

**PENNSVILLE PUBLIC SCHOOL DISTRICT
BOARD OF EDUCATION
COMMITTEE OF THE WHOLE MEETING
June 18, 2012**

- I. CALL TO ORDER
- II. ROLL CALL
- III. FLAG SALUTE AND MOMENT OF SILENCE
- IV. READING OF THE SUNSHINE LAW STATEMENT
- V. REVIEW OF THE MINUTES
 - A. May 29, 2012
 - 1. REGULAR SESSION
 - 2. CLOSED SESSION
- VI. COMMUNICATIONS
- VII. **SUPERINTENDENT'S REPORT**
 - A. New Preschool Program – Karen Driscoll (6/18/12)
 - B. HIB Reports for January to June, 2012 – Karen Driscoll (6/25/12)
 - C. Review Fire/Security Drills – May 2012
 - D. Review Workshop Report – May 2012
- VIII. MOTION TO ACCEPT SUPERINTENDENT'S REPORT
- IX. NOTATION OF PUBLIC COMMENTS ON AGENDA ITEMS

The Board President will recognize those individuals in the audience who wish to comment on agenda items. Please respect the following procedure:

- 1. Be recognized by the Board President
- 2. State your full name and address
- 3. Identify the resolution number(s) on those you wish to comment
- 4. Wait to be recognized before you make your comment (just before the resolution is voted on)
- 5. Limit your comments to the specific resolution you identified in #3

X.

WORK SESSION ITEMS (NON-ACTION ITEMS)

A. ADMINISTRATION/POLICY

- 1AD - Approve General Fund Invoices
- [2AD](#) - Approve Payroll Invoices
- [3AD](#) - Certify Secretary's Report
- [4AD](#) - Authorize Payment of Outstanding Bills
- [5AD](#) - Approve Payment of Petty Cash Invoices
- [6AD](#) - Approve Sale of School District Property
- [7AD](#) - Approve Notice of Tort Claim Form Resolution
- [8AD](#) - Approve Signatories
- [9AD](#) - Approve Interlocal Service Agreement
- [10AD](#) - Approve Amendment to Edvocate Agreement
- [11AD](#) - Approve Line Item Transfers
- [12AD](#) - Approve Submission of Statement of Assurance
- [13AD](#) - Employ MS Secretary – J. Sauer
- [14AD](#) - Approve Nursing Service Plan
- [15AD](#) - Second Reading - Policy #6171.5
- [16AD](#) - Second Reading – Regulation #6171.5R
- [17AD](#) - Second Reading – Regulation #6147.1R
- [18AD](#) - Approve Learning Center Stipends

B. ACADEMIC PROGRAMS

- [1AP](#) - Approve Outgoing Tuition
- [2AP](#) - Approve Staff – Summer Special Ed Program
- [3AP](#) - Approve Tuition Reimbursement - Certified
- [4AP](#) - Approve Tuition Reimbursement – Non-Certified
- [5AP](#) - Approve Track and Field Staff
- [6AP](#) - Approve Staff – Summer Basic Skills Program
- [7AP](#) - Approve Agreement with SCC
- [8AP](#) - Approve Transfers – Paraprofessionals
- [9AP](#) - Approve Leave of Absence – L. Beyl
- [10AP](#) - Employ Teacher – C. Oagaro
- [11AP](#) - Employ Teacher – J. Simmons
- [12AP](#) - Employ Teacher – M Layton
- [13AP](#) - Approve Workshops
- [14AP](#) - Approve Voluntary Transfer – C. Press
- [15AP](#) - Approve Chinese Club
- [16AP](#) - Approve GLI Club
- [17AP](#) - Approve Extra-Curricular Advisors
- [18AP](#) - Approve Field Trip
- [19AP](#) - Approve Textbook Adoptions
- [20AP](#) - Adopt Preschool Program – Curiosity Corner

- [21AP](#) - Adopt Special Education Program – Re-think Autism
- [22AP](#) - Approve I & RS Case Coordinators
- [23AP](#) - Approve Breakfast Duty Personnel
- [24AP](#) - Approve Attendance Compliance Designees
- [25AP](#) - Approve Student Escort Program Personnel
- [26AP](#) - Approve Academy Liaisons
- [27AP](#) - Approve Academy Adjunct Lesson Coordinator
- [28AP](#) - Approve Substitute Pay Scales
- [29AP](#) - Approve Advanced Studies Summer Hours – M. Hill
- [30AP](#) - Approve Outgoing Tuition
- [31AP](#) - Approve Educational Services
- [32AP](#) - Approve Substitute Teachers
- [33AP](#) - Approve Substitute Paras, Secretaries, Nurses
- [34AP](#) - Amend Summer Employment – K. Dorsey
- [35AP](#) - Amend Summer Employment – K. Shimp

C. OPERATIONS/BUILDING/SECURITY

- [1OP](#) - Accept Bids – Janitorial Supplies
- [2OP](#) - Accept Bids – Athletic Supplies

XI. NEW BUSINESS (Action Items)

- [1NB](#) - Approve Applications to NJ CAP Program
- [2NB](#) - Approve Amendment to NCLB Grant
- [3NB](#) - Award Contract

XII. SECRETARY'S REPORT

XIII. TREASURER'S FINANCIAL REPORT

XIV. SUPERINTENDENT'S COMMENTS

XV. PRESIDENT'S REPORT/NJSBA UPDATES

XVI. BOARD MEMBER REPORTS

- Central Park School - Mr. Pierce
- Penn Beach School - Mr. Acton
- Valley Park School - Mrs. Phillips
- Pennsville Middle School - Mr. Nugent
- Pennsville Memorial HS - Mr. Elwell
- Academies - Mrs. Myers

XVII. PUBLIC COMMENTS

This meeting will now be open to members of the public who wish to speak or make comment on agenda items or a school district issue that may be of

concern to the residents of the Township of Pennsville. Pursuant to the Open Public Meetings Act, the Board has set aside a portion of this meeting, the length of which will be announced by the presiding Board Officer prior to the first member of the public being acknowledged, for public comment.

Any person who wishes to speak must wait to speak until they have been recognized by the presiding Board Officer. Out of respect for other members of the public that may wish to speak, the Board requests that each speaker cede the floor to the next member of the public as soon as they have finished making their respective comment(s).

If your questions or comments pertain to litigation, student, or personnel matters, the Board asks that you see the Superintendent after the meeting since the Board does not, pursuant to the Open Public Meetings Act, discuss or respond to these items in public.

In addition, please note that the Board has established a specific grievance process in order to ensure an orderly and prompt response to certain public complaints. This process is set forth in File Code: 1312, "Community Complaints and Inquiries." A copy of this policy is available at your request in the Office of the Superintendent. In order to best facilitate public complaints, the Board requests that members of the public follow the process set forth in File Code: 1312.

XVIII. CLOSED SESSION

XIX. RECONVENE TO OPEN SESSION

XX. ADJOURNMENT

THE FOLLOWING MATERIALS WERE AVAILABLE FOR PUBLIC REVIEW AT THIS MEETING:

1. AGENDA

PLEASE NOTE:

QUESTIONS FREQUENTLY ARISE CONCERNING WHAT AN AGENDA MUST LOOK LIKE. IN COMMON USAGE, AGENDA REFERS TO A LIST OF ITEMS TO BE DISCUSSED AND ACTED UPON, AN OUTLINE OF THINGS TO DO. SINCE THERE IS NOTHING IN THE SUNSHINE LAW TO INDICATE ANY SPECIAL MEANING TO THE WORK AGENDA, THE ATTORNEY GENERAL HAS STATED THAT THE ORDINARY AND UNDERSTOOD MEANING OF THE WORD IS TO BE USED. HE CONCLUDED THAT AGENDA REFERS SOLELY TO THE LIST OF SUBJECT MATTERS TO BE DISCUSSED AND ACTED UPON AT THE NEXT MEETING, AND DOES NOT INCLUDE THE SUPPORTIVE OR EXPLANATORY MATERIALS AND REPORTS. (A.G.F.O. 19.1976)

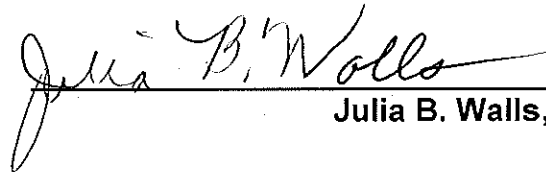
MONTHLY FIRE/SECURITY DRILL REPORT

Central Park School

Date Submitted to
Superintendent's Office -05/31/12

DATE OF FIRE DRILL	TIME TO COMPLETE DRILL	CONDITIONS	WEATHER
5/30/12 8:41 a.m.	58 sec	Pull Station End of 3 rd hall	Cloudy 71 F
Staff in Building = 31	Substitutes = 4	Students = 267	Visitors = 1

SECURITY DRILL	TIME TO COMPLETE DRILL	TYPE OF DRILL	WEATHER
5/31/12 9:36 a.m.	9 mins.	Lock Down & fire drill evac	sunny 76° F
Staff in Building = 30	Substitutes = 2	Students = 265	Visitors = 0



Julia B. Walls, Principal

FIRE/SECURITY DRILL REPORT

Penn Beach School: MAY 2012

FIRE DRILL:

DATE/TIME OF FIRE DRILL	DURATION OF DRILL	WEATHER CONDITIONS	CONDITIONS
5/24/12 2:14pm	59 seconds	83 & Sunny	Front Hallway Exit Door Pull Station
STAFF: 31 SUBSTITUTES: 4 VISITORS: 0 STUDENTS: 296			

SECURITY DRILL:

DATE/TIME OF CRISIS DRILL	TYPE OF DRILL	DURATION OF DRILL	WEATHER CONDITIONS	PARTICIPANTS OF DRILL	BRIEF DESCRIPTION OF WHAT WAS DRILLED
5/22/12 1:02pm	Active Shooter	10 minutes	71 & Cloudy	School Staff	An announcement to go into lockdown was made and staff followed the prescribed crisis plan procedures. Security team members monitored the building to ensure the proper procedures took place. An announcement was made which ended the drill. Security team members then communicated to staff pertinent information regarding the drill procedure.
STAFF: 34 SUBSTITUTES: 3 VISITORS: 2 STUDENTS: 286					



Mr. Mark Zoppina
Principal

FIRE/SECURITY DRILL REPORT

VALLEY PARK SCHOOL


May

FIRE DRILL

DATE/TIME OF FIRE DRILL	DURATION OF DRILL	WEATHER CONDITIONS	CONDITIONS
5/30/12 9:49 a.m.	65 seconds	72 degrees cloudy	Pull station in lobby.
STAFF: 34 SUBSTITUTES: 1 VISITORS: 0 STUDENTS: 244			

SECURITY DRILL

DATE/TIME OF CRISIS DRILL	TYPE OF DRILL	DURATION OF DRILL	WEATHER CONDITIONS	PARTICIPANTS OF DRILL	BRIEF DESCRIPTION OF WHAT WAS DRILLED
5/14/12 9:28 a.m.	Shelter in Place	17 min.	63 degrees showers	Staff students substitutes	Lockdown/shelter in place protocols and procedures as part of the Crisis Plan.
STAFF: 30 SUBSTITUTES: 4 VISITORS: 0 STUDENTS: 282					


 Miss Bobbie-Ann Jordan
 Principal

MONTHLY FIRE/EMERGENCY DRILLS

Middle School

Submitted to Superintendent's Office
for month of May 2012

FIRE DRILL

Fire Drill Date	Time to Complete Drill	Conditions	Weather Conditions
5/17/12	1 minute, 42seconds 7 minutes, 35 seconds	Regular drill	Sunny, 59°

Accountability of Students/Staff/Substitutes/Visitors In Building

Students	Staff	Substitutes	Visitors
433	58	7	0

EVACUATION/LOCKDOWN (NON-FIRE) DRILL

Lockdown Drill Date	Time to Complete Drill	Conditions	Weather Conditions
5/29/12	8 minutes, 6 seconds	Security/Lockdown	Sunny, 80°

Accountability of Students/Staff/Substitutes/Visitors In Building

Students	Staff	Substitutes	Visitors
426	64	3	1


Principal's Signature

MONTHLY FIRE/EMERGENCY DRILLS

High School

Submitted to Superintendent's Office
for month of May 2012

FIRE DRILL

Date of Fire Drill	Time to Complete Drill	Conditions	Weather Conditions
5/29/2012	1.48 (@ 10:28 am)	Normal	Sunny, 84°

Accountability of Students/Staff/Substitutes/Visitors in Building

Students	Staff	Substitutes	Visitors
544	59	7	3

LOCKDOWN/SECURITY DRILL

Date of Lockdown Drill	Time to Complete Drill	Conditions	Weather Conditions
5/31/2012	4.0 (@ 2:09 pm)	Normal	Sunny, 80°

Accountability of Students/Staff/Substitutes/Visitors in Building

Students	Staff	Substitutes	Visitors
570	62	4	6


Principal's Signature

WORKSHOP REPORT - MAY 2012

Susan Bobjak	05/23/12	Best New Strategies Using iPads, Mobile Devices, Other Cutting- Edge Technology (no report received)	\$	219.00
Cherie Burns	05/23/12	Best New Strategies Using iPads, Mobile Devices, Other Cutting- Edge Technology		219.00
Alicia Busillo	05/18/12	IPM School Training		0
Jennifer Cayer-Johnson	05/08/12	Ethics		99.99
Alicia Chiaradonna	05/08/12	Ethics		99.99
Colleen Fulmer	05/22/12	Implementing the Common Core Series in Algebra		125.00
Christie Goss	05/23/12	NJ Association of School Administrators		0
Alison Hyland	05/23/12	Best New Strategies Using iPads, Mobile Devices, Other Cutting- Edge Technology		219.00
Tracy Turner	05/23/12	Best New Strategies Using iPads, Mobile Devices, Other Cutting- Edge Technology		219.00
Alyssa Phillips	05/17/12	Gumpert Teacher's Workshop: Transitional and Transformative Justice in the Aftermath of Genocide		0
Julia Walls	05/18/12	School IPM Coordinator		0

TOTAL \$ 1,200.98

June 25, 2012

06-25-02AD - On recommendation of the Superintendent and the Committee of the Whole, please move the board approve payment of the May 2012 Payroll and Handwritten Check List for a total of \$2,047,061.57 which has been properly signed.

JJR

es

June 25, 2012

06-25-3AD - On recommendation of the Superintendent and the Committee of the Whole, please move that pursuant to N.J.A.C. 6A:23A-16.10(c)4, the Pennsville Board of Education certifies that as of May 31, 2012, and after review of the Secretary's Monthly Financial Report appropriations section as presented and upon consultation with the appropriate district officials, to the best of the Board's knowledge, no major account or fund has been over-expended in violation of N.J.A.C. 6A:23A-16.10(a)1 and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

JJR

es

June 25, 2012

06-25-4AD - On recommendation of the Superintendent and the Committee of the Whole, please move to authorize the Business Administrator to pay any outstanding bills for the 2011-2012 school year and said bill list shall be presented to the board for approval at the July 30, 2012 board meeting.

JJR

June 25, 2012

06-25-5AD - On recommendation of the Superintendent and the Committee of the Whole, please move the board approve payment of Petty Cash Invoices for the 2012-2013 school year which have been properly signed for a total amount of \$4,400.00 and note that no single expenditure from any Petty Cash Account is to exceed the amount of \$35.00.

JJR

es

June 25, 2012

06-25-6AD - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the sale of school district property which is not needed for school purposes for the 2012-2013 school year.

JJR

es

June 25, 2012

06-25-7AD – On recommendation of the Superintendent and the Committee of the Whole, please move to approve and adopt the attached Notice of Tort Claim Form Resolution.

JJR

June 25, 2012

06-25-8AD - On recommendation of the Superintendent and the Committee of the Whole, please move to approve and authorize the following signatories on behalf of the Pennsville Township Board of Education for the following General Accounts for each school held at Pennsville National Bank:

Central Park Elementary School	Julia Walls and Barbara Miller
Penn Beach Elementary School	Mark Zoppina and Meredith Sobelman
Valley Park Elementary School	Bobbie-Ann Jordan and Wendy Hankin
Pennsville Middle School	Sheila Burris, Carolyn Carels and Joemma Sauer
Pennsville Memorial High School	Matthew McFarland and Ammey Kennedy

JJR

es

June 25, 2012

06-25-9AD – On recommendation of the Superintendent and the Committee of the Whole, please move to approve the attached Interlocal Service Agreement with Pittsgrove Township Public School District for the provision of custodial services for the Pennsville School District effective July 1, 2012 – June 30, 2013 in the amount of \$1,000,153.50.

JJR

June 25, 2012

06-25-10 AD – On recommendation of the Superintendent and the Committee of the Whole, please move to approve the attached Amendment to the Agreement between the Pennsville Board of Education and Edvocate, Inc. effective July 1, 2012-June 30, 2013 for the provision of consulting services for the District's Custodial Services Program in the amount of \$12,480.00 per year.

JJR

June 25, 2012

06-25-11 AD – On recommendation of the Superintendent and the Committee of the Whole, please move to approve the attached Line Item Transfers for the month of May, 2012.

JJR

es

June 25, 2012

06-25-12AD - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the submission of the Security Drill Statement of Assurance for the 2011 – 2012 school year.

MTJ

kag

June 25, 2012

06-25-13AD - On recommendation of the Superintendent and the Committee of the Whole, please move to employ JoEmma Sauer as a Secretary at the Pennsville Middle School, effective July 1, 2012, through June 30, 2013, on the seventh (7th) step of the Secretarial Guide at an annual salary to be determined when negotiations are complete.

MTJ

kag

June 25, 2012

06-25-14AD - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the attached Nursing Service Plan.

MTJ

kag

PENNSVILLE SCHOOL DISTRICT
Nursing Service Plan

Submitted by

Charlotte M. Humphries, MSN, APN-C
Nurse Practitioner

PENNSVILLE SCHOOL DISTRICT
Nursing Service Plan

I. Assignment Plan for Certified School Nurses

The following certified school nurses are assigned to the Pennsville School District in accordance with N.J.A.C. 6A: 16-21 (e).

Charlotte M. Humphries, MSN, NP-C	Valley Park
Marilyn English, RN, BA, M.Ed.	High School
Brett Gemberling, BSN	Penn Beach
Michelle Mistichelli, BSN,	Middle School
Jennifer Webb, BSN, BSN	Central Park

The certified school nurses of the Pennsville School District support both the New Jersey State School Nurses Association mission statement as well as the Pennsville School Districts Mission Statement. The combination of both mission statements encourages professional development and leadership, thereby promoting quality health care to the school community and encourages Personal, Social and Academic Development of our students.

The certified school nurses assist families in obtaining needed services for their children. The nurses utilize needed resources in meeting any unmet needs the family may have at that time.

II. School Health Services Provided

The following information supports the need for full time certified nurses in our district:

- Develop individualized health plans, emergency care plans for acute/chronic health conditions, 504, PAC, IEP's.
 - Health assessments
 - Health screening and education
 - anthropometrics
 - hearing
 - vision
 - scoliosis
 - Medical referrals
 - Pre-participation physical exams for sports
 - Medical clearance for field trips, senior trips, etc.
 - Emergency care
 - Administration of medication
- Nursing Services Plan
- 2
- Asthma education/instruction
 - Crisis Intervention Team
 - Health education/counseling student and staff members
 - Staff inservices
 - Reports

- State
TB
Immunization
- Board
Monthly
- Record, review and maintain health records
 - Parental letters
- Health care coordination with other service providers, staff members, administration, community programs, DYFS
- Maintain daily logs
- Monitor daily needs of the medically fragile population
 - medication
 - asthma management
 - peak flow
 - SpO2
 - nebulizer treatments
 - metabolic management
 - seizure precautions/management
 - hypertension management
 - diabetic and insulin pump management
 - anaphylactic events
 - mental/emotional disorders
 - teenage pregnancy
 - eating disorders

III. Nurse Practitioner Services Provided

- Physicals provided when necessary as per district policy.
- Consultation services on an as needed basis.

Revised 5/31/12

June 25, 2012

06-25-15AD - On recommendation of the Superintendent and the Committee of the Whole, please conduct a second reading of Policy #6171.5 – Use of Physical Restraint, and move to adopt.

MTJ

kag

USE OF PHYSICAL RESTRAINT

The Board strives to provide a safe atmosphere and learning environment that supports all pupils in the least restrictive environment. On occasion, during an emergency, a situation may arise making it necessary to temporarily restrain a pupil.

For purposes of this Policy an “emergency” is defined as a situation in which the pupil’s behavior poses a threat of imminent, serious physical harm to the pupil or others or imminent, serious property destruction.

In addition, for purposes of this Policy, “physical restraint” refers the application of physical force for the purpose of holding a pupil or otherwise restricting his/her movements. Physical restraint shall also include the use of specific, planned techniques and shall only be used with reasonable limitations by school staff members who shall receive training in the use of physical restraint.

In accordance with applicable State law, no person employed or engaged in a school or educational instruction, whether public or private, shall inflict or cause to be inflicted corporal punishment upon a pupil attending such school or institution. However, any such person may, within the scope of his/her employment, use and apply such amounts of force as is reasonable and necessary: to quell a disturbance, threatening physical injury to others; to obtain possession of weapons or other dangerous objects upon the person or within the control of a pupil, for the purpose of self-defense; and for the protection of persons or property. Any such acts shall not be construed to constitute corporal punishment within the meaning and intent of N.J.S.A. 18A:6-1.

Interventions consisting of positive, lesser restrictive strategies and supports should be implemented whenever possible prior to the use of any physical restraint. The use of physical restraint shall be limited to only those circumstances and situations where such interventions or strategies are not possible or have been unsuccessful.

A pupil shall be released from physical restraint immediately upon a determination by the school staff member administering the restraint that the pupil is no longer in imminent danger of causing harm to him/herself, others, or imminent property destruction. The Building Principal or his/her designee will notify the parent/legal guardian in the event an emergency existed and physical restraint was used on their child as soon as possible. The pupil will also be examined by the school nurse after any physical restraint. All incidents involving the use of physical restraint will be documented.

This policy, and accompanying regulation, applies to all Board pupils, including both general and special education pupils.

For pupils that are eligible for special education and related services, the use of specific interventions and application of physical restraint may be set forth in, and thus, are governed by, the pupil’s Individualized Education Plan (IEP). The application of physical restraint to regular education

4131/4131.1	Staff development; inservice education/visitations/conferences
5114	Suspension and expulsion
5120	Assessment of individual needs
5125	Pupil records
5131	Conduct/discipline
6171.4	Special Education
6171.4R	Special Education
6171.41R	Special Education -- Location, Identification and Referral
6171.42R	Special Education -- Free and Appropriate Education
6171.43R	Special Education -- Transition from Early Intervention to Preschool
6171.44R	Special Education -- Instructional Materials to Blind or Print Disabled
6171.5R	Use of Physical Restraint

June 25, 2012

06-25-16AD - On recommendation of the Superintendent and the Committee of the Whole, please conduct a second reading of Regulation #6171.5R – Use of Physical Restraint, and move to adopt.

MTJ

kag

USE OF PHYSICAL RESTRAINT

Definitions

“Physical restraint” means application of physical force, with or without the use of any device, for the purpose of holding a pupil or otherwise restricting his/her movements. Physical restraint does not include:

1. Briefly holding, without force, a pupil to calm or comfort him/her, to guide the pupil to an appropriate activity, or holding pupil’s hand to safely escort him/her from one area to another;
2. Hand-over-hand assistance with feeding or task completion and techniques prescribed by a qualified medical professional for reasons of safety or for therapeutic or medical treatment, as agreed to by the pupil’s parent or guardian and/or specified in the pupil’s IEP; or
3. Devices used for physical or occupational therapy, seatbelts in wheelchairs or on toilets used for balance and safety, safety harnesses in buses, and functional positioning devices;
4. Indirect use of proximity (i.e., school equipment such as mats or chairs) to limit pupil movement around the classroom; or
5. Briefly carrying a pupil to a secure location with the parent present and providing consent.

“Prone restraint” means those physical restraints in which a pupil is held face down to the floor

Physical Restraint Training Requirements

The training requirements on the use of physical restraint shall be as follows:

1. Building level administrators and school staff members designated by the Principal likely to be confronted with the need to use physical restraint will be trained on the use of physical restraint.
2. In the event of an emergency, an individual who has not received training is not prohibited from using physical restraint. In such cases, training for the individual that used such restraint will occur within forty-five (45) days of utilizing the physical restraint.
3. Training must include techniques of prevention and de-escalation, as well as alternatives to physical restraint.
4. Training must include current professionally accepted practices and standards regarding behavior management and use of physical restraint.

Interventions

1. Depending on the circumstances and nature of the situation at the time, classroom and security interventions may, but not necessarily include or be limited to, the following strategies:
 - a. The staff member may ignore the behavior;
 - b. The staff member may redirect the pupil to a task with verbal or non-verbal prompts or gestures;
 - c. The staff member will be clear, polite, and respectful when requesting the targeted behavior. The staff member may make eye contact and tell the pupil what to do such as “I can’t teach when you are talking, throwing things, ...” or “Please stop and listen, read, write, ...” The staff member should remind the pupil of consequences and rewards if they comply with the staff member’s request;
 - d. The staff member will be polite at all times. The staff member may repeat steps a. through c. above and/or quietly give the pupil adequate wait time. Sometimes if the staff member moves on with the lesson the pupil may comply after the initial confrontation;
 - e. The staff member may advise the pupil to proceed to a time-out area in the classroom for a limited time (elementary and middle school); and
 - g. If classroom removal is required, the staff member shall follow school discipline procedures for notification and request for assistance if necessary.
2. Depending on the circumstances and nature of the situation at the time, security interventions may include, but not limited to, the staff member:
 - a. Standing quietly in the doorway and asking the pupil to accompany the staff member;
 - b. Informing the pupil of the violation of the school discipline code and procedure and inform the pupil that they have the choice to leave the classroom quietly;
 - c. Using a minimal and gentle hold on arm to remove the pupil from the classroom; and/or
 - d. Indirect use of proximity to block pupil movement around the classroom or to block an exit or window if a pupil is attempting to flee.

Use of Physical Restraint

1. If the pupil’s behavior reaches the level defined as an emergency, physical restraint may be needed.
2. If necessary, the staff member may utilize approved physical restraint, using the least amount of force necessary.
3. If necessary, the staff member shall restrain the pupil until the emergency no longer exists (i.e. the pupil stops punching, kicking, spitting, damaging property, etc.).
4. The staff member will contact the appropriate administrator and school nurse as soon as is possible under the circumstances. In addition, a written report on the physical restraint the

staff member used during the emergency situation will be completed as soon as is possible under the circumstances.

5. If physical restraint is used, the Principal or his/her designee will attempt to notify the parent/legal guardian by telephone of the use of physical restraint on the day it occurs and written notification of the incident will be mailed to the parent within one (1) school day after the use of physical restraint.
6. Written documentation, including the Principal's or designee's report and any staff member's report regarding the incident and the use of physical restraint will be placed in the pupil's school file.
7. The use of physical restraint is subject to the following additional requirements and/or limitations:
 - a. The pupil must possess a physical risk to him/herself, or others;
 - b. The use of prone restraints is strictly prohibited;
 - c. The pupil shall not be deprived of the basic human necessities;
 - d. Physical restraint techniques shall consider the pupil's medical conditions and shall be modified as necessary;
 - d. Pupils will not be subjected to physical restraint for using profanity or other verbal displays or disrespect, or for non-compliance. A verbal threat will not be considered as constituting a physical danger unless a pupil also demonstrates a means of or intent to carry out the threat;
 - e. In determining whether a pupil who is being physically restrained should be removed from the area where the restraint was initiated, the supervising staff should consider the potential for injury to the pupil, staff members and/or other students, the pupil's need for privacy, and the educational and emotional well-being of the other pupils in the vicinity; and
 - f. The pupil shall be examined by the school nurse as soon as is possible under the circumstances after any physical restraint.

Date: May _____, 2012

Legal References:

N.J.S.A. 18A:6-1	Corporal punishment of pupils
<u>N.J.S.A.</u> 18A:11-1	General mandatory powers and duties
<u>N.J.S.A.</u> 18A:25-2	Authority over pupils
N.J.A.C. 6A:14-1.1 <i>et seq.</i>	Special Education
N.J.A.C. 6A:16-1.1 <i>et seq.</i>	Programs to Support Student Development

20 U.S.C.A. 1400 *et seq.* - Individuals With Disabilities Education Act,

29 U.S.C.A. 794 *et seq.* - Section 504 of the Rehabilitation Act of 1973

34 CFR 76.1 *et seq.* - General Administrative Regulation EDGAR

34 CFR 77.1 *et seq.* - General Administrative Regulation EDGAR

34 CFR 300 *et seq.* - Assistance to States for the Education of Children with Disabilities
(IDEA Regulations)

Melissa S. v. Sch. Dist. of Pittsburgh, (3d Cir. 2006)
Ebonie S. v. Pueblo Sch. Dist., (D. Colo. 2011)
Couture v. Bd. of Ed. of Albuquerque Pub. Schs., (10th Cir. 2008)

Cross References

4131/4131.1	Staff development; inservice education/visitations/conferences
5114	Suspension and expulsion
5120	Assessment of individual needs
5125	Pupil records
5131	Conduct/discipline
6171.4	Special Education
6171.4R	Special Education
6171.41R	Special Education -- Location, Identification and Referral
6171.42R	Special Education -- Free and Appropriate Education
6171.43R	Special Education -- Transition from Early Intervention to Preschool
6171.44R	Special Education -- Instructional Materials to Blind or Print Disabled
6171.5	Use of Physical Restraint

June 25, 2012

06-25-17AD - On recommendation of the Superintendent and the Committee of the Whole, please conduct a second reading of Regulation #6147.1R – Evaluation of Individual Student Performance, and move to adopt.

MTJ

kag

EVALUATION OF INDIVIDUAL STUDENT PERFORMANCE

K-12 Forward

The Pennsville School District values the importance of using accurate grading methods to effectively evaluate student achievement. Assigning grades that are valid, reliable, and transparent promotes effective communication of student achievement. Therefore, grading guidelines that address the validity, reliability, and transparency of grades that are assigned to students are essential.

Overall Philosophy

In today's world of education, individual staff and District accountability has increased and come to the forefront. Grading Guidelines increases the validity, reliability, transparency, and accountability of grading, while at the same time demonstrating an accurate account of students' achievement of the standards set forth by the District and the State of New Jersey. Overarching ideas incorporated in the overall philosophy that shaped the grading guidelines are:

- Grading practices must be consistent, valid, reliable, transparent, and fair;
- Grading practices must be consistent within departments and across grade levels;
- Grades must be transparent and easy for parents/guardians and students to understand and calculate;
- Grades are to reflect student achievement of the New Jersey Core Curriculum Content Standards;
- Grades must be a valid measure of student achievement and include multiple and varied types of assessments; and
- Grading practices must incorporate flexibility to allow for course differences.

High School and Middle School Guidelines

The following grading guidelines will be implemented for students in Pennsville Memorial High School and Pennsville Middle School:

A. Total Points

- Using total points is the most transparent way for parents/guardians and students to calculate averages.
- Grades are to be standards based.
- Grades must reflect the degree to which the student has mastered the essential knowledge and skills.
- The grade book will document completion of work, enrichment activities, and remediation.

B. Homework

- Homework is to be no more than 10% percent of a grade.
- Homework is not to be accepted late unless provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

C. Extra Credit

- If a teacher chooses to offer extra credit, it must be standards based and offered to all students in that course.
- Extra credit can be no more than 5% per assignment.
- Extra credit cannot be applied to a student's final grade, except in the case of the three (3) extra points applied to Honors or AP final grade.
- Extra credit must be used by the teacher judiciously.

D Absences

- Students who are absent, whether excused or unexcused, will be permitted to make up missed work and assessments.
- Students will have at least as many school days as the student was absent to make up work.

E Zeroes, Cheating, Incompletes, No Grades, and Plagiarism

- If a student is absent on the day that a test and/or quiz is administered or that an assignment for grade is collected, the grade for the test, quiz and/or assignment for grade is to be checked as "M" for missing and a zero placed in the grade book until the test and/or quiz is taken, or the assignment for grade is completed.
- Students who have cheated on any assessment will be given a "0" with the opportunity for an alternate re-assessment during an administrative detention. If the student chooses to take the alternate re-assessment, the two scores will be averaged. If the student decides not to take the alternate re-assessment, the zero will remain.
- "EX" is to be used for excused assignments and it will not be used in the average.
- Marking period, Mid-term, and/or Final exam grades that are incomplete will be placed in the grade book as a "0" with an "I" for incomplete checked. The "0" will be averaged into the semester or year average as a zero until the work is completed or until the deadline established for finalizing grades.
- Marking period, Mid-Term, and/or Final exam grades that are not graded will be placed in the grade book as "NG" and are to be given only by Administrative directive from the Building Administrator, Superintendent or his/her designee.
- Plagiarism is defined as work that is copied from another source and presented as one's own, ranging from an idea to an entire paper. Plagiarism can be avoided through careful attention to proper citation and with the assistance of an online plagiarism prevention and originality checking service such as Turnitin.com.
- A student paper will be deemed to be plagiarized when the final submitted copy contains approximately 15-20% unoriginal work. This figure is a guideline for teachers, who will

make the final determination. A smaller percentage of unoriginal writing will be considered faulty citation, and the paper will be graded accordingly.

- Composition assignments found to contain plagiarized work will be given a zero. The student will then have one day in which to write and submit a new assignment. The two grades will then be averaged.
- For a research paper assignment found to contain plagiarized work, the paper will be given a zero, and the student will be allowed one week to complete all the steps necessary for a properly researched and cited paper. The two grades will then be averaged as above.

F. Late work

- All assignments or assessments, including, but not limited to all major assignments and assessments such as long-term projects and research papers, shall be accepted no more than one school day late and shall be penalized 10% of the grade for lateness. "Late" is defined as any time after the class period the assignment was due. If a student was absent on the entire day the assignment was due, the student will have as many days as the student was absent to make up the assignment unless given additional time by the building administrator due to extenuating circumstances or religious event.
- All assignments must be submitted on time as a hard copy to avoid the possibility of technological problems with email or incompatible software.
- Students shall receive a "0" for assignments or assessments that are not turned in by the "late" time defined above. There shall be no exceptions after the due date unless made by the building administrator for an extenuating circumstance or religious event unless an additional exception is provided by the student's Individualized Education Plan (IEP), Section 504 Accommodation Plan, and/or other similarly developed academic plan.
- An assignment or assessment may be accepted late at any time with or without a grade penalty at the discretion of the building principal for extenuating circumstances.
- Homework will not be accepted late unless an exception is provided for in the student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- Students are responsible for obtaining and completing the make-up work in a satisfactory manner and within the time specified by the teacher.

G. Reassessment

- Reassessments are not permitted unless the teacher determines that the assessment was invalid and/or a reassessment is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- Every student that is reassessed will be reassessed using an alternate assessment.
- Teacher discretion may be used to postpone an assessment or redo an assessment for unusual extenuating circumstances on a case by case basis, such as family emergency the night before the assessment or illness.
- Programs such as Study Island and/or Accelerated Math, which are based on reassessment of skills until mastery is achieved, are exceptions to the above.
- Revisions in the writing process are not considered reassessment.

H. Bell curves

- Use of the bell curve is not consistent with standards-based assessment and, therefore, is not to be used.

I. Category values

- Teachers are to follow departmental guidelines and use consistent categories within like sections/courses.
- Multiple types of assessments are necessary to ensure differentiation of instruction.
- More emphasis and value are to be placed on summative/academic achievement which reflects a student's mastery of content skills rather than formative/academic practice. *Please see attached guideline delineating summative/academic achievement versus formative/academic practice.

J. Number of Grades per Week and Frequency of Grades Entered In PowerTeacher

- Students are to be given multiple and varied opportunities (at least 2 per full week) to demonstrate their skills and knowledge.
- Grades are to be recorded in PowerTeacher within one week of the due date.
- Certain assessments, such as research papers and large projects, may be exempted from being recorded in PowerTeacher within one week of the due date. Teachers should use their discretion in these instances and notify students of when the grades will be recorded.

K. Final Marking Periods Grades

- For the first marking period, no student at the high school or middle school will receive a reported grade lower than sixty percent (60%) on his/her report card for a full year course.
- For the second marking period, no student at the middle school shall receive a reported grade lower than sixty percent (60%) on his/her report card for a full year course.
- For the third marking period, no student in the middle school shall receive a reported grade below fifty percent (50%) on his/her report card for a full year course.
- For semester courses, no student at the high school shall receive a reported grade lower than sixty (60%) on his/her report card for the first marking period of the semester.
- Grades for quarter/marking period courses at the high school have no minimum grade in any marking period.
- For quarter and semester courses at the middle school, no student shall receive a reported grade lower than sixty (60%) on their report card.

L. Group projects

- For any group project, two rubrics must be used to grade group projects: a group grade and an individual grade.
- The individual grade must have a greater value than the group grade.

M. Home projects

- No more than two (2) major grades in any subject during one marking period shall be home projects other than in a project-based course. Home projects are defined as projects that are done entirely at home and that require a final product other than an essay or paper. A major grade is defined as comparable to a test grade in value.

N. Honor roll

- The honor roll requirements will be “All A Honor Roll” and an “A and B Honor Roll”.

O. English as a Second Language

- Until a student is determined to be fully English proficient, alternative grading procedures will be in effect.
- When an ELL achieves a numerical grade below seventy-eight percent (78%), an “NG” indicator with accompanying narrative detailing strengths and weaknesses is appropriate.

P. Related Arts or Project based Courses:

1. Middle School

In the middle school, the teacher should evaluate student progress in terms of individual growth and encourage student self-evaluation through individual and group critiques. Emphasis should be focused on the creative process rather than the final product. The teacher should use rubric based assessments for student work. Related Arts educators recognize that some skills may be measured by testing or objective product evaluation. Effective teachers also make evaluative judgments based on expressive measures. The grading criteria established for middle school related arts classes must recognize both of these elements.

Objective scores and documentation of the teacher’s professional judgment will be maintained to determine the student’s daily/weekly grades. In formulating grades the relative weight of these components may vary from unit to unit. Teachers should use rubrics showing how their subjective assessments translate into grades. When reporting progress, teachers must be sure that the system is easily understood by the students and the parents.

2. High School

In a high school related arts course, evaluation of the student’s total experience requires consideration of the individual’s aesthetic growth, understanding of art culture and heritage, and development of skills, as well as the quality of creative work. Teacher evaluation must include evidence of artistic growth. Since innovation, imaginative response, and expression are highly valued in the arts, evaluation must be based on the student’s individual growth. The teacher’s professional judgment is extremely important in evaluating that growth.

In both objective and expressive evaluation, in addition to rubrics the teacher may use a variety of formal and informal assessment tools (observations, checklists, discussion, portfolios, demonstrations, exhibitions, sketch-books, self-evaluation, written and oral reports and tests, and

individual and group critiques). For grading purposes the relative weight of the objective and subjective components will vary depending on the criteria established for the individual unit or project. The student should have a good understanding of the criteria being used for each segment of the curriculum.

Q. Physical Education Courses:

1. Middle School/High School

For Physical Education courses at the middle school and high school, the teacher should evaluate student progress in terms of individual growth and mastery of the standards which the State of NJ has adopted for Physical Education. In order for students to show growth and ultimately achieve the standards, participation in all activities is essential. Due to the physical nature of the activities which students are performing, proper physical education clothing is required. Failure to provide and maintain all required uniform essentials will result in the loss of all points for that day's activity. Also, due to the size of the groups involved with Physical Education class, cooperation and proper attitude is essential to the safety and productivity of all students, and therefore points will be deducted for failure to maintain proper safety measures. Points will be given on a daily ten point scale, based on the student's mastery of the day's skill(s). One total point grade will be recorded at the end of each week, based on the total number of days' each class meets.

When reporting progress, teachers must be sure that the system is easily understood by the students and the parents. Materials will be distributed to parents that list all possible deductions which can be received during a given class period.

Elementary School Guidelines

A. Product

- Assessments used for grades will be standards-based without any "non-achievement" factors.
- No work/project is to be used as a product grade if it is completed at home unless provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

B. Process

- A student's citizenship grade will be graded as "O," "S," or "N."
- A student's citizenship grade will be part of process with standardized rubric unless an exception is provided in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- One citizenship grade per week will be entered in PowerTeacher. Any score of an "N" in any sub-category will have comments. In addition, teachers will add comments in PowerTeacher if the student earns a lower overall average than usual for more than 2 weeks consecutively. For example, if a student earns an "S" for two weeks in a row, after only ever receiving "O"s since the marking period began, then the teacher will add comments.

- A student's Citizenship grade is to represent that student's behavior within the school community including classroom, cafeteria, playground, and specials.
- Please see attached Citizenship rubric.

C. Progress

- Student progress will be communicated through comments section on report card, as well as through any other means of communication provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

D. Total Points

- The actual earned student grade is to be entered in PowerTeacher; however, no student at the elementary level shall receive a reported grade lower than sixty (60%) on his/her report card for any marking period.
- Using total points is the most transparent way for parents/students to calculate averages.
- Grades are to be standards based.
- Grades must reflect the degree to which the student has mastered the essential knowledge and skills.
- The grade book will document completion of work, enrichment activities, and remediation.

E. Zeroes

- Assignments that are not graded will be entered in PowerTeacher as "NG" and are to be given only by administrative directives.
- There will be no point or percentage deduction for late work that is turned in within three (3) days of the due date. However, an assessment may not be turned in for credit after three (3) days of the due date unless an exception is made by the building administrator for an extenuating circumstance or an exception is made in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- A "0" is to be placed in the grade book for an assignment that is not turned in with an "M" checked in the grade book for missing. The grade will be calculated as a zero ("0") until the assignment is turned in and scored unless the assessment is not turned in, as noted above, within three (3) days of the due date. In that event, the "0" will remain in the grade book and the grade will be calculated as a zero ("0"). However, an exception will be made in situations where additional time for the submission of an assessment beyond the three (3) day time frame noted above is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- It will be at the teacher's discretion to determine an assignment's due date.
- Homework will not be accepted late unless an exception is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

- Assignments which are late due to absence will be treated according to Board policy.
- Students will have no less than one school day for each day absent to complete make-up work unless additional time is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- Assignments will be placed in the grade book as "0" with "M" checked for missing until the assignment is completed and turned in for scoring.

F. Extra Credit

- Extra credit is not permitted at the elementary level; however, a teacher may give challenge or bonus questions that may be rewarded in ways other than through grades for correct completion.

G. Honor Roll

- There is an 'All A Honor Roll' and an 'A and B Honor Roll' in grades 4 and 5. To qualify for the 'All A Honor Roll', a student must have an A in all academic subjects and an O in citizenship.
- To qualify for the 'A and B Honor Roll', a student must have an A or B in all academic subjects with at least one A in any one academic subject, and a student must have an "O" in citizenship.

H. PowerSchool

- Information and "How-to" directions for parents/guardians will be included in the handbook and/or Back to School information packet. The information will include topics such as how to find teacher comments for a specific assignment.

I. Tests

- The same assessments are to be used across grade levels for end of unit assessments unless an exception is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- Publisher assessments and teacher created assessments that are used across the grade level for summative assessments are to be kept for one year and then shredded.
- Teachers will record student progress on the Language Arts charts for tests. These charts and tests will be kept for one calendar year after the school year ends at which time they will be shredded.

J. Bell Curve

- Use of the bell curve is not consistent with standards-based assessment and, therefore, is not to be used.

K. Group grades

- Assignments that are completed by groups will be scored using a rubric.
- Students will receive an individual grade for their work on the project and not a group grade.

L. Weighting/Averages

- Categories are not to be weighted. Categories are only to be used to determine the type of assessment.
- End of Unit assessments values are to be consistent across grade levels.
- Reassessments are not permitted unless the teacher determines that the assessment will not be used for any student because of the need for more instruction, and/or an exception is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan. In addition, teacher discretion may be used to postpone an assessment or redo an assessment for unusual extenuating circumstances on a case by case basis such as family emergency the night before the assessment or illness.

M. Number and frequency of grades per week entered in PowerSchool

- Students are to be given multiple and varied opportunities to demonstrate their skills and knowledge.
- Teachers will follow guidelines and requirements of building administrators/supervisors, as well as any modification and/or supports provided in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.
- Grades are to be recorded in PowerSchool within one week of the due date.
- There are to be enough grades in each subject to reflect an accurate assessment of student achievement.
- Teachers must follow grade level guidelines unless an exception is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

N. Absences

- Students who are absent, whether excused or unexcused, will be permitted to make up missed work and assessments.
- Students will have at least as many days as the student was absent to make up work unless additional time is provided for in a student's Individualized Education Plan ("IEP"), Section 504 Accommodation Plan and/or other similarly developed academic plan.

O. Formative/Summative and General Guidelines

- Multiple types of assessments are necessary to ensure differentiation of instruction.
- More emphasis and value are to be placed on summative/academic achievement which reflects a student's mastery of content skills rather than formative/academic practice.

- Please see attached guideline delineating summative/academic achievement versus formative/academic practice.
- Assignments/assessments such as projects that are not completed entirely in school and that will be used as a grade will be included with formative/academic practice; however, this does not include homework.
 - Homework is not to be used towards a product grade; however, homework is incorporated in the citizenship rubric.
- Comments indicating that an assessment has been completed with materials below grade level are to be reported on the comment section of the report card when grading a student who is working with below grade level materials, and who does not have an IEP.

P. Cheating

- Teachers will handle the issue of students cheating on graded assessments in collaboration with the building administrator and applicable Board Policy and Regulation.

Q. English as a Second Language

- Until a student designated as “English Second Language” (“ESL”) is fully proficient in English, alternative grading procedures will be in effect.
- When an ESL student achieves a numerical grade below 78%, an “NG” indicator will be provided with accompanying narrative detailing strengths and weaknesses as appropriate.

Date: July 25, 2011

Summative/Academic Achievement and Formative/Academic Practice

Assessments and assignments that are included in summative assessments and academic achievement are those that are given to students to assess skills and knowledge after students have had a specific period of time to practice and learn the material. The following are examples of summative assessments and academic achievement:

- Standardized Tests
- End of Unit/Chapter Tests
- Benchmark assessments
- End of marking period/semester assessments
- Tests/Quizzes
- Performances, projects, presentations, lab reports
- Reviews such as written responses, worksheets, homework, and activities
- Writings such as prompts, research papers, and open-ended responses

Assessments and assignments that are included in formative assessments and academic practice are those that are given to students as they learn the skills and materials through practice for giving feedback and so that the teacher can make additional instructional decisions. The following are examples of formative assessments and academic practice:

- Pre-tests
- Drafts of writings
- Reviews for guided and independent practice such as written responses, worksheets, and activities
- Quizzes
- Homework
- Questions from the teacher during instruction
- Portfolios
- Informal observation

Elementary Citizenship Rubric		Outstanding: Exceeds Expectations 2	Satisfactory: Meets Expectations 1 occasionally: 1-2x	Needs Improvement 0 Recurrently: 2-3+x or for flagrant action that entails administrative disciplinary action. 0-5 points TBD by administrator on a case by case basis.
Self-Discipline		- The student follows school and classroom rules and procedures without being reminded or cued.	- The student occasionally had to be reminded/cued to follow school/ classroom rules and procedures.	- The student recurrently was reminded/cued to follow school/ classroom rules and procedures.
		- The student is respectful of people and property.	- The student was occasionally not respectful of people and property.	- The student recurrently was disrespectful of people and property.
		- The student cooperates and works well with others, including children and adults.	- The student was occasionally uncooperative and/or did not work well with others, including children and adults.	- The student recurrently was uncooperative &/or did not work well with others, including children and adults.
Demeanor / Disposition		- The student shows a positive demeanor/disposition and resolves conflicts peacefully when the situation arises	- The student occasionally did not show a positive demeanor/disposition and/or did not resolve conflicts peacefully when a situation arose.	- The student recurrently did not show a positive demeanor/disposition and/or did not resolve conflicts peacefully when the situation arose.
Independent learner		(must exhibit ALL below) - Uses time wisely - Stays on task/does not need to be redirected - Participates in class - Asks for help when needed	(must exhibit at least 3 of the below) - Uses time wisely - Stays on task/does not need to be redirected - Participates in class - Asks for help when needed	(exhibits 0-2 of the below) - Uses time wisely - Stays on task/does not need to be redirected - Participates in class - Asks for help when needed
Work/Study habits		(must exhibit ALL below) - The student practices quality work. - Student is prepared for class. - Homework is completed on time - The student organizes work area and belongings.	(must exhibit at least 3 of the below) - The student practices quality work. - Student is prepared for class. - Homework is completed on time - The student organizes work area and belongings.	(exhibits 0-2 of the below) - The student practices quality work. - Student is prepared for class. - Homework is completed on time - The student organizes work area and belongings.

*12-10 points = Outstanding

* 9-6 = Satisfactory

* 5-0 = Needs Improvement

June 25, 2012

06-25-18AD - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following contractual Learning Center stipends, at an amount to be determined when negotiations are complete, for the 2012 – 2013 school year.

- Carolyn Carels
- Alicia Busillo

MTJ

kag

June 25, 2012

06-25-1AP – On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following outgoing tuition students for the 2011-2012 school year:

1 student	School:	Bankbridge Development Center
	Grade:	Pre-K
	Effective Dates:	April 11, 2012 – June 30, 2012
	Tuition:	\$33,120.00 per year
	Out of County Fee:	\$ 3,000.00
1 student	School:	Bankbridge School
	Grade:	Pre-K
	Effective Dates:	May 14, 2012 – June 30, 2012
	Tuition:	\$33,120.00 per year
	Out of County Fee:	\$ 3,000.00
1 student	School:	Regional Day School
	Grade:	11
	Effective Dates:	June 4, 2012 – June 30, 2012
	Tuition:	\$155.17 per day
	1-1 Aide:	\$145.00 per day

JJR

June 25, 2012

06-25-2AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following staff member for the Summer Special Education Pre-School/Elementary (to be held at Valley Park) and Middle School (Pennsville Middle School) Extended Year Programs at their hourly rate, effective Monday – Thursday, 8:00 am to 12:00 pm, from July 9, 2012 – August 2, 2012:

- Roxanne Taylor – Paraprofessional

MTJ

kag

June 25, 2012

06-25-3AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following certified staff contractual tuition reimbursement amounts for the 2011 – 2012 school year:

Christine Ayares	\$2,245.53	Michelle Mesghali	\$2,177.26
Kyle Baker	\$2,245.53	Lisa Miller	\$2,245.53
Sarah Chapkowski	\$2,245.53	Christina Neff	\$2,245.53
Susan Graziano	\$2,245.53	Joanne Parker	\$2,245.53
Emme Hall	\$1,095.82	Ashley Robb	\$2,245.53
Melanie Hill	\$2,245.53	Matthew Robinson	\$2,245.53
Alison Hyland	\$2,245.53	Laura Ryan	\$2,199.72
Joseph Kille	\$2,245.53	Linda Wardell	\$2,196.12
Jennifer Kraft	\$2,245.53	Cara Weiner	\$2,245.53
Megan McHenry	\$ 893.72		

MTJ

kag

June 25, 2012

06-25-4AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the contractual tuition reimbursement for Kimberly Gallagher, Paraprofessional, for \$550.00.

MTJ

kag

June 25, 2012

06-25-5AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following staff as track judges for all home track meets for the 2012 – 2013 school year at \$25.00 per Two Team Track Event; \$50 per Four Team Track Event; and \$75.00 per Six Team Track Event:

- John Cooksey
- Keith Dunkelberger
- Maria LaTorre
- Jill Schoenberg

MTJ

kag

June 25, 2012

06-25-6AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following staff for the elementary Summer Basic Skills Remedial Program at Penn Beach School at the rate of \$31.15 per hour worked, effective Monday – Thursday, 8:00 am to 12:00 pm, July 9, 2012 through August 2, 2012.

- Elise McKie
- Jamie O'Brien

MTJ

kag

June 25, 2012

06-25-7AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the attached *On-Site Agreement Between Salem Community College and Pennsville Memorial High School* for the 2012 – 2013 academic year.

MTJ

kag

June 25, 2012

06-25-8AP - On recommendation of the Superintendent and the Committee of the Whole, please move to transfer the following paraprofessional staff as indicated below for the 2012 – 2013 school year:

- Francine Herrmann from Valley Park to Central Park
- Matthew Karr from Pennsville Middle School to PMHS
- Susan Rakiewics from PMHS to Valley Park
- Kathryn Stafford from PMHS to Central Park
- Michele Westfield from PMHS to Central Park

MTJ

kag

June 25, 2012

06-25-9AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve an unpaid leave of absence for Lorraine Beyl, Paraprofessional at Valley Park, effective September 1, 2012 through January 6, 2013.

MTJ

kag

June 25, 2012

06-25-10AP - On recommendation of the Superintendent and the Committee of the Whole, please move to employ Christine Oagaro as a Teacher of Mathematics at the Pennsville Memorial High School, effective September 1, 2012, through June 30, 2013, on the first (1st) step of the Bachelor's Guide at an annual salary to be determined when negotiations are complete.

MTJ

kag

June 25, 2012

06-25-11AP - On recommendation of the Superintendent and the Committee of the Whole, please move to employ Justin Simmons as a Teacher of Mathematics at the Pennsville Memorial High School, effective September 1, 2012, through June 30, 2013, on the second (2nd) step of the Bachelor's Guide at a salary to be determined when negotiations are complete.

MTJ

kag

June 25, 2012

06-25-12AP - On recommendation of the Superintendent and the Committee of the Whole, please move to employ Meghan Layton as a Teacher of Mathematics at the Pennsville Middle School, effective September 1, 2012, through June 30, 2013, on the first (1st) step of the Bachelor's Guide at a salary to be determined when negotiations are complete.

MTJ

kag

June 25, 2012

06-25-13AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following workshops, meals plus mileage not to exceed the state travel reimbursement requirements established by the Department of the Treasury:

- Susan Burstein, Speech Language Therapist, to attend *iPad Innovations for Speech-Language Pathogens* on August 24, 2012, in King of Prussia, PA, at a registration cost not to exceed \$189.00.
- Michelle Mesghali, Teacher of Science (PMHS), to attend *Advanced Placement Biology Summer Institute* on August 6 through August 9, 2012, at a registration cost not to exceed \$850.00.

MTJ

kag

June 25, 2012

06-25-14AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the transfer of Colleen Press, Teacher of Grade 5 at Penn Beach, to Teacher of Kindergarten at Valley Park, for the 2012 – 2013 school year.

MTJ

kag

June 25, 2012

06-25-15AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the formation of a Chinese Club at Pennsville Memorial High School for the 2012 – 2013 school year. No stipend will be offered for the advisor of this club.

MTJ

kag

June 25, 2012

06-25-16AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the formation of a chapter of the *Girls Learn International (GLI)* at Pennsville Memorial High School for the 2012 – 2013 school year. No stipend will be offered for the advisor of this club.

MTJ

kag

June 25, 2012

06-25-17AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following extra-curricular advisors for the 2012 – 2013 school year at the stipends to be determined when negotiations are complete:

Sophomore Class Advisor – Julie Powers
Middle School Student Council Advisor – Janine Burpulis
Chinese Club – Pialan Shi (no stipend)
Girls Learn International (GLI) – Alyssa Phillips (no stipend)

MTJ

kag

June 25, 2012

06-25-18AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following field trip:

- Choir Rehearsal

MTJ

kag

June 25, 2012

06-25-19AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following textbook adoptions for the 2012 – 2013 school year:

- Algebra I: Common Core Edition by Prentice Hall 2012
- PreCalculus: A Graphing Approach by Holt McDougal 2006
- Holt McDougal Physics 2012
- 7th Grade Science: Issues and Life Science, 2nd ed. Lab Aids 2012
- Rock and Roll – Changing Society, Evolving History by Prentice Hall, Inc. 2012

MTJ

kag

June 25, 2012

06-25-20AP - On recommendation of the Superintendent and the Committee of the Whole, please move to adopt *Curiosity Corner* as the pre-school curriculum program for the 2012 – 2013 school year.

MTJ

kag

June 25, 2012

06-25-21AP -On recommendation of the Superintendent and the Committee of the Whole, please move to adopt the *Re-Think Autism* curriculum for the primary students with an Autism diagnosis for the 2012 – 2013 school year.

MTJ

kag

June 25, 2012

06-25-22AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following Intervention and Referral Services Coordinators for the 2012 – 2013 school year at a stipend of \$200 per new case:

Central Park: Robin Efelis and Michelle Pedrick (\$200/case to be split)
Penn Beach: Julie Brown and Pamela Hogan (\$200/case to be split)
Valley Park: Nancy Gibau
Middle School: To be determined
High School: Susan Weaver

MTJ

kag

June 25, 2012

06-25-23AP - On recommendation of the Superintendent and the Committee of the Whole, please move to the following staff as Breakfast Duty personnel for the 2012 – 2013 school year at the overtime rate of \$31.15 per hour worked:

Central Park:	Cheryl Guglielmo
Penn Beach:	Emme Hall, Katherine Reilly, Cara Weiner
Valley Park:	Joanne Ercoli
Middle School:	Cherie Burns, Pamela Henderson, Delores Martin, Christine Matylewicz, Kevin Mulhern
High School:	Heather Graff, Candelle Richman

MTJ

kag

June 25, 2012

06-25-24AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following staff as Attendance Designees for the 2012 – 2013 school year at the overtime rate of \$31.15 per hour, not to exceed two (2) hours per week:

Central Park:	Jennifer Webb
Penn Beach:	Justin Hoyt
Valley Park:	Jamie O'Brien
Middle School:	Cherie Burns

MTJ

kag

June 25, 2012

06-25-25AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following coordinators for the Student Escort Program for grades K-6 for the 2012 – 2013 school year at the contractual overtime rate of \$31.15 per hour worked:

Central Park:	Monika Hall, Lauren Miller Michelle Pedrick, Colleen Reilly
Penn Beach:	Jennifer Harris, Gloria Walters
Valley Park:	Pamela Congleton, Kristine Kearney, Cathy Smith
Middle School:	To be determined

MTJ

kag

June 25, 2012

06-25-26AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following teachers for the Academy Liaison positions for the 2012 – 2013 school year to be paid in two equal installments in March, 2013, and June, 2013:

Music Academies – John Carpenter (\$2,000)
GMT Academy – Rosemary Hoffmann (\$2,000)

MTJ

kag

June 25, 2012

06-25-27AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following teacher for the Adjunct Academy Lesson Coordinator for the 2012 – 2013 school year to be paid in two equal installments in March 2013, and June, 2013:

Kyle Marie Baker (\$2,000)

MTJ

kag

June 25, 2012

06-25-28AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the attached substitute pay scale, effective July 1, 2012, to June 30, 2013.

MTJ

kag

PENNSVILLE PUBLIC SCHOOL DISTRICT
SUBSTITUTE PAY SCALES
(Effective July 1, 2012)

Teachers:

	<u>Per Hour</u>	<u>Per Day</u>	<u>Hrs. Per Day</u>
N.J. Certification	\$12.14	\$85.00	7
Salem County Sub Certificate	\$12.14	\$85.00	7
Teacher Overtime Rate)			
Home Instruction)	\$31.15 (Contractual)		
Saturday Suspension)			
Pupil Assistance Committee)			
Detention.....	\$26.25 (Contractual)		
S.O.S.....	\$26.25 (Contractual)		
Nurse.....	\$20.00	\$140.00	7
Secretaries.....	\$10.00	\$77.50	7 3/4
School Aide.....	\$9.00	\$18.00	2
Instructional Aide.....	\$10.00	\$70.00	7
Calling Substitute Teachers.....	\$31.00		

A substitute teacher for four (4) consecutive weeks, twenty (20) consecutive days in the district, will be paid retroactively from the first day according to his/her proper place on the Teachers' Salary Guide.

Substitute secretaries for the same person for four (4) consecutive weeks, twenty (20) consecutive days, will be paid retroactively from the first day on the first step of the salary scale.

Except as set forth herein, no additional benefits shall accrue on behalf of substitute employees.

June 25, 2012

06-25-29AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve Summer 2012 employment for Melanie Hill, Advanced Studies Teacher, for five (5) days at her per diem rate.

MTJ

kag

June 25, 2012

06-25-30AP – On recommendation of the Superintendent and the Committee of the Whole, please move to approve the following outgoing tuition students for the 2012-2013 school year:

1 student	School:	Cumberland County Vocational Center Strive Program
	Grade:	11
	Effective Dates:	July 2, 2012 – June 2013
	Tuition:	\$ 2,000.00 summer program \$11,500.00 10 months (Sept-June)
	Out of County Fee:	\$ 4,000.00 per year
1 student	School:	SCSSSD – Fairton School
	Grade:	6
	Effective Dates:	July 9, 2012-August 16, 2012
	Tuition:	\$4,000.00
	1-1 Aide:	\$3,000.00

JJR

June 25, 2012

06-25-31AP – On recommendation of the Superintendent and the Committee of the Whole, please move to approve Educational Services from the New Jersey Commission for the Blind and Visually Impaired of Cherry Hill, New Jersey, for the following students for the period of September 1, 2012-June 30, 2013 as listed:

Level 1 Services	\$1,700.00 per student
Students:	1 student – grade 1
	1 student – grade 4
	1 student – grade 10 regular education
	1 student – grade 6
	1 student – grade 12

Level 4 Services	\$13,000.00 per student/per year
Student:	1 student – grade 7

JJR

June 25, 2012

06-25-32AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the attached list of substitute teachers, all of whom have been criminal history approved, for the 2012 – 2013 school year, at the rate of \$85 per day worked.

MTJ

kag

June 25, 2012

06-25-33AP - On recommendation of the Superintendent and the Committee of the Whole, please move to approve the attached list of substitute paraprofessional aides, secretaries, and nurses, all of whom have been criminal history approved, for the 2012 – 2013 school year at the rate of \$70/\$77.50/\$140 respectively per day worked.

MTJ

kag

**PENNSVILLE SCHOOL DISTRICT
SUBSTITUTE TEACHER LIST
2012 - 2013**

ALLIEGRO, GINA	MAGEE, SAMANTHA
BINGHAM, BRENNNA	MARTIN, ANTHONY
BOWEN, JON	MARTIN, COLLEEN
BOYCE, DOROTHY	MARTIN, DONNA
BRAINARD, ALICIA	MARTIN, MICHAEL
BURDALSKI, DANIELLE	MC FARLAND, SHELLY
BURDSALL, BRETT	MC OSCAR, BARB
COLLINS, KEVIN	MELITA, ANTHONY
CONCANNON, MARYRITA	MICALLEF, CHRISTINA
CONNOLLY, CHRISTINA	MILLS, FAYE
COUNSELLOR, MARYANN	MINCH, EDITH
CRAIG, CHRISTINE	MOORE, JENNA
CRANER, KRISTIN	NUGENT, TARA
DEGROOT-GREEN, NICOLE	ORBANUS, ANGELA
DILKS-DEPEW, BETHANY	OTTINGER, ANDREA
DINEEN, JOAN	OWLES, RAYMOND
DISANTIS, ANTHONY	PARENTE, CINDY
DUTTON, ERANN	POLLOCK, STEPHEN
DYBUS, GIA	RICHMAN, JANICE
ESCHERICH, SUSAN	RICKETTS, AUSTIN
FAMILIARE, MICHELLE	RIEGER, ARLEEN
FEDEROWIC, PAT	RISKIE, HARRY
FRANKLIN, NATALYA	RUIZ, DARA
GANDY, BONNIE	SCOTT, ERIN
GOODALE, CYNTHIA	SILVER, LORI
GREEN, RICHARD	SMITH, LINDSEY
HABRON, BRENDA	STAFFIERI, PATRICIA
HANKINS, GARY	STRANG, LORI
HINKLE, DEBBIE	WARD, SCOTT
JONES, LORETTA	WASHINGTON, BARBARA
JULIANO, CHRISTINE	WATERMAN, JENNIFER
LAMIA, DIANA	WILLIS, MARILYN
MACALLISTER, NATALIE	WYSHINSKI, PHYLLIS
MADARA, WILLIAM	ZANE, HEATHER
	ZAWADSKI, DOROTHY

**PENNSVILLE SCHOOL DISTRICT
SUBSTITUTE PARAPROFESSIONALS,
SECRETARIES, AND NURSES
2012 - 2013**

PARAPROFESSIONALS

Concannon, Maryrita
Hahn, Ellen
Harris, Libby
Herrmann, Lorraine
Lowe, Eileen
Mahoney, Kathy
Raine, Elaine
Scaramazza, Anna
Spino, Jayne
Taylor, Vicki
Wyshinski, Phyllis

SECRETARIES

Concannon, Maryrita
Federowic, Pat
Gillespie, Lisa
Herrmann, Lorraine
Mahoney, Kathy
Raine, Elaine
Seagraves, Mary Ann
Taylor, Vicki
Wyshinski, Phyllis

NURSES

Clark, Constance
Crispin, Paula
Dubiel, Grace
Esham, Michelle
Maxwell, Darlene
Moore, Katharine
Pollock, Judith
Scull, Tracy
Willis, Marilyn
Young, Laura

June 25, 2012

06-25-34AP - On recommendation of the Superintendent and the Committee of the Whole, please move to amend the employment for Kelly Dorsey, Teacher of Mathematics, for an additional five (5) hours as coordinator for the Middle School Summer Basic Skills Remedial program at Penn Beach School at the rate of \$31.15 per hour worked, effective Monday – Thursday, 8:00 am to 12:00 pm, July 9, 2012 through August 2, 2012.

MTJ

kag

June 25, 2012

06-25-35AP - On recommendation of the Superintendent and the Committee of the Whole, please move to amend the employment for Kristy Shimp, Teacher/Coordinator for the elementary summer Basic Skills Remedial Program at Penn Beach School for an additional five (5) hours at the rate of \$31.15 per hour worked, effective Monday – Thursday, 8:00 am to 12:00 pm, July 9, 2012 through August 2, 2012.

MTJ

kag

June 25, 2012

06-25-1OP - On recommendation of the Superintendent and the committee of the whole, please move to accept the low bids for the Janitorial/Custodial Supply Bid items for the 2012-2013 school year as listed below. The total bid is \$5,044.23.

Calico	\$ 592.56
Indco	\$2,865.80
Interline	\$1,585.87

JJR

June 25, 2012

06-25-2OP - On recommendation of the Superintendent and the committee of the whole, please move to accept the below Athletic Bids for the following total amounts for the 2012-2013 school year. Total Bid: \$27,498.71.

1. Aluminum Athletic Equipment	\$ 57.90
2. A.R.C.	\$ 3,145.10
3. BSN Sports/Passon's/Sport Supply	\$ 7,243.81
4. Kelly's Sports LTD	\$ 8,685.65
5. M&F Athletic Co.	\$ 497.00
6. Metuchen Center, Inc.	\$ 7,433.73
7. Riddell/All American	\$ 435.52

JJR

June 18, 2012

06-25-1NB - On recommendation of the Superintendent, please move to approve the submission of a grant application to the NJ CAP Program for the 2012 – 2013 school year.

MTJ

kag

June 18, 2012

06-25-2NB - On recommendation of the Superintendent, please move to approve the submission of an amendment to the No Child Left Behind Entitlement Grant.

MTJ

kag

June 18, 2012

06-18-3NB - On recommendation of the Superintendent please move the board to award a contract for the High School Boys Shower Room Renovation Project to W. G. Straga Inc. of Pitman, New Jersey in the amount of \$116,400.00.

JJR

jr
6/9/11