

# CLOSTER BOARD OF EDUCATION

*Closter, New Jersey*

MINUTES

WORK SESSION MEETING

*Tenakill Middle School*

*October 8, 2020 - 7:30 PM*

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The Board meeting was called to order by Ms. Finkelstein at 7:30 PM

The following Board members were present:

Ms. Bhagat, Ms. Cross, Ms. Kothari, Ms. Kwon, Ms. Lee, Mr. Linn, Ms. Micera, Ms. Finkelstein

The following Board members were absent:

Mr. Lambert

Also present:

Mr. McHale and Mr. Villanueva

## NEW JERSEY OPEN PUBLIC MEETINGS ACT STATEMENT - Read by the President:

The New Jersey Open Public Meetings Act was enacted to ensure the right of the public to have advance notice of and to attend the meeting of public bodies at which any business affecting their interests is discussed or acted upon. In accordance with the provisions of this Act, the Secretary to the Board of Education has caused notice of this meeting by having the date, time, and place thereof, posted at each school building within the district, the Board of Education office, the Office of the Borough Clerk, and transmitted to *The Record* and *Northern Valley Suburbanite* newspapers.

## PLEDGE OF ALLEGIANCE

## SUPERINTENDENT'S REPORT

Mr. McHale shared with the Board and the community his report:

- In the *Closter Restart and Recovery Plan*, we indicated that Phase I of our school year would conclude on October 16, 2020. For Phase II, October 19 - November 25, 2020, we reassess the schedule and make any changes we could make. At this time, we are unable to increase the number of students who will attend hybrid learning each day because the NJDOE social distancing and reduced classroom capacity mandate has not been lifted. However, we are working to adjust and improve the delivery of our hybrid and virtual instruction and learning. Beginning on Monday, October 12, 2020, the K-4 teachers will provide pre-recorded video lessons in the content areas of Language Arts and Math for the students in hybrid learning to use on two of the at-home days each week. This will provide additional lessons in these content areas. The videos will be created by the Hillside School virtual teachers and will be available in

your child's learning platform (Seesaw, Google Classroom, Schoology). By way of reminder, our plan stated that students must continue either the hybrid or fully virtual option they selected for instruction through the end of Phase II, which is November 25, 2020. This is to ensure curriculum consistency, continuity of learning, and regularity in first trimester grading. We will be sending out information at the end of October to inform parents of the process if they would like to switch between hybrid and fully virtual. I will be meeting with an ad hoc committee of the Board of Education next week to discuss ways that we might be able to make additional improvements to the hybrid and virtual learning options.

- This past week the district pivoted to fully virtual learning so contact tracing could take place for two cases of COVID-19 in the district. As we move forward, please know that if students or staff test positive for COVID-19, we will continue to work with the Mid-Bergen Regional Health Commission, the contact tracers from Hackensack University Medical Center, and our district physician, Dr. Patel,, to make decisions that protect the health and safety of everyone. When cases arise, we cannot share specific details about the cases because medical privacy is guaranteed under federal law. Receiving limited information is frustrating and scary to some, but he will share the information that he can to the parents. When cases occur, those who had close contact, which is defined as less than six feet of distance for ten minutes or longer, will be contacted by the contact tracers, and will be required to quarantine for 14 days. The health department guidance is that anyone who has not had close contact with the person who tested positive is not required to quarantine. When a cohort has a positive case, both the A and B cohorts may be required to move to fully virtual learning because the teacher may have been in close contact with the person who tested positive. He is requesting the community's cooperation in not asking for additional details about any positive cases because we cannot release specific information due to the confidentiality of students and staff members.
- The Board of Education Retreat will be held on Thursday, October 22,, 2020, beginning at 7:30 p.m. at the Tenakill Middle School Auditorium. The board will work on goal setting during the retreat. This is a special public meeting and all are welcome to attend.
- He continues to ask everyone in our school community to work at keeping our schools open by preventing the spread of COVID-19. Please do not allow your children to gather in groups in Closter Plaza, on fields, playgrounds, basketball courts, etc. When students are with others outside of their own household, they should be wearing a mask at all times and practicing social distancing. Closter Public Schools will only be as healthy as the town of Closter is healthy.

## PUBLIC DISCUSSION ON AGENDA ITEMS

Moved by Ms. Micera, seconded by Ms. Lee to open the meeting to the public.

Statements made by individual participants are limited to a duration of three (3) minutes unless otherwise announced at the beginning of the discussion. The Board urges large groups to select one person to represent them. The Board reminds those individuals who take the opportunity to speak to please step up, identify themselves by name and address, and to limit their comments to items listed on the agenda.

### ***No Public Comments***

Moved by Ms. Micera, seconded by Ms. Cross to resume the regular order of business.

## BOARD OPERATIONS

Moved by Ms. Kothari, seconded by Ms. Cross to approve Motions A - B.

*Mr. McHale explained that the HIB case presented in Motion B was previously discussed during the September 24, 2020 Executive Meeting.*

Motions were approved by a roll call vote of the Board as follows:

YEAS: Ms. Bhagat, Ms. Cross, Ms. Kothari, Ms. Kwon, Ms. Lee, Mr. Linn, Ms. Micera, Ms. Finkelstein

NAYS: None

A. **APPROVAL - Minutes**

Motion to approve the September 24, 2020 minutes.

B. **APPROVAL - Affirmation of HIB Case TMS-2021-01**

Motion to affirm the decision of the Superintendent of Schools regarding Harassment, Intimidation, and Bullying (HIB) case #TMS-2021-01 reported to the Board in Executive Session at the September 24, 2020 Workshop Meeting.

## CURRICULUM AND INSTRUCTION COMMITTEE

*Chairperson Ms. Bhagat, Mr. Linn, Ms. Cross*

*Mr. Linn wanted to confirm the conference title "Building Trauma-Sensitive Schools", Ms. Finnegan would be attending. Mr. McHale confirmed the conference title was correct.*

Moved by Ms. Bhagat, seconded by Ms. Micera to approve Motions A - C.

Motions were approved by a roll call vote of the Board as follows:

YEAS: Ms. Bhagat, Ms. Cross, Ms. Kothari, Ms. Kwon, Ms. Lee, Mr. Linn, Ms. Micera, Ms. Finkelstein  
NAYS: None

A. **APPROVAL - Staff Conferences**

Motion to approve the following staff conferences:

Staff Members: Jennifer Annese (10/16 & 10/17)  
Ashley Buckley & Alyssa Levy (10/17)  
Eileen Kennedy, Regina Pesce & Lori Scalera (10/16, 10/17 & 10/18)  
Conference: NJIDA Conference: Understanding & Supporting Students with  
Dyslexia In Live and Virtual Instruction  
Location: Virtual  
Date: October 16, 17 and 18, 2020  
Cost to Board: \$500.00 (\$100.00 per person, no subs needed)

Staff Member: Dara Weiss  
Conference: Practical Cutting Edge Intervention for Composing Executive Function  
Skills in Students  
Location: Virtual  
Date: October 20, 2020  
Cost to Board: \$100.00 (no sub needed)

Staff Member: Kate Finnegan  
Conference: Building Trauma-Sensitive Schools  
Location: Virtual  
Date: October 28, 2020  
Cost to Board: \$49.00 (no sub needed)

B. **APPROVAL - NVCC Courses for 2020-2021 School Year**

Motion to approve the NVCC Courses for staff members for the 2020-2021 school year, as per Appendix A attached.

C. **APPROVAL - Course Approvals**

Motion to approve the following course approvals:

Staff Members: Leigh Bomzer  
Course Name: MAT927 Teaching Math to ELL  
University/College: Fresno Pacific University (virtual)  
Credits: 3

Staff Members: Leigh Bomzer  
Course Name: TEC959 Google Drive for Educators

University/College: Fresno Pacific University (virtual)  
Credits: 3

Staff Members: Min Jeong Kim  
Course Name: MAT927 Teaching Math to ELL  
University/College: Fresno Pacific University (virtual)  
Credits: 3

**FINANCE AND PHYSICAL PLANT COMMITTEE**

*Chairperson Ms. Kwon, Ms. Kothari, Ms. Finkelstein*

*Ms. Kothari questioned the Memorandum of Agreement in Motion E. Mr. McHale explained that this is a mandated document which needs to be signed. It is an agreement with the Closter Police Department and Closter Public Schools which would require both parties to make known if any legal or criminal matters occur with regards to staff or students. Mr. McHale further explained the Police Department has worked closely with the District assisting in morning drop off and afternoon dismissal.*

Moved by Ms. Kwon, seconded by Ms. Micera to approve Motions A - E.

Motions were approved by a roll call vote of the Board as follows:

YEAS: Ms. Bhagat, Ms. Cross, Ms. Kothari, Ms. Kwon, Ms. Lee, Mr. Linn, Ms. Micera, Ms. Finkelstein

NAYS: None

**A. APPROVAL - Monthly Bills**

Motion to approve payment of bills from September 24, 2020 to October 5th, 2020 in the amount of:

General Fund (Fund 10)	\$247,249.88
Special Revenue (Fund 20)	\$ 489.00
Total	\$247,738.88

**B. APPROVAL - District Share of Region III Consortium**

BE IT RESOLVED that the Closter Board of Education hereby approves the 2020-2021 portion of the Consortium with Northern Valley Regional High School acting as the LEA (Local Education Agency) for Region III as follows:

<u>Program/Service</u>	<u>20-21 Contribution</u>
Special Education	\$118,803.95
0.4 FTE Behaviorist	\$ 54,058.97
Physical Therapy	\$ 31,070.00 (estimate)
Occupational Therapy	\$ 43,680.00 (estimate)

- C. **APPROVAL - District Share of the Northern Valley Curriculum Center**  
BE IT RESOLVED that the Closter Board of Education hereby approves the 2020-2021 portion of the Consortium with Northern Valley Regional High School acting as the LEA (Local Education Agency) for the Northern Valley Curriculum Center as follows:

<u>Program</u>	<u>20-21 Contribution</u>
Staff Development & Curriculum and Instruction	\$ 72,427.73
Internet & AntiVirus (estimate)	\$ 71,483.20

- D. **APPROVAL - Participation in Region III Transportation Consortium**  
BE IT RESOLVED that the Closter Board of Education hereby approves participation in the 2020-2021 Transportation Consortium with Northern Valley Regional High School acting as the LEA (Local Education Agency) for the district's special education transportation.

- E. **APPROVAL - Memorandum of Agreement between Closter School District and Closter Police Department**

Motion to approve the MOA between the Closter School District and the Closter Police Department for the 2020-2021 school year.

#### **PERSONNEL AND MANAGEMENT COMMITTEE**

*Chairperson Ms. Lee, Mr. Lambert*

*Ms. Micera asked how the district will handle Motion A, with the current visitation restrictions. Mr. McHale explained that the Department of Education asked all school districts whenever possible to allow any college students who need to complete their hours of requirement, with Teachers, Child Study Team members or Counselors to assist them. These students are required to follow all safety and background procedures as any employed staff member.*

*With regards to the doctoral study in Motion F, Ms. Kwon requested clarification regarding the survey. Mr. McHale informed the board members that the survey would be emailed to all the staff and is voluntary for staff members to participate. Questions on the survey will be based on staff preparedness during emergency situations.*

*With regards to Motion H, Ms. Lee questioned how the teachers' evaluations will be performed between virtual and hybrid. Mr. McHale advised the board members that this year, the district will be monitored by QSAC and part of the QSAC requirements is to have the Marshall Rubric approved by the Board of Education. He further explained Achieve NJ which is the guidance on teacher and administrator evaluation would not include student growth percentile performance, since the student assessments were not done last year. Evaluations will be based on student growth objectives. Teachers will monitor students' growth objectives from the beginning of the year and how well they performed by the end of the school year. At the end of the school year, teachers will be scored according to students' performance. The optional change, teachers who are teaching virtually can opt to have one observation and can provide a portfolio of evidence of what they would like to include as part of their evaluations. DEAC will be meeting next week to discuss this option further.*

Moved by Ms. Lee, seconded by Ms. Micera to approve Motions A - H.

Motions were approved by a roll call vote of the Board as follows:

YEAS: Ms. Bhagat, Ms. Cross, Ms. Kothari, Ms. Kwon, Ms. Lee, Mr. Linn, Ms. Micera, Ms. Finkelstein

NAYS: None

A. **APPROVAL - 100-Hour School Counselor Practicum for Alexandra Blau**

Motion to approve a 100-hour school counselor practicum for Alexandra Blau, to work with Ms. Dara Weiss, from January 2021 through May 2021, pending criminal history background check.

B. **APPROVAL - Family Leave**

Motion to approve Brianna Kehoe a paid maternity leave from January 4, 2021, through February 11, 2021, using 23 sick days, 3 personal days and 2.5 banked days, unpaid from February 15, 2021, through May 17, 2021, under FMLA and NJFLA and a discretionary leave from May 18, 2021 - June 22, 2021 with an anticipated return date of September 1, 2021.

C. **APPROVAL - Family Leave**

Motion to approve Amanda Cummings a paid maternity leave from February 8, 2021, through March 23, 2021, using 27 sick days, unpaid from March 24, 2021, through June 16, 2021, under FMLA and NJFLA and a discretionary leave from June 17, 2021 - June 22, 2021 with an anticipated return date of September 1, 2021.

D. **APPROVAL - Family Leave**

Motion to approve Catherine Ianni a paid maternity leave from January 11, 2021, through January 27, 2021, using 10 sick days and 3 personal days, unpaid from January 28, 2021, through April 21, 2021, under FMLA and NJFLA with an anticipated return date of April 22, 2021.

E. **APPROVAL - Salary Guide Adjustments**

Motion to approve the salary guide adjustment to the following staff members as follows:

Name	Current Placement	New Placement	Step	Salary
Leigh Bomzer	MA	MA+15	17	\$101,383
Min Jeong Kim	MA	MA+15	6	\$74,970
Kate Maher	MA	MA+15	7	\$77,542
Jamie Marotti	MA	MA+15	5	\$72,397
Kerry Vogel	BA	BA+15	6	\$65,442

F. **APPROVAL - Doctoral Student Survey for Staff Members**

Motion to approve Lesley Chung, doctoral student from Caldwell University, to conduct research on the relationship between educators' levels of stress and perceived emergency

preparedness. Ms. Chung would collect data through a survey sent to Closter's teachers and administrators. Participation would be voluntary. No students will be part of the research. The survey is provided as Appendix B.

G. **APPROVAL - Substitute Teachers**

Motion to approve Heather Dorney Wilson as a substitute teacher for the 2020-2021 school year.

H. **APPROVAL - Marshall Evaluation System**

Motion to approve the Marshall Evaluation System for all certificated staff for the 2020-2021 school year.

**POLICY COMMITTEE**

*Chairperson Ms. Micera, Ms. Kothari*

*Mr. Mchale explained the only changes to the policy was to have the Gifted and Talented program on the district website, which we currently do and also include the process if parents have a complaint. If parents are unable to resolve the issue, they will be able to address the board during a public meeting.*

Moved by Ms. Micera, seconded by Ms. Cross to approve Motion A.

Motions were approved by a roll call vote of the Board as follows:

YEAS: Ms. Bhagat, Ms. Cross, Ms. Kothari, Ms. Kwon, Ms. Lee, Mr. Linn, Ms. Micera, Ms. Finkelstein

NAYS: None

A. **APPROVAL - First Reading of Policy #2464-Gifted and Talented**

Motion to approve the first reading of policy #2464-Gifted and Talented, as per Appendix C attached.

**BOARD COMMITTEES**

**OLD/NEW BUSINESS**

Mr. Villanueva reminded the board members to complete their mandated training which is due before December.

Mr. McHale advised the board members that this year the district will be monitored by QSAC which is the Department of Education monitoring system. Mr. Villanueva and Mr. McHale will be meeting with the Department of Education on October 21. During this meeting, more specific guidance will be given.



## PUBLIC DISCUSSION

Moved by Ms. Micera, seconded by Ms. Bhagat to open the meeting to public discussion.

Ms. Wagner addressed the board with concerns regarding hybrid and virtual learning. Ms. Wagner stated that students who are in the hybrid model are not receiving the same instructional time as the virtual students, since they are in school every other day. She also asked if schools will be shut down and needs to pivot to all virtual, will the hybrid students receive the same teacher student time as the virtual students. The final concern Ms. Wagner expressed is that the virtual teachers are not teaching new content everyday. If bandwidth is upgraded in November, will there be an opportunity for live streaming.

Mr. McHale addressed Ms. Wagner's concerns - that he is aware of the discrepancy between the student teacher time for hybrid students and is exploring options for students who are in the building to have more time. If the district does move to full virtual learning the teacher will be teaching both cohorts on the full 4 hour time everyday. When it comes to live streaming, we are looking into it. Live streaming does come with some challenges, one of them being students have a hard time following the teacher instruction unless the teacher is sitting directly in front of the camera.

Ms. Puttannah addressed the board if a survey will be sent to parents to evaluate their child's experience with hybrid and virtual learning. She also asked if there is an anticipated plan in place when the district does shift to phase 3.

Mr. McHale stated that we are working on a survey, but it was not based on parent evaluations. The survey would ask if they are able to accommodate students coming in more frequently, but it will be for the same amount of time. When the shift does happen, there may be a shift in teachers to accommodate students plus the need to have certificated teachers placed accordingly.

Moved by Ms. Micera, seconded by Ms. Bhagat to close the meeting to public discussion.

**CLOSED SESSION MOTION**

Moved by Ms. Lee, seconded by Ms. Cross to approve the following Closed Session Motion.  
Motion was approved by a voice vote of the Board:

YEAS: Ms. Bhagat, Ms. Cross, Ms. Kothari, Ms. Kwon, Ms.Lee, Mr. Linn, Ms. Micera, Ms. Finkelstein  
NAYS: None

BE IT RESOLVED that the Closter Board of Education will adjourn to a Closed Session to discuss the following:

***Personnel and Student Matters***

The matters so discussed will be disclosed to the public as soon as and to the extent that such disclosure can be made without adversely affecting the public.

The Board went into Closed Session at 8:39 PM.  
The Board reconvened from Closed Session at 9:07PM.

**ADJOURNMENT**

Moved by Ms. Micera, seconded by Ms. Kothari to adjourn the meeting at 9:08 PM.

Respectfully submitted,



Flojo M. Villanueva, Jr.  
Business Administrator/Board Secretary

A

School	First Name	Last Name	Grade level taught	Content Area	Workshop	Date
Hillside School	Nicole	Alpern	Gr. 2	I teach all content areas	Awakening Joy; (Grades Pre-K-12); 4/1/21	4/1/21
Hillside School	Nicole	Alpern	Gr. 2	I teach all content areas	Social Emotional Learning; (Grades Pre-K-12); 1/11/21	1/11/21
Hillside School	Allison	Bachmann	Gr. 2	I teach all content areas	Awakening Joy; (Grades Pre-K-12); 4/1/21	4/1/21
Hillside School	Allison	Bachmann	Gr. 2	I teach all content areas	Representation Matters: Meeting LGBT+ and Other Mandates in Our Classrooms and Our Curriculum; (Grades Pre-K-12); 12/9/20	12/9/20
Hillside School	Jennifer	Barbato	Gr. 1	I teach all content areas	Instructional Skills Day 3; (Grades Pre-K-5); 10/27/20	10/27/20
Hillside School	Jennifer	Barbato	Gr. 1	I teach all content areas	Instructional Skills Day 4; (Grades Pre-K-5); 3/2/21	3/2/21
Hillside School	Jennifer	Barbato	Gr. 1	I teach all content areas	Classroom Leadership; (Grades Pre-K-5); 12/3/20	12/3/20
Hillside School	Jodi	Belnick	Gr. 3	I teach all content areas	21st Century Teaching Hacks; (Grades Pre-K-12); 2/5/21	2/5/21
Hillside School	Jodi	Belnick	Gr. 3	I teach all content areas	Social Emotional Learning; (Grades Pre-K-12); 1/22/21	1/22/21
Hillside School	Patricia	Brett	Gr. 4	Special Education	Book Clubs: Close Reading Through Collaboration and Conversation; (Grades 3-6); 2/10/21	2/10/21
Hillside School	Patricia	Brett	Gr. 4	Special Education	What Does Brain Research Tell Us about Stress Teaching and Learning?; (Grades Pre-K-12); 12/7/20	12/7/20
Hillside School	Betsy	Brown	Gr. 4	I teach all content areas	Designing Digital Breakouts; (Grades Pre-K-12); 3/30/21	3/30/21
Hillside School	Betsy	Brown	Gr. 4	I teach all content areas	Assessment: Strategies for Design; (Grades Pre-K-5); 3/8/21	3/8/21
Hillside School	Betsy	Brown	Gr. 4	I teach all content areas	Student Collaboration; (Grades Pre-K-5); 1/24/20	1/24/20
Hillside School	Ashley	Buckley	Gr. 1-4	Special Education, Multisensory Reading Teacher	Classwide Strategies to Promote Positive Behavior and Social Skills Part 2; (Grades Pre-K-8); 3/31/21	3/31/21
Hillside School	Ashley	Buckley	Gr. 1-4	Special Education, Multisensory Reading Teacher	Orton Gillingham Teachers Roundtable; (Grades Pre-K-8); 12/17/20	12/17/20
Hillside School	Susan	Carpenter	Gr. 1	I teach all content areas	Investing in Mental Health: Part 2; (Grades Pre-K-12); 3/29/21	3/29/21
Hillside School	Susan	Carpenter	Gr. 1	I teach all content areas	Writing Workshop Teacher Toolkits; (Grades K-2); 3/22/21	3/22/21
Hillside School	Leah	Cohen	Gr. 4	I teach all content areas	Making Math Matter; (Grades K-4); 4/7/21	4/7/21
Hillside School	Leah	Cohen	Gr. 4	I teach all content areas	Impact of Emotions on Learning; (Grades Pre-K-12); 3/12/21	3/12/21
Hillside School	Kari	Corcoran	K-Gr. 1	Special Education	Social Emotional Learning; (Grades Pre-K-12); 1/11/21	1/11/21
Hillside School	Kari	Corcoran	K-Gr. 1	Special Education	Using Seesaw for Digital Portfolios as a Tool for Student Growth; (Grades Pre-K-5); 12/22/20	12/22/20
Hillside School	Kerra	Corio	Kindergarten	I teach all content areas	Awakening Joy; (Grades Pre-K-12); 4/1/21	4/1/21
Hillside School	Kerra	Corio	Kindergarten	I teach all content areas	Investing in Mental Health: Part 1 Wellness and Mindfulness; (Grades Pre-K-12); 12/21/20	12/21/20
Hillside School	Sheila	Devine	Grade 3, Grade 4	I teach all content areas	Google Classroom; (Grades Pre-K-12); 11/2/20	11/2/20
Hillside School	Sheila	Devine	Grade 3, Grade 4	English, Math, Special Education	Special Projects with Digital Tools; (Grades Pre-K-12); 3/26/21	3/26/21
Hillside School	Amanda	Eastman	Gr. 1	I teach all content areas	Instructional Skills Day 3; (Grades Pre-K-5); 10/27/20	10/27/20
Hillside School	Amanda	Eastman	Gr. 1	I teach all content areas	Classroom Leadership; (Grades Pre-K-5); 12/3/20	12/3/20
Hillside School	Tara	Eddy	Gr. 4	I teach all content areas	Book Clubs: Close Reading Through Collaboration and Conversation; (Grades 3-6); 2/10/21	2/10/21
Hillside School	Tara	Eddy	Gr. 4	I teach all content areas	What Does Brain Research Tell Us about Stress Teaching and Learning?; (Grades Pre-K-12); 12/7/20	12/7/20
Hillside School	Lauren	Engle	K-Gr. 1	I teach all content areas	Demystifying Multisensory Reading Instruction; (Grades Pre-K-3); 1/28/21	1/28/21
Hillside School	Lauren	Engle	K-Gr. 1	I teach all content areas	Investing in Mental Health: Part 2; (Grades Pre-K-12); 3/29/21	3/29/21
Hillside School	Allison	Esposito	Gr. 3	I teach all content areas	Classwide Strategies to Promote Positive Behavior and Social Skills Part 2; (Grades Pre-K-8); 3/31/21	3/31/21
Hillside School	Allison	Esposito	Gr. 3	I teach all content areas	Personalized Learning and Student Choice in the Classroom; (Grades Pre-K-12); 5/21/21	5/21/21
Hillside School	Janet	Felice	Gr. 1-4	Special Education, CST-LDTC	Increase Your Efficiency by Getting the Most Out of Gmail & Google Calendar; (Grades Pre-K-12); 12/10/20	12/10/20

Hillside School	Janet	Felice	Gr. 1-4	Special Education, CST-LDTC	Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies; (Grades Pre-K-12); 5/3/21 10 Crucial Days: The Turning Point of the American Revolution!; (Grades Pre-K-12); 4/26/21	5/3/21
Hillside School	Charlene	Gerbig	Gr. 3	I teach all content areas	21st Century Teaching Hacks; (Grades Pre-K-12); 2/5/21	4/26/21
Hillside School	Charlene	Gerbig	Gr. 3	I teach all content areas	Successful Mentoring; (Grades Pre-K-12); DAY ONE; 10/15/20	2/5/21
Hillside School	Josephine	Hunt	Pre-K, Gr. 2, Gr. 3	Special Education	Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies; (Grades Pre-K-12); 5/3/21	10/15/20
Hillside School	Josephine	Hunt	Pre-Kindergarten	Special Education	Successful Mentoring; (Grades Pre-K-12); DAY TWO; 12/1/20	5/3/21
Hillside School	Josephine	Hunt	Pre-K, Gr. 2, Gr. 3	Special Education	Special Projects with Digital Tools; (Grades Pre-K-12); 1/7/21	12/1/20
Hillside School	Joanne	Iyo	Kindergarten, STEM	Gr. Science, Technology, STEM	Using Pear Deck to Promote and Facilitate Communication in the Classroom; (Grades Pre-K-12); 11/11/20	1/7/21
Hillside School	Joanne	Iyo	Kindergarten, Gr. Science, Technology, STEM	Gr. Science, Technology, STEM	Google Classroom; (Grades Pre-K-12); 11/2/20	11/11/20
Hillside School	Silvia	Jost	Kindergarten, Gr. Science	Gr. Science	Special Projects with Digital Tools; (Grades Pre-K-12); 1/7/21	11/2/20
Hillside School	Silvia	Jost	Kindergarten, Gr. Science	Gr. Science	G Suite for Education I: Google Drive Docs & Slides; (Grades Pre-K-12); 11/19/20	1/7/21
Hillside School	Eileen	Kennedy	K-Gr. 1	English Language Learners, OG	Orton Gillingham Teachers Roundtable; (Grades Pre-K-8); 12/17/20	11/19/20
Hillside School	Eileen	Kennedy	K-Gr. 1	English Language Learners, OG	Awakening Joy; (Grades Pre-K-12); 4/1/21	12/17/20
Hillside School	Jennifer	Kennedy	Gr. 2	I teach all content areas	Impact of Emotions on Learning; (Grades Pre-K-12); 3/1/21	4/1/21
Hillside School	Jennifer	Kennedy	Gr. 2	I teach all content areas	Cultivating Unconditional Self-Esteem; (Grades Pre-K-12); 5/10/21	3/1/21
Hillside School	Elizabeth	Klink	PreK-Gr. 4	Library/Media	Academy Graduation; (Grades Pre-K-12); 4/20/21	5/10/21
Hillside School	Elizabeth	Klink	PreK-Gr. 4	Library/Media	Action Research; (Grades Pre-K-12); 10/16/20	4/20/21
Hillside School	Elizabeth	Klink	PreK-Gr. 4	Library/Media	Meeting Students Where They Are & Strategies for Growth; (Grades Pre-K-5); 2/2/21	10/16/20
Hillside School	Elizabeth	Klink	PreK-Gr. 4	Library/Media	Assessment: Strategies for Design; (Grades Pre-K-5); 10/21/20	2/2/21
Hillside School	Elizabeth	Klink	PreK-Gr. 4	Library/Media	Classwide Strategies to Promote Positive Behavior and Social Skills Part 2; (Grades Pre-K-8); 3/31/21	10/21/20
Hillside School	Katelyn	Lee	Gr. 3	I teach all content areas	Classwide Strategies to Promote Positive Behavior and Social Skills; (Grades Pre-K-8); 1/12/21	3/31/21
Hillside School	Katelyn	Lee	Gr. 3	I teach all content areas	Academy Graduation; (Grades Pre-K-12); 4/20/21	1/12/21
Hillside School	Kathy	Lee	PreK-Gr. 4	ESL	Action Research; (Grades Pre-K-12); 10/16/20	4/20/21
Hillside School	Kathy	Lee	PreK-Gr. 4	ESL	Assessment: Strategies for Design; (Grades Pre-K-5); 10/21/20	10/16/20
Hillside School	Kathy	Lee	PreK-Gr. 4	ESL	Meeting Students Where They Are & Strategies for Growth; (Grades Pre-K-5); 2/2/21	10/21/20
Hillside School	Kathy	Lee	PreK-Gr. 4	ESL	Using Seesaw for Digital Portfolios as a Tool for Student Growth; (Grades Pre-K-5); 1/13/21	2/2/21
Hillside School	Kathy	Lee	Grade 2, Grade 3	ELL-Language Arts	Impact of Emotions on Learning; (Grades Pre-K-12); 3/1/21	1/13/21
Hillside School	Alyssa	Levy	Gr. 2	I teach all content areas	Orton Gillingham Teachers Roundtable; (Grades Pre-K-8); 12/17/20	3/1/21
Hillside School	Alyssa	Levy	Gr. 2	I teach all content areas	Fluency: The Bridge Between Word Recognition and Comprehension; (Grades K-3); 2/25/21	12/17/20
Hillside School	Mary	Lotito	Gr. 1	I teach all content areas	Writing Workshop Teacher Toolkits; (Grades K-2); 3/22/21	2/25/21
Hillside School	Mary	Lotito	Gr. 1	I teach all content areas	The Importance of Phonemic Awareness Instruction in the Primary Classroom; (Grades Pre-K-2); 5/14/21	3/22/21
Hillside School	Kate	Maher	Pre-Kindergarten	Special Education	Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies; (Grades Pre-K-12); 5/3/21	5/14/21
Hillside School	Kate	Maher	Pre-Kindergarten	Special Education	Classwide Strategies to Promote Positive Behavior and Social Skills Part 2; (Grades Pre-K-8); 3/31/21	5/3/21
Hillside School	Jamie	Marotti	Gr. 3-4	Special Education	Writing Workshop Teacher Toolkits; (Grades K-2); 3/22/21	3/31/21
Hillside School	Jamie	Marotti	Gr. 3-4	Special Education	Awakening Joy; (Grades Pre-K-12); 4/1/21	3/22/21
Hillside School	Mary Jo	Martino	PreK-Gr. 4	World Languages	Special Projects with Digital Tools; (Grades Pre-K-12); 1/7/21	4/1/21
Hillside School	Mary Jo	Martino	PreK-Gr. 4	World Languages	Instructional Skills Day 3; (Grades Pre-K-5); 10/27/20	1/7/21
Hillside School	Katharine	Meyers	Kindergarten			10/27/20

Hillside School	Katharine Meyers	Kindergarten	Instructional Skills Day 4; (Grades Pre-K-5); 3/2/21	3/2/21
Hillside School	Katharine Meyers	Kindergarten	Classroom Leadership; (Grades Pre-K-5); 12/3/20	12/3/20
Hillside School	Lisa Pantaleo	Gr. 2	Awakening Joy; (Grades Pre-K-12); 4/1/21	4/1/21
Hillside School	Lisa Pantaleo	Gr. 2	Impact of Emotions on Learning; (Grades Pre-K-12); 3/1/21	3/1/21
Hillside School	Regina Pesce	Gr. 2-5	Special Projects with Digital Tools; (Grades Pre-K-12); 3/26/21	3/26/21
Hillside School	Regina Pesce	Gr. 2-5	Using Pear Deck to Promote and Facilitate Communication in the Classroom; (Grades Pre-K-12); 12/18/20	12/18/20
Hillside School	Claire Pidi	Kindergarten, Gr. Music	Band Director's Toolkit; (Grades Pre-K-12); 1/20/21	1/20/21
Hillside School	Claire Pidi	Kindergarten, Gr. Music	Choral Director's Toolkit; (Grades K-12); 1/29/21	1/29/21
Hillside School	Meghan Pleus	Gr. 1	Demystifying Multisensory Reading Instruction; (Grades Pre-K-3); 1/28/21	1/28/21
Hillside School	Meghan Pleus	Gr. 1	Making Math Matter; (Grades K-4); 4/7/21	4/7/21
Hillside School	Gila Rachlin	Pre-Kindergarten	Classwide Strategies to Promote Positive Behavior and Social Skills; (Grades Pre-K-8); 1/12/21	1/12/21
Hillside School	Gila Rachlin	Pre-Kindergarten	Fluency: The Bridge Between Word Recognition and Comprehension; (Grades K-3); 2/25/21	2/25/21
Hillside School	Kimberly Ramm	Kindergarten	The Importance of Phonemic Awareness Instruction in the Primary Classroom; (Grades Pre-K-2); 1/25/21	1/25/21
Hillside School	Kimberly Ramm	Kindergarten	Writing Workshop Teacher Toolkits; (Grades K-2); 3/22/21	3/22/21
Hillside School	Sarah Rhee	Gr. 1-2	Awakening Joy; (Grades Pre-K-12); 4/1/21	4/1/21
Hillside School	Sarah Rhee	Gr. 1-2	Demystifying Multisensory Reading Instruction; (Grades Pre-K-3); 1/28/21	1/28/21
Hillside School	Catherine Ricca	Gr. 3	Academy Graduation; (Grades Pre-K-12); 4/20/21	4/20/21
Hillside School	Catherine Ricca	Gr. 3	Action Research; (Grades Pre-K-12); 10/16/20	10/16/20
Hillside School	Catherine Ricca	Gr. 3	Assessment: Strategies for Design; (Grades Pre-K-5); 10/21/20	10/21/20
Hillside School	Catherine Ricca	Gr. 3	Classwide Strategies to Promote Positive Behavior and Social Skills; (Grades Pre-K-8); 1/12/21	1/12/21
Hillside School	Romo	Pre-8	Meeting Students Where They Are & Strategies for Growth; (Grades Pre-K-5); 2/2/21	2/2/21
Hillside School	Romo	Pre-8	Representation Matters: Meeting LGBT+ and Other Mandates in Our Classrooms and Our Curriculum; (Grades Pre-K-12); 12/9/20	12/9/20
Hillside School	Lori Scalera	Gr. K-4	Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies; (Grades Pre-K-12); 5/3/21	5/3/21
Hillside School	Lori Scalera	Gr. K-4	Awakening Joy; (Grades Pre-K-12); 4/1/21	4/1/21
Hillside School	Leanne Schettino	Gr. 1-4	Orton Gillingham Teachers Roundtable; (Grades Pre-K-8); 12/17/20	12/17/20
Hillside School	Nicholas Shapiro	Gr. 3	The Importance of Phonemic Awareness Instruction in the Primary Classroom; (Grades Pre-K-2); 1/25/21	1/25/21
Hillside School	Nicholas Shapiro	Gr. 3	Book Clubs: Close Reading Through Collaboration and Conversation; (Grades 3-6); 2/10/21	2/10/21
Hillside School	Nicholas Shapiro	Gr. 3	Personalized Learning and Student Choice in the Classroom; (Grades Pre-K-12); 5/21/21	5/21/21
Hillside School	Kerry Sidrow	Gr. 4	Personalized Learning and Student Choice in the Classroom; (Grades Pre-K-12); 5/21/21	5/21/21
Hillside School	Kerry Sidrow	Gr. 4	Teaching Math in the NEW Real World; (Grades K-5); 3/25/21	3/25/21
Hillside School	Brielle Tacconi	Pre-Kindergarten	Demystifying Multisensory Reading Instruction; (Grades Pre-K-3); 1/28/21	1/28/21
Hillside School	Brielle Tacconi	Pre-Kindergarten	iMovie; (Grades Pre-K-12); 4/29/21	4/29/21
Hillside School	Kristin Talty	Gr. 4	Elementary Math Teachers Unite!; (Grades Pre-K-4); 1/26/21	1/26/21
Hillside School	Kristin Talty	Gr. 4	Using Pear Deck to Promote and Facilitate Communication in the Classroom; (Grades Pre-K-12); 11/11/20	11/11/20
Hillside School	Rosemarie Villani	Gr. 1	Instructional Skills Day 3; (Grades Pre-K-5); 10/27/20	10/27/20
Hillside School	Rosemarie Villani	Gr. 1	Instructional Skills Day 4; (Grades Pre-K-5); 3/2/21	3/2/21

Hillside School	Rosemarie	Villani	Gr. 1	I teach all content areas	Classroom Leadership; (Grades Pre-K-5); 12/3/20	12/3/20
Hillside School	Kerry	Vogel	Kindergarten, Gr. Special Education		Classwide Strategies to Promote Positive Behavior and Social Skills Part 2; (Grades Pre-K-8); 3/31/21	3/31/21
Hillside School	Kerry	Vogel	Kindergarten, Gr. Special Education		The Importance of Phonemic Awareness Instruction in the Primary Classroom; (Grades Pre-K-2); 5/14/21	5/14/21
Hillside School	Andrea	Watkins	K-Gr. 8	English	Building a Successful Intervention and Referral Services Team; (Grades Pre-K-12 I&RS Team Member); 11/13/20	11/13/20
Hillside School	Andrea	Watkins	K-Gr. 8	English	What Does Brain Research Tell Us about Stress Teaching and Learning?; (Grades Pre-K-12); 3/9/21	3/9/21
Hillside School	Dara	Weiss	Kindergarten, Gr. Counseling services		Impact of Emotions on Learning; (Grades Pre-K-12); 3/12/21	3/12/21
Hillside School	Dara	Weiss	Kindergarten, Gr. Counseling services		What Does Brain Research Tell Us about Stress Teaching and Learning?; (Grades Pre-K-12); 3/9/21	3/9/21
Hillside School	Devin	Zukofsky	Gr. 1		Instructional Skills Day 3; (Grades Pre-K-5); 10/27/20	10/27/20
Hillside School	Devin	Zukofsky	Gr. 1		Instructional Skills Day 4; (Grades Pre-K-5); 3/2/21	3/2/21
Hillside School	Devin	Zukofsky	Gr. 1		Classroom Leadership; (Grades Pre-K-5); 12/3/20	12/3/20
Tenakill School	Laura	Abbey	Gr. 5-8	Related Arts	Band Director's Toolkit; (Grades Pre-K-12); 1/20/21	1/20/21
Tenakill School	Paul	Aguirre	Gr. 5-8	World Languages, World People Studies	21st Century Teaching Hacks; (Grades Pre-K-12); 2/5/21	2/5/21
Tenakill School	Paul	Aguirre	Gr. 5-8	World Languages, World People Studies	Digital Learning and Assessment Tools; (Grades Pre-K-12); 12/11/20	12/11/20
Tenakill School	Brittany	Anderson	Gr. 5-8	Physical Education	Instructional Skills Day 3; (Grades 6-12); 10/20/20	10/20/20
Tenakill School	Brittany	Anderson	Gr. 5-8	Physical Education	Instructional Skills Day 4; (Grades 6-12); 3/4/21	3/4/21
Tenakill School	Brittany	Anderson	Gr. 5-8	Physical Education	Classroom Leadership; (Grades 6-12); 12/2/20	12/2/20
Tenakill School	Angela	Banta	Gr. 6-7	Special Education	Cultivating Unconditional Self-Esteem; (Grades Pre-K-12); 5/10/21	5/10/21
Tenakill School	Angela	Banta	Gr. 6-7	Special Education	Teacher Expertise and Student Passions: Independent Reading as a Builder of Skills and Relationships; (Grades 6-12); 2/25/21	2/25/21
Tenakill School	Cynthia	Barry	Gr. 5	English	Special Projects with Digital Tools; (Grades Pre-K-12); 3/26/21	3/26/21
Tenakill School	Cynthia	Barry	Gr. 5	English	What Does Brain Research Tell Us about Stress Teaching and Learning?; (Grades Pre-K-12); 5/18/21	5/18/21
Tenakill School	Leigh	Bomzer	Grade 7	Math	Math Teacher Roundtable; (Grades 6-12); 1/13/21	1/13/21
Tenakill School	Leigh	Bomzer	Grade 7	Math	Using Data to Drive Instruction; (Grades Pre-K-12); 11/16/20	11/16/20
Tenakill School	Leigh	Bomzer	Grade 7	Math	Making Math Matter; (Grades K-4); 4/7/21	4/7/21
Tenakill School	Joseph	Camillieri	Gr. 5	Math and Science	Special Projects with Digital Tools; (Grades Pre-K-12); 1/7/21	1/7/21
Tenakill School	Joseph	Camillieri	Gr. 5	Math and Science	Google Classroom; (Grades Pre-K-12); 11/2/20	11/2/20
Tenakill School	Karen	Caruso	Gr. 5	Math, Science, Special Education	Building a Successful Intervention and Referral Services Team; (Grades Pre-K-12 I&RS Team Member); 11/13/20	11/13/20
Tenakill School	Margaret	Churchill	Gr. 5-8	English	Enhancing Teaching & Learning with Digital Tools; (Grades 6-12); 11/17/20	11/17/20
Tenakill School	Margaret	Churchill	Gr. 5-8	English	Google Classroom; (Grades Pre-K-12); 11/2/20	11/2/20
Tenakill School	Sarah	Comstock	Grade 7	English	Instructional Skills Day 3; (Grades 6-12); 10/20/20	10/20/20
Tenakill School	Sarah	Comstock	Grade 7	English	Instructional Skills Day 4; (Grades 6-12); 3/4/21	3/4/21
Tenakill School	Sarah	Comstock	Grade 7	English	Classroom Leadership; (Grades 6-12); 12/2/20	12/2/20
Tenakill School	Barbara	Cullere	Gr. 5-8	Basic Skills Reading and Writing	Google Classroom; (Grades Pre-K-12); 11/2/20	11/2/20
Tenakill School	Barbara	Cullere	Gr. 5-8	Basic Skills Reading and Writing	Using Seesaw for Digital Portfolios as a Tool for Student Growth; (Grades Pre-K-5); 1/13/21	1/13/21
Tenakill School	Amanda	Cummings	Gr. 5	English, Social Studies	Investing in Mental Health: Part 1 Wellness and Mindfulness; (Grades Pre-K-12); 12/21/20	12/21/20
Tenakill School	Amanda	Cummings	Gr. 5	English, Social Studies	What Does Brain Research Tell Us about Stress Teaching and Learning?; (Grades Pre-K-12); 5/18/21	5/18/21
Tenakill School	Paula	Cummings	Gr. 5-8	Health/Physical Education	Google Classroom; (Grades Pre-K-12); 11/2/20	11/2/20
Tenakill School	Paula	Cummings	Gr. 5-8	Health/Physical Education	iMovie; (Grades Pre-K-12); 4/29/21	4/29/21

Tenakill School	Erika	Dunn	Grade 7	Special Education	Digital Learning and Assessment Tools; (Grades Pre-K-12); 12/11/20	12/11/20
Tenakill School	Erika	Dunn	Grade 7	Special Education	Fierce Conversations; (Grades Pre-K-12); 2/1/21	2/1/21
Tenakill School	Rachel	Fineman	Grade 8	English	Social Emotional Learning; (Grades Pre-K-12); 1/22/21	1/22/21
Tenakill School	Rachel	Fineman	Grade 8	English	Teacher Expertise and Student Passions: Independent Reading as a Builder of Skills and Relationships; (Grades 6-12); 2/25/21	2/25/21
Tenakill School	Kate	Finnegan	Grade 8	Special Education	Building a Successful Intervention and Referral Services Team; (Grades Pre-K-12 & RS Team Member); 11/13/20	11/13/20
Tenakill School	Kate	Finnegan	Grade 8	Special Education	Impact of Emotions on Learning; (Grades Pre-K-12); 3/12/21	3/12/21
Tenakill School	Audrey	Friel	Gr. 5	English, Social Studies	Investing in Mental Health: Part 1 Wellness and Mindfulness; (Grades Pre-K-12); 12/21/20	12/21/20
Tenakill School	Audrey	Friel	Gr. 5	English, Social Studies	Special Projects with Digital Tools; (Grades Pre-K-12); 3/26/21	3/26/21
Tenakill School	Anne	Haarmann	Grade 7	Social Studies	21st Century Teaching Hacks; (Grades Pre-K-12); 2/5/21	2/5/21
Tenakill School	Anne	Haarmann	Grade 7	Social Studies	Problem & Project Based Learning; (Grades 6-12); 10/26/20	10/26/20
Tenakill School	Kathy	Hedenberg	Gr. 5-8	Speech Therapy	Classwide Strategies to Promote Positive Behavior and Social Skills Part 2; (Grades Pre-K-8); 3/31/21	3/31/21
Tenakill School	Kathy	Hedenberg	Gr. 5-8	Speech Therapy	Classwide Strategies to Promote Positive Behavior and Social Skills; (Grades Pre-K-8); 1/12/21	1/12/21
Tenakill School	Kevin	Hernandez	Gr. 5	Math/Science	Using Existing Experiments to Get Evidence and Form CERs; (Grades 5-8 Science); 4/21/21	4/21/21
Tenakill School	Catherine	Ianni	Grade 6	Special Education	Designing Digital Breakouts; (Grades Pre-K-12); 3/30/21	3/30/21
Tenakill School	Brenda	Kahn	Gr. 5-8	Library/Media	Representation Matters: Meeting LGBT+ and Other Mandates in Our Classrooms and Our Curriculum; (Grades Pre-K-12); 1/5/21	1/5/21
Tenakill School	Brianna	Kehoe	Gr. 6	Science	Academy Graduation; (Grades Pre-K-12); 4/20/21	4/20/21
Tenakill School	Brianna	Kehoe	Gr. 6	Science	Action Research; (Grades Pre-K-12); 10/16/20	10/16/20
Tenakill School	Brianna	Kehoe	Gr. 6	Science	Assessment: Strategies for Design; (Grades 6-12); 10/23/20	10/23/20
Tenakill School	Brianna	Kehoe	Grade 6	Science	Implementing a Flipped Classroom; (Grades Pre-K-12); 10/22/20	10/22/20
Tenakill School	Brianna	Kehoe	Gr. 6	Science	Meeting Students Where They Are & Strategies for Growth; (Grades 6-12); 2/4/21	2/4/21
Tenakill School	Amy	Kenny	Gr. 5-8	Technology	iMovie; (Grades Pre-K-12); 4/29/21	4/29/21
Tenakill School	Min Jeong	Kim	Grade 8	Math	Math Teacher Roundtable; (Grades 6-12); 1/13/21	1/13/21
Tenakill School	Min Jeong	Kim	Grade 8	Math	Using Data to Drive Instruction; (Grades Pre-K-12); 11/16/20	11/16/20
Tenakill School	Judith	Lagomarsino	Gr. 5	English, Social Studies	Using Pear Deck to Promote and Facilitate Communication in the Classroom; (Grades Pre-K-12); 11/11/20	11/11/20
Tenakill School	Judith	Lagomarsino	Gr. 5	English, Social Studies	Using Data to Drive Instruction; (Grades Pre-K-12); 11/16/20	11/16/20
Tenakill School	Julia	Leibowitz	Gr. 6-8	ELA	Assessment: Strategies for Design; (Grades 6-12); 3/15/21	3/15/21
Tenakill School	Julia	Leibowitz	Grade 7	English	Social Emotional Learning; (Grades Pre-K-12); 1/11/21	1/11/21
Tenakill School	Julia	Leibowitz	Gr. 6-8	ELA	Student Collaboration; (Grades 6-12); 11/12/20	11/12/20
Tenakill School	Jennifer	Levy	Grade 8	English	Representation Matters: Meeting LGBT+ and Other Mandates in Our Classrooms and Our Curriculum; (Grades Pre-K-12); 12/9/20	12/9/20
Tenakill School	Jennifer	Levy	Grade 8	English	Using Data to Drive Instruction; (Grades Pre-K-12); 11/16/20	11/16/20
Tenakill School	Scott	Lewis	Grade 8	Social Studies	Digital Learning and Assessment Tools; (Grades Pre-K-12); 12/11/20	12/11/20
Tenakill School	Scott	Lewis	Grade 8	Social Studies	Integrating Sports History into Your Social Studies Classroom; (Grades 5-12); 12/14/20	12/14/20
Tenakill School	Lisa	Licameli	Grade 7	Science	Social Emotional Learning; (Grades Pre-K-12); 1/11/21	1/11/21
Tenakill School	Lisa	Licameli	Grade 7	Science	Personalized Learning and Student Choice in the Classroom; (Grades Pre-K-12); 5/21/21	5/21/21
Tenakill School	Lisa	Licameli	Grade 7	Science	Problem & Project Based Learning; (Grades 6-12); 10/26/20	10/26/20
Tenakill School	Lauren	Mandal	Gr. 6-8	Art	Assessment: Strategies for Design; (Grades 6-12); 3/15/21	3/15/21
Tenakill School	Lauren	Mandal	Gr. 6-8	Art	Student Collaboration; (Grades 6-12); 11/12/20	11/12/20

Tenakill School	Lauren	Mandal	Gr. 6-8	Art	Combining Digital and Traditional Painting Techniques; (Grades 6-12); 1/27/21	1/27/21
Tenakill School	Shireen	Moidu	Gr. 6-8	Science	Instructional Skills Day 3; (Grades 6-12); 10/20/20	10/20/20
Tenakill School	Shireen	Moidu	Gr. 6-8	Science	Instructional Skills Day 4; (Grades 6-12); 3/4/21	3/4/21
Tenakill School	Shireen	Moidu	Gr. 6-8	Science	Classroom Leadership; (Grades 6-12); 12/2/20	12/2/20
Tenakill School	Ellen	Monaghan	Gr. 5-8	Math	Google Classroom; (Grades Pre-K-12); 11/2/20	11/2/20
Tenakill School	Robert	Neblung	Grade 8	Social Studies	Special Projects with Digital Tools; (Grades Pre-K-12); 1/7/21	1/7/21
Tenakill School	Daniella	Riecken	PreK-K, Gr. 5-8	Related Arts	Choral Director's Toolkit; (Grades K-12); 1/29/21	1/29/21
Tenakill School	Francesca	Rivellini	Gr. 5-8	Special Education	Assessment: Strategies for Design; (Grades 6-12); 10/23/20	10/23/20
Tenakill School	Francesca	Rivellini	Gr. 5-8	Special Education	Investing in Mental Health: Part 1 Wellness and Mindfulness; (Grades Pre-K-12); 12/21/20	12/21/20
Tenakill School	Laurie	Rochlin	Gr. 5-8	LDT-C	Using the Patterns of Strengths and Weaknesses Model to Diagnose Learning Disabilities and Inform Instructional Strategies; (Grades Pre-K-12); 5/3/21	5/3/21
Tenakill School	Jeff	Roem	Gr. 5	Math, Science	Digital Learning and Assessment Tools; (Grades Pre-K-12); 12/11/20	12/11/20
Tenakill School	Jeff	Roem	Gr. 5	Math, Science	Google Classroom; (Grades Pre-K-12); 11/2/20	11/2/20
Tenakill School	Difei	Shi	Gr. 6-8	World Languages	Using Pear Deck to Promote and Facilitate Communication in the Classroom; (Grades Pre-K-12); 12/18/20	12/18/20
Tenakill School	Adam	Sidrow	Grade 6	Math	Using Data to Drive Instruction; (Grades Pre-K-12); 11/16/20	11/16/20
Tenakill School	Brittany	Steele	Grade 5, Grade 6	Special Education	Making Math Matter; (Grades K-4); 4/7/21	4/7/21
Tenakill School	Brittany	Steele	Grade 5, Grade 6	Special Education	Social Emotional Learning; (Grades Pre-K-12); 1/22/21	1/22/21
Tenakill School	Jodi	Sunshine	K-Gr. 8	Enrichment	Strategies and Tools for Student Engagement; (Grades Pre-K-12); 1/8/21	1/8/21
Tenakill School	Jodi	Sunshine	K-Gr. 8	Enrichment	Executive Functioning: What Is It and What to Do When It's Not Working: 1/2 day session; (Grades Pre-K-12); 4/28/21	4/28/21
Tenakill School	Terry	Whitchurch	Gr. 5-8	Special Education	Assessment: Strategies for Design; (Grades 6-12); 3/15/21	3/15/21
Tenakill School	Terry	Whitchurch	Gr. 5-8	Special Education	Student Collaboration; (Grades 6-12); 11/12/20	11/12/20
Tenakill School	Theresa	Whitchurch	Gr. 5-8	Special Education	Increase Your Efficiency by Getting the Most Out of Gmail & Google Calendar; (Grades Pre-K-12); 12/10/20	12/10/20





(B)

## Application for Approval of a Proposed Research Project by a Non-Employee Researcher

*Applicant's Name:* Lesley Chung

*Affiliation (College or University) or Employer:* Caldwell University Doctoral Student

*Date of Application:* September 24, 2020

*Please provide the following information, with as much detail as possible:*

*State the purpose of the research project:* The purpose of the study is to investigate the degree to which educators' stress levels influence their perceptions of their own preparedness to effectively address emergency situations. The researcher will examine how teachers view their administrators' preparedness to effectively address school-based emergencies, and the degree to which the design of the school's physical structure effectively minimizes harm to people during emergency situations. Teacher responses will be compared with responses of school administrators. The current study will also analyze educators' perceptions of emergency preparedness through two case study analyses and one open-ended question.

*Detailed description of the research project:* Teacher participants will complete the Teacher Stress Inventory (TSI), school administrators will complete the Administrative Stress Index (ASI), and all participants will complete the Perception of Emergency Preparedness in Public Schools (PEPPS) instrument, and respond to three open-ended items. It will take between 10 – 15 minutes to complete the scales and answer the qualitative questions. The researcher will email the inventories to each participant via Google Forms. The link for the survey will be administered via email and participants will complete the survey via a Google Form.

*Provide any background information necessary to an understanding of the project:* This research attempts to survey certificated school personnel (administrators and grades one through twelve teachers) about their perception of emergency preparedness and assess stress levels related to job performance.

*Projection of the number of pupils involved in the research project:* Zero, no students will be involved in my research. Participants will be teachers from grades 1 – 12 and school administrators.

*Projection of the number of Closter teachers, administrators or staff involved in the research project:* Closter public school teachers (Grades 1 – 12) and school administrators (Principals & Assistant Principals).

*State the specific ways in which pupils will be involved:* No students will be involved.

*State the estimated duration of the project:* The researcher hopes to collect data from October 2020 – December 2020.



*Provide the names of persons who will conduct their research and their relevant affiliations:*  
Lesley Chung, Assistant Principal at West Orange High School and Caldwell University  
Doctoral Student is the Principal Investigator. Dr. Kevin Barnes is my mentor, Associate Dean  
at Caldwell University.

*To what degree, if any, the project will interrupt or displace the regular instructional program:*  
Participants can complete the google forms on line after the instructional day so that there is no  
disruption to the school day.

*List any possible benefits to the pupils or the Closter Public School District:* There are no direct  
benefits to you as a participant in this study. The data collected will provide information for the  
field of educator stress and emergency preparedness. A new portion of my research will explore  
educator stress during a pandemic.

*Describe the contribution the project will make to the educational program of this district:* The  
data collected will provide information for the field of educator stress and emergency  
preparedness. A new portion of my research will explore educator stress during a pandemic.

*Will the final research report be shared with the district?*  YES  NO

*Other comments:* Upon the successful completion of my dissertation, I am more than happy to share  
the aggregated results with you upon request. No identifying information will be collected through this  
process. Please know how much I appreciate your anticipated willingness to help me collect this  
anonymous data. This research has been approved by Caldwell University's Institutional Review Board  
(IRB).

2464 GIFTED AND TALENTED STUDENTS

The Board of Education recognizes its responsibility to identify gifted and talented students within the school district and to provide these students with appropriate instructional adaptations and services. To that end, the Board directs each such student in the school district be identified and offered an appropriate educational program and services.

For purposes of this Policy, “gifted and talented students” means students who possess or demonstrate high levels of ability in one or more content areas when compared to their chronological peers in the district and who require modification of their educational program if they are to achieve in accordance with their capabilities.

For the purpose of this Policy, “instructional adaptation” means an adjustment or modification to instruction enabling a student who is gifted and talented to participate in, benefit from, and demonstrate knowledge and application of the New Jersey Student Learning Standards in one or more content areas at the instructional level of the student, not just the student’s grade level.

The Superintendent of Schools or designee shall ensure that the appropriate instructional adaptations are designed for students who are gifted and talented.

The Superintendent or designee will develop procedures for an ongoing Kindergarten through grade eight identification process for gifted and talented students that includes multiple measures in order to identify student strengths in intellectual ability, creativity, or a specific academic area. The district shall ensure equal access to a continuum of gifted and talented education services. The identification process shall include consideration of all students, including those who are English language learners and those with Individualized Education Plans or 504 Plans.

The Superintendent or designee will develop and document appropriate curricular and instructional modifications used for gifted and talented students indicating content, process, products, and learning environments, and including, but not limited to, additional education activities such as academic competitions, guest speakers, and lessons with a specialist.

The Superintendent or designee will take into consideration the Gifted Programming Standards, Position Statements, and White Papers of the National Association for Gifted Children in identifying and serving gifted and talented students.

The district will provide the time and resources to develop, review, and enhance instructional tools with modifications for helping gifted and talented students acquire and demonstrate mastery of the required knowledge and skills specified by the standards at the instructional level of the student.

The district will actively assist and support professional development for teachers,

educational services staff, and school leaders in the area of gifted and talented instruction.

The district shall file with the New Jersey Department of Education Coordinator for Gifted and Talented Services a report by October 1, 2020 and thereafter on a schedule that coincides with the school district's New Jersey Quality Single Accountability Continuum (QSAC) review pursuant to N.J.S.A. 18A:7A-11. The report shall include, but not be limited to, the gifted and talented continuum of services, policies, and procedures implemented in the school district; the total number of students receiving gifted and talented services in each grade level Kindergarten through grade eight disaggregated by race, gender, special education designation, and English language learner designation; the professional development opportunities provided for teachers, educational services staff, and school leaders about gifted and talented students, their needs, and educational development; and the number of staff employed by the school district whose job responsibilities include identification of and providing services to gifted and talented students. Programs for gifted and talented students will be periodically evaluated for their continuing efficacy and adjusted accordingly.

The parent of any student identified as gifted or talented shall be consulted regarding any program designed to address the student's particular needs.

An individual who believes that the district has not complied with the provisions of N.J.S.A. 18A:35-34 et seq. may file a complaint with the Board of Education. This policy for filing a complaint shall be linked to the homepage of the Board's Internet website. The Board shall issue a decision, in writing, to affirm, reject, or modify the district's action in the matter. The individual may then file a petition of appeal of the Board's written decision to the Commissioner of Education through the Office of Controversies and Disputes in accordance with N.J.S.A. 18A:6-9 and the procedures set forth in State Board of Education regulations.

The district shall make detailed information available on its website regarding the policies and procedures used to identify students as gifted and talented and the continuum of services offered to gifted and talented students. The information shall include the criteria used for consideration for eligibility for the gifted and talented services, including the multiple measures used in the identification process to match a student's needs with services, and any applicable timelines in the identification process.

Adopted: