

WEST ORANGE BOARD OF EDUCATION
Public Board Meeting – 6:00 p.m. – May 23, 2011
Washington Elementary School
289 Main Street

FINAL AGENDA

- I. ROLL CALL OF THE MEMBERS AND PLEDGE OF ALLEGIANCE
- II. NOTICE OF MEETING:
- Please take notice that adequate notice of this meeting has been provided in the following manner:
- A. That a written notice was sent from the Office of the Secretary of the Board at 4:00 p.m. on May 10, 2011.
- B. That said notice was sent by regular mail to the West Orange Township Clerk and by e-mail to the Editors of the West Orange Chronicle and the Star-Ledger.
- C. That said notice was posted in the lobby of the Administration Building of the Board of Education.
- III. CONSIDERATION OF THE CLOSED AND PUBLIC MEETING MINUTES OF May 9, 2011 (Att. #1)
- IV. SUPERINTENDENT’S AND/OR BOARD’S REPORTS
- A. WOHS Recognition: College Board 2011 Advanced Placement Achievement District
- B. Pleasantdale School Preschool Literacy Lab Dedication: In Honor and Memory of School Aide Rosanna Aversali
- C. Teacher Recognitions:
- Erica DePalo 2011 Essex County Teacher of the Year
 - Rebecca Martin 2011 Counselor of the County
 - Lauren Feehan College Board AP Fellow Scholarship Recipient
 - Kimya Jackson Community Service Award honoree
 - Kimya Jackson “My Favorite Teacher Essay Contest” honoree
 - Jenn Paull “My Favorite Teacher Essay Contest” honoree
 - Paul Stefanelli “My Favorite Teacher Essay Contest” honoree

- D. Student Recognitions
- E. Lefty Boland Grants – Bill Kehoe
- F. Middle School Redistricting Presentation
- G. LCW Equity Report Presentation
- H. First Reading of the Following Board Policies:

Communicating With the Public	1100.00
Board of Education Meetings	1120.00
Action Planning for State Monitoring NJQSAC	2255.00
Cell Phones and Other Electronic Portable Communication Devices	5131.10
Vandalism/Violence	5131.50
Child Abuse and Neglect	5141.40
Safety Patrols	5142.10
Emergencies and Disaster Preparedness	6114.00
Career Education	6142.12
HIV Prevention Education	6142.13
Extra Curricular Activities	6145.00
Instructional Services and Resources	6160.00

- I. Second Reading of the Following Board Policies:

Concepts and Roles in Business and Non-Instructional Operations-Goals and Objectives	3000/3010
Smoking Prohibition	3515.00
Safety	3516.00
Transportation Routes and Services	3541.10
Role of Parents/Guardians	5020.00
Admission	5111.00
Nonresidents	5118.00
Student Records	5125.00
Health	5141.00
Illness	5141.20
Administering Medication	5141.21
Diabetes Management	5141.22
Health Examinations and Immunizations	5141.30

V. REPORTS, DISCUSSIONS, AND RECOMMENDATIONS

A. PERSONNEL

1. Resignations

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

James Robinson, Instrumental Music Teacher, Redwood/Washington Schools, for retirement purposes, effective 7/1/11

2. Appointments

- a) Superintendent recommends the reappointment of non-tenured certified and non-certified staff for the 2011-2012 school year as stipulated**
- b.) Superintendent recommends approval of the following appointment(s) at the stipulated contractual rates:**

Edward Cassidy, Custodial Supervisor, Administration Building, \$67,491, effective 6/1/11 (new position replacing former Head Custodian position)

Anthony Avia, Custodial Supervisor, WOHS, \$55,000, effective 6/1/11 (new position replacing former Head Custodian position)

Staff to provide home instruction on an “as needed” basis for the 2010-2011 school year (Att. #2)

Staff Assignments, Summer Enrichment Program 2011, as per attached (Att. #3)

Staff Assignments, Extended School Year 2011, as per attached (Att. #4)

Child Study Team Summer 2011 Staff as per attached (Att. #5)

Donna Rando, Affirmative Action Officer for Curriculum and Instruction, for the 2011-2012 school year

Frances Neceskas, Affirmative Action Officer for Personnel, for the 2011-2012 school year

3. Leave(s) of Absence

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

Tracy Gordon, Science Teacher, Roosevelt Middle School, maternity leave of absence, effective 9/1/11-11/11/11

Jennifer Zambarano, Resource Room Teacher, Washington School, family leave of absence, effective 9/1/11-6/30/12

Patricia Sorrenti, Grade 1 Teacher, Gregory School, maternity leave of absence, effective 9/1/11-4/2/12

Kelly McGovern, Grade 2 Teacher, Pleasantdale School, maternity leave of absence, effective 10/6/11-3/2/12

4. Transfers

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

Turner Pride, Head Custodian, Gregory School, to Night Shift Custodian, Pleasantdale School, without night differential, effective 4/5/11

Buildings and Grounds Personnel as per the specifications in the attached (Att. #6)

5. Superintendent recommends the approval of the following Job Descriptions: (Att. #7)

- Custodial Supervisor**
- Crew Chief**
- District Network, Surveillance and VoIP Coordinator**

6. Superintendent recommends the elimination of positions as per the attached (Att. #28)

B. CURRICULUM AND INSTRUCTION

1. Recommend approval of students currently eligible to receive a West Orange High School diploma. (Att. #8)
2. Recommend approval of Field Trip requests for the 2010-2011 school year (Att. #9)
3. Recommend approval of submission of Statement of Assurance of Comprehensive Equity Plan Implementation for the 2011-2012 school year (Att. #10)
4. Recommend approval of the following co-curricular club at WOHS for the 2011-2012 school year: (Att. #11)
 - Technology Student Association, \$1,359 stipend funded by Perkins Grant
5. Recommend approval of the 2011-2012 School Calendar (Att. #12)
6. Rescission of extended single session for Redwood School on June 23, 2011.

C. FINANCE

1. Recommend approval of the 5/23/11 Bills Lists: (Att. #13)

Payroll/Benefits	\$ 4,035,106.83
Transportation	\$ 457,856.01
Special Ed. Tuition	\$ 331,113.70
Instruction	\$ 96,191.01
Facilities	\$ 67,537.59
Capital Outlay	\$ 36,994.94
Grants	\$ 190,826.10
Food Service	\$ 232,352.58
Textbooks/Supplies/Athletics/Misc.	\$ 71,016.85
	<u>\$ 5,518,995.61</u>

2. Recommend approval of service agreement with Inservco Insurance Services Inc. for 7/1/11-6/30/12 and 7/1/12-6/30/13 in the amount of \$21,548, and 7/1/13-6/30/14 in the amount of \$21,979 as third party administrator of the West Orange Board of Education self-insured workers' compensation program (Att. #14)

3. **Recommend approval of trainers for Educational Technology Training Center (ETTC) – Summer 2011 as per specifications in the attached (Att. #15)**
4. **Recommend approval for Greg Korab and Lester Niepla to receive VMware training resulting in improved network functionality and reduced district costs, for a total cost of \$8,800 (Att. #16)**
5. **Recommend approval of tuition costs for the 2011-2012 School Year, including Extended School Year, Out-Of-District Placements as per the attached (Att. #17)**
6. **Recommend approval of service contract agreement with Trinitas Children's Therapy Services for the 2011-2012 School Year in an amount not to exceed \$10,000 (Att. #18)**
7. **Recommend approval of service contract agreement with Educational Services Commission of Morris County for the 2011-2012 school year for related services in an amount not to exceed \$15,000 (Att. #19)**
8. **Recommend approval of renewal of service contract agreement with Douglass Outreach for Consultation Services to Applied Behavior Analysis Program for student for the period 7/1/11-6/30/12 in an amount not to exceed \$6,000 (Att. #20)**
9. **Recommend approval of service agreement with Cynthia Marrapodi of Creative Speech Solutions for Feeding Consultation Services, for the 2011-2012 school year for student, in an amount not to exceed \$3,000 (Att. #21)**
10. **Recommend approval of service agreement with Cynthia Marrapodi of Creative Speech Solutions for Feeding Consultation Services, for the 2010-2011 school year for student, retroactive to April 2011, in an amount not to exceed \$750 (Att. #22)**
11. **Recommend approval of services for classified student for the 2010-2011 school year, in an amount of \$14,255.21, as per the specifications in the attached (Att. #23)**
12. **Recommend approval of resolution authorizing certain actions in connection with a school facilities project (Att. #24)**

13. Recommend acceptance of donation from West Orange High School PTA Autism Awareness Fundraiser in the amount of \$27,033 to benefit the Business Life Skills Center at WOHS.
14. Recommend acceptance of donation from the Brain Injury Association in the amount of \$1,000 for WOHS to participate in the Real Life Concussions PSA Contest.
15. Recommend acceptance of Bristol-Myers Squibb Grant for Teaching Excellence in the amount of \$7,500 in professional development services in science to Gregory Elementary School for the 2011-2012 school year.
16. Recommend approval of transfer of funds under Title VI of the Administrative Code for the month of March 2011 (Att. #25)
17. Receipt of the Board Secretary's Report for the month of March 2011 (Att. #26)
18. Receipt of the Treasurer of School Monies Report for the month of March 2011 (Att. #27)

D. REPORTS

- VI. REPORT FROM THE BOARD PRESIDENT AND/OR BOARD MEMBERS
- VII. MOTION FOR THE NEXT BOARD MEETING to be held at 6:00 p.m. on June 6, 2011 at Liberty Middle School.
- VIII. PETITIONS AND HEARINGS OF CITIZENS
- IX. ADJOURNMENT

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

Public Agenda

Date: 5/23/11

Attachment # 2

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

MS. ELIZABETH MADDALENA, DIRECTOR

MS. CONSTANCE SALIMBENO, SUPERVISOR, PRESCHOOL, K-8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

MEMORANDUM

DATE: May 16, 2011

TO: Anthony Cavanna, Superintendent

FROM: Joanne Pollara
Principal

SUBJECT: Agenda Item
Approval of Home Instruction for Certified Teaching Staff

Recommend approval for the attached list of staff to provide home Instruction, on an "as needed" basis, for the 2010-2011 school year.

EM: idg

C: Peggy Simmons, Payroll Dept.
Denise Keastead, Payroll Dept.
Kathy Papa

Applicants to provide Home Instruction – 2010-2011 School Year

District Employees

<u>Name</u>	<u>Where Employed</u>	<u>Certifications</u>
Ayari, Chedia	WOHS	HQT: French
Kelly, Lewis	WOHS	HQT: Music
Diaz, Ozzie	WOHS	HQT: Health; PE; Driver Ed.
Baran, Katie	WOHS	HQT: English 9-12



West Orange Public Schools

179 Eagle Rock Avenue
West Orange, NJ 07052

Public Agenda
Date: 5/23/11
Attachment # 3

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

TO: Dr. Anthony Cavanna, Superintendent of Schools
FROM: Louis Quagliato, Fine Arts Supervisor
DATE: May 5, 2011
SUBJECT: Staff Assignments

SUMMER ENRICHMENT STAFF ASSIGNMENTS-2011

Nurse	Sonia Kelleher
Prep Art	Nicole Siebert
Prep Music	Beth Hochheiser
Prep Dance	Kristen Spagnuolo
Prep-Story Time/ Creative Writing	Amanda Hegedus
Prep-Math	Debbie Vanderstreet
Instr. Music	Erin McClure
Instr. Music	Scott Tomlin
Instr. Music	Cathy Solino
Instr. Music	Ryan Krewer
Instr. Music	Joe Romano
Guitar	Joel Perry

West Orange Public Schools

179 Eagle Rock Avenue
West Orange, NJ 07052

Staff Assignments (cont)

Ceramics	Nicole Krulik
Calligraphy/Art Design	Jennifer Kitchen
Fun w/ Crafts	Diane LaPenta
Painting	Heather Young
Theater/ Instr. Music	Jay Gitter
Gym Jamboree	Mike Fess
Physical Fitness	Greg Marchesi
Baseball Fundamentals	Bill Urbanski
Dance	Kim Carissimo
ESL-(K)	Maria Passerini
ESL-(K) aid	Amalia. Morales
ESL	Shah Shaan
ESL	Sharon Fumia
ESL	Andrea Klein
ESL	Diana Bolivar
Math Quest	Sandra Mermelstein
Science and Tech	Paul Stefanelli
Computer I	Kelly Rox
Computer II-III	Stephan Zichella
After Care	Lisa Bellot
After Care	Lisette Villalobos

Summer Enrichment 2011 Financial Breakdown

2010 Revenue's

<u>1</u> Title III Contributions for ESL Students	<u>\$44,280.00</u>
Total 2010 Deposits-Tuition/Rental	
<u>2</u> Instruments	<u>\$69,690.00</u>
<u>3</u> Total Revenue	<u>\$113,970.00</u>

2010 Cost's to Maintain Program

		Number of Staff	<u>Extension</u>
<u>1</u> Staff			
Teachers Stipend @ \$41.00 per hour	(\$2,952.00)	27	<u>(\$79,704.00)</u>
<u>2</u> ESL Coordinator's Stipend	(\$1,000.00)	1	<u>(\$1,000.00)</u>
<u>3</u> Aids Stipend @ \$23.00 per hour	(\$1,656.00)	2	<u>(\$3,312.00)</u>
<u>4</u> ESL Aid-Office	(\$1,800.00)	1	<u>(\$1,800.00)</u>
<u>5</u> Nurse's Stipend	(\$3,500.00)	1	<u>(\$3,500.00)</u>
<u>6</u> Director's Stipend	(\$5,000.00)	1	<u>(\$5,000.00)</u>
<u>7</u> Rental Instruments			<u>(\$2,800.00)</u>
<u>8</u> Supplies			<u>(\$6,317.76)</u>
<u>9</u> Total Expense			<u>(\$103,433.76)</u>
<u>10</u> Excess Revenues	<u>\$10,536.24</u>		

PREVIOUSLY BOARD APPROVED 2/28/11

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

Public Agenda
Date: 5/23/11
Attachment # 4

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 231
Fax: 973-669-8601

MS. CONSTANCE SALIMBENO, SUPERVISOR, PRESCHOOL, K-8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

To: Dr. Anthony Cavanna

Date: May 20, 2011

Re: Agenda Item
(Recommended Staff – Extended School Year Program)

The District will be conducting the Extended School Year Program for students who are Eligible for Special Education and Related Services, as directed by their IEP. The program will run for 23 days (Monday-Friday) June 28 to July 29, 2011 (excluding July 4th). Classes for the elementary level will be held at Pleasantdale Elementary School, while classes at the middle and high school level will be held at Liberty Middle School.

Current rates of pay are:

Supervisor	Stipend \$7,000.00
Coordinators	Stipend \$5,000.00
Assistant to the Coordinator	\$49.00/hour
Teachers	\$49.00/hour
OT/Speech Therapist/ Social Skills	\$49.00/hour
Behavior Analysts	\$49.00/hour
Nurses	\$49.00/hour
Instructional Assistants	\$23.00/hour

Attached are the programs and recommended staff

cc: Peggy Simmons, Payroll Dept.
Denise Keastead, Payroll Dept.
Iris Zaback, Human Resources

**Liberty Middle School
Extended School Year 2011
Staff Assignments**

Constance Salimbeno, Supervisor
Sanhita Kar, Coordinator – Room 102
Stephen Simon, Floater, Secretary Assistant – Room 102

MCI (6th, 7th, 8th) / Rm 107	Teacher: Assistants: Ind. Assistants:	Monika DiPani Mavis Muhammed / Boris Ioshpa Ophelia Rodriguez / Alicia Marzullo
MCI – 9-10 / Rm 108	Teacher: Assistant: Ind. Assistant:	Kim Buckley Lori Montgomery Nubia Rodriguez
MCI – 11-12 / Rm 108	Teacher: Assistants: Ind. Assistant:	Eileen Cardone Brittany Bur / Gary Roberts Holik, James / Georges Ruysdael
Autistic – MS / Rm 104	Teacher: Assistants:	Tiffany Higgins Mike Serino/ David Sinisi
Autistic - HS Rm 103	Teacher: Assistant: Ind. Assistants:	Joe Spina Joe Chango David Grant / Daryl Favors
18 yrs. – 21 yrs. Program Rm 121	Teacher: Assistants: Ind. Assistants:	Anthony Perconti Christine DeMarco / Diane Dixon Anton Carrera / Mandie Greenless PierPaolo Mancarella / Henry Chang (CL)
LLD – 6th Grade	Teacher: Assistant: Ind. Assistant: License Practical Nurse:	Kristen Azzato Geoff Grivalsky David Whitson / Joyce Soto Kim Campbell
LLD (7-8) I	Teacher: Assistant:	Silverio Bastiao Gisel Montoya
LLD (7-8) II	Teacher: Assistant:	Marcia Grivalsky Mara Myers
LLD (9-10) I	Teacher: Assistant:	Floyd Gray Corrin Giaquinto / Nicholas Alfano

LLD (11-12) II	Teacher: Assistant:	Gina Paradiso Thomas Fortune
MD Program	Teacher: Assistant:	Dan Capriola Fred Barnwell
Reading (Wilson / Edmark)	Teacher:	Maryann Solimo

Related Services:

Georganne Fitzpatrick	Occupational Therapist 3 days per week	Rm 101
Jennifer Cudio-DellaPenna	Speech/Language Therapist 5 days per week	Rm 101
Jodie Goldstein	Counseling (Social Skills) 2 days per week	
Lee Cohen	Counseling (Social Skills) 2 days per week	

Nurse:

Rosemary Lim

Nurse's Office

Behavior Analysts:

Meredith Johnson
Kathleen Sadler

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

APE Teacher:

Kevin Reily 3 days per week

Ind. Assistants:

Nancy Festa / Maureen DelPlato

Pleasantdale School
Extended School Year 2011
Staff Assignments

Kristen Gogerty, Coordinator

Nicholas Galante, Assistant to Coordinator

Mary Berke, Secretary Assistant

PSD I / Rm	Teacher: Assistant: Ind. Assistant:	Aliza Grutt Wally Paul Donna Pecora
PSD-II / Rm 115	Teacher: Assistants: Ind. Assistant:	Lisa O'Kyle Karen Weinstein / Vanessa Bailey Isabella Guerra-Novoa
PSD III / Rm 118	Teacher: Assistants:	Eileen McMahon Donna Zarro / Nancy Franchino
PSD IV / Rm 112	Teacher: Assistants:	Diane Sinisi Michelle Coppola / Donna Pfarr
PSD ABA	Teacher: Ind. Assistants:	Krista Pentalski Kevan Murphy / Michelle Monaco Megan Sinisi / Mallory DeMarco Vicky Ferrara / Lauren Fischer/ Jamae Sippio/ Nancy Hopkins
Primary Autistic I – K-1-2 Rm 105	Teacher: Ind. Assistants:	Ashley Johnston Maryann Montaldano Monica Fede / Anthony Romano Debbie Mitchell / Kisha FortFoskey
Primary Autistic II– 3-4-5 Rm 105	Teacher: Ind. Assistants:	Kristen Pavone Joe Russomano / Christina Scarbrough Mark Minnetti / Katherina Markouris Lexi Pavone
Primary Autistic III - Rm 104	Teacher: Ind. Assistants:	Joe Postiglione Jessica Siegel / Anthony Carsillo Lauren Julich / Tim Dugan Steven Ferrara
Primary Autistic IV –	Teacher: Ind. Assistants:	Darlene Sardinsky Charissa Kaiser / Angie Markouris Laura Amendola / Adriana Passerini Kyle Dalton

Elementary MCI K-3 / Rm 119	Teacher: Assistants:	Jennifer DiFazio Helene Blake
Elementary MCI 4-5 / Rm 208	Teacher: Assistants:	Stephanie Edwards Jennifer Paul
LLD I – K-1 / Rm 107	Teacher: Assistants:	Alison Urban Bonnie Goodman / Ann Krauser
LLD II – K-1 / Rm 122	Teacher: Assistants:	Diane Carpenito Irma Morales / Antoinette Miller
LLD III – K-1 / Rm 127	Teacher: Assistants:	Mallory Rapp Jeanette Galante / Christina Quagliato
LLD I - 2-3 / Rm 124	Teacher: Assistants:	Simona Lieberman Nick Gonnella / Angela Tourtounis
LLD II – 2-3 / Rm 125	Teacher: Assistant: Ind. Assistant:	Andrea Ferrara Sue Madurski Jamie Toriello / Minie Thapar
LLD III – 2-3 /	Teacher: Assistant: Ind. Assistant:	Christine Shahadi Charmaine Cousins Jackie Sloan
LLD IV – 3,4,5 / Rm	Teacher: Assistant:	Nicole Silvagni Nicola Salesse / Brian Azzato
SC/LLD (4-5) I / Rm 209	Teacher: Assistants: Ind. Assistant:	Patty Rudy Michael Calligy Eileen Dugan
SC/LLD (4-5) II / Rm 210	Teacher: Assistant: Ind. Assistant:	Nicole Suriano Cynthia Christiano Nicole Jusulavage
SC/LLD (4-5) III / Rm 210	Teacher: Assistant:	Kathleen Waldron Aicha Sylla / Joy Burnett

Related Services:

Suzanee Pfarr Speech / Language Therapist – Rm. 108
Danielle Emmolo Speech / Language Therapist – Rm. 108
Patricia Guerriero Occupational Therapist – Rm. 123

APE Teacher:

Bob Berke 5 days per week

Nurses:

Debra VanEerde 5 days per week

Behavior Analysts:

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

Meredith Johnson
Kathleen Sadler

Library Media Specialist:

Beverly Tindall 3 days per week

Wilson Reading

Kelly Dower Teacher
 Teacher

Social Skills Groups

Cindy Rotbaum

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

Public Agenda
Date: 5/23/11
Attachment # 5

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 231
Fax: 973-669-8601

MS. CONSTANCE SALIMBENO, SUPERVISOR, PRESCHOOL, K-8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

To: Dr. Anthony Cavanna

Date: May 20, 2011

Re: Agenda Item
(Approval of Preschool Child Study Team)

Below is a list of staff (Child Study Team and Related Service Providers) that are recommended to work during the summer months with the Preschool Referrals and evaluations. Rates are \$300.00 per evaluation and \$49.00 per hour for case management.

- Laura Lison (School Psychologist)
- Shari Kramer (Social Worker)
- Alexis DeCarlo (Social Worker)
- Madelaine Werner (Speech Therapist)
- Lois Menkin (Occupational Therapist)

cc: Peggy Simmons, Payroll Dept.
Denise Keastead, Payroll Dept.
Iris Zaback, Human Resources

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MS. CONSTANCE SALIMBENO, SUPERVISOR, PRESCHOOL, K-8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

To: Dr. Anthony Cavanna

Date: May 20, 2011

Re: Agenda Item
(Approval of Summer Child Study Team)

Below is a list of staff (Child Study Team) that is recommended to work during the summer months with the Preschool Referrals and evaluations. Rates are \$350.00 per evaluation and \$73.00 per hour for case management.

- Suzanne Lee (School Psychologist)
- Kristen Gogerty (LDTC – as needed)

cc: Peggy Simmons, Payroll Dept.
Denise Keastead, Payroll Dept.
Iris Zaback, Human Resources

Staff Reassignments 2011									
Employee	Current Position	Current Salary	Current School	Proposed Position	Proposed School	Proposed Salary			
Turner Pride	Head Custodian Elem HC Step 12	\$57,075	Gregory	Custodian (Night) Elem HC Step 12 (RC)	Pleasantdale Night Diff	\$57,075 None			
John Kelly	Head Custodian Middle HC Step 12	\$61,894	Roosevelt	Head Custodian Elem HC Step 12 (RC)	Gregory	\$61,894			
Antonio Fernandez	Custodian (Night)	\$36,805	Pleasantdale	Custodian (Night)	Gregory	\$36,805			
Mike Facchiano	Head Custodian HS HC Step 12	\$63,925	High School	Head Custodian Middle HC Step 12 (RC)	Roosevelt	\$63,925			
Angela Salazar	Custodian	\$36,805	Admin	Custodian	Roosevelt	\$36,805			
Victor Cardone	Custodian	\$51,289	Roosevelt	Custodian	Admin	\$51,289			
George Hood	Custodian	\$36,805	Gregory	Custodian	HS	\$36,805			
TOTAL		\$344,598				\$344,598			

The Public Schools
West Orange, New Jersey

I. Title of Position: Custodial Supervisor

II. Qualifications:

1. High school diploma required. College degree preferred.
Educational Facilities Manager Certificate (CEFM) preferred
2. Black Seal Boiler License preferred
3. Comply with NJ State criminal background certification
4. Ability to supervise and coordinate the activities of the custodial staff
5. Demonstrated knowledge of cleaning procedures, plant operation, custodial cleaning equipment, and school safety
6. Other duties assigned by the Director of Buildings and Grounds or designee

III. Organizational Responsibilities:

Reports To: Director of Buildings & Grounds

Supervises: Custodial Staff, Substitute Custodians, Grounds Staff

Coordinates With: Principal, School Business Administrator, Maintenance Foreman

Liaison With: Fire Department, Health Department, Police Department and various outside contractors

IV. Job Goal:

To perform as a supervisor while assisting in maintaining the physical school facilities in a condition of operating excellence. To develop an on-going program of preventive maintenance of school facilities.

V. Performance Responsibilities:

A. Staff Personnel:

1. Coordinates the work schedules of custodial staff with the principal of assigned school
2. Meets with the Principal of assigned school on a regular basis to inspect the school facilities and discuss general housekeeping, grounds maintenance, and preventive maintenance
3. Schedules and supervises substitute custodial help when needed
4. Conduct evaluation of custodial and grounds staff
5. Assists in the coordination of building repair and maintenance between the custodial and maintenance staffs

B. Finance & Business Management:

1. Maintain building custodial supply and care of cleaning equipment
2. Serves as liaison between outside contractors/vendors and the Director of Building & Grounds

C. School Buildings and Equipment

1. Supervises custodial and grounds work in designated school
2. Maintains a quality check on custodial materials and supplies delivered to building
3. Maintains an inventory of custodial supplies and equipment
4. Supervises the care, maintenance and repair of custodial and grounds equipment in the building
5. Recommends the replacement of custodial or grounds equipment
6. Oversees all environmental and code compliant issues within the building or on the grounds
7. Coordinates with the Fire Department for semi-annual inspections of the designated school
8. Coordinates health inspections in order to maintain sanitary conditions in designated school
9. Prepares boilers for annual inspection
10. Coordinates service calls and emergencies for heating and cooling of designated School
10. Perform custodial or maintenance work as required
11. Respond to all directives from Director of Buildings and Grounds or designee

D. Supporting Services:

Assists the Director Building & Grounds in coordinating with all District departments.

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

VII. Evaluation:

Performance will be evaluated in accordance with the Board's policy on evaluation of non-certified staff

Board Approved Date: _____

The Public Schools
West Orange, New Jersey

I. Title of Position: Crew Chief

II. Qualifications

1. High school diploma required
2. Black Seal Boiler License preferred
3. Comply will NJ State Criminal background certification
4. Ability to supervise and coordinate the activities of the maintenance and/or grounds department staff
5. Demonstrated knowledge of school construction, plant operation, maintenance and grounds equipment, and school safety
6. Other duties assigned by the Operations Foreman or Director of Building and Grounds

III. Organizational Relationship:

Reports To: Operations Foreman

Supervises: Maintenance and /or Grounds Staff (as assigned by the Operations Foreman)

Coordinates With: Principals, Head Custodians, Assistant Head Custodian, maintenance Staff, Grounds Staff (as assigned by Operations Foreman)

IV. Job Goal:

To perform as a job coordinator the regular duties of a maintenance or utility worker. Primarily to maintain the physical school plant and grounds in a condition of operating excellence so that full educational use of it may be made at all times

V. Performance Responsibilities:

A. Staff Personnel

1. Assists with daily work schedule for maintenance and/or grounds staff
2. Coordinates all maintenance and/or grounds crews
3. Assists with the assignments of all summer employees in the maintenance and/or grounds department

B. Finance & Business Management

1. Coordinates the delivery of materials to job site
2. Assists with reports of all maintenance work orders, including time spent on job, materials used, and date of completion
3. Recommends priorities on repair projects
4. Serves as liaison between outside contractors and the Operations Foreman and the Director Buildings & Grounds
5. Make annual inspection of all physical plant and grounds as directed by the Director Buildings & Grounds

C. School Buildings & Equipment

1. Coordinates a regular maintenance program for all district-owned vehicles used in maintenance and grounds operation
2. Maintains a complete inventory of all major power tools and equipment
3. Maintains a regular check on the working order and condition of all
4. Assists with a program for snow removal
5. Respond to all directives from District Administrators

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

VII. Evaluation:

Performance will be evaluated in accordance with the Board's policy on evaluation of non-certified staff

Board Approval Date: _____

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

I. Title of Position: **District Network, Surveillance and VoIP Coordinator**

II. Qualifications:

1. A Bachelor's Degree in a computer related field in addition to the following: Microsoft Certification, Dell Certification; Cisco Call Manager and Unity Training and Experience; Genetec Security System and IP based security experience;
2. Understanding in working with IP and Analog Network cameras, Digital network CCTV servers; Cisco Infrastructure knowledge, including Cisco Unified Communications Manager and Cisco Unity/voice; and Access Control Systems;
3. Broad knowledge of network infrastructure and services including networking, TCP/IP, Internet services, applications, and Internet protocols;
4. Good communication skills;
5. Required criminal history background check and proof of U.S. citizenship or legal resident alien status.

III. Organizational Responsibilities:

Reports to: Network Manager

IV. Job Goal:

To be responsible for the overall operation and support of the district's network surveillance systems, access control systems, school messenger and Cisco VoIP Telephony system.

V. Performance responsibilities

1. Support and manage all aspects of the districts network surveillance security system and Cisco VoIP Telephony System.
2. Coordinate Network Surveillance and VoIP telephony projects with building admins, vendors and installers to get projects complete from the initial design process to final configurations.
3. Programming, configuration and support of IP based cameras and encoders on the districts network.
4. Programming, configuration and support of IP based Cisco phones and devices on the districts network.
5. Assist administration, SRO's and security with network surveillance CCTV.
6. Administration of Cisco Unified Communications Manager and Cisco Unity/voice

7. Support the district's building access control systems, ID Badging, and Lobby Guard Systems.
8. Make recommendations for all new network surveillance and telephony hardware and software.
9. Administration of School Messenger and Contact manager for the district's general and emergency home communications. (phone / e-mail / SMS)
10. Assist in the maintenance and management of the district's local area networks and wide area networks.
11. Continue updating personal technological knowledge and skills.
12. Other duties assigned by the superintendent.

VI. Terms of Employment

Twelve-month position

VII. Evaluation

Performance will be evaluated in accordance with the Board's policy on evaluation on non-certified staff.


Board Approved Date: _____

The Public Schools
West Orange, New Jersey

Public Agenda

Date: 5/23/11

Attachment # 9

To: Dr. Anthony Cavanna, Superintendent
From: Donna Rando Ed.D., Assistant Superintendent 
Date: May 16, 2011
Re: Field Trips

Please place the following on the May 23, 2011 West Orange Board of Education Meeting Agenda under *Curriculum and Instruction*.

“Recommend acceptance of field trip requests submitted for Board of Education approval.”

See attached.

Thank you.

C: M. Kenney ✓
P. Nicholais

Field Trips Requests
May 2011

School	Destination	Course/Grade	Teacher	Describe How Activity Relates to Curriculum	Transportation Cost	Source of Funds (i.e., District, School, PTA, Student Activity Account, Student)
Mt. Pleasant	Community Tour	Grade 3	Balzano	Social Studies	\$240	District
Mt. Pleasant	WOHS	Grade 3	Balzano	Language Arts: Grandparent Reports	\$96	District
Pleasantdale	Degnan Park	Grade K	Brattoli & Conforti	End of year picnic	No cost	Free
Pleasantdale	Degnan Park	Grade 4	Pacifico, Orange, Lee & Mini	End of year picnic	No cost	Free
Pleasantdale	Degnan Park	Grade 2	Coia, Gray, & McGovern	End of year picnic	No cost	Free
Redwood	Roosevelt Middle School	Special Education	Lambert	6th Grade Orientation	\$136	District
Redwood	Edison Middle School	Special Education	Levenberg	6th Grade Orientation	\$96	District
WOHS	Fun Plex, East Hanover, NJ	Transition Program	Clancy	Project-Based Learning	\$264	Transitional Program Funds
WOHS	University of Nebraska	5 Theatre Students (Thespians)	VanDyke	Participate in Theatre Workshops and Performances at International Thespian Festival 2011	\$450 Airline Ticket	Student pay a total of \$1200 (includes transportation, room, board and registration)

Public Agenda
Date: 5/23/11
Attachment # 1/10

New Jersey Department of Education
Division of District and School Improvement
Office of Equity and School Choice

COMPREHENSIVE EQUITY PLAN
ANNUAL STATEMENT OF ASSURANCE
2011-2012 SCHOOL YEAR
DUE BY JUNE 1, 2011

NAME OF SCHOOL DISTRICT/CHARTER SCHOOL: West Orange Board of Education

ADDRESS: 179 Eagle Rock Ave CITY: West Orange ZIP: 07052

COUNTY: Essex

TELEPHONE #: (973) 669-5400 FAX #: (973) 669-1432

Dr. Donna Rando—Curriculum (973)669-5400 Ext. 20515
AFFIRMATIVE ACTION OFFICER: Frances Neceskas--Personnel TELEPHONE #: (973)669-5400 Ext. 20545

AAO EMAIL: drando@woboe.org--Curriculum fneceskas@woboe.org--Personnel

CONTACT PERSON: Dr. Anthony Cavanna TELEPHONE #: (973) 669-5400 EXT. 20510

1. The district/charter school will achieve and maintain compliance with all applicable laws, codes, regulations, and guidelines governing equity in education including, but not limited to: N.J.S.A.18A:36-20; N.J.S.A.10:5; N.J.A.C. 6A:7; Guidelines for the Desegregation of Public Schools in New Jersey (1989); Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Education Amendments of 1972; Section 504 of the Rehabilitation Act of 1973; The Americans with Disabilities Act of 1990; Individuals with Disabilities Education Act (I.D.E.A.) of 2004.
2. The district/charter school has conducted a comprehensive needs assessment of its equality and equity needs at each school within the district. The mandated staff development training programs have been conducted and areas of noncompliance as indicated in the Plan have met specific indicators of achievement at each site during this academic year.
3. The local Board has authorized the submission of this Statement of Assurance of Comprehensive Equity Plan Implementation, and will support full implementation in school year 2011-2012.
4. The district/charter school conduct mandated staff development programs during the 2011-2012 school year and will correct any form of discrimination or non-compliance identified by the New Jersey State Department of Education.

CERTIFICATION:

By signing below, the Chief School Administrator/Charter School Lead Person certifies that all statements above are true and correct:

Name: Dr. Anthony Cavanna

Title: Superintendent of Schools

Signature: _____ Date: _____

New Jersey Department of Education
Division of District and School Improvement

AFFIRMATIVE ACTION REPORT
2011-2012 SCHOOL YEAR
DUE BY JUNE 1, 2011

NAME OF DISTRICT/CHARTER SCHOOL: West Orange
ADDRESS: 179 Eagle Rock Avenue PHONE: 973-669-5400
CITY: West Orange Zip: 07052 FAX: 973-669-1432
COUNTY: Essex

SUPERINTENDENT/LEAD PERSON

NAME: Dr. Anthony Cavanna PHONE: (973) 669-5400, ext. 20510
E-MAIL: acavanna@woboe.org FAX : (973) 669-1432

AFFIRMATIVE ACTION OFFICER

NAME: Dr. Donna Rando—Curriculum PHONE: (973) 669-5400 Ext. 20515 FAX: (973) 243-6059
Frances Neceskas—Personnel PHONE: (973) 669-5400 Ext. 20545 FAX: (973) 736-6526

POSITION IN DISTRICT/CHARTER SCHOOL: Assistant Superintendent
Director of Human Resources

E-MAIL: drando@woboe.org--Curriculum fneceskas@woboe.org--Personnel

Does the district/charter school have written Affirmative Action Policies and Procedures? Yes
These should appear on the district/charter school web site.

<http://www.woboe.org:84/Pages/Default.aspx> and <http://schools.woboe.org/District/HR/Pages/default.aspx>

How are the Affirmative Action Policies and Procedures made available?

To staff: Email to faculty and posting on Web site-www.schools.woboe.org

To students: Student handbooks and Posting on Web site-www.schools.woboe.org

To parents: Posting on Web site- www.schools.woboe.org

To community: Posting on Web site-www.schools.woboe.org

**AFFIRMATIVE ACTION REPORT
2011-2012 SCHOOL YEAR
Page 2**

Are the Affirmative Action Policies and Procedures available in languages other than English?

If yes, list the primary language(s).

Not at this time

How are the Affirmative Action Policies and Procedures available to those without access to the internet?

Hard copies are available in each location in the district

Does the district conduct yearly Affirmative Action training for all staff?

If yes, please describe the training

Yes, training is conducted at faculty meetings annually. In addition, online training is required of all staff – certified and non-certified

If no, when will the training be scheduled for the 2010-2011 and 2011-2012 school years?

Contacts:

**Diane Schonyers (609)984-6409
diane.schonyers@doe.state.nj.us
Office of Equity and School Choice**

**Anne Casale (609)633-1997
anne.casale@doe.state.nj.us
Office of Equity and School Choice**

Lou DellaPia
Assistant Principal

West Orange Board of Education
179 Eagle Rock Avenue
West Orange, New Jersey 07052

Dear West Orange Board of Education,

Due to last year's budget crisis, the Technology Student Association (T.S.A.) of West Orange High School was cut. The Technology Student Association fosters personal growth, leadership, and opportunities in technology, innovation, design, and engineering. Members apply and integrate science, technology, engineering and mathematics concepts through co-curricular activities, competitive events and related programs.

The Technology Student Association was a popular club, with consistent attendance and great student support. Perhaps the most important benefit of TSA membership is the inspiration and enthusiasm that students gain from receiving recognition for applying their knowledge. The New Jersey Department of Education, Office of Career and Technical Education, recommends T.S.A. as an approved association for program re-approval.

The intent of this letter is for approval to reinstitute the Technology Student Association for the 2011-2012 school year. T.S.A. is an extremely valuable co-curricular club. T.S.A provides forum beyond school walls which motivates students, especially when there is a large, like-minded audience of peers who support them. Please be advised that the stipend for this position would be drawn from the Perkins Grant (currently \$1,359).

Sincerely,

Lou DellaPia
Assistant Principal

September 2011				
M	T	W	T	F
			1	2
5	6	7#	8^	9^
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

West Orange Public Schools Calendar 2011 - 2012

July through August Student Summer Registration
August New Teacher Orientation

February 2012				
M	T	W	T	F
		1	2	3
6	7	8	9	10
13	14	15	16~	17
20	21	22	23	24
27	28	29		

October 2011				
M	T	W	T	F
3	4	5	6	7
10	11	12	13	14
17	18	19	20	21
24	25	26	27	28
31				

Opening & Closing Dates

September 6 First Day for Teachers
September 7 # First Day for Students
September 7-9 ^ Kindergarten Dismissal (12:45)
June 20 ## Last Day of School

Holidays — West Orange Schools Closed

September 5 Labor Day
September 29, 30 Rosh Hashanah
October 10 Columbus Day
November 10, 11 NJEA Convention
November 24, 25 Thanksgiving Recess
Dec. 23-Jan. 2 Holiday Recess
January 16 Martin L. King Jr. Day
February 17, 20 Winter Recess
April 6 Good Friday
April 9-13 Spring Recess**
May 28 Memorial Day Recess**

March 2012				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

November 2011				
M	T	W	T	F
	1	2	3	4
7	8~	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30		

April 2012				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13
16	17	18	19	20
23	24	25	26	27
30				

December 2011				
M	T	W	T	F
			1	2
5	6	7	8	9
12	13	14	15	16
19	20	21	22	23
26	27	28	29	30

May 2012				
M	T	W	T	F
		1	2	3
7	8	9	10	11
14	15	16	17	18
21	22	23	24	25
28	29	30	31	

January 2012				
M	T	W	T	F
2	3	4	5	6
9	10	11	12	13~
16	17	18	19	20
23	24	25	26	27
30	31			

June 2012				
M	T	W	T	F
				1
4	5	6	7	8
11	12	13	14	15
18	19	20##	21+	22
25	26	27	28	29

Key to Symbols

- School Holiday or Vacation Period
- Elementary Parent Conferences: October 18-20, 2011; March 27-29, 2012 (Elementary Early Dismissal Only)
- Full Day Staff Only: September 6
- Extended Single Session: November 23; December 23; May 25; June 20
~ Extended Single Session, Teacher Professional Development Day: November 8; January 13; February 16
- # First Day of School
- ## Last Day of School
- + High School Graduation

Days Attended Per Month	
Sept. 16	Feb. 19
Oct. 20	Mar. 22
Nov. 18	Apr. 15
Dec. 17	May 22
Jan. 20	June 14
Total Days: 183	

Due to the possibility of inclement weather or other emergency closings, the last day of school is subject to change.
**If it is deemed necessary to close school beyond the three days built into the school calendar, make-up dates will be used in the following order: May 25; April 13, 12, 11, 10

2011-2012 Board of Education Public Meetings		
May 23, 2011	September 19, 2011	January 9 and 23, 2012
June 6 and 20, 2011	October 3 and 17, 2011	February 6 and 27, 2012
July 19, 2011	November 7 and 21, 2011	March 12 and 26, 2012
August 22, 2011	December 12, 2011	April 3, 2012
		May 7, 2012

Public Agenda
Date: 5/23/11
Attachment # 1/a

Emergency School Closing Information

Parents and Guardians will be notified by phone for School Closings, Delayed Openings, Early Dismissals, or any emergency that impacts normal school hours. Please retain the Daily Schedule shown below for reference. School Closings are also posted on the district web site, <http://schools.woboe.org>

<u>District - Wide Daily Schedules</u>			
School	Regular Day	Delayed Opening (2 Hours)	Extended Single Session
Grades K - 5 *	8:45 - 3:23	10:45 - 3:23	8:45 - 1:00
Middle Schools	8:00 - 2:53	10:00 - 2:53	8:00 - 12:30
High School	7:30 - 2:15	9:30 - 2:15	7:30 - 12:00

* Students must be in the classroom at 8:45 a.m. Instruction begins at 8:55 a.m.

<u>District - Wide Testing Calendar</u>			
DATE	TEST	FALL 2011	GRADE(S)
September 19 - 23	District Assessments		K & New Grade 1 Students
September 19 - 23	Terra Nova		Grades 2-7 (New Students)
October 4 - 6*	High School Proficiency Assessment (HSPA)		Grade R11; Grade 12 (Selected Students)
October 25 - 27	InView		Grade 4
SPRING 2012			
February 7 - 9	InView		Grade 2
March 6 - 8*	High School Proficiency Assessment (HSPA)		Grade 11; Grade 12 (Selected Students)
March 12 - April 27*	ACCESS (State Test for ESL Students)		WOHS, Middle Schools & Elementary Schools
March 20 - 22	Terra Nova Multiple Assessment		Grade 2
April 23 - 26*	Assessment of Skills & Knowledge (ASK8)		Grade 8
April 23 - 26*	Assessment of Skills & Knowledge (ASK7)		Grade 7
April 30, May 1 - 3.*	Assessment of Skills & Knowledge (ASK6)		Grade 6
April 30, May 1 - 3.*	Assessment of Skills & Knowledge (ASK5)		Grade 5
May 7 - 11*	Assessment of Skills & Knowledge (ASK4)		Grade 4
May 7 - 10*	Assessment of Skills & Knowledge (ASK3)		Grade 3
May 21 - 24	District Assessment		Grade 1
May 15 - 16*	NJ Biology Competency Test (NJBCT)		WOHS
May 21 - 24	District Assessment		K

*These testing dates are set by the State Department of Education. Make-up testing always takes place the week after regular testing. Some schools may be required to participate in NAEP testing (Schools will be notified of the specific dates.)

2011-2012			
<u>Elementary School Marking Periods</u>		<u>Elementary School Report Card Dates</u>	
Wednesday, September 7 - Friday, December 9	[61 days]	Friday, December 16, 2011	
Monday, December 12 - Friday, March 16	[61 days]	Friday, March 23, 2012	
Monday, March 19 - Wednesday, June 20	[61 days]	Wednesday, June 20, 2012	
<u>Elementary School Conference Dates</u>			
Tuesday, October 18, 2011			
Wednesday, October 19, 2011			
Thursday, October 20, 2011			
Tuesday, March 27, 2012			
Wednesday, March 28, 2012			
Thursday, March 29, 2012			
<u>Secondary School Marking Periods</u>		<u>Secondary School Report Card Dates</u>	
Tuesday, September 7 - Tuesday, November 15	[45 days]	Tuesday, November 22, 2011	
Wednesday, November 16 - Tuesday, January 31	[46 days]	Tuesday, February 7, 2012	
Wednesday, February 1 - Monday, April 16	[46 days]	Monday, April 23, 2012	
Tuesday, April 17 - Wednesday, June 20	[46 days]	Wednesday, June 27, 2012	

Crossroads Corporate Center
3150 US Highway 1, Suite 200
Lawrenceville, NJ 08648-2420
609.883.0044 Phone
800.334.1348 Phone

Public Agenda
Date: 5/23/11
Attachment # 14



INSERVCO
INSURANCE SERVICES, INC.

May 3, 2011

Mr. Mark Kenney
West Orange Board of Education
179 Eagle Rock Ave
West Orange NJ

Re: Contract Renewal

Dear Mr. Kenney

It's hard to believe that another year is coming to a close and time to renew our service agreement for your workers' compensation program.

Attached please find two original renewal service agreements for the 7/1/11-6/30/12, 7/1/2012-6/30/2013 and 7/1/2013-6/30/2014 years. We have proposed a two-year fee of \$21,548 from 7/1/11-6/30/12 and the same fee for 7/1/12-6/30/13 and a third year fee from 7/1/13-6/30/14 of 21,979.

I have executed the contracts on behalf of Inservco. Please execute them on behalf of the Board of Education and return one duly executed copy to me for our records at our street address, 3150 Brunswick Pike, Lawrenceville, NJ 08648.

On behalf of Inservco, I want to thank you for your continued confidence and trust in our organization. Please call me if you have any questions.

A handwritten signature in black ink, appearing to read 'Michael Pierson', with a long, sweeping underline.

Michael Pierson, AIC
Regional Vice President
Enc:
Cc: file

SERVICE AGREEMENT FOR ADMINISTRATION OF SELF-INSURANCE PROGRAM

This Agreement, made and entered into this First day of May, 2011, by and between INSERVCO INSURANCE SERVICES, INCORPORATED, a Pennsylvania corporation with its principal place of business in Harrisburg, Pennsylvania, Dauphin County, (the "Company") and WEST ORANGE BOARD OF EDUCATION with principal offices located in West Orange, Essex County, New Jersey, (the "Self-Insured").

In consideration of the mutual promises and agreements contained in this Service Agreement, and intending to be legally bound, the parties agree as follows:

A. DEFINITIONS.

The following definitions will apply to the words and phrases when used in this Agreement:

1. "Allocated Expenses" shall mean all items of expenses, including, but not limited to attorneys' fees, photographers' fees, expert witnesses' fees for medical examinations for claim evaluation purposes, court costs, travel expenses for witnesses, medical management including bill repricing, vocational rehabilitation, court reporters' fees, costs or expenses relating to the investigation, negotiation, settlement, or defense of any claim and as may be necessary for the handling of subrogation cases. Except for legal fees and capped attorney fees, such Allocated Expenses shall require specific prior written or verbal approval of Self-Insured.
2. "Catastrophic Loss" shall mean a claim involving multiple (10 or more) claimants resulting from the same occurrence, accident, etc. In the event of multiple claimants, each claimant, No. 10 and above, will be considered a separate claim and a \$250 per claim fee charged.
3. "Claims Administration Services" shall mean those services provided by the Company as further described in Section B in this Agreement and in any proposal or bid response of the Company relative to these services.
4. "Discretionary Settlement Authority Limits" shall mean the authority to settle claims for up to \$10,000 for the Company,
5. "Program" shall mean the Self-Insured's insurance program.

B. OBLIGATIONS OF THE COMPANY.

1. With regard to Claims Administration Services, the Company agrees to:
 - a) Review all Self-Insured's Report of Claim forms submitted by the Self-Insured in which the dates of injury fall during the term of this Agreement and to conduct such investigation as the circumstances of each case dictate;
 - b) Establish and maintain estimated reserve figures for each claim file and to consult with the Self-Insured with respect to payment of any case that is over Company's discretionary settlement authority;
 - c) Furnish all claim forms necessary for proper claims administration;

- d) Maintain claim files for each reported claim throughout the life of the claim (in paper or imaged format), retain all closed files for a period of three (3) years following closing of the file, and, after three years, return the closed files to Self-Insured;
- e) As soon as reasonably practicable following the end of each month, furnish to the Self-Insured statistical information consisting essentially of the following details:
 - (i) The total number of claims reported to the Company during the preceding month;
 - (ii) The total amounts paid by the Company during the preceding month and a breakdown of said total on a "by line" basis;
 - (iii) The amounts paid by the Company during the preceding month on each individual case on a "by line" basis;
 - (iv) The amounts paid to date on each open claim or claim closed during the preceding month; and
 - (v) Outstanding reserves on each individual case on a "by line" basis;
- f) Transmit, weekly, to the Self-Insured a list of all medical and indemnity benefits and Allocated Expenses to be paid, the total of which represents the amount that the Self-Insured shall immediately make available in its account for payment of that week;
- g) Issue Company or Self-Insured drafts or checks for payment of benefits and Allocated Expenses, said drafts or checks being paid from an account maintained by the Company at a bank of its choice with fees or charges in connection with the account being the responsibility of the Company;
- h) Upon any termination of this Agreement, renegotiate the amount of the funds to be made available by the Self-Insured to conclude cases under the provisions of Section F.5. herein and at the conclusion of all services under this Agreement to have a final reconciliation of the account and to leave any unused funds for use of the Self-Insured;
- i) Notify the Self-Insured and excess insurance carrier of any specific case that may involve the Self-Insured's excess insurance carrier; the Company will comply with all claims reporting requirements of the excess carrier in such cases even though the Self-Insured may be solely responsible for providing notice to the carrier if the carrier contract requires such of the Self-Insured;
- j) Provide all necessary subrogation services within claims management fee;
- k) Attend any regularly scheduled Self-Insured claims meetings to review claims;
- l) Notify the Self-Insured and seek approval for any claim requiring litigation as soon as reasonably practical;
- m) Safety management/loss control services;
- n) Maintain and supervise such personnel as may be necessary to perform Company's duties hereunder, with the hiring, assignment and termination of such personnel being at the sole discretion of the Company; and

o) Maintain professional liability insurance coverage to insure against any claim for damages arising out of or by reason of any acts or omissions directly or indirectly in connection with the Company's performance of its services under this Agreement.

2. It is understood and agreed that the Company will not perform, and the Self-Insured will not request the Company to perform, any services which may constitute the practice of law.

C. OBLIGATIONS OF THE SELF-INSURED.

1. The Self-Insured agrees to:

a) Promptly report all claims to the Company;

b) Pay to the Company the service fees as set forth in this Paragraph F of this Agreement;

c) Make available immediately in its account a sum equal to the weekly list of payments and Allocated Expenses supplied by the Company;

d) Assume the cost of defense of any action on behalf of the Company, its agents or employees, if any of them are named as a defendant(s) in any action: (i) where the plaintiff's cause of action involves a claim hereunder; and (ii) where there are no allegations of errors, omissions, torts, intentional torts or other negligence on the part of the Company;

e) Select legal counsel from list supplied by the Company or select own counsel, and having so acted, permit the Company to assign cases and/or to consult with such counsel as the Company may deem appropriate; and

f) Provide the Company with such additional information with respect to matters incidental to the Company's performance of services under this Agreement as may be requested by the Company from time-to-time.

2. The Self-Insured shall be responsible at all times for the payment of all claims and Allocated Expenses covered by the claims administration services provided by the Company pursuant to this Agreement.

3. The Self-Insured shall cooperate with the Company in the performance of its claims administration services hereunder. The Company shall not be liable for any breach of obligations under this Agreement caused in whole or in part by the lack of cooperation or breach of obligations by the Self-Insured.

D. INDEMNIFICATION.

1. The parties agree to indemnify and hold the other party, its employees, and owners harmless from any liability, loss, cost, damage, or expense, including attorney's fees, arising out of or incident to the other party's performance of the terms of this Agreement. The parties shall further indemnify, defend and hold harmless the other party, its officers, directors, employees or agents from and against and in respect to any and all liability, loss, cost, damage or expense, including reasonable attorney's fees, that party shall incur or suffer, which arises out of, respect from or relate to any negligent act or gross or willful misconduct in the performance of a party's obligation under this Agreement by its officers, directors, employees, or agents.

2. In addition to Self-Insured's duty to indemnify Company as set forth above, Self-Insured further agrees that 1) in the event a court of competent jurisdiction holds the Company liable for bad faith,

as the term is applied to insurance carriers, then Self-Insured will indemnify and hold Company harmless from any liability, loss, cost, damage, or expense, including attorney's fees, that results from that court's decision; and 2) in the event that the complained of action was taken by the Company at the specific direction of, or in reliance upon statements made by, the Self-Insured, then the Self-Insured will indemnify and hold the Company harmless from any liability, loss, cost, damage, or expense, including attorney's fees that result from Self-Insured's direction.

3. The defense, including legal fees and costs together with the amount of any judgment, of any legal action against Self-Insured arising out of a claim for coverage under the Program, shall be the responsibility of the Self-Insured and shall not be an obligation of the Company.
4. The Company shall not, by entering into and performing services in accordance with the terms of this Agreement, become liable for any of the existing or future obligations, liabilities, or debts of the Self-Insured.
5. The indemnifications provided for by this section shall survive the termination of this Agreement.

E. LIMITATION OF LIABILITY.

NOTWITHSTANDING ANYTHING HEREIN TO THE CONTRARY, THE COMPANY SHALL NOT BE LIABLE FOR ANY INDIRECT, INCIDENTAL, SPECIAL, CONSEQUENTIAL DAMAGES, OR DAMAGES RESULTING FROM THE PERFORMANCE OF SERVICES UNDER THIS AGREEMENT, HOWEVER ARISING, EVEN IF IT HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. COMPANY'S LIABILITY FOR DAMAGES ARISING OUT OF, RELATING TO OR IN ANY WAY CONNECTED WITH THE RELATIONSHIP OF THE PARTIES, THIS AGREEMENT, ITS NEGOTIATION OR TERMINATION, DOCUMENTATION OR SERVICES (WHETHER IN CONTRACT, TORT, OR OTHERWISE) SHALL IN NO EVENT EXCEED THE AMOUNT PAID BY Self-Insured TO COMPANY UNDER THIS AGREEMENT. THE PARTIES AGREE TO THE ALLOCATION OF LIABILITY SET FORTH IN THIS SECTION ENTITLED "LIMITATION OF LIABILITY". Self-Insured ACKNOWLEDGES THAT WITHOUT ITS AGREEMENT TO THE LIMITATIONS CONTAINED HEREIN, THE FEES CHARGED FOR THE SERVICES WOULD BE HIGHER.

F. FEES, TERM & TERMINATION.

1. Except as otherwise provided for in Paragraph F.4. below, the term of this Agreement shall be for three years beginning on July 1, 2011 and ending on June 30, 2014.
2. Fees for claims administration services under this Agreement and for the term specified in Paragraph F.1 above are as follows:

Guaranteed fee of \$ 21,548 for one year, from July 1, 2011 through, June 30,2012. A second year fee of \$21,548 from July 1, 2012 through June 30, 2013 and a third year fee of \$21,979 from July 1, 2013 through June 30, 2014. The claims management fee includes all open claims as of June 30, 2011. The claims management fixed fee does not include usual Allocated Expenses or catastrophic losses, PPO Savings at 25% of savings.
3. Monthly invoices are due and payable upon receipt, but in no event later than thirty (30) days after the date of the invoice.
4. Either party may terminate this Agreement immediately for cause by providing notice in writing to the other party and that party has failed to cure if:
 - a) It is established that either party needs and has lost, has suspended or has not secured a license, governmental approval or exemption in accordance with applicable laws or regulations in order

to enter into or perform this Agreement; or

- b) Either party materially breaches this Agreement in any manner where such material breach is not cured within thirty (30) days after written notice of the breach is given to the breaching party; or
 - c) Either party shall apply for or consent to the appointment of a receiver, trustee or liquidator of Self-Insured or of all or a substantial part of its assets, file a voluntary petition in bankruptcy, make a general assignment for the benefit of creditors, file a petition or an answer seeking reorganization or arrangement with creditors or to take advantage of any insolvency law, or if an order, judgment or decree shall be entered by any court of competent jurisdiction, on the application of creditor, adjudicating Self-Insured bankrupt or insolvent or approving a petition seeking reorganization of the Self-Insured and such order, judgment or decree shall continue unstayed and in effect for period of sixty (60) consecutive days, then in case of any such event, the term of this Agreement shall expire, at Company's option, on ten (10) days written notice to Self-Insured.
5. The handling of any claim pending on the date of termination of this Agreement shall be negotiated by both parties unless the parties agree to enter into a renewal or new contract for the same services. In such case, all pending claims shall be handled consistent with the fees set forth in the new Agreement.
 6. Upon termination of this Agreement, shall be entitled, if it so requests, to possession of the electronic files the Company has maintained for claims, medical incidents, and occurrences (but not including any computer software or other proprietary information of the Company), provided, however, that the Company and its employees, agents, or attorneys shall continue to be entitled to inspect such files and make copies or extracts there from subject to approval by Self-Insured;
 7. Upon termination of Company's duties hereunder, it shall be the responsibility of the Self-Insured to arrange and pay all costs for the transfer to a successor of custody of any of the Self-Insured's records in the Company's possession including original claims records. The Company may, at its option, transfer such records in such form, as it may desire, including computer tapes or disks, and it is the responsibility of the Self-Insured to convert such information into a form required by successor. In addition, the Company shall deliver to the Self-Insured all electronic data and hard copy data, if any, for claims within thirty (30) days following the termination of Company's duties hereunder.
 8. It is expressly understood that the Company shall not be required to advance its own funds to pay losses or Allocated Expenses hereunder or to perform any services hereunder if the Self-Insured fails to provide adequate funds as herein set forth. Company will not be considered the insurer, guarantor or underwriter of the liability of the Self-Insured to coverage and Self-Insured will have final responsibility and liability for payment of claims in accordance with the provisions of the Program..

G. CONFIDENTIALITY.

The parties agree to keep all oral and written information confidential and, other than required to satisfy obligations under this Agreement, to refrain from releasing such information to any third party without the express written authorization of the other party, except to the extent such release may be required by law, regulation or court order and in which case prior notice of such release shall be given to the other party.

H. RIGHT TO AUDIT.

The Self-Insured shall have the right to review any open or closed claim files, billings, invoices,

either party of a breach of any such provision shall not be held to be a waiver of any subsequent breach thereof.

2. *Severability.* If, at any time, any part of this Agreement is found to be unenforceable, illegal, or contrary to public policy, then the remainder of the Agreement remains in full force and effect except for the unenforceable portion.
3. *Notices.* Any notices required by this Agreement shall be in writing and may be delivered personally or by registered mail, postage prepaid, and addressed to the respective parties at the last known address given by either party to the other.
4. *Applicable Law.* This Agreement shall be construed, enforced, and administered in accordance with the laws of the Commonwealth of Pennsylvania.
5. *Headings and Subheadings.* The headings and subheadings in this Agreement are inserted for the convenience of reference only and are to be ignored in any construction of the provisions thereof.
6. *Gender and Number.* Wherever applicable, the feminine or masculine pronoun as used herein shall also include the masculine and feminine, as the case may be, and the singular or the plural, and vice versa.
7. *Reference to Statutes and Regulations.* Reference in the Agreement to laws, statutes, and regulations shall include all applicable local ordinances, state or federal statutes and all applicable regulations, rulings, procedures, releases, and other procedures, releases and other position statements issued by any governmental agency.
8. *Entire Agreement.* This Agreement represents the entire and exclusive statement of the Agreement of the parties and no modification or amendment of this Agreement shall be valid unless made in writing and signed by both parties. Such modification or amendment shall be attached to and will become a part of this Agreement.
9. *Counterparts.* This Agreement may be executed in any number of counterparts, each of which shall be considered an original and all of which taken together shall constitute one and the same instrument.

IN WITNESS WHEREOF, the Parties have hereunto set their hands and seals on the date(s) indicated.

ATTEST:

Kimberly Weiderhold

INSERVCO INSURANCE SERVICES, INC.

By: Michael S. Pierson
Name: Michael S. Pierson
Title: Regional Vice President

ATTEST:

[SELF-INSURED]


By: _____
Name: _____
Title: _____

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF TECHNOLOGY

Public Agenda
Date: 5/23/11
Attachment # 15


179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 254
Fax: 973-669-5499

MEMORANDUM

DATE: May 12, 2011
TO: Dr. Anthony P. Cavanna, Superintendent
FROM: Fil Santiago, Director of Staff Development and Technology 
SUBJECT: Approval for Trainers for Educational Technology Training Center –Summer 2011

I am recommending the trainers listed below to serve as instructors for summer workshops at the contractual rate of \$73 per hour. The trainers will be paid with funds from the Educational Technology Training Center (ETTC).

Instructor	Workshop	Amount
Jessica Tybursky	Introduction to SMART Boards (7.5 hours)	\$548.00
Jessica Tybursky	Using SMART Boards in the Math Classroom, Grades 6-12 (7.5 hours)	\$548.00
Julie Spoerl	Introduction to Google Apps (7.5 hours)	\$548.00
Julie Spoerl	Creating Your Own Personal Learning Network (7.5 hours)	\$548.00
Frank Ianucci	Introduction to SharePoint 2010 (7.5 hours)	\$548.00
Susan Hunt	Introduction to Microsoft Word 2007 - Novice (7.5 hours)	\$548.00
Susan Hunt	Microsoft Word 2007 - Intermediate (7.5 hours)	\$548.00
Susan Hunt	Introduction to Excel 2007 - Novice (7.5 hours)	\$548.00
Jessica Tybursky	Excel 2007 – Intermediate (7.5 hours)	\$548.00
Kerry Coyne	Making Sense of Data Using Microsoft Excel (7.5 hours)	\$548.00
	Total	\$5,480.00


C:  Mark Kenney, Dr. Donna Rando

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF TECHNOLOGY

Public Agenda
Date: 5/23/11
Attachment # 116

179 Eagle Rock Avenue • West Orange • New Jersey • 07052
Telephone: 973-669-5400 Ext. 254
Fax: 973-669-5499


MEMORANDUM

DATE: May 12, 2011
TO: Dr. Anthony P. Cavanna, Superintendent
FROM: Fil Santiago, Director of Staff Development and Technology 
SUBJECT: VMware Training for Technology Department

I am requesting approval for VMware training for Greg Korab (Network Administrator) and Lester Niepla (Technician). The purpose of this training is to provide Mr. Korab and Mr. Niepla with the skills to install, configure, and manage VMware Sphere, which will permits us improve network functions and reduce cost by virtualizing servers as well as workstations.

The total cost for the training is \$8,800.

Attachment: VMware Course Description; Quote

C:  Mark Kenney, Bob Csigi

Course Modules

1	Course Introduction <ul style="list-style-type: none"> • Introductions and course logistics • Course objectives 	8	Access Control <ul style="list-style-type: none"> • Control user access through roles and permissions
2	Introduction to VMware Virtualization <ul style="list-style-type: none"> • Introduce virtualization, virtual machines, and vSphere components 	9	Resource Monitoring <ul style="list-style-type: none"> • Control virtual machine access to CPU, memory, and I/O resources • Introduce VMkernel methods for optimizing CPU and memory usage • Monitor resource usage using vCenter Server performance graphs and alarms
3	VMware ESX and ESXi <ul style="list-style-type: none"> • Introduce the architecture of ESX and ESXi • Manually configure ESX/ESXi 	10	Data Protection <ul style="list-style-type: none"> • Back up and recover virtual machines using VMware Data Recovery
4	VMware vCenter Server <ul style="list-style-type: none"> • Install and configure vCenter Server components • Manage vCenter Server inventory objects 	11	Scalability <ul style="list-style-type: none"> • Manage multiple vCenter Server inventories using VMware vCenter Linked Mode • Manage ESX/ESXi configuration compliance using Host Profiles • Create, configure, and manage vNetwork distributed switches, network connections, and port groups • Perform VMware vMotion™ migrations • Configure and manage a VMware Distributed Resource Scheduler cluster • Configure and manage VMware Distributed Power Management
5	Networking <ul style="list-style-type: none"> • Create, configure, and manage vNetwork standard switches, network connections, and port groups 	12	High Availability <ul style="list-style-type: none"> • Configure and manage a VMware High Availability cluster • Configure fault-tolerant virtual machines using VMware Fault Tolerance
6	Storage <ul style="list-style-type: none"> • Configure ESX/ESXi with iSCSI, NFS, and Fibre Channel storage • Create and manage vSphere datastores 	13	Patch Management <ul style="list-style-type: none"> • Manage patching and patch compliance using vCenter Update Manager
7	Virtual Machines <ul style="list-style-type: none"> • Deploy virtual machines using the Create New Virtual Machine wizard, templates, cloning, and VMware vCenter Converter • Modify and manage virtual machines • Perform Storage vMotion migrations 	14	Installing VMware ESX and ESXi <ul style="list-style-type: none"> • Introduce ESX and ESXi Installable installation



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VMware vSphere: Install, Configure, Manage

Delivery Methods

- Instructor-led training
- Live-online
- Onsite training

Course Duration

- Five days of instructor-led training
- 60% lecture, 40% hands-on lab

Target Audience

- System administrators
- Systems engineers
- Operators responsible for VMware® ESX™, ESXi, and VMware vCenter™ Server

Prerequisites

System administration experience on Microsoft Windows or Linux operating systems

Pricing

Contact your VMware representative or a VMware Authorized Training Center for pricing information.

More Information

Courses are conveniently scheduled around the world. Please visit www.vmware.com/education to find the class that is right for you.

Onsite training is also available for customers who prefer to bring a VMware Certified Instructor to their own facilities. For additional information about onsite classes, including facility requirements, contact www.vmware.com/education

Course Overview

This hands-on training course explores installation, configuration, and management of VMware vSphere™, which consists of ESX/ESXi and vCenter Server. The course is based on ESX/ESXi 4.1 and vCenter Server 4.1. Completion of this course satisfies as a prerequisite to take the VMware Certified Professional 4 exam.

Students who complete this course may enroll in any of several more-advanced vSphere courses. See www.vmware.com/education for advanced course options.

Course Objectives

At the end of the course, you should gain an understanding of the functionality in VMware vSphere 4 and be able to:

- Install and configure ESX or ESXi
- Install and configure vCenter Server components
- Configure and manage ESX/ESXi networking and storage using vCenter Server
- Deploy, manage, and migrate virtual machines
- Manage user access to the VMware infrastructure
- Use vCenter Server to monitor resource usage
- Use vCenter Server to increase scalability
- Use VMware vCenter Update Manager to apply ESX/ESXi patches
- Use vCenter Server to manage higher availability and data protection



Global Knowledge™

Proforma Invoice

Invoice date: May 4, 2011

Invoice #: C6UJ9A0293V1

Student contact information:

Gregory Korab
West Orange Public Schools
179 Eagle Rock Ave
West Orange, NJ 07052-5000
Phone: (973) 669-5400

Global Knowledge contact information:

Chris Pergola
Training Advisor
(919) 463-7262
(919) 468-4848
chris.pergola@globalknowledge.com

Course	Course Name	Start Date	Location	Price	#Attendees	Total
3191C	VMware vSphere: Fast Track [4.1]	07/11/2011	MRS	\$4,700.00	2	\$9,400.00

SUBTOTAL: \$9,400.00

FEATURED COURSE DISCOUNT (REG BY 5/13): -\$600.00

TOTAL: \$8,800.00

Remit to Address:

Global Knowledge
Attn: Chris Pergola
13279 Collections Center Drive
Chicago, IL 60693-3279

Policy Information:

Enrollment and Purchasing Policies

**Total does not include any applicable taxes*

Prices are valid for 30 days from **May 4, 2011*

FAX COPY OF CHECK OR PO TO:

Chris Pergola Fax: (919) 468-4848

CALL WITH CREDIT CARD INFO TO:

Chris Pergola Phone: (919) 463-7262

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

Public Agenda
Date: 5/23/11
Attachment # 18

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

MS. CONSTANCE SALIMBENO, SUPERVISOR, PRESCHOOL, K-8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

DATE: May 12, 2011
TO: Dr. Anthony P. Cavanna
RE: Agenda Item

Recommend approval of renewal of the following service contract agreement for the 2011-2012 School Year for Services to Nonpublic Students provided thru IDEA funds, not to exceed \$10,000:

Trinitas Children's Therapy Services, Springfield, N.J.

- Occupational therapy services at the rate of \$81 per hour

WEST ORANGE PUBLIC SCHOOLS
DEPARTMENT OF STUDENT SUPPORT SERVICES

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

MS. CONSTANCE SALIMBENO, SUPERVISOR, PRESCHOOL , K-8

MRS. DAWN RIBEIRO, SUPERVISOR, 9-12

DATE: May 16, 2011
TO: Dr. Anthony P. Cavanna
RE: Agenda Item

Recommend approval of the following service agreement for the 2011-2012 school year:

Educational Services Commission of Morris County, Morristown, NJ – Related Services as per IEP for out of district students who attend the Park Lake School and the Regional Day School, 60 minutes of physical, occupational and speech therapies per week are included with tuition; extra related services to be billed at the rate of \$106 per hour, not to exceed \$15,000.

RESOLUTION OF THE BOARD OF EDUCATION OF THE TOWNSHIP OF WEST ORANGE IN THE COUNTY OF ESSEX, NEW JERSEY AUTHORIZING CERTAIN ACTIONS IN CONNECTION WITH A SCHOOL FACILITIES PROJECT

WHEREAS, the Board of Education of the Township of West Orange in the County of Essex, New Jersey (the "Board"), is interested in exploring the installation of solar panels throughout the district (the "Project") and is further interested in exploring such installation through a power purchase agreement ("PPA"); and

WHEREAS, the Board, in connection with same, desires to engage the services of an architect to provide assistance with the technical and design elements of the Project; and

WHEREAS, the Public School Contract Law (N.J.S.A. 18A:18A-1, et seq., permits the Board to engage consultants to provide "Professional Services" without competitive bidding, subject to notice of action being subsequently published in the Board's official newspaper

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 authorizes the engagement of Parette Somjen Architects LLC ("PSA") in order that they may (1) undertake research necessary to identify the viability of a solar panel installation, (2) based on such viability, prepare schematic plans and drawings to assist in bidding this Project, which shall include the development of a request for proposals to solicit bids under the competitive bidding laws from solar developers under a power purchase agreement, (3) assist with project management of such installation.

Section 2. In addition and in connection with the Project, to the extent required by law, submit same to the New Jersey Department of Education and to the Essex County Superintendent of Schools for review and approval.

Section 3. The foregoing services are being awarded as a professional service contract pursuant to Section 18A:18A-5(a)1 of the New Jersey Administrative Code and, therefore, notice of the foregoing engagement shall be published in the Board's official newspaper in accordance with the requirements of said statute.

Section 3. This is another capital project and, accordingly, the West Orange Board of Education is not seeking state funding for said solar project(s).

Section 4. In accordance with the requirements of Section 6A:26-2.3 of the New Jersey Administrative Code, the Board hereby approves an amendment to the Long Range Facilities Plan, as necessary, to reflect the Project and approves the submission of such amendment to the New Jersey Department of Education.

Section 5. In accordance with the requirements of Section 6A:26-3.2 of the New Jersey Administrative Code, the Board hereby approves the Project Application and authorizes Parette Somjen Architects to submit such application to the New Jersey Department of Education.

Section 6. The Board hereby authorizes and directs the Board President, the Superintendent and the Board Secretary, as applicable, to sign the schematic plans and drawings, the amendment to the Long Range Facilities Plan, the project cost estimate sheets and all related project documents providing for submission of same to the New Jersey Department of Education.

Section 7. This resolution shall take effect immediately.

**A REVIEW OF EQUITY IN
EDUCATIONAL PRACTICE
IN WEST ORANGE PUBLIC SCHOOLS**

Submitted By:
LCW CONSULTANTS

Prepared For:
West Orange Public Schools
West Orange, New Jersey

April 29, 2011

CONTENTS

Executive Summary.....	1
Introduction.....	3
Board of Education Policies.....	3
School Culture Including Staffing.....	5
Professional Development.....	6
Curriculum Materials.....	9
Community and Parent Relations.....	11
Methodology.....	12
Recommendations.....	13
Appendices.....	15

Executive Summary

The West Orange Public Schools engaged the services of LCW Consultants to conduct a review of equity practices in the school district. Two experienced educators conducted the review in February 2011 through a written survey, review of school district policies, interviews and focus groups.

The team expresses its deep appreciation to the Superintendent, his staff, school principals, teachers, students, parents and community members for their valuable contributions to our efforts to assist the Board of Education in this review of progress toward achieving an equitable educational program for all students.

This report summarizes the perceptions of participating parents, teachers, students, administrators and community members on the following topics:

- Board of Education policies,
- School culture including staffing,
- Professional development,
- Curriculum materials,
- Community and parent relations.

While the views of the groups differed on several issues, there was strong agreement in all groups that the diverse population of the West Orange schools provides a rich learning environment for students.

Recommendations

The recommendations below address the most commonly expressed concerns of group members:

- 1. Consider adopting additional ways to publicize Board of Education policies and clarify the difference between Board policies and central office/local school procedures.**

As noted in the report, participants were frequently not aware of certain Board policies and did not differentiate between Board actions and school management practices.

- 2. Design and implement ongoing professional development for teachers on understanding and responding to cultural differences.**

Although West Orange has an ambitious professional development program, the need was expressed for greater understanding of teaching strategies and curriculum adaptations that support stronger understanding of diverse cultures.

- 3. Provide greater consistency across schools regarding the number and variety of multicultural events.**

Special programs such as International Night, Spanish folk festivals and International Scavenger Hunt are currently offered at schools. Parents and community members perceive that some schools are more active than others in offering such programs.

4 Review the formal curriculum to ensure the inclusion of multicultural elements, as appropriate, for all content areas.

Participants commented that the curriculum focused more on Europeans, and African Americans than on other cultures that are represented in the student population.

5. Review with supervisors and representative teachers current textbook needs; develop a prioritized list of texts needing replacement, and develop corresponding budget plans.

Participants from all groups (including students) expressed concern about outdated social studies texts.

6. Continue to communicate with school community members on new channels for supporting diversity. Begin by surveying a representative sample of parents on the best times and places for meetings with school district representatives. Possible channels for dialogues include:

- a. Informal coffees held by principals with parents to discuss goals, best practices and plans for the future (not individual student issues);
- b. A systematic plan for school district staff to share information about new initiatives and programs, address unfounded rumors, and highlight student achievement.
- c. Open meetings by principals with parents in neighborhood meeting rooms located in places of worship and public libraries.

7. Continue professional development of the Board of Education by scheduling a retreat with a trainer from the New Jersey School Boards Association or the National School Boards Association.

Recommended for reading is Becoming a Better Board Member, published by the NSBA.

8. Expand recruitment efforts to identify and hire highly qualified candidates who also represent the diverse student population.

All focus groups discussed the need for greater diversity among the teaching staff. Teachers and administrators were aware that reduced budgets have had a negative impact on the district's efforts in this area.

A REVIEW OF EQUITY IN EDUCATIONAL PRACTICE IN WEST ORANGE PUBLIC SCHOOLS

INTRODUCTION

LCW Consulting is pleased to submit this report on equity in educational practice in the West Orange Public Schools. The work on this review was provided by a team of two experienced educators: Dr. Loretta Webb and Ms. Ann Meyer.

The report presents data collected during a visit to the West Orange Schools on February 7– 9, 2011. The team collected data through a written survey of teachers and parents, as well as focus groups and interviews with representative groups of teachers, administrators, students, parents and community members. This report summarizes the information collected on the following topics:

- Board of Education policies,
- School culture including staffing,
- Professional development,
- Curriculum materials,
- Community and parent relations.

The report concludes with a set of recommendations based on commonly expressed suggestions from respondents and conclusions of the consultant team.

While the team employed a set of protocols they developed for this review, discussions sometimes included comments on a wide range of topics. Because the team's charge was to focus on equity in educational practice, this report does not reflect comments made by participants on other aspects of educational practice such the need for increased use of technology in schools.

Members of the West Orange Public Schools community were extremely helpful to the team during the preliminary planning process and throughout the site visit. Focus groups were well attended, and respondents gave generously of their time and patience with the process. The team wishes to express its appreciation to the Superintendent, his staff, school principals, teachers, students, parents and community members for their valuable contributions to this effort to assist the Board of Education in reviewing progress toward achieving an equitable educational program for all students.

Board of Education Policies

School district board of education policies provide the foundation for equity and fairness in the treatment of students, staff members and parents. Thus the first step in this review of equity in West Orange was to examine the policies which undergird practices and programs in the schools.

The policies of the West Orange Board of Education cover a wide range of issues related to equity of educational practice including the following:

- Complaints Regarding Instructional Materials (Code: 6161.20). This policy sets the guidelines for the school district's responsibilities in responding to complaints about the appropriateness of course content and school facilities.
- Non-discrimination in Recruitment, Selection and Hiring (Code: 4111.00). This policy prohibits discrimination in all employment practices.
- Non-discrimination/Affirmative Action (Code: 6121.00). In this policy discrimination is prohibited toward pupils in nine broad areas including courses of study, school culture, teaching strategies, instructional materials, as well as guidance and extracurricular programs.
- Staff Development for all school district staff (Code: 4131.00/4131.10). This policy requires the District to provide in-service on a range of legally required topics including equity.
- Guidelines for Evaluation and Selection of Instructional Materials (Code: 6161.10). According to this policy, all textbooks and instructional materials must be free of encouraging bias and must reflect the District's equity policies.
- Recognition of Religious Beliefs and Customs (Code: 6141.20). This policy directs that no religious belief or non-belief shall be promoted in the curriculum of instruction and none shall be disparaged.
- Non-discrimination/Affirmative Action in employment or education opportunity (Code: 2223.00). Equity in the work environment is addressed in this policy which prohibits sexual harassment and reiterates the need for equity in educational opportunities for all students.
- Controversial Issues (Code: 6144) requires that in classroom discussions, students are encouraged to gather facts, interpret data, reconsider assumptions and reach their own conclusions.

From the policies outlined above, it is evident that the Board has made clear its commitment to equity for students and staff. In an initial meeting with the team, the members of the Board expressed a strong commitment to providing all students with the highest possible quality education. They encouraged the team to help them gain an increased understanding of the perceptions of the school community related to equity and to make recommendations that would be helpful to them and the Superintendent.

Most participants in the teacher and parent groups indicated that they were not aware of Board policies and expressed a desire to become better acquainted with them. As is the case in many school districts, there was also confusion about the difference between Board policy and implementation procedures. In some cases, the participants identified a school's management practice as a Board of Education policy; for example, the schedule for parent conferences was described as a Board policy.

The Board has made its policies public by placing them on the district's web site; however, there are additional steps the Board may consider in helping school community members become more aware of policies. For example, participants suggested that at each Board meeting, one

policy might be reviewed briefly along with an outline of the procedures that are in place for implementing the policy.

It may be helpful to review the procedures for handling complaints regarding appropriateness of instructional materials to ensure that a thorough and objective analysis of the rationale for the complaint is provided.

School Culture/Staffing

School Culture

In a positive school culture where equity prevails, there is mutual respect among students, teachers, administrators and parents. In discussing the diverse populations of West Orange, respondents from all groups pointed out the economic, racial and worship differences, as well as the wide differences in family composition, English language proficiency and immigration history. Groups agreed that “equity” depended on each student having her/his educational needs met regardless of background.

In reviewing the culture of West Orange Public Schools, the team asked participants to reflect on the following topics:

- Compatibility of students,
- Fairness in the administration of discipline,
- Representation of students from diverse backgrounds in advanced and upper level courses,
- Recognition by the schools of student achievement,
- Celebration of cultural events and customs associated with different ethnic groups represented in the student population,
- Comfort level of parents when visiting the school.

The category above receiving the most overwhelmingly positive response was “compatibility of students.” Every group indicated enthusiastically that students from all groups mixed comfortably both in the school and at extracurricular events. In the written Survey on Cultural Diversity developed by the team, a number of respondents commented that most students were “colorblind” and enjoyed friendships with students from diverse backgrounds.

The groups were also in strong agreement that the diversity of the student population represents a major educational strength. Participants in each group noted the wealth of cultural understanding that students in West Orange experience.

School climate was generally seen as very positive. Ninety-one percent of parents surveyed ranked the welcoming aspect of the schools as “excellent” or “good.” And 87 percent gave the schools the same ranking for encouraging parents to attend school functions.

Students and staff were also in general agreement that the administration of discipline was fair; however, there were comments from all groups that disruptive students should be treated more

severely. Parents and some community members were not in agreement on this issue. They expressed concern that discipline was unevenly applied to disruptive students. But the majority of respondents in all groups indicated that students were generally treated with respect and treated each other respectfully. The team's observation of students in the three schools visited supported these comments from respondents. Although the visits to schools were brief, team members noted that hallways, grounds and entrances were clean; students in hallways were orderly, courteous and friendly. Student work was displayed along with trophies, certificates and other symbols of achievement.

It was observed that to some extent all schools celebrate the customs and traditions of diverse cultures; however, some schools were seen as providing significantly more enrichment in this area. Parents were particularly interested in seeing increased consistency in the attention to international cultures in the school program. While they did not wish to see the same events at every school, they did observe that some schools made considerably more effort in this area than others.

Both survey results and focus group comments indicated that schools recognize the accomplishments of students from all ethnic backgrounds. Participants expressed appreciation for the School Board's public "showcasing of West Orange students." One parent said, "My children's school does a fantastic job acknowledging and celebrating the different cultures within our school. I couldn't be happier with my children's experiences with regards to race and culture in school. They have the opportunity to not only learn about the differences that make us all special – but get firsthand experience in what is best in their friends and classmates." Other parents agreed and felt that schools strive to encourage and develop appreciation for cultural diversity, albeit inconsistently. The schools' recognition of student achievement was generally seen as representative of the population. Of parents surveyed 82 per cent described the teachers' recognition of their children's accomplishment as "good" or "excellent."

Staffing

All respondents, including members of the Board, expressed concern that the teaching staff did not represent demographics of the student population and stressed the need for greater staff diversity. Progress in increasing staff diversity has been impeded by budget cuts that eliminated positions. Negotiated agreements with employee organizations require respect for seniority when staffing is cut, thus negating recent gains in acquiring a more diverse staff.

To address this concern, the teacher recruitment committees indicated they will be casting a wider net to help them identify the most highly qualified candidates who also represent West Orange student diversity.

Professional Development

"Professional development is a comprehensive, sustained and intensive approach to improving teachers' and principals' effectiveness in raising student achievement."

National Council of Staff Development

The West Orange School district provides a plethora of professional development topics that are meaningful and in compliance with New Jersey State laws. Much of the guidance for teachers has focused on closing the achievement gap for students. Programs related to equity/ diversity offered in 2010 and 2011 include:

- Teaching in a Culturally Diverse Classroom (New Teachers)
- Teaching the English Language Learner (New Teachers)
- Special Services: At Risk Students (New Teachers)
- Differentiated Instruction
- Amistad Training
- Connected and Respected Program
- Conflict Resolution
- Integration of Cultural Competence and Literacy Instruction

LCW consultants' discussion pertaining to professional development in West Orange focused on:

- The relationship between professional development programs and the Board's policies on equity and diversity,
- How the school district prepares teachers to address diversity and ethnicity issues.

Teachers acknowledged their lack of familiarity with Board policies pertaining to equity and diversity; however, their survey responses (70 percent) indicated they believed the Board's published policies related to cultural diversity are observed in schools. Teachers recalled participating in sessions on equity and cultural diversity when first hired but affirmed a lack of professional development on the topic since that time. Overwhelmingly, teachers and school-based administrators stated the need for additional guidance and support to successfully achieve the multicultural goals of the West Orange Public Schools.

Comments from the Administrator and Teacher Cultural Diversity Survey (Appendix A) administered by the school district revealed:

- Teacher training is needed to address sensitive issues related to the culture, language and customs of the ethnic groups represented in the student population.
- Staff and administration need increased awareness of cultural differences without stereotyping individuals based on race or color. The different needs of each child should be considered on an individual basis and addressed in the same manner.

Teachers are willing and ready for targeted, high quality professional development on cultural diversity and stated strongly that this type of professional growth should be ongoing. One survey respondent stated it this way: "Stop worrying about perceptions and simply evaluate the findings. If we are satisfied, then showcase them to the public. If we are not, then devise and apply practical solutions."

Attention to promoting understanding of cultural differences can be seen in the district's wide range of professional development offerings; namely, a) New Teacher Orientation that includes topics related to diversity, b) Amistad Web-Based Curriculum Training, c) Connected and Respected Curriculum and d) Conflict Resolution. The West Orange Public Schools and Educators for Social Responsibility Work Plan for Multicultural and Diversity Teaching (K-8) is another indicator of the system's commitment to providing a focus on diversity issues. The Amistad Bill (A1301) passed in 2002 requires that all New Jersey schools incorporate African American history into social studies classes; however, funding was not available until 2010. All middle and high school social studies teachers have been trained using the content inclusion guide. Elementary teachers will be trained in the coming months.

The team's observations while visiting schools during Black History Month and discussions with focus group participants revealed meaningful and substantive activities recognizing the contributions of African Americans, past and present. Middle and high school students positively and thoughtfully discussed their class activities related to Black history and literature.

A conflict resolution program has been in place for the past five years. Currently this program is undergoing modification to include social responsibility with the goal of each school building a safe and caring community--which relates to the issue of fairness for students from all backgrounds. An anti-bullying program begun in all schools in September 2010 emphasizes the need for respect of cultural and language differences among students.

Connected and Respected is a program in place in the elementary schools that helps teachers become acquainted with their students' cultural backgrounds and learning styles. Teachers were enthusiastic about this valuable program and wish to have more time at the beginning of the year to establish its foundations.

Recognizing the school district's commitment to diversity and the substantial work in progress, school-based administrators and teachers still believe additional professional development on diversity will assist them in addressing cultural diversity matters more effectively. They wish to see comprehensive, sustained and ongoing training for working with students from diverse backgrounds. It is evident that the foundation for delivering equitable educational services is firmly established in the Board of Education policies, and the attitudes of both administrators and teachers are positive. Thus, the West Orange Public School district is well positioned to expand its efforts in addressing cultural diversity in its schools and community through high quality professional development programs.

Students reported that most teachers displayed an understanding of cultural differences. However, parents responded differently. They cited examples of teachers not consistently responding sensitively to a child's learning styles.

The team offers the suggestions below for courses, workshops and seminar offerings for administrators, teachers and parents:

- Building Relationships with Students Who Do Not Share Your Language, Race, Socioeconomic Status, or Culture

- Changing Cultures Lead to Cultural Change
- Ethnicity Versus Cultural Diversity
- Reaching Out to All Parents
- Reaching Out to All Students
- Sensitivity and Cultural Diversity

Curriculum Materials

The West Orange School Board is in compliance with New Jersey state laws governing multicultural curriculum by “...ensuring that all students regardless of race, creed, color, national origin, ancestry, age, marital status, affectional or sexual orientation, gender, religion, disability, or socioeconomic status are provided equal access to educational programs and services by district boards of education.” (NJAC 6:7-1.1-1.10) A “multicultural curriculum”, as defined by the state, “means to incorporate throughout the curriculum the experiences, perspectives, and accomplishments of men and women of diverse racial and cultural backgrounds, ethnicities and national origin that comprise the American society, and to develop among students a respect for self and others, an appreciation of diversity, the acquisition of attitudes, skills and knowledge needed to function effectively with persons of diverse cultures.”

The district has carefully examined each school’s compliance with the New Jersey state law in its document “Shaping a Learning Environment in a Context of Multiculturalism,” prepared in February 2010. This document provides a school-by-school summary of programs and events directed toward the infusion of multicultural learning into the curriculum and co-curricular activities.

Respondents from all focus groups agreed on the importance of incorporating diversity materials into the curriculum. Findings from many research studies indicate that integrating diversity materials into teaching positively affects learning outcomes for students.

LCW consultants conducted three focus group sessions with middle school students and two sessions with high school students, as well as sessions with middle and elementary teachers. A scheduling conflict prevented the team from meeting with a representative group of high school teachers. However these teachers were given two opportunities to make comments through email and/or in writing. The students, representing diversity that exists in the schools, shared their ideas competently, enthusiastically and earnestly.

Student respondents commented that most teachers are committed to using instructional materials representing different cultures. They acknowledged that diversity inclusion in the curriculum depended upon the teacher, the subject and the maturity of students. Some students felt discussions pertaining to diversity issues occurred only in honors and Advanced Placement classes while other classes focused on the basics. However, they believed books and novels read in literature classes at all levels included writings by authors from diverse backgrounds who provided their insights from “all walks of life.”

Students said that discussions about African Americans were taking place currently (February) because many classes were celebrating Black History Month. Students commented that history

and social studies materials included the accomplishments of people from a wide range of backgrounds and races. All students spoke positively about the variety of world languages offered by the school district and the support provided to English Limited Language students. Students felt strongly that anyone who wants to learn in West Orange Public School can do so because the administrators and teachers are strongly committed to helping all students.

However, students indicated that even though attention is given to diversity in the classrooms, textbooks need to be updated and additional instructional materials should be added to school inventories. For example, they noted that President George H.W. Bush is the last president covered in the current social studies text and the content on contributions of women is limited. Students commented that many texts focused on interactions between African American and Caucasian Americans rather than interactions among multi-cultures.

During focus group discussions, administrators and teachers exhibited passionate and positive attitudes about the diversity that now exists in West Orange schools. They recognized endeavors taking place currently and realized how much more they would like to do. Teachers stated their need to learn more about the cultural backgrounds of students in their classes as well as different strategies for teaching them. Principals described how they implement cultural diversity activities in their schools fervently but differently. Materials reviewed by consultants showed a comprehensive list and descriptions of programs and activities implemented in each school during Black History Month

Administrators and teachers saw a need to strengthen the formal curriculum and support it with additional updated instructional materials pertaining to cultural diversity. In order to address cultural diversity effectively, classroom teachers now supplement the current West Orange curriculum by integrating supplementary materials into daily instruction. Reviews of school district documents revealed that the district is in the process of adopting new materials that are culturally sensitive.

Survey results showed 75 percent of parents who responded think the instructional materials in the schools represent diverse cultures. Parents expressed praise for schools that held events celebrating different cultures. All agreed that they wished to see greater infusion of multicultural study in the ongoing curriculum particularly in history and literature.

Members of the community also expressed a desire for more cultures to be recognized and the curriculum revised to reflect this. They commented that the instructional materials with which they were familiar did not consistently reflect cultural diversity.

The LCW team concluded that the school community and school district staff are in agreement on the need to further develop the curriculum in the area of multiculturalism.

Community/Parent Relations

The percentage of parents responding to the survey developed by the team follows:

Parent of West Orange Public Schools elementary school student	51%
Parent of West Orange Public Schools middle school student	8%
Parent of West Orange Public Schools high school student	15%
Parent of two or more West Orange Public Schools students in elementary, middle and high school	26%

A focus group comprised of 16 community members, some representing community organizations (PTA, ESL Adult Literacy, African Heritage Organization, NAACP, West Orange Human Relations Commission, West Orange Town Council, and West Orange Municipal Alliance), shared comments and suggestions on the topics below:

- The connection between Board policies and West Orange’s commitment to providing fair and equitable educational programs to all students,
- The availability of instructional materials and programs that reflect cultural diversity and the consistency of implementation of such programs across the school district,
- Disciplinary procedures and inclusion of students from all backgrounds in special programs.

Some parents shared examples indicating that a few school personnel responsible for implementing School Board policies needed greater knowledge and understanding of policies. Again, there was some confusion about Board policies and administration procedures. Focus group discussions revealed a need for the school district to share more information on policies and the accompanying procedures relating to equity and diversity as well as the procedures for responding to parent complaints. Parents suggested a focus on one or more policies during each School Board meeting.

Parents felt those policies pertinent to specific programs and student behavior were not implemented fairly and consistently between and among schools. The High Aptitude Program (HAP) was identified as an example. Although parents believed students from different backgrounds are encouraged to enroll in challenging courses they also expressed a strong concern about the high percentage of African American males currently enrolled in special education.

Parents, students and teachers indicated that all parents are treated courteously when they visit the school. However, teachers and parents were in agreement that greater involvement of parents is needed. Administrators and teachers expressed concern about the difficulty in contacting all parents. School staff members understood that demanding work schedules often make it difficult for parents to be actively involved in school events and meetings. They thought it would be beneficial if more of the positive things they are accomplishing could be consistently showcased in various ways throughout the school district.

Parents and community members stated that the West Orange Board of Education and all schools should consider more outreach programs for parents and members of the community. They believed outreach programs should include new strategies that encourage reluctant parents to become more active in schools and more supportive of their children.

Parents also expressed the importance and need for increased parent involvement in the schools. They suggested that parents be surveyed regarding the best times for them to attend meetings at each school so that staff could find creative ways to expand parent involvement. Parents also expressed their desire to not only become more involved but also to participate in positive public relations promotions for West Orange schools.

Parents also commented that they do not have to be present in the schools to be actively involved in their children’s education, but they do need to have some way of communicating with the staff regularly. Some parents commented that although working parents may not be able to attend most school meetings and activities, this does not mean they are not interested. Parents and members of the community also stated a desire to continue the conversation on equity and diversity. Their hope is for the Board to reach out to all parents including those from diverse backgrounds and those who are new to the system. They recommended that the Board establish a “running focus group” comprised of parents and community members, changing the participants based on issues.

The fact that the community and parent groups were most vocal in expressing their concerns regarding a range of topics suggests that West Orange needs to strengthen its focus on sharing information with the public. An overall plan is needed for systematically publicizing new initiatives, showcasing student achievement, dispelling rumors, and involving parents in planning school programs and events.

As stated previously, the foundation for multicultural education in West Orange appears firm; attitudes are positive; and the time is right for West Orange to make further progress in meeting this challenge.

METHODOLOGY

Prior to visiting the West Orange Public Schools, the team administered the Cultural and Diversity Survey to teachers and parents. The table below shows the number of participants.

Table 1

Written Survey	Total Number of Respondents
Teachers/Administrators	360
Parents	221

Table 2

Focus Group/Interview	Total Number of Participants
Parents/Community Members	28
Elementary and Middle School Teachers	22
Administrators	13
Students	34

Because of a scheduling conflict at the high school, senior high teachers were unable to meet with the consulting team; however, 7 teachers responded in writing to the questions on the focus group protocol. Their input was incorporated in the report.

RECOMMENDATIONS

The recommendations below address the most commonly expressed issues raised in the review process.

- 1. Consider adopting additional ways to publicize Board of Education policies and clarify the difference between Board policies and central office/local school procedures.**

As noted in the report, participants were frequently not aware of certain Board policies and did not differentiate between Board actions and school management practices.

- 2. Design and implement ongoing professional development for teachers on understanding and responding to cultural differences.**

Although West Orange has an ambitious professional development program, the need was expressed for greater understanding of teaching strategies and curriculum adaptations that support stronger understanding of diverse cultures.

- 3. Provide greater consistency across schools regarding the number and variety of multicultural events.**

Special programs such as International Night, Spanish folk festivals and International Scavenger Hunt are currently offered at schools. Parents and community members perceive that some schools are more active than others in offering such programs.

- 4. Review the formal curriculum to ensure the inclusion of multicultural elements, as appropriate, for all content areas.**

Participants commented that the curriculum focused more on Europeans, Caucasians and African Americans than on other cultures that are represented in the student population.

- 5. Review with supervisors and representative teachers current textbook needs; develop a prioritized list of texts needing replacement, and develop corresponding budget plans.**

Participants from all groups (including students) expressed concern about outdated social studies texts.

- 6 Continue to communicate with school community members on new channels for supporting diversity. Begin by surveying a representative sample of parents on the best times and places for meetings with school district representatives. Possible channels for dialogues include:**

- d. Informal coffees held by principals with parents to discuss goals, best practices and plans for the future (not individual student issues);
- e. A systematic plan for school district staff to share information about new initiatives and programs, address unfounded rumors, and highlight student achievement.
- f. Open meetings by principals with parents in neighborhood meeting rooms located in places of worship and public libraries.

- 7. Continue professional development of the Board of Education by scheduling a retreat with a trainer from the New Jersey School Boards Association or the National School Boards Association.**

Recommended for reading is [Becoming a Better Board Member](#) published by the NSBA.

- 8. Expand recruitment efforts to identify and hire highly qualified candidates who also represent the diverse student population.**

All focus groups discussed the need for greater diversity among the teaching staff. Teachers and administrators were aware that reduced budgets have had a negative impact on the district's efforts in this area.

APPENDICES

APPENDIX A

Administrator and Teacher Cultural Diversity Survey

Response Status: Completes

Filter: No filter applied

Mar 16, 2011 11:25 AM PST

The survey statements below are to be evaluated on the following four-point scale: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor, Missing; NA = Not Applicable As you respond to survey statements, the overall question to consider is: "How well do the practices in this school (district for Central Office personnel), relative to cultural diversity, meet the needs of the school, the students and the parents?"

1. Please check one:

Teacher	344	91%
School-Based Administrator	23	6%
Central Office Administrator	10	3%
Total	377	100%

2. To what extent is the staff committed to addressing cultural diversity issues in your school?

NA	4	1%
1	9	2%
2	54	14%
3	115	31%
4	194	52%
Total	376	100%

3. To what extent does the teaching staff make a consistent effort to promote sound cultural diversity relationships in their contacts with students and parents in your school?

NA		6	2%
	1	15	4%
	2	53	14%
	3	118	32%
	4	182	49%
Total		374	100%

4. To what extent do the teachers practice sound inter-group relationships among themselves?

NA		8	2%
	1	15	4%
	2	69	18%
	3	132	35%
	4	149	40%
Total		373	100%

5. How effectively do school administrators perform their duties in relation to cultural diversity?

NA		5	1%
	1	14	4%
	2	64	17%
	3	131	35%
	4	157	42%
Total		371	100%

6. To what extent are published policies of the Board relating to cultural diversity observed in your school?

NA		19	5%
	1	20	5%
	2	60	16%
	3	120	33%
	4	148	40%
Total		367	100%

7. To what extent do the grouping, class scheduling, and student assignment policies and procedures consider cultural diversity as a factor?

NA		44	12%
	1	37	10%
	2	50	13%
	3	110	30%
	4	131	35%
Total		372	100%

8. To what extent does concern for cultural diversity permeate the entire school program?

NA		9	2%
	1	17	5%
	2	70	19%
	3	139	37%
	4	138	37%
Total		373	100%

9. To what extent does the formal curriculum available to students contribute to and support the school's efforts to address cultural diversity?

NA		14	4%
	1	20	5%
	2	82	22%
	3	139	37%
	4	122	32%
Total		377	100%

10. To what extent do the learning materials available to students contribute to and support the school's efforts to address cultural diversity?

NA		12	3%
	1	24	6%
	2	91	24%
	3	134	36%
	4	112	30%
Total		373	100%

11. To what extent are the school's total efforts toward addressing cultural diversity meeting the needs of all students?

NA		6	2%
	1	23	6%
	2	75	20%
	3	151	40%
	4	118	32%
Total		373	100%

12. To what extent is the school identifying and seeking solutions to issues and problems related to cultural diversity?

NA		11	3%
	1	19	5%
	2	73	19%
	3	145	39%
	4	127	34%
Total		375	100%

13. To what extent are students treated fairly by other students?

NA		8	2%
	1	18	5%
	2	66	18%
	3	176	47%
	4	108	29%
Total		376	100%

14. To what extent are the accomplishments of students from all ethnicities recognized by the school?			
NA		5	1%
	1	17	5%
	2	40	11%
	3	97	26%
	4	216	58%
Total		375	100%

APPENDIX B

Parent Cultural Diversity Survey

Response Status: Completes

Filter: No filter applied

Mar 16, 2011 11:22 AM PST

The survey statements below are to be evaluated on the following four-point scale: 4 = Excellent; 3 = Good; 2 = Fair; 1 = Poor

1. Please check one:

Parent of West Orange Public Schools elementary school student	244	39%
Parent of West Orange Public Schools middle school student	64	10%
Parent of West Orange Public Schools high school student	118	19%
Parent of two or more West Orange Public Schools students in elementary, middle, and high school	203	32%
Total	629	100%

2. I believe my children are generally pleased with their school's overall climate.

1	21	3%
2	102	16%
3	306	49%
4	200	32%
Total	629	100%

3. My children have opportunities to develop their individual talents through the school's program.

1	29	5%
2	139	22%
3	262	42%
4	199	32%
Total	629	100%

4. I am treated fairly and courteously when I visit the school.

1	20	3%
2	49	8%
3	208	33%
4	352	56%
Total	629	100%

5. My children's accomplishments are recognized by the teachers.

1	22	3%
2	92	15%
3	252	40%
4	263	42%
Total	629	100%

6. The school is helping my children to develop positive relations with their classmates.

1	29	5%
2	138	22%
3	272	43%
4	190	30%

Total	629	100%
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7. The school encourages me to attend school functions.		
1	26	4%
2	65	10%
3	227	36%
4	311	49%
Total	629	100%

8. My children feel comfortable with their classmates.		
1	19	3%
2	95	15%
3	290	46%
4	225	36%
Total	629	100%

9. My children are treated fairly by their teachers.		
1	21	3%
2	89	14%
3	256	41%
4	263	42%
Total	629	100%

10. The instructional materials in the school represent diverse cultures.		
1	35	6%
2	126	20%

	3	262	42%
	4	206	33%
Total		629	100%