

# LONG BEACH ISLAND BOARD OF EDUCATION

Long Beach Island, New Jersey

## MINUTES OF THE REGULAR MEETING

Tuesday, October 21, 2014

The Board of Education of the Long Beach Island School District, Ocean County, met in executive session at 5:30 p.m. in the Conference Room of the Ethel Jacobsen School, 200 Barnegat Avenue, Surf City, New Jersey on October 21, 2014, to discuss matters of Negotiations, Attorney-Client Privilege, Student Issues, and Personnel. All members were notified in writing of the meeting date. In accordance with the provisions of the New Jersey Open Public Meetings Law, the Long Beach Island Board of Education has caused notice of this meeting by having the date, time and place thereof posted in *The Press of Atlantic City*.

The regular meeting was called to order by the Board President Mrs. Wasilewski at 7:01 pm.

The following members of the Board of Education were present:

Jennifer Bott	representing	Ship Bottom
Terry Deakyne	representing	Harvey Cedars
Steve Evert	representing	Long Beach Township
Georgene Hartmann	representing	Long Beach Township
Allyn Kain	representing	Surf City
Bonnie Picaro	representing	Long Beach Township
Kristy Raber	representing	Surf City
Colette Southwick	representing	Long Beach Township
Marilyn Wasilewski	representing	Barnegat Light

Also present:

Karen T. McKeon, Superintendent

Anthony Sciarrillo, Esq.

Steven Moran, Business Administrator

### Public Comment:

Matt McAndrew, a contestant on 'The Voice' is a Long Beach Island School District graduate from Barnegat Light. Matt will be performing a benefit concert at Southern Regional High School this Thursday, October 23<sup>rd</sup> to benefit the Lorenzi Fund.

Fran Lawlor reported the teachers' contract has been signed.

### BOARD RESOLUTIONS:

### MINUTES:

- (a) A motion was made by Jennifer Bott, seconded by Colette Southwick, to approve the minutes of the regular meeting of the Board of Education held on July 22, 2014. The motion passed on a roll call vote.

- (b) A motion was made by Georgene Hartmann, seconded by Steve Evert, to approve the minutes of the working meeting of the Board of Education held on August 7, 2014. The motion passed on a roll call vote with Terry Deakyne, Steve Evert and Kristy Raber abstaining.
- (c) A motion was made by Georgene Hartmann, seconded by Jennifer Bott, to approve the minutes of the regular meeting of the Board of Education held on or August 19, 2014. The motion passed on a roll call vote with Terry Deakyne and Kristy Raber abstaining.
- (d) A motion was made by Jennifer Bott, seconded by Georgene Hartmann, to approve the minutes of the special meeting of the Board of Education held on August 26, 2014. The motion passed on a roll call vote with Steve Evert and Kristy Raber abstaining.

**FINANCE:**

- (g) A motion was made by Georgene Hartmann, seconded by Jennifer Bott, to approve the bills list for October 2014 in the amount of \$225,865.70. The motion passed on a roll call vote with Colette Southwick abstaining from the \$300 payment to Dave's Electric.
- (g) A motion was made by Kristy Raber, seconded by Colette Southwick, to approve the September 2014 line item transfers in the amount of \$5,537. The motion passed on a roll call vote.
- (i & j) A motion was made by Georgene Hartmann, seconded by Colette Southwick, to approve the September 2014 Board Secretary's Report and Treasurer's Report. The motion passed on a roll call vote.

**Committee Reports:**

The Policy Committee met this evening as reported by committee chairperson Bonnie Picaro. The Board attorney will describe the new and revised policies that appear on this evening's agenda when we reach the policy section.

**PERSONNEL:**

A motion was made by Georgene Hartmann, seconded by Kristy Raber, to approve personnel items (a) through (c) as follows:

- (a) The employment of substitute personnel for the 2014-15 school year as follows:
  - Stephen Thormann                      Custodian/Transportation Aide
  - Kathleen McClellan                      Secretary (currently employed as a substitute in the district)
- (b) Extra compensation positions for the 2014/15 school year as follows:
  - Afterschool Computer Instructor: Shelley Smith for 2 days/week for 1 hour each day beginning October 2014 through April 2015 at the extra compensation rate of \$35 per hour.

- AM/PM Tutoring/Early Bird Academy: Melissa Raleigh for Language Arts Literacy, Grades 1 through 6, 2 mornings per week starting 7:30 a.m. to sign-in and from dismissal to 4 p.m. beginning October 2014 through April 2015, at the extra compensation rate of \$35 per hour.
- (c) The employment of Cathy Franks as a part-time classroom aide for the 2014-2015 school year at the annual salary of \$14,216 prorated. Benefits are not included. (Ms. Franks is currently employed as a substitute in the district.)

**DISTRICT/STATE/FEDERAL:**

A motion was made by Colette Southwick, seconded by Allyn Kain, to approve agenda items (a) through (i) as follows:

- (a) The submission of Long Beach Island School District's Annual Maintenance Budget Amount Worksheet, Form M-1.
- (b) The submission of Long Beach Island School District's Three-Year Comprehensive Maintenance Plan 2014-2016.
- (c) The submission of the Long Beach Island School District's Violence and Vandalism data as submitted to the New Jersey Department of Education for school year 2013/2014 to the County Superintendent as required by 18A:17-46 and N.J.A.C. 6A:16-5.3 (f). In report period 1, there were no incidents of Violence and Vandalism or HIB to report. In report period 2, there was one incident of violence and one HIB incident reported. Discussion. (see attached)
- (d) The submission of the QSAC (New Jersey Quality Single Accountability Continuum) Statement of Assurance:

Whereas, N.J.A.C 6A:30-3.2 (f) requires participating school districts to hold a public meeting to approve the submission of the district's QSAC Statement of Assurance; and,

Whereas, the Long Beach Island Board of Education has reviewed the district's QSAC Statement of Assurance and hereby approves the document,

Now therefore be it resolved that the Long Beach Island Board of Education does hereby authorize the Superintendent of Schools to submit the QSAC Statement of Assurances to the Commissioner of Education in compliance with the provisions of N.J.A.C. 6A:30-3.2 (f).

- (e) Long Beach Island School District's Exposure Control Plan for the 2014/2015 school year as presented.
- (f) Long Beach Island School District's 2014/2015 Nursing Services Plan.
- (g) The acceptance of the 2013/2014 fund year Tier #1 Safety Incentive Program Award in the amount of \$3,000 to be credited against the 2014/2015 assessment.

- (h) Long Beach Island School District's 2014/2015 Emergency AED Action Plan.
- (i) Long Beach Island School District's Goals and Objectives for the 2014-15 school year as follows:
- Goal 1: To review programs, curriculum/instructional strategies, and assessment tools in order to evaluate and improve the achievement of students with different ability levels as they work toward achieving the learning standards.
- Goal 2: To increase the use of technology as an enhancement to student learning and as a management information tool.
- Goal 3: To invite local Ocean and Coastal Science Organizations into the district to address STEM content in grades 3-6 to compliment the MARE Program in accordance with broad district objectives for the 2014-15 school year.
- Goal 4: To continue to develop a wellness program that addresses and promotes healthy options in terms of the nutritional, physical, and emotional development of all students.

The motion carried on a roll call vote.

## **CURRICULUM:**

A motion was made by Colette Southwick, seconded by Allyn Kain, to adopt the Long Beach Island School District's curricula as aligned and required by N.J.A.C. 6A:9:3.1 as follows:

- Inclusion of interdisciplinary connections through the PreK-6 curriculum
- Integration of 21<sup>st</sup> century themes, skills, college and career readiness
- Development, review and enhancement of interdisciplinary connections, supportive curricula and instructional tools for helping students acquire required knowledge and skills. These tools include at a minimum:
  - ✓ Pacing Guide
  - ✓ List of core instructional materials, including various levels of texts at each grade level
  - ✓ Benchmark assessments (model curriculum)
  - ✓ Modifications for special education students, English language learners, students at risk of school failure and gifted students

### 2014 Model Curriculum as noted:

Revised Model Curriculum – June 2014: The model curriculum is intended as a tool to support districts in their own curricular planning. During its development, teams of educators used all available information about the Common Core State Standards and PARCC to appropriately organize and sequence the standards across five units.

2010 Common Core English Language Arts and Math:

QSAC SOA: English Language Arts: Common Core State Standards (CCSS) for English Language Arts & Literacy and math – June 2010. Referred to as Language Arts Literacy in Appendix C of N.J.A.C. 6A:30-3.1(e)

Model Curriculum - English Language Arts (K-6) 2014

English Language Arts – 2010 with infusion of content areas, 21<sup>st</sup> Century themes and College and Career Readiness infusion of content areas, 21<sup>st</sup> Century themes and College and Career Readiness

QSAC SOA: Math: CCSS (June 2010): REVISED Model Curriculum – June 2014

The model curriculum is intended as a tool to support districts in their own curricular planning. During its development, teams of educators used all available information about the Common Core State Standards and PARCC to appropriately organize and sequence the standards across five units.

Math – 2010 with infusion of content areas, 21<sup>st</sup> Century themes and College and Career Readiness infusion of content areas, 21<sup>st</sup> Century themes and College and Career Readiness

2009 All other subject areas:

QSAC SOA: Science: NJCCCS (June 2009)

Mission: Scientifically literate individuals possess the knowledge and understanding of scientific concepts and processes required for personal decision-making, participation in civic and cultural affairs, and economic productivity.

Vision: The science standards are designed to help realize a vision for education in the sciences and engineering in which students, over multiple years of school, actively engage in scientific and engineering practices and apply crosscutting concepts to deepen their understanding of the core ideas in these fields. The learning experiences provided for students should engage them with fundamental questions about the world and with how scientists have investigated and found answers to those questions. Throughout grades K-12, students should have the opportunity to carry out scientific investigations and engineering design projects related to the disciplinary core ideas (pp. 8-9, NRC, 2012).

QSAC SOA: Social Studies: NJCCCS (September 2009)

All students receive social studies instruction from Preschool through grade 12. The challenges of the 21st century are complex, have global implications, and are connected to people, places, and events of the past. The study of social studies focuses on deep understanding of concepts that enable students to think critically and systematically about local, regional, national, and global issues.

Authentic learning experiences that enable students to apply content knowledge, develop citizenship skills, and collaborate with students from around the world prepare New Jersey students for the 21st-century workplace.

QSAC SOA: Technology: NJCCCS (June 2009). Referred to as Technology and Career Education in Appendix C of N.J.A.C. 6A:30-3.1(e):

Infused within each content area: New Jersey's Technology Standards consist of 8.1 Educational Technology and 8.2 Technology, Engineering, Design and Computational Thinking, which work symbiotically to provide students with the necessary skills for college and career readiness.

QSAC SOA: 21st Century Life and Careers: NJCCCS (June 2009). Referred to as Consumer, Family and Life Skills in Appendix C of N.J.A.C. 6A:30-3.1(e):

21st Century Life and Career (2009) – each standard is infused within all content areas.

Mission: 21st century life and career skills enable students to make informed decisions that prepare them to engage as active citizens in a dynamic global society and to successfully meet the challenges and opportunities of the 21st century global workplace.

Vision: To integrate 21st Century life and career skills across the K-12 curriculum and in Career and Technical Education (CTE) programs to foster a population that:

- Continually self-reflects and seeks to improve the essential life and career practices that lead to success.
- Uses effective communication and collaboration skills and resources to interact with a global society.
- Is financially literate and financially responsible at home and in the broader community.
- Is knowledgeable about careers and can plan, execute, and alter career goals in response to changing societal and economic conditions.
- Seeks to attain skill and content mastery to achieve success in a chosen career path.

QSAC SOA: Visual and Performing Arts: NJCCCS (June 2009). Referred to as Arts Education in Appendix C of N.J.A.C. 6A:30-3.1(e):

The visual and performing arts writers have developed five units to assist educators in implementing the New Jersey Core Curriculum Content Standard for the visual and performing arts, including dance, music, theatre, and visual art.

- In view of the pending publication of the [National Coalition of Core Arts Standards \(NCCAS\) National Arts Standards](#), anticipated for fall 2014, no revisions were made to the 2009 Visual & Performing Arts Standards.
- Additions: Minor accommodations have been made to the arts standards introduction page referencing the pending NCCAS National Arts Standards. The new National Arts Standards may impact future iterations of New Jersey's Core Curriculum Content Standards for Visual & Performing Arts.

QSAC SOA: Comprehensive Health and Physical Education: NJCCCS (June 2009). Referred to as Health and Physical Education in Appendix C of N.J.A.C. 6A:30-3.1(e):

The Comprehensive Health and Physical Education model curriculum which was developed from, and aligned, to the 2009 New Jersey Core Curriculum Content Standards (NJCCCS). The model curriculum is not intended to provide daily learning objectives but rather a sequence of five units of study with corresponding assessments. The Student Learning Objectives (SLO) for each unit should provide clear learning targets for student achievement and mastery. Each unit contains scaffolding to monitor achievement and mastery through each grade level contained in the grade band. The time frame to teach each Health and Physical Education unit may be modified to accommodate each school's program and student needs.

The state requires that all students participate in a comprehensive, sequential, Health and Physical Education program that emphasizes the natural interdisciplinary connection between wellness, Health and Physical Education. The 2014 revised standards incorporate the current thinking and best practices found in Health and Physical Education documents published by national content-specific organizations.

Summary of Revisions to the 2014 NJCCCS for Comprehensive Health and Physical Education: There were minor changes made to the 2014 standards. Changes to the standards included adding the following terms in the glossary: overload principle, progressive principle, principle of specificity, health, wellness, rhythm and health data. Newly passed legislation, *N.J.S.A. 18A: 35-4.23a* describing Dating Violence education grades 7-12, was added to the legislation section. One additional revision to the introduction of the document was an addition to the existing definition of 21st Century Skills by the Partnership of 21st Century Skills. The phrase "Understanding national and international public health and safety issues" was added to the existing definition.

QSAC SOA: World Languages: NJCCCS (June 2009):

World Languages writers have developed seven units to assist educators in implementing the New Jersey Core Curriculum Content Standard for World Languages at the Novice-Mid and Novice-High levels of proficiency. This first version of the model curriculum includes the following:

- The Linguistic and Cultural Content statements addressed in each unit;
- The Cumulative Progress Indicators (CPIs) addressed in each unit;
- The knowledge and skills necessary to address the CPIs that will be assessed;
- Unit description;
- The SLOs; and
- "Can-Do" Statements\*

QSAC SOA: Career and Technical Education:

Aligns the approved career and technical education program with the State Plan for Career and Technical Education and evaluates the program annually, including the required safety and health program (N.J.A.C. 6A:19 et seq.).

QSAC SOA: Preschool:

Has a preschool program plan approved by NJDOE, Division of Early Childhood Education, as per N.J.A.C. 6A:13A-3.1 (if district receives State preschool education aid). For those school districts receiving full State funding under the School Funding Reform Act (SFRA) funded per pupil amount determined by the formula established in P.L. 2007, c. 260, the preschool Self-Assessment Validation System is complete, as per N.J.A.C. 6A:13A-8.1.

The motion carried on a roll call vote.

**POLICY**

A motion was made by Colette Southwick, seconded by Kristy Raber, to approve

- (a) The second reading and adoption of the following Long Beach Island School District policies:

#1331 Defibrillator Policy  
#4116 Evaluation

- (b) The revised policies:

#1250 Visitors Policy  
#4123 Paraprofessional  
#5118 Nonresident  
#6151 Class Size

- (c) The first reading of social media policy to replace #4300.

The motion carried on a roll call vote.

**MISCELLANEOUS:**

A motion was made by Kristy Raber, seconded by Colette Southwick, to approve the following:

- (a) Professional day requests as follows:

Employee: Chloe Wiskow  
Conference: Meeting Your Rigorous State Standards for Opinion/Argument Writing  
Location: Cherry Hill  
Date: December 15, 2014  
Rationale: To enhance opinion writing among 3<sup>rd</sup> grade students and to gain more strategies in teaching opinion writing.  
Cost: \$229 registration and mileage

Employee: Chloe Wiskow  
Conference: Bureau of Education and Research: Apps and iPad Strategies to Increase Student Learning  
Location: Long Branch  
Date: January 29, 2015  
Rationale: To gain more knowledge about using technology, specifically iPads, in the classroom and to enhance the use of technology among learners.  
Cost: \$235 registration and mileage



- (b) A use of facilities request as follows pending receipt of proof of insurance and space availability:
  - Cub Scouts (Tiger and Wolf Dens), EJ School, for meetings, October 22, November 19, December 3 & 17, 2014, January 7 & 21, February 4 & 18, March 4 & 18, April 8 & 22, May 13 & 27, and June 3, 2015, 3:15-4:30 p.m.
- (c) Participation in the Jack Frost/Big Boulder “Show Us Your Grades” program for the 2014/15 season. All students that achieve all A’s and B’s in the first quarter will be honored with a free snow pass (\$45 value) to Jack Frost/Big Boulder to be used during the 14/15 season.
- (d) Frank Little contract

The motion carried on a roll call vote.

At 7:40 p.m. a motion was made by Kristy Raber and seconded by Jennifer Bott to adjourn. All in favor.

Respectfully submitted,

Steven P. Moran  
School Business Administrator/Board Secretary