delivers direct student services for the personal/social, career, and academic development of all students. Inconsistently delivers some responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum. Inconsistently consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.</p>	<p>No evidence of delivering direct student services for the personal/social, career, and academic development of all students. No evidence of the delivery of responsive services using individual counseling, group counseling, crisis intervention, individual planning, and classroom lessons in the counseling curriculum. No evidence of consultation with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and referrals, as needed.</p>	<p>1 Develops trusting, caring relationships with students that promote their personal/social, career, and academic development. 2 Provides individual counseling, group counseling, and crisis intervention using evidence-based practices. 3 Conducts activities that assist students in developing educational goals and career plans. 4 Delivers the counseling curriculum through structured activities and lessons to provide all students with the knowledge, attitudes, and skills appropriate for their developmental level. 5 Communicates and consults with parents/guardians, teachers, counselors, administrators, and community organizations to identify resources and make referrals.</p>
					<p>Standard 2: Program Delivery</p>

West Orange Guidance Department Performance and Evaluation Model

Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/Evidence
<p>The school counselor advocates for a safe, supportive, and inclusive school where all students can learn.</p>	<p>Is a role model who consistently leads collaborative efforts with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.</p>	<p>Consistently collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.</p>	<p>Sometimes collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.</p>	<p>No evidence of collaboration with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.</p>	<p>1 Collaborates with stakeholders to foster a positive school climate that respects and values the diversity of all members of the school community. 2 Provides culturally responsive school counseling activities that promote student learning and achievement. 3 Advocates for policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status. 4 Promotes prevention and intervention programs and activities that address student needs.</p>
	<p>Leads in the development of policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.</p>	<p>Consistently develops policies and programs that promote equity, access, and inclusion for all students regardless of race, religion, sexual orientation, country of origin, ethnicity, language, ability, or socioeconomic status.</p>	<p>Sometimes collaborates with stakeholders to foster a school climate that respects and values the diversity of all members of the school community.</p>	<p>No evidence of providing culturally responsive school counseling activities that promote student learning and achievement.</p>	
<p>Leads counselors and stakeholders in providing culturally responsive school counseling activities that promote student learning and achievement.</p>	<p>Consistently provides culturally responsive school counseling activities that promote student learning and achievement.</p>	<p>Sometimes provides culturally responsive school counseling activities that promote student learning and achievement.</p>	<p>No evidence of providing culturally responsive school counseling activities that promote student learning and achievement.</p>		

West Orange Guidance Department Performance and Evaluation Model

Category/Component	Highly Effective 4	Effective 3	Developing 2	Ineffective 1	Performance Indicators/Evidence
<p>The school counselor improves his/her knowledge, skills, and practices and advances the school counseling profession.</p>	<p>Consistently seeks and contributes to the professional development of other school counselors. Consistently reflects on professional practice and applies supervision feedback. Always acts ethically and professionally with all stakeholders and consults on ethical and professional matters with counselors and colleagues. Is a role model for other counselors for how to communicate and collaborate effectively with all stakeholders. Leads and serves as a role model for counselors in collaborative efforts to improve the school, the program, and the professionalism of school counselors.</p>	<p>Consistently seeks counselor professional development. Actively reflects on professional practice consistently seeks supervision. Consistently acts ethically and professionally with stakeholders. Seeks consultation with counselors on ethical issues. Consistently communicates and collaborates effectively with stakeholders. Consistently demonstrates collaborative efforts to improve the school, the program, and the professionalism of school counselors.</p>	<p>Seeks some counselor professional development. Sometimes reflects on practice. Seeks and uses supervision sometimes. Acts ethically and professionally with stakeholders. Inconsistently communicates and collaborates with some stakeholders. Demonstrates some collaborative efforts to improve the school, the program, and the professionalism of school counselors.</p>	<p>Little or no evidence of counselor professional development. Little or no evidence of reflective practice or seeking and using supervision. Little or no evidence of ethical and professional practice with stakeholders. Little or no evidence of effective communication and collaboration with stakeholders. Does not demonstrate effort to improve the school, the program, and the professionalism of school counselors.</p>	<p>1 Acts ethically and professionally with all students and stakeholders. 2 Seeks ongoing relevant professional development. 3 Actively reflects on professional practice and supervision feedback. 4 Identifies and applies new ideas that improve the school and enhance the academic, career and personal/social development of all students. 5 Promotes the professionalism of school counselors. 6 Communicates and collaborates effectively with all stakeholders.</p>
<p>Standard 4: Professionalism and Growth</p>					

PROFESSIONAL SERVICES AGREEMENT

THIS AGREEMENT is entered into and dated this 1st day of July, 2015 between the Center for Autism and Early Childhood Mental Health at MONTCLAIR STATE UNIVERSITY hereinafter referred to as "Consultant" and the West Orange Public Schools (hereinafter referred to as "Company").

WITNESSES THAT:

NOW, THEREFORE, in consideration of the foregoing premises, and of the mutual covenants and promises herein contained, the parties agree as follows:

ARTICLE 1: SCOPE OF SERVICES

1.1 CONSULTANT shall provide Services, as requested by Company as outlined in "Attachment A" of this document.

ARTICLE 2: TERM

2.1 Work to be performed by the CONSULTANT shall be completed by the end of Consultant's fiscal year which is June 30th following the date this Agreement is signed by all parties. All services will occur on dates and times mutually agreed upon by the CONSULTANT and the COMPANY unless otherwise stated in Attachment A.

The CONSULTANT shall use its best skill and professional judgment to cause the work to be performed in a prompt and expeditious manner.

ARTICLE 3: COST OF SERVICES

3.1 **Agreement Limit.** The COMPANY shall pay CONSULTANT for the work completed under Article 1.0 as indicated in Attachment A and in a total amount not to exceed the amounts stated in Attachment A. CONSULTANT shall not exceed this amount without prior written authorization from the Company.

3.2 **Reimbursement.** The Company shall pay CONSULTANT based on the billing rates and other associated costs set forth in Attachment "A." All invoices for the Work shall detail the individuals performing the Work, the Work to be performed and the time spent and materials used in connection with the Work. All invoices submitted to the Company shall be sent to the Company by Consultant at the address set forth above.

The CONSULTANT shall be responsible for the payment of all taxes with respect to the labor and materials used in connection with the Work, including, without limitation, all unemployment, payroll and federal taxes.

ARTICLE 4: TAXES

CONSULTANT is exempt from all New Jersey sales, use and local taxes under N.J.S.A. 54:32B-9A.

ARTICLE 5: INVOICES AND PAYMENTS

- 5.1 Unless otherwise stated in Attachment A, CONSULTANT shall invoice the Company on a monthly basis. All invoices shall be submitted to the Company at the address specified.
- 5.2 The Company shall make payment in full to CONSULTANT within thirty (30) days of the date of each invoice.

ARTICLE 6: OWNERSHIP and USE of DOCUMENTS

All documents, data, and information generated by or on behalf of CONSULTANT, shall belong to and be the property of the CONSULTANT and copies shall be delivered to the Company promptly upon demand.

ARTICLE 7: INDEMNITY

Any agreement or arrangement signed or entered into on behalf of Montclair State University and/or the State of New Jersey by a State Official or employee shall be subject to all of the provisions of the New Jersey Tort Claims Act, N.J.S.A. 59:1-1 et seq., the New Jersey Contractual Liability Act, N.J.S.A. 59:13-1 et seq. and the availability of appropriations. The State of New Jersey does not carry Public Liability Insurance, but the liability of the State and the obligation of the State to be responsible for Tort Claims against its employees is covered under the terms and provisions of the New Jersey Tort Claims Act. The State of New Jersey and Montclair State University assume no obligation to indemnify or save harmless the Company, its agents, servants, employees or subcontractors for any claim which may arise out of its performance of this Contract.

Company agrees to defend, indemnify and hold harmless the State of New Jersey, Montclair State University and its employees from and against any and all loss or liability including claims, demands, suits, actions, recoveries, judgments, costs, damages, attorney's fees and expenses of any nature whatsoever for personal injury (*including death*) or loss or damage to property, which shall arise from or result directly or indirectly, including loss or liability which may arise whenever or to the extent that such loss or liability arises directly or indirectly out of or occurs by reason of the alleged negligent acts or omissions of any of the Company's agents, administrators or employees in connection with, or in any manner related to the Company's performance of the Contract. The Company's liability under this Contract shall continue after the termination of the Contract with respect to any liability, loss, expense or damage resulting from acts occurring prior to its termination.

ARTICLE 8: TERMINATION

Either party, with or without cause, may terminate the Agreement upon thirty (30) days prior written notice to the other. In the event of termination, Company shall pay the CONSULTANT for the time spent and materials used in connection with the Work through the effective date of the termination, plus reasonable time and expenses necessary to close out or deliver to the Company the Project Files if the Work is billed on a time and material basis, or a pro rata portion of the fee based upon the percentage of the Work performed if the Work is billed at a flat fee. With the exception of Company's obligations in Article 6 and 7, Company shall have no other obligation to the CONSULTANT in the event of termination.

ARTICLE 9: INDEPENDENT CONTRACTOR

CONSULTANT shall remain an independent contractor in the performance of Services under this Agreement, and all employees assigned by CONSULTANT to perform Services for the Company shall remain at all times the employees of CONSULTANT for all purposes and shall not be deemed to be employees of the Company.

ARTICLE 10: NOTICES AND CORRESPONDENCE

The Company and CONSULTANT designate the following individuals as their representatives for all matters arising under this Agreement and all related Assignment Orders. All notices and correspondence related to this Agreement shall be in writing and sent to these representatives at the following addresses by overnight delivery or electronic mail.

CONSULTANT

Director: Gerard Costa, Ph.D.
Center for Autism and Early
Childhood Mental Health

1 Normal Ave.

Montclair, NJ 07043

COMPANY

Director: Connie Salimbeno

Student Support Services – West Orange
Public Schools

179 Eagle Rock Avenue

West Orange, NJ 07052

ARTICLE 11: GOVERNING LAW

This Agreement shall be governed by and construed and interpreted in accordance with the laws of the State of New Jersey without regard to choice of law principles, by the Superior Court of New Jersey.

ARTICLE 12: AFFIRMATIVE ACTION:

COMPANY, and any consultants engaged by it, shall comply with N.J.S.A. 10:2-1 through 10:2-4 which prohibit discrimination in the employment on public contracts. The statute and the rules and regulations promulgated thereunder shall be considered to be part of this contract and binding upon the COMPANY and its consultants. During the performance of this contract, the COMPANY agrees that:

- a. COMPANY shall not discriminate against any employee or applicant for employment because of age, race, creed, color, national origin, ancestry, marital status, sex, affectional or sexual orientation. The COMPANY shall take affirmative action to ensure that such applicants are recruited and employed, and that employees are treated during employment without regard to their age, race, creed, color, national origin, ancestry, marital status, sex, affectional or sexual orientation. Such action shall include, but not limited to, the following: employment, upgrading, demotion, or transfer; recruitment or recruitment advertising, layoff or termination; rate of pay or other forms of compensation; and selection for training, including apprenticeship. The COMPANY agrees to post in conspicuous places available to employees and applicants for employment notices setting forth the provisions of this non-discrimination clause.
- b. COMPANY shall, in all solicitations or advertisements for employees, state that all qualified applicants will receive consideration for employment without regard to age, race, creed, color, national origin, ancestry, marital status, sex, affectional or sexual orientation.
- c. COMPANY shall send to each labor union or representative of workers with which he has a collective bargaining agreement or other contract or understanding a notice advising the labor union or workers' representative of the COMPANY's commitment under this act and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

In addition, as required by N.J.S.A. 10:5-4.1, any unlawful discrimination against any person because of a physical handicap, or any unlawful employment practice against such a person is prohibited unless the nature and the extent of the handicap necessarily precludes the performance of the particular employment.

COMPANY shall comply with Public Law P.L. 1975, Chapter 127, of the New Jersey Statutes, as set forth in the Manual for Affirmative Action Regulations.

ARTICLE 13: SEVERABILITY

If any provision of this Agreement is found invalid or unenforceable by a court of competent jurisdiction, the remainder of this Agreement shall continue in full force and effect.

ARTICLE 14: NON-WAIVER

Neither party's delay or failure in enforcing any right or remedy afforded hereunder or by law shall prejudice or operate to waive that right or remedy or any other right or remedy which it shall have

available; nor shall any such failure or delay operate to waive either party's rights to any remedies due to a future breach of this Agreement, whether of a like or different character.

ARTICLE 15: ENTIRE AGREEMENT, AMENDMENTS AND HEADINGS

15.1. This Agreement and related Assignment Orders constitute the entire agreement between the parties hereto and supersedes any previous agreements or understandings, whether oral or written. Any printed terms and conditions contained in purchase orders, invoices or other documents issued by the Company or CONSULTANT shall be of no effect and shall be superseded by this Agreement.

15.2 No modification or waiver of the provisions of this Agreement shall be valid or binding on either party unless in writing and signed by both parties.

15.3 The headings assigned to the articles of this Agreement are for convenience only and shall not limit the scope and applicability of the articles.

ARTICLE 16: ASSIGNMENT

This Agreement shall be binding upon and shall inure to the benefit of the parties hereto and their respective heirs, successors and assigns; however, no right or interest in this Agreement shall be assigned by either party without the prior written permission of the other party, and no delegation of any obligation owed, nor the performance of any obligation, by either party may be made without the prior written permission of the other party.

ARTICLE 17: SURVIVAL OF CERTAIN PROVISIONS

The terms, provisions, representations, warranties and covenants contained in this Agreement that by their sense and context are intended to survive the performance thereof by either party or both parties hereunder shall so survive the completion of performance, expiration or termination of this Agreement.

ARTICLE 18: FURTHER ASSURANCES

Each party agrees to execute such further papers, agreements, documents, instruments and the like as may be necessary or desirable to effect the purpose of this Agreement and to carry out its provisions.

ARTICLE 19: COUNTERPARTS

This Agreement may be executed in two (2) or more counterparts, each of which shall for all purposes be deemed an original and all of which shall constitute one and the same instrument.

IN WITNESS WHEREOF, this Agreement is entered into by the parties as of the day and year first written above and is to be executed by the parties' duly authorized representatives.

Company _____

Signature

Print

Title

Date

Montclair State University

Signature

Print

Dean, College of Education and Human Services

Title

Date

Center for Autism and Early Childhood Mental Health at Montclair State University

Signature

Print

Title

Date

CAECMH-West Orange Public Schools



MONTCCLAIR STATE
UNIVERSITY

College of Education and Human Services
Center for Autism and Early Childhood Mental Health
14 Normal Avenue
Voice: 973-655-6685
Fax: 973-655-5376
Website: <http://cehs.montclair.edu/academic/ca/index.shtml>

Attachment A

Consultation Services to Support Inclusive Educational Practices for Children with Autism Spectrum Disorder
2015-2016

Submitted by:

Center for Autism and Early Childhood Mental Health
College of Education and Human Services
Montclair State University

Gerard Costa, Ph.D., Director and Senior Lecturer
Corinne Catalano, MA, School Psychologist/Educational Consultant

To

Constance Salimbeno
Director
Student Support Services
West Orange Public Schools

Date: June 24, 2015

Overview

The goal of this proposal is to continue to support the West Orange Public Schools' administration and staff in the development of an interdisciplinary developmentally appropriate program to meet the specific needs of children with autism spectrum disorder (ASD) and other developmental delays. Professional Development will be provided district-wide to staff working with students with ASD and other developmental delays and will address inclusive educational practices for *all* students with a specific focus on self-regulation, Universal Design for Learning and trans-disciplinary team collaboration. Specific classrooms will be identified for classroom based support and consultation.

The observation/consultation component, professional development days, as well as monthly team consultation meetings will explore ways to evaluate and provide intervention and education to children with challenges in: 1) social-relatedness, 2) communication/language, and 3) stereotypic behaviors. These children have often been assigned diagnoses that cover the broad spectrum of problems that can co-exist in these areas, most notably Autism Spectrum Disorder (ASD). The perspective that guides this training is rooted in a developmental perspective, in which capacities in all areas of development are viewed as integrated and unfolding in a sequential order. Additionally, this approach views the distinction between biological and psychological development as artificial, so that all educational staff will be encouraged to consider each child's level of development in multiple areas, their unique biological/constitutional profile, and the nature of how family, community and educational relationships are vehicles for developmental and educational growth.

General principles of development and the formation of human attachment as a foundation for social and communicative interaction will be examined during professional development and classroom-based consultation. We will also examine the sensory and regulatory bases of development and the importance of self-regulation abilities. We will discuss the characteristics of the children being served by the school and develop some ideas about working in the classroom and in the home/community, so that educators and family will work together, guided by the same goals.

Building the Interdisciplinary Team

Classroom visits and "in-the-moment" discussion with classroom staff by the consultants will be critical in both developing relationships with classroom staff and gaining knowledge of the students to draw upon and incorporate into professional

development workshops. School-based professional development sessions with the team of interdisciplinary professionals working with students with ASD will be provided as well as team meetings to support identified classrooms.

Partnership with Families

Two Parent Workshops will be offered during the year building on the idea that family and educational relationships are vehicles for developmental and educational growth. These workshops will be collaboratively planned and presented by an MSU consultant, district related service providers (occupational therapy and speech and language) and administrators.

Six components are proposed:

1. Preliminary planning meeting and scheduling time
2. Weekly classroom observation and *in vivo* discussions with classroom staff by CAECMH consultants
3. Professional development educational programs
4. Monthly team meetings/case consultation for teams working with identified classrooms
5. Parent Workshops
6. Post-project evaluation

These components, and projected costs, are described in the following chart.

Overview of Consultation Project

Component	Description	Objectives	Time/Team	Cost basis
Planning Meeting and Scheduling	Meeting with Administration, team members and consultants	<ul style="list-style-type: none"> • Finalize the consultation plan and goals for school year • Set monthly meeting schedule • Set Professional Develop schedule 	4 hours	4 hours at \$225 per hour = \$900

Weekly observations	Conduct weekly classroom observation/staff discussions	<ul style="list-style-type: none"> • Set Parent workshop Schedule • Gather information about children and staff and current curriculum, practices and activities • Provide initial and ongoing guidance and mentorship to classroom staff and team • Apply emerging knowledge about practices <i>in vivo</i> 	In-class observations for target classrooms by consultant	4 hours/week at \$225/hour for 25 weeks = \$22,500
Professional Development Sessions	Overview of the communication, self-regulation, sensory processing as well as inclusive practices such as UDL.	<ul style="list-style-type: none"> • Brief review of brain development and differences in children with ASD • Links to theories of learning and development • Concept of sensory "Regulatory" process • Critical importance of "regulation" as an individual capacity and a "teacher-driven" process (co-regulation) • Consideration of "core" deficits in moving from "ideas" to actions: intentionality • Receptive and expressive language domains • Overview of stages of "functional emotional development levels" and relationship to developmental domains • Critical importance of "regulation" as an individual capacity and a "teacher-driven" process (co-regulation) • Origins of symbolic thought • Overview of developmental changes in cognition and play • Principles of Universal Design for Learning (UDL) 	6 hours on-site (Plus Preparation and materials)	\$3,000

Monthly meetings	Monthly meetings with interdisciplinary team members from identified classrooms	<ul style="list-style-type: none"> Promote interdisciplinary coordination, Review videotapes/case presentations Develop strategies adapted to each child's unique profile Develop realistic IEP goals Promote integration with family Understanding LRE and individualizing ways to address the goals and objectives of general education in response to each child's profile. 	4 hours X 8 months	4 hours/month at \$225/hour for 8 months = \$7,200
2 Parent Workshops	Specifics TBD	<ul style="list-style-type: none"> Parent education on typical and atypical child development Parent support in developing an individual profile of their child Collaboration between MSU consultant and district related service providers 	4 hours on-site (preparation & materials)	\$2,500
Evaluation	Evaluation of the project	<ul style="list-style-type: none"> Development, analysis and report 		\$ 1,000
			TOTAL	\$ 37,100

Continuing Education/Professional Development Credit

Upon request, The Center for Autism and Early Childhood Mental Health, through The College of Education and Human Services at Montclair State University, will offer Professional Development Hours (potential number of hours; contingent on staff attendance at all sessions) approved by State of NJ DOE to participating educators

Contact:

- Gerard Costa, Ph.D. at 973-655-6675 or costag@mail.montclair.edu
- Corinne Catalano, MA at 973-655-4358 or catalanoc@mail.montclair.edu

**Courses of Study/Textbooks
2015-2016**

Public Agenda
Date: 8.24.2015
Attachment # 8

ESL				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K	ESL Kindergarten	No Text		
1	ESL K-5 Curriculum, Grade 1	No Text		
2-5	ESL Grades 2-5, Beginners	No Text		
2-5	ESL, Grades 2-5, Intermediate	No Text		
2-5	ESL Grades 2-5, Advanced	No Text		
6-8	ESL Grades 6-8, Beginners	No Text		
6-8	ESL Grades 6-8, Intermediate	No Text		
6-8	ESL Grades 6-8, Advanced	No Text		
9-11	ESL 1	No Text		
9-11	ESL 2	No Text		
9-10	ESL 3 Contemporary Themes	No Text		
9-10	ESL 3 Literature	No Text		
10-11	ESL 4 Contemporary Themes	No Text		
10-11	ESL 4 Literature	No Text		
11	ESL 5 Contemporary Themes	No Text		
11	ESL 5 Literature	No Text		
12	ESL Effective Communications	No Text		

**Courses of Study/Textbooks
2015-2016**

Fine Arts				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-5	Vocal Music	Share the Music	MacMillan McGraw Hill	2003
4-5	Band	No Text		
4-5	Strings	No Text		
6	Vocal Music	No Text		
6	General Music	No Text		
6-8	Band	No Text		
6-8	String Orchestra	No Text		
7-8	Chorus	No Text		
9	Freshman Band	No Text		
10-12	Concert Band	No Text		
10-12	Wind Ensemble/Honors Wind Ensemble	No Text		
9-12	Orchestra	No Text		
10-12	Chamber Orchestra/Honors	No Text		
10-12	Chamber Choir/Honors	No Text		
9-12	Choir for Treble Voices/Tenor Bass Voices	No Text		
10-12	Concert Choir	No Text		
10-12	Music In Our World	Music, It's Role in Our Lives Online Resources	Glencoe McGraw Hill	2000
10-12	AP Music Theory	Tonal Harmony	McGraw/Hill	2013
9-12	Music Theory	The Fundamentals of Music	Pearson Prentice Hall	2004
9-12	Voice Class	No Text		
9-12	Piano Lab	SoundTree Keyboard Lab Curriculum	Alfred's Publishing	2012
K-5	Art	No Text		
4-5	Studio Art	No Text		
6-8	Art	No Text		
9-12	Art 1A/ Art 1B	No Text		
10-12	Art 2A/ Art 2B	No Text		
11-12	Art 3	No Text		
12	Art 4	No Text		
12	Honors Art 4/AP Studio Art	No Text		
10	Honors Art and the Human Experience	Discovering Art History	Davis Publications Inc	2007
9-12	Three-Dimensional Design 1	No Text		
9-12	Three-Dimensional Design 2	No Text		
10-12	Three-Dimensional Design 3	No Text		
10-12	Three-Dimensional Design 4	No Text		
11-12	Three-Dimensional Design 5	No Text		
9-12	Dramatics/Theater Arts	Contemporary Stage Monologues	Prentice Hall	2009
10-12	Acting Principles	No Text		
10-12	Advanced Dramatics/Theater Arts	Contemporary Stage Monologues	Prentice Hall	2009

**Courses of Study/Textbooks
2015-2016**

Guidance				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-5	Elementary School Counseling Program	No Text		
6-8	Middle School Counseling Program	No Text		
9-12	High School Counseling Program	No Text		

**Courses of Study/Textbooks
2015-2016**

Language Arts				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-2	English Language Arts	Phonics Lessons: Letters, Words and How They Work	Heinemann	2003
3	English Language Arts	Word Study Lessons: Phonics, Spelling, and Vocabulary	Heinemann	2004
K-5	English Language Arts	Fountas and Pinnell Benchmark Assessment System	Heinemann	2010
K-5	English Language Arts	Making Meaning: Strategies That Build Comprehension and Community	Developmental Studies Center	2008
K-5	English Language Arts	Leveled Libraries	Trade Books	Various
K-5	English Language Arts	Being A Writer	Developmental Studies Center	2010
K-5	English Language Arts	Making Meaning Vocabulary	Developmental Studies Center	2008
4-5	English Language Arts	Guided Spelling: Developing Thoughtful Spellers	Developmental Studies Center	2009
K-5	English Language Arts	Fountas & Pinnell Guided Reading Libraries	Scholastic, Inc	2011
K-3	English Language Arts	Leveled Literacy Intervention System	Heinemann	2013
3-5	Reading	Read 180 Next Generation	Scholastic, Inc.	2011
6	English Language Arts/Honors	Fountas and Pinnell Guided Reading Library: Nonfiction Texts	Scholastic, Inc.	2011
6	English Language Arts/Honors	Fountas and Pinnell Benchmark Assessment System	Heinemann	2010
6	English Language Arts/Honors	Leveled Libraries	Trade Books	Various
6	English Language Arts/Honors	Elements of Literature	Holt, Rinehart and Winston	2005
6	English Language Arts/Honors	Making Meaning: Strategies That Build Comprehension and Community	Developmental Studies Center	2008
7	English Language Arts/Honors	Elements of Literature	Holt McDougal	2009
7	English Language Arts/Honors	Leveled Libraries	Trade Books	Various
7	Reading	Making Meaning: Strategies That Build Comprehension and Community	Developmental Studies Center	2006
7	Reading	Leveled Libraries	Trade Books	Various
8	English Language Arts/Honors	Elements of Literature	Holt McDougal	2009
8	English Language Arts/ Honors	Leveled Libraries	Trade Books	Various
9	Honors English 9	Elements of Literature Novels, short stories, poems	Holt, Rinehart and Winston	2005
9	English 9	Elements of Literature Novels, short stories, poems	Holt, Rinehart and Winston	2005

**Courses of Study/Textbooks
2015-2016**

Language Arts				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
10	Honors English 10	Elements of Literature Novels, short stories, poems	Holt, Rinehart and Winston	2005
10	English 10	Elements of Literature Novels, short stories, poems	Holt, Rinehart and Winston	2005
10-11	SAT Preparation	No Text		
11	Survey of American Literature and Composition	Novels, short stories, poems		
11	Advanced Placement Language and Composition	Novels, short stories, poems		
12	Advanced Placement Literature Composition	Novels, short stories, poems		
12	Survey of British and World Literature	Novels, short stories, poems		
12	Honors Survey of British and World Literature	Novels, short stories, poems		
12	Contemporary World Literature	Novels, short stories, poems		
12	Honors Contemporary World Literature	Novels, short stories, poems		
12	Mythology	No Text		
12	Effective Communication	Journeys-Findings Level 12	Holt, Rinehart and Winston	2005
9-10	Journalism, IA/IB	No Text		
11-12	Journalism, 2-4	No Text		
10-12	Creative Writing	No Text	Short stories, novels	
11-12	Public Speaking	No Text		
11-12	Advanced Public Speaking	No Text		

**Courses of Study/Textbooks
2015-2016**

Library Media Center				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
PreK	Library Media Center, PreK	No Text		
K-5	Library Media Center, Elementary	No Text		
6-8	Library Media Center, Middle School	No Text		
9-12	Library Media Center, High School	No Text		

**Courses of Study/Textbooks
2015-2016**

Mathematics				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-5	Mathematics, K-5	Everyday Math 4	McGraw-Hill/Wright	2015
6-8	Mathematics, 6-8	Connected Math 3	Pearson	2014
6-7	Mathematics, Pre-Algebra	Pre-Algebra	Glencoe	2015
7-9	Algebra 1/Honors Algebra 1	Algebra 1	McGraw-Hill/Glencoe	2015
8-10	Geometry/ Honors Geometry	Geometry	Glencoe	2012
9-11	Algebra 2/ Honors Algebra 2	Algebra 2	McGraw-Hill/Glencoe	2015
10-11	SAT Preparation	No Text		
10-12	Computer Science A	Visual Basic.Net	Thomson	2003
10-12	Computer Programming C++	No Text		
11-12	Integrated Mathematics	No Text		
10-12	Pre-Calculus/ Honors Pre-Calculus	Advanced Mathematical Concepts	Glencoe McGraw Hill	2001
11-12	Advanced Placement Statistics	Stats: Modeling the World	Pearson	2015
11-12	Advanced Placement Calculus AB	Calculus	Houghton Mifflin	2006
11-12	Advanced Placement Calculus BC	Calculus	Houghton Mifflin	2006
11-12	Advanced Placement Computer Science A	NoText		
11-12	Java	No Text		
12	Selected Topics in Mathematics	No Text		

**Courses of Study/Textbooks
2015-2016**

Physical Education				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-6	Health Education	No Text		
7	Family Living	No Text		
8	Health Education	No Text		
9	Family Living 9	No Text		
10	Driver Education Theory	The NJ Driver Manual	NJ Motor Vehicle Commission	2015
11	Health Education	No Text		
12	First Aid and CPR	First Aid/CPR/AED Participants Manual	The American National Red Cross	2011 and 2014
K-12	Physical Education	No Text		

**Courses of Study/Textbooks
2015-2016**

Science				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-5	Elementary Science Curriculum	Science	Macmillan/McGraw-Hill	2005
6-8	Middle School Science Curriculum/Honors	Science Explorer Series	Prentice Hall	2005
9	Biology	Biology	Miller & Levine	2013
9	Honors Biology	Biology	Miller & Levine	2013
10-11	Chemistry	Connections to Our Changing World	Prentice Hall	2000
10-11	Honors Chemistry	Matter and Change	Glencoe	2002
11-12	Physics	No Text		
10-12	Honors Environmental Science	The Study of Interrelationships	Brooks/Coles Pub Wolters	2008
11-12	Dynamics of Health Care in Society	Dynamics of Health Care in Society	Kluwer/Lippincott, Williams & Wilkins	2013
11-12	Anatomy & Physiology I	No Text		
11-12	Advanced Placement Biology	Campbell Biology	Pearson	2014
11-12	Advanced Placement Chemistry	Chemistry	Brooks/Coles Pub.	2014
11-12	Advanced Placement Environmental Science	Living in the Environment	Cengage Learning	2015
11-12	Advanced Placement Earth Science	Earth Science	Pearson	2015
11-12	Research Methods in Science I	STEM Student Research Handbook	National Science Teachers Association Press	2011
11-12	Research Methods in Science II	Internet-Based Research		
11-12	Forensic Science	No Text		
11-12	Advanced Placement Physics C: Mechanics	No Text		
11-12	Advanced Placement Physics C: Electricity & Magnetism	No Text		
11-12	Advanced Placement Physics 1	College Physics Advanced Placement Edition	Pearson	2014
11-12	Advanced Placement Physics 2	College Physics Advanced Placement Edition	Pearson	2014
11-12	Medical Terminology	Introduction to Medical Terminology	Cengage Learning	2014
11-12	Fundamentals of Health and Wellness	Health & Wellness	Jones and Bartlett Learning	2015

**Courses of Study/Textbooks
2015-2016**

Social Studies				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
Kdg	You and Your Family	My World: Here We Are	Pearson	2013
1	The Family and the Neighborhood	My World: Making Our Way	Pearson	2013
2	The Neighborhood and Community	My World: We Do Our Part	Pearson	2013
3	Communities	My World: We Are Connected	Pearson	2013
4	The State Community	My World: New Jersey	Pearson	2013
5	Early American History (Native Americans-1820)	My World: Building Our Country	Pearson	2013
K-12	NJ Holocaust/Genocide Program	NJ Commission on Holocaust Education Online Resources	NJDOE	2015
6	American History Through Industrialism (Early Settlement-1900)/Honors	History Alive! US Through Industrialism	Teachers Curriculum Institute	2011
7	Citizenship, Economics, and You/Honors	Civics in Practice	Houghton Mifflin	2011
8	Ancient Civilizations/Honors	Ancient Civilizations Through the Renaissance	Houghton Mifflin	2012
9	Modern World History	World History Connections to Today: The Modern Era Various Resources	Prentice Hall	2003
9	Honors Modern World History	World History Connections to Today: The Modern Era Various Resources	Prentice Hall	2003
9	The Law: Rights and Responsibilities	Street Law: Seventh Edition	McGraw Hill	2005
10	United States History I	The Americans	Houghton Mifflin	2012
10	Honors United States History I	The Americans	Houghton Mifflin	2012
11	United States History II	The Americans	Houghton Mifflin	2012
11	Honors United States History II	The Americans	Houghton Mifflin	2012
11	Advanced Placement United States History	The American Nation	Cengage	2008
11-12	Money, Markets and the Economy	Economics	Pearson	2013
11-12	Cultural Anthropology	Online Resources and Selected Readings		
11-12	Power and Politics	Online Resources and Selected Readings		
11-12	Honors Shaping Western Thought	Online Resources and Selected Readings		
11-12	The Individual in Society	Psychology and You	McMahon-Romano	2009
11-12	Advanced Placement Government and Politics	American Government: Institutions and Policies	Wadsworth/Cengage	2013
11-12	History of Race, Class, Gender and Ethnicity in America	Online Resources and Selected Readings		
11-12	Modern America Through Media	Online Resources and Selected Readings		

**Courses of Study/Textbooks
2015-2016**

12	Advanced Placement World History	The Earth and Its People	Houghton Mifflin	2009
12	Advanced Placement Psychology	Myers' Psychology for AP	Worth Publishing	2010

**Courses of Study/Textbooks
2015-2016**

World Languages				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
K-1	Elementary Spanish	Salsa Video Series	Georgia Public Broadcasting	2007
2-5	Elementary Spanish	No Text		
6	Spanish, Grade 6 Spanish	Como te va B	McGraw Hill Glencoe	2007
7	Spanish, Grade 7	Como te va B Various ancillaries	McGraw Hill Glencoe Various publishers	2007
8-12	Chinese 1	Chinese for Youth	Far East Trade	2007
9-12	Chinese 2 /Honors	Chinese Made Easy	Joint Publishing	2008
9-12	Chinese 3/Honors	Easy Steps to Chinese	Beijing Lang. & Cult	2011
9-12	Chinese 4/Honors	Integrated Chinese, Level 2	Cheng & Tsui 3rd Ed.	2009
9-12	Advanced Placement Chinese	Integrated Chinese, Level 2	Cheng & Tsui 3rd Ed.	2010
8-12	French 1	C'est a toi 1	EMC Paradigm	2007
9-12	French 2 /Honors	C'est a toi 2	EMC Paradigm	2007
9-12	French 3/Honors	No Text		
9-12	French 4/Honors	No Text		
9-12	Advanced Placement French	Imaginez	Vista Higher Learning	2008
8-12	Italian 1	Super Ciao 1A	Editrice La Scuola	2005
9-12	Italian 2/Honors	Super Ciao 1B	Editrice La Scuola	2005
9-12	Italian 3/Honors	Super Ciao 2	Editrice La Scuola	2005
9-12	Italian 4/Honors	Super Ciao 2	Editrice La Scuola	2005
9-12	Advanced Placement Italian	Super Ciao 3	Editrice La Scuola	2005
8-12	Spanish 1	Navegando 1	EMC Paradigm	2005
9-12	Spanish 2/Honors	Navegando 2	EMC Paradigm	2005
9-12	Spanish 3	Navegando 2	EMC Paradigm	2005
9-12	Spanish 3/Honors	Dime Pasaporte/Navegando 3	McDougal Littell	2005
9-12	Spanish 4/Honors	Navegando 3	EMC Paradigm	2005
9-12	Advanced Placement Spanish Language	No Text		
9-12	Advanced Placement Spanish Literature	Abriendo Puertas 1 & 2	McDougal Littell	2003
9-12	Beginning Heritage Spanish	No Text		
9-12	Intermediate Heritage Spanish	No Text		
9-12	Pre-Advanced Heritage Spanish	No Text		

**Courses of Study/Textbooks
2015-2016**

Business Education				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
6	Keyboarding	UltraKey, Word	Microsoft	2007
7	Computer Applications	Microsoft Office 2010 Fundamentals	Cengage	2011
9-12	Microsoft Office	Microsoft Office Word, PowerPoint, Excel, Access 2013 (4 books)	Cengage	2014
9-12	Accounting 1A and 1B	Century 21 South-Western Accounting Edition 9E General Journal	South Western-Cengage	2009
10-12	Advertising	Contemporary Media and Internet	Current Magazines, Newspapers and Mass Media	
10-12	Marketing	Marketing Essentials	Glencoe McGraw-Hill	2016
9-12	Excel	Perspectives Microsoft Office Excel 2013	Cengage	2014
9-12	Digital Design and Multi-Media Applications	Adobe Illustrator CS5 Adobe InDesign Revealed CS5 Adobe Dreamweaver CS5	Cengage	2011
10-12	College Accounting	Advanced Accounting Century 21	South Western	2009
9-12	Personal Finance A	Personal Financial Literacy 2e Various Publications	South Western	2012
9-12	Personal Finance B	On Your Own 3e A Personal Budgeting Simulation	South Western	2010
10-12	Business Law	Law for Business and Personal Use	South Western	2012
9-12	Career Education A	Succeeding in the World of Work	McGraw-Hill	2012
9-12	Career Education B	Succeeding in the World of Work	McGraw-Hill	2012
9-12	IT Essentials	IT Essentials: PC Hardware Cisco Systems and Software	Cisco Systems	2013
10-12	Honors Cisco Networking Academy 1 and 2	Networking Basics CCNA I Routers and Routing Basics CCNA II	Cisco Systems	2013
11-12	Honors Cisco Networking Academy 3	CCNA R & S: Scaling Networks	Cisco Systems	2013
11-12	Honors Cisco Networking Academy 4	CCNA R & S: Connecting Networks	Cisco Systems	2013
11-12	Tomorrow's Teacher	No Text		
10-12	Paralegal Studies	No Text		
9-12	Business Organization and Management	Business Management	South-Western Cengage	2013
9-12	Concepts of Entrepreneurship	Entrepreneurship Owning Your Future	Pearson	2012

**Courses of Study/Textbooks
2015-2016**

Family and Consumer Science				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
8	Life Skills	Contemporary Media and Internet	Current Magazines, Newspapers and Mass Media	
9-12	Fashion Clothing A	Clothes and Your Appearance	Goodheart Wilcox	2004
9-12	Fashion Clothing B	Clothes and Your Appearance	Goodheart Wilcox	2004
9-12	Foods for Fitness A	Food for Today	Glencoe	2010
9-12	Foods for Fitness B	Food for Today	Glencoe	2010
9-12	Interior Design A	Homes Today and Tomorrow	Glencoe	2002
9-12	Interior Design B	Homes Today and Tomorrow	Glencoe	2002
10-12	Multicultural Foods A	Guide to Good Food	Goodheart Wilcox	2010
10-12	Multicultural Foods B	Guide to Good Food	Goodheart Wilcox	2010
10-12	Early Childhood and Family Studies I	Parenting: Rewards and Responsibilities	Glencoe	2007
		Children: The Early Years	Goodheart Wilcox	2006
10-12	Early Childhood and Family Studies II	Working with Young Children	Goodheart Wilcox	2008
11-12	Early Childhood and Family Studies III	Child Care Today	Glencoe	2012
11-12	Apparel Design Production	Fashion! Successful Sewing	Goodheart Wilcox	2012
		Fashion Marketing and Merchandising	Goodheart Wilcox	2013
11-12	Fashion Merchandising	Fashion Marketing and Merchandising	Goodheart Wilcox	2014
12	Senior Cuisine	Food for Today	Glencoe	2010

**Courses of Study/Textbooks
2015-2016**

Technology and Engineering				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
9-12	Introduction to Integrative STEM	No Text		
9,10,11,12	Sustainable Technologies	No Text		
11, 12	Engineering & Design Solutions	No Text		
9-12	Technical Drawing 1 A	Engineering Drawing and Design	Cengage	2012
9-12	Technical Drawing 1 B	Engineering Drawing and Design	Cengage	2012
9-12	Technical Drawing 2	Engineering Drawing and Design	Cengage	2012
9-12	Graphic Communications 1	No Text		
9-12	Basic Woodworking	Wood Technologies and Processes	Glencoe	2006
10, 11,12	Sustainable Engineering	No Text		
10-12	Graphic Communications 2	No Text		
10-12	Machine Woodworking	Wood Technologies and Processes	Glencoe	2006
10-12	Basic Electricity	Electricity and Basic Electronics	Goodheart Wilcox	2013
11-12	Architectural Design	Engineering Drawing and Design	Cengage	2012
11-12	Photography	No Text		
11-12	Automotive Technology 1	Modern Automotive Technology	Goodheart Wilcox	2014
11-12	Advanced Machine Woodworking	Carpentry Building and Construction	Glencoe	2004
11-12	Electronics	Electricity and Basic Electronics	Goodheart Wilcox	2013
12	Automotive Technology 2	Modern Automotive Technology	Goodheart Wilcox	2014

**Courses of Study/Textbooks
2015-2016**

Special Education				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
Preschool	Preschool	No Text		
9	Career Awareness and Preparation	No Text		
10	Career Exploration	No Text		
9-12	Study Skills I, II	No Text		

**Courses of Study/Textbooks
2015-2016**

Small Learning Communities		
School	Grade	Small Learning Community
Washington	K, 5	Green School
WOHS	9, 10	Institute for Humanities
WOHS	9, 10	Institute for Math & Science
WOHS	10, 11	Institute for Civic Empowerment
WOHS	9-12	West Orange Mountaineer Academy
WOHS	9-12	Advancement via Individual Determination (AVID)
WOHS	9-12	English as a Second Language (ESL) Program
WOHS	9-12	Air Force Junior ROTC
WOHS	10-12	Health and Careers Program

AFJROTC				
Grade	Course of Study	Textbook Title	Publishing Company	Edition Date
9-12	AFJROTC Exploring Space and Leadership	Exploring Space: The High Fronteir	Jones and Bartlett	2010
9-12	AFJROTC Exploring Space and Leadership	Life Skills and Career Opportunities, 2nd ed.	Pearson	2013

**The Public Schools
West Orange, New Jersey 07052**

BID SUMMARY AND CONTRACT AWARD RECOMMENDATION

On authorization of the Business Administrator formal bids were solicited for HVAC Services. This solicitation was made by advertised Public Notice appearing in the Star Ledger on August 8, 2015.

Bids were sent to the following vendors:

Binski Service	PDM Group	Trane
Air Systems	EVCO	All J's Mechanical
Envirocon	Unitemp	Professional Climate Control
PowerSave		

Sealed bids were opened and read aloud on Thursday, August 20, 2015 at 11:00AM at the Administration Building Room 103.

Those in attendance were:

<u>Name</u>	<u>Firm</u>
John Calavano	WOBOE
Robert Csigi	WOBOE
Kathy McCormick	WOBOE
Eric Swartz	Unitemp
Julie Figarelli	All J's Mechanical

Proposals were received on each item and extended on the basis of quantities provided as follows from the following firms:

All J's Mechanical	Journeyman Rate	\$95.00 per hour	Contractors Parts Cost + 20%
PDM Group	Journeyman Rate	\$180.00 per hour	Contractors Parts Cost + 45%
Envirocon	Journeyman Rate	\$82.00 per hour	Contractors Parts Cost + 15%
Binski Service	Journeyman Rate	\$112.50 per hour	Contractors Parts Cost + 15%
Unitemp	Journeyman Rate	\$101.00 per hour	Contractors Parts Cost + 25%
Professional Climate Control	Journeyman Rate	\$88.00 per hour	Contractors Parts Cost + 15%

Recommend award of a contract for HVAC Services to Envirocon, Hackettstown, NJ for a labor rate of \$82 per hour and contractor parts cost + 15%. Envirocon has a renewal option for 2016-2017 for a labor rate of \$84 per hour and contractor parts cost + 15%.

**The Public Schools
West Orange, New Jersey 07052**

BID SUMMARY AND CONTRACT AWARD RECOMMENDATION

On authorization of the Business Administrator formal bids were solicited for HVAC Parts. This solicitation was made by advertised Public Notice appearing in the Star Ledger on August 8, 2015.

Bids were sent to the following vendors:

Aire Aqua
Envirocon

Johnstone Supply
Power Save

D&B Parts

Sealed bids were opened and read aloud on Thursday, August 20, 2015 at 11:15AM at the Administration Building Room 103.

Those in attendance were:

<u>Name</u>	<u>Firm</u>
John Calavano	WOBOE
Robert Csigi	WOBOE
Kathy McCormick	WOBOE
Eric Swartz	Unitemp

Proposals were received on each item and extended on the basis of quantities provided as follows from the following firms:

Johnstone Supply	45% Discount off MSRP/List
Envirocon, LLC	0% Discount off MSRP/List

Recommend award of a contract for HVAC Parts to Johnstone Supply, Kenilworth, NJ for HVAC parts discount of 45% off MSRP/List. Johnstone Supply has a renewal option for 2016-2017 for HVAC parts discount of 45% off MSRP/List.

**The Public Schools
West Orange, New Jersey 07052**

BID SUMMARY AND CONTRACT AWARD RECOMMENDATION

On authorization of the Business Administrator formal bids were solicited for Tree Services. This solicitation was made by advertised Public Notice appearing in the Star Ledger on August 8, 2015.

Bids were sent to the following vendors:

Master Tree	Downes Tree Service	Tree Power
Vanderbeck Tree Service	Save A Tree	Dujts Tree Experts
High Tech Landscapers		

Sealed bids were opened and read aloud on Thursday, August 20, 2015 at 11:30AM at the Administration Building Room 103.

Those in attendance were:

<u>Name</u>	<u>Firm</u>
John Calavano	WOBOE
Robert Csigi	WOBOE
Kathy McCormick	WOBOE

Proposals were received on each item and extended on the basis of quantities provided as follows from the following firms:

Downes Tree Service	Journeyman Rate	\$75.00 per hour
	Truck & Chipper	\$45.00 per hour
	Truck Only	\$45.00 per hour
	Truck with Boom	\$145.00 per hour

High Tech Landscaping	Journeyman Rate	\$50.00 per hour
	Truck & Chipper	\$50.00 per hour
	Truck Only	\$30.00 per hour
	Truck with Boom	\$50.00 per hour

Disqualified - Below Prevailing Wage

Recommend award of a contract for Tree Services to Downes Tree Service, Hawthorne, NJ at a labor rate of \$75 per hour, Truck & Chipper - \$45.00 per hour, Truck Only - \$45.00 per hour, Truck with Boom - \$145.00 per hour. Downes Tree Service has a renewal option for 2016-2017 for a labor rate of \$80 per hour, Truck & Chipper - \$55.00 per hour, Truck Only - \$55.00 per hour, Truck with Boom - \$160.00 per hour.