

**RUTHERFORD PUBLIC SCHOOLS**

**Bergen County**

**03: 4600**

**Professional Development Plan**

**2009-2010**

**Office of the Superintendent  
176 Park Avenue  
Rutherford, NJ 07070  
201-939-1717**

## DISTRICT PROFESSIONAL DEVELOPMENT PLAN CHECKLIST

Check to be certain that all sections of your plan are included.  
Use this sheet to check off each section and sub-section.

Required √	Form	Included √
	Title Page (include district and county names)	✓
	Local Professional Development Plan Checklist	✓
	Table of Contents (pages numbered and correlated)	✓
	<b>Section 1: District Profile</b>	
	District Profile Sheet	✓
	Local Professional Development Committee Profile Sheet	✓
	Copy of school district's goals	✓
	<b>Section 2: Reflection on 2007-2008 Plan</b>	
	Summary of positive aspects of 2007-2008 plan	✓
	Identification of challenges	✓
	Summary of Activities in 2008-09	✓
	Describe plan for 2009-10	✓
	<b>Section 3: Needs</b>	
	Narrative explaining needs assessment process	✓
	List of professional development needs	✓
	Evidence of recent needs assessment	✓
	<b>Section 4: Vision and Goals</b>	
	District vision statement	✓
	List of professional development goals	✓
	<b>Section 5: Opportunities</b>	
	List of professional development opportunities	✓
	Identification of resources	✓
	Explanation of plan alignment	✓
	NCLB connection	✓
	<b>Section 6: Evaluation</b>	
	Explanation of ongoing evaluation	✓
	Description of how plan builds on previous district plan(s)	✓
	Explanation of use of evaluation for subsequent plans	✓

## Table of Contents

### **PREFACE**

- a. Local Professional Development Plan Checklist a
- b. Table of Contents b

### **1. DISTRICT PROFILE**

- a. District profile sheet 1
- b. Local Professional Development Committee Profile Sheet 2
- c. Copy of School District's Goals 3

### **2. REFLECTION ON PREVIOUS YEAR'S PLAN**

- a. Summary of positive aspects of the 2007-2008 professional development program 4,4a,b
- b. Identification of challenges district encountered in implementing the plan 4
- c. Provide a summary of professional development activities in 2008-09 5,5a,6a
- d. A narrative reflection on previous plan, implementation of that plan and description of 2009-10 plan 6

### **3. DISTRICT PROFESSIONAL DEVELOPMENT NEEDS**

- a. Narrative explanation of process used by the LPDC to assess professional development needs of the staff based on student learning needs 6
- b. List of district professional development needs 7
- c. Copy of recent needs assessment instruments 7a, b

### **4. DISTRICT PROFESSIONAL DEVELOPMENT VISION AND GOALS**

- a. District Professional Development Vision Statement 7-8
- b. Explanation of how plan reflects Professional Development Standards, Professional Teacher Standards, NJCCCS, and district needs 7-8
- c. List of District Professional Development Goals 8-9

### **5. DISTRICT PROFESSIONAL DEVELOPMENT OPPORTUNITIES**

- a. List of professional development opportunities 9-10
- b. Identification of resources needed to implement the plan 10
- c. Explanation of plan alignment 10-11
- d. NCLB connection 11

### **6. EVALUATION OF THE PROFESSIONAL DEVELOPMENT PROGRAM**

- a. Explanation of how the district committee intends to provide ongoing evaluation 11-12
- b. Description of how the plan builds on previous professional development plans 13
- c. Explanation of how the district committee will use evaluation in subsequent years 13

Rutherford Bergen b

## District Professional Development Plan 2009 - 2010 District Profile Sheet

Name of District: Rutherford Public Schools

District Code: 4600 County Code: 03

District Address: 176 Park Avenue  
Rutherford, NJ 07070

County: Bergen District Factor Group: GH

Chief School Administrator: Leslie A. O'Keefe

Type of District (check one):

- K-5   
  K-6   
  K-12   
  7-12   
  9-12  
 Other (specify): \_\_\_\_\_

Please provide the following information:

List the names of the school buildings, grades, current student enrollment and number of professional staff members (who hold instructional or educational services licenses):

Name of Building	School Code	Grades	Student Enrollment	Professional Staff
Lincoln	070	K-3	358	27
Washington	110	K-3	340	26
Pierrepoint	080	4-8	498	51
Union	100	4-8	487	51
Rutherford High	050	9-12	782	90

Rutherford

Bergen


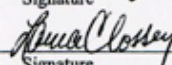
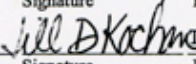
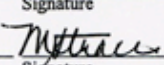
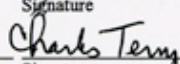
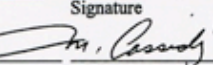

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**District Professional Development Committee  
Sign-Off Sheet  
2009 -2010 District Professional Development Plan**

Name of District: Rutherford Public Schools 4600

County: Bergen 03

Names of Professional Staff Members Elected to Committee:

Judith DePasquale		Nurse	2010	jdep@rutherfordschools.org
Name (please print)	Signature	Position	Term Expires	Email
Launa Clossey		Teacher	2009	lclo@rutherfordschools.org
Name (please print)	Signature	Position	Term Expires	Email
Jill Kochan		Teacher	2009	jkoc@rutherfordschools.org
Name (please print)	Signature	Position	Term Expires	Email
Michael Stracco		Teacher	2010	mstr@rutherfordschools.org
Name (please print)	Signature	Position	Term Expires	Email
Charles Terry		Teacher	2010	cter@rutherfordschools.org
Name (please print)	Signature	Position	Term Expires	Email
Michael Cassidy		Principal	2010	mcas@rutherfordschools.org
Name (please print)	Signature	Position	Term Expires	Email
Lynne Crawford		Director	2010	lcra@rutherfordschools.org
Name (please print)	Signature	Position	Term Expires	Email

Contact Person: Judith DePasquale

Phone: 201-438-7675 ext. 2310

Fax: 201-939-6350

Email: jdep@rutherfordschools.org

Professional Development Plan

**DISTRICT PROFILE SHEET**

Name of District: Rutherford Public Schools  
District Code: 4600  
Address: 176 Park Avenue  
Rutherford, NJ 07070

County: Bergen  
County Code: 03 District Factor Group: GH

Chief School Administrator: Leslie A. O'Keefe

Type of District: K-12

<u>Name of Building</u>	<u>School Code</u>	<u>Grades</u>	<u>Enrollment</u>	<u>Number of Professional Staff Members</u>
Lincoln	070	K-3	358	27
Washington	110	K-3	340	26
Pierrepont	080	4-8	498	51
Union	100	4-8	487	51
Rutherford High	050	9-12	782	90

**Section 1: District Profile (continued)**

c. The following are the district goals approved by the Rutherford Board of Education:

1. To maintain quality programs in fiscally responsible manner that will be supported by the community
2. To maintain focus on increasing student achievement on standardized assessment, including sub-groups
3. To develop and implement effective methods that shares the district's vision and enhance community support

## **Section 2: Reflection on Previous Year's Plan**

### What was accomplished in 2007-2008:

Once again the district sponsored an active professional development program during the school year, with offerings based on district needs as reflected in the findings of the survey done by the Professional Development Committee and as part of administrative review and discussion. All staff members participated in various workshops held after school and during school, both in and out of district. A significant amount of release time was provided. Presenting workshops in conjunction with the districts of the South Bergen Jointure Commission enabled more teachers to participate, since this cooperation cut in the number of subs needed on a given day and allowed workshops to be offered at least once at a central site. Students continued to perform well on state assessments, and teacher planbooks and administrative evaluations reveal that students were able to take part in different types of learning experiences as a result of their teachers' training.

The 2007-2008 training began with a four-day new teacher orientation program in late August that covered such topics as classroom management, school law, special education mandates, parent/community relations, and the district technology system. Throughout the year, each school presented training in specific areas at faculty meetings. Individual staff members (181) attended out-of-district workshops and conferences (502) sponsored by professional organizations. Other training was supplied in partnership with the South Bergen Jointure Commission.

The featured training sessions, which ranged in length from one to three days, covered the following topics: applied behavioral analysis; Smart Board training; differentiated instruction; learning styles; modifications of IEP; bullying and conflict resolution; essential elements of instruction; translating brain research into classroom practice; gender differences; creating rubrics; TRIAD training; clinical supervision for supervisors; guiding the work of the paraprofessional; assistive technology; New Jersey Code; 504 training; and using and locating websites for K-6, social studies and language arts 7-12, and math/science 7-12 teachers. The focus was on meeting the needs of all students. Participation evaluations gave the sessions a ranking of 2.94 to 4.0 overall on a scale of 1 to 4, with 4 being the highest. A detailed summary of these evaluations is on file in the central office. One hundred fifty-eight teachers attended one or more sessions. Training was provided for teachers in math in conjunction with our PRISM partner, Montclair State University. Teachers and staff also participated in district-wide suicide awareness workshops. The list of professional development offerings for 2007-2008, with descriptions, is included in this report.

Professional development continues through learning communities within the individual schools and within the district as a whole. A calendar of meetings for 2007-2008 is included in this report.

The training completed in 2007-2008 was designed to meet the needs expressed in the Professional Development Committee survey of the prior year. No particular challenges arose, with only a few minor needs for rescheduling because of conflicts for presenters or staff scheduled to attend.

What is being done in 2008-2009:

This year's training began once again with an intensive new teacher orientation that has been successful in the past. The series of workshops is now underway and is divided into academic trainings and behavioral trainings. Academic workshops include the following topics: character education; clinical supervision; Dynamic Indicators of Basic Early Literacy Skills (DIBELS); differentiated instruction in the literacy block K-4; differentiated instruction strategies for math and science; differentiated instruction in elementary, middle, and high school (2 days); English as a second language – Sheltered Instruction Observational Protocol; Essential Elements of Instruction (2 days); guiding the work of the paraeducator; IEP accommodations and modifications; Learning Styles I & II (2 days); More Than the Web You Know ( 1 day each for grades K-6; Math/Science grades 7-12; Language Arts/Social Studies grades 7-12); the Rubricator; substitute teaching; translating brain research into classroom practice; the TRIAD model; using SmartBoards in the classroom; and Wilson Training Videos. Behavioral trainings include the following topics: applied behavioral analysis; overview of autism; dealing with difficult parents; discrete trial interventions; functional behavioral assessments; and resolving conflict and handling bullying in the classroom. Most workshops are being offered more than once during the school year. Reading and writing workshops are being held for teachers of grade 5, and PRISM workshops in mathematics continue to be offered to teachers of grades K-8. In addition, professional development on integrating the new environmental garden into curriculum was held for teachers of grades 2 and 3 in the fall with another session to be held in the spring. The list of professional development offerings for 2008-2009, with descriptions, is included in this report.

Some of these workshops are being offered for a second year because of teacher demand, while others are addressing specific needs outlined in last year's survey. Teachers continue to attend specialized sessions sponsored by professional organizations and to study at the graduate level. This year, the Rutherford School District is partnering with the South Bergen Jointure Commission in offering professional development.

In addition, the Regional Training Center will be providing workshops for teachers at different grade levels as a final workshop in June. Topics include Bloom's Taxonomy, Higher-Level Thinking; the Kinesthetic Classroom; Writing across the Curriculum; and Motivating Disaffected Students. The Regional Training Center is using Rutherford High School as a teaching site. This relationship increases the convenience for teachers wishing to take graduate courses to improve their expertise.

Professional development continues through learning communities within the individual schools and within the district as a whole. A calendar of meetings for 2008-2009 is included in this report.

What is being planned for 2009-2010:

Plans being made for the upcoming school year will build upon these two years, since the district focus still remains on meeting the needs of all children. Workshops in writing and math will continue to be offered, as will training in the essential elements of instruction and learning styles. We plan to continue our partnership with the South Bergen Jointure Commission. Professional development will be planned in new areas to reflect the current survey conducted by the Professional Development Committee. Special attention will be given to instructional strategies for improving writing skills, classroom management techniques, and teaching tolerance, as well as strategies to diversify, modify, and accommodate instruction for students with special needs. The results of the survey follow in a later section of this document.

How these elements form an ongoing professional development program:

The district professional development program is an ongoing one that changes as needs change, yet remains constant in areas of importance to the district vision. All training is directly related to the improvement of delivery of instruction and assessment of student progress. Evaluation by participants and administrators is central, and student achievement on state assessments is carefully analyzed to help determine needs. Goals for individual schools and the district as a whole reflect the need for careful analysis of student achievement in specific learning clusters; training will be provided as needed.

**Section 3: District Professional Development Needs**

- a. The Professional Development Committee has once again assessed district needs by using surveys of constituent groups, responses to current training sessions, areas identified by administrators, and mandated training required by the state. A copy of the needs assessment and survey data are maintained in the district. The survey document includes various stakeholder groups. In addition, the district administrators and professional staff review the performance of students as reported on the state testing (NJASK, HSPA), paying careful attention to cluster scores to determine areas of weakness that should be addressed.

b. The following general areas of professional development needs were most often identified by the professional staff:

1. Power School/lessons on line
2. instructional strategies for improving writing skills
3. classroom management techniques
4. strategies to diversify, modify, and accommodate instruction for students with special needs
5. planning lessons and teaching strategies using Smart Board technologies
6. teaching tolerance
7. prevention of disruptive behavior
8. how to identify childhood stressors
9. personal health and wellness
10. conflict resolution and problem solving

The following areas of need were most often identified by students and parents:

11. organization/study skills
12. test taking preparation and strategies
13. how to identify childhood stressors and learning how to cope
14. drug and alcohol abuse prevention

Copies of the recent needs assessment instruments are included.

#### **Section 4: District Professional Development Vision and Goals**

a. The Rutherford school district maintains a vision of professional development that supports and is supported by the New Jersey Standards for Professional Development. Our vision is based on the belief that educators are committed to lifelong learning and ongoing professional development. We believe that this professional development must provide opportunities for the refinement of skills, the development of sound methodology, and the encouragement of innovation in practice, all of which will result in the enhancement of student learning and mastery of the Core Curriculum Content Standards [PDS: 1-12; CCCS: 1-9; PST: 1-10]. We view professional development as a collaborative effort based on both the needs of students and the needs of educators. Effective professional development must include job-imbedded opportunities as well as formal training. The success of any professional development program requires not only cooperation, collegiality, and collaboration, but also a nurturing environment that encourages systemic reform.

Time and financial support are essential to the full realization of this vision for professional development. Educators must be encouraged to innovate, experiment, and evaluate in an environment that fosters intellectual inquiry and professional growth. The realization of this vision statement will be accomplished by the implementation of a collaboratively developed professional development plan. Each year this plan will be assessed to ensure that we are meeting the diverse needs of our community of learners.

This professional development plan addresses the Eight Key Elements of High Quality Professional Development for Teachers. To begin with, it is a long-term plan with activities coordinated from year to year under a common focus. Data are analyzed to determine when and if new training opportunities are necessary to continue to meet the learning needs of students. Emphasis is placed on specific areas of math, science, and language arts, with activities directly related to these content areas. Evaluations for all sessions are kept on file in the central office. As indicated in this plan, professional development in the district is clearly aligned to all required standards [PST: 1-10; PDS: 1-12].

This plan also meets the definition of professional development from No Child Left Behind. Knowledge of academic subjects is enhanced, as are classroom management skills [CCCS: 1-9; PDS: 1-12; PST: 1, 2, 3, 4, 6, 7, 9, 10]. The training is sustained and classroom-focused. As teachers move through the training series, they will become better equipped to increase the level of student achievement. Teachers of children with special needs and limited English proficiency are included in the planning and implementation of the training [PDS: 1-12; CCCS: 1-9; PST: 1-10]. A partnership with Montclair State University is underway through PRISM for district mathematics teachers.

The goal of all professional development activities is, of course, improved student learning. The overriding focus of the training proposed in this plan is meeting the needs of all students so that each one is able to reach his or her potential as a learner.

All learning opportunities in this plan are also aligned with the New Jersey Professional Standards for Teachers. The standards require activities to enhance teachers' knowledge in the following areas – subject matter content knowledge, human growth and development, diverse learners, instructional planning and strategies, assessment, learning environment, special needs, communication, and collaboration and partnership. All of these standards are addressed through this professional development plan, as can be seen by the training to be provided [PST: 1-10].

b. Educators will be provided the opportunity to:

1. enhance knowledge of subject content in training aligned with the NJCCCS [a; b 2, 4, 12]
2. improve understanding of the academic, social, emotional, and physical needs of each learner and to ensure that educators use appropriate teaching skills to enable students to meet or exceed their potential [b 2-14]
3. reflect the best available interpretations of relevant knowledge, including empirical research and the consensus of professional opinion in teaching, learning, and leadership [b 3, 4, 5, 6, 10, 11, 12]
4. encourage educators to develop a variety of classroom-based assessment skills [b 2-5, 11-12]
5. provide methods of integrating new learning into the curriculum and classroom [b 2-5]

6. support knowledge of adult learning and development [b 9]
7. periodically assess teaching strategies to show their impact on practice and student learning [b 4,5,12]
8. achieve results from clear, coherent, strategic planning that is embraced and supported by the district Board of Education and administrative staff [b 3,4,5]
9. develop a school culture that fosters continuous improvement and that challenges traditional roles and relationships among educators [b 1-14]
10. support the intellectual and financial commitment that enables the achievement of professional development plans [b 1, 9]
11. support sufficient time during working hours to engage in collegial consultation and learning and to support professional development [release time built into training plan]
12. empower educators to work effectively with parent and community partners [b 6-14]

(Numbers refer to needs listed in section 3. See section 5 for detailed training session topics and alignment.)

### **Section 5: District Professional Development Opportunities**

- a. The following training sessions will be planned for the year. They are clustered in several series below. All reflect stated district needs.

1. Content area series

- Improving writing skills
- Math training through PRISM (grades K-8)
- Improving math skills
- Curriculum development and writing as indicated in five-year plan
- Test-taking preparation and strategies in math and language arts

2. Differentiated instruction series

- Strategies for diverse learners grades K-4, 5-12
- Learning styles
- Assessment
- Problem-solving skills
- Life skills

3. Special education

- Understanding the responsibilities of inclusion
- Strategies to diversify, modify, and accommodate instructions

4. Student behavior series

- Classroom management
- Preventing disruptive/harmful behavior
- Conflict resolution/handling bullying in the classroom
- Organization/study skills
- Childhood stressors
- Character education

5. Technology integration across the curriculum series

Smart Board lessons and teaching strategies

Power School training as needed

6. Mandated training in equity issues, ATOD, special education

b. Identification of Resources

The district has committed the resources necessary to deliver a meaningful professional development program. In addition to district funds, money is allocated from Titles II, III, and IV. The district is also part of the South Bergen Jointure Commission, which provides training opportunities throughout the year. In a cooperative effort with the South Bergen Jointure, we are currently running workshop sessions to accommodate a larger number of teachers without a heavy demand for substitutes that we would be unable to meet. The district is also continuing our partnership through PRISM with Montclair State University. District personnel are also used as presenters when appropriate, offering them the opportunity to work collaboratively and to share their professional expertise. Significant funding is provided for substitute coverage for teachers to attend training sessions.

c. Alignment

Each training series is aligned with some portion of the NJ Professional Development Standards (PDS), the NJ Core Curriculum Content Standards (CCCS), the Professional Standards for Teachers (PST), and the district's needs (D).

1. Content area series

PDS: 1-11

CCCS: 1-9

PST: 1-10

All reflect district needs.

2. Differentiated instruction series

PDS: 2-11

CCCS: 1-9

PST: 1-10

All reflect district needs.

3. Special education series

PDS: 2, 3, 6-12

CCCS: 1-9

PST: 1-10

All reflect district needs.

4. Student behavior series

PDS: 2-12  
CCCS: 2, 9  
PST: 2, 3, 6, 7, 9, 10  
All reflect district needs.

5. Technology integration

PDS: 1-12  
CCCS: 1-9  
PST: 4-10  
All reflect district needs.

6. Mandated training

PDS: 2-12  
CCCS: 2, 9  
PST: 2, 3, 6-10

d. Relationship to NCLB

The opportunities presented in this plan relate directly to the key elements of high quality professional development as outlined in the NCLB legislation. They are part of a long-term plan designed to increase student learning. Subject matter mastery is key for teachers at all grade levels. Professional development in the district is aligned with state standards, assessment, and the district curriculum as required. Schools have used available data as one component of the planning, especially in the area of testing. All activities are evaluated first by participants, and these data are on file in the central office. School level administrators also evaluate the effectiveness of the training through their classroom observations of teaching strategies and class activities. Active partnerships have been in place with Montclair State University in the area of math.

**6. Evaluation of the Professional Development Program**

a. Ongoing Evaluation

The local program will continue to be evaluated throughout the year in several ways. First, a formal evaluation sheet is completed by each attendee following each workshop. The presenter and the content of the workshop are ranked, and the attendee is asked for comments, if appropriate. A complete report of the year's program is completed at year's end. Administrators look for the implementation of new strategies as they conduct classroom observations and review planbooks. They specifically look for indications that new materials and strategies are being incorporated into daily lessons.

In addition, administration and staff review NJASK, HSPA, and standardized assessments as well as results of individual student achievement on both teacher-made and/or commercially prepared assessments. Staff members have encouraged colleagues to register for courses, a sure sign of recognition of the quality of the training. Staff members enjoy the ongoing nature of the training and the opportunities to participate.

Educator responses:

“T.B. was an outstanding presenter at the workshop. I highly recommend more workshops to be given by him this school year. He has given me an insight into New Jersey standards.”

“The information will influence what I do in the classroom. It’s not really possible to pick two things in particular. Everything presented relates to everything else presented.”

“Also, the presenters were so helpful and made me feel so comfortable in ‘a world of computers!’ I learned in a relaxed setting and they alleviated some of my fears! I’ve already used many of my websites – successfully!!!”

“I was very impressed by Mr. S’s presentation. I learned a great deal about presentation strategies! Mr. S. was gracious enough to allow me to borrow his one story for my own use!! His confidence and expertise made the presentation enjoyable and valuable. We are working as a team to create new writing rubrics at [my school] and were able to use the workshop information right away!!”

“Of the probably twenty workshops I’ve attended over the past ten years, this was probably the second best/useful. I’m glad I went . . . thank you!”

“I find it refreshing that training is encouraged so greatly. Excessive limiting of training can create stress and less diversity in classroom instruction. I enjoy learning.”

“Great presentation. Activities helped to keep interest and enthusiasm level high.”

“This particular workshop was extremely beneficial and worthwhile.”

b. How the plan builds on previous plans

The current plan proposes some of the same workshops in areas that continue to be of concern to teachers and to the district at large such as differentiated instruction, content area issues, and technology integration. More intensive training will continue to be provided in the areas of elementary mathematics and science. Special attention will be given to the writing process and to classroom management issues. It is also essential to offer training to new teachers as they join the staff so that all teachers are operating from the same foundational knowledge of strategies, skills, and content. For this reason, training continues to be given in certain key content areas. Training of mentors and novice teachers will be stressed so that the high quality of instruction will continue.

c. How the evaluation will be used to develop next year's plan

Participants often comment on the need for more training in a particular area. By the same token, they may indicate that a presenter did not meet their needs or specific expectations. Administrators may stress the need for continued training in a particular area, or they may suggest that other staff members attend certain sessions. An analysis of cluster scores on standardized tests may indicate the need for training in one or more areas, for example, an aspect of writing. The total scope of the PDP is considered in planning the next year's program.



## Professional Development

September 20	Smart Board Training	In-district
September 25	Smart Board Training	In-district
October 2	Reading/Writing Workshops	District
October 16	Rubricator (all day)	South Bergen Jointure
	Clinical Supervision for Supervisors (4:00 – 6:00 p.m.)	South Bergen Jointure
October 18	Learning Styles I (all day)	South Bergen Jointure
October 25	Learning Styles I (all day)	South Bergen Jointure
October 29	504 Training for Staff (p.m.)	South Bergen Jointure
November 13	New Jersey Code for Teachers (1/2 day) (a.m. session and p.m. session)	South Bergen Jointure
	New Jersey Code for Supervisors (4:00 – 6:00 p.m.)	South Bergen Jointure
November 19	More Than the Web You Know (all day) K - 6	RHS Library
November 27	Applied Behavior Analysis (1/2 day) Modifications of IEP (1/2 day)	South Bergen Jointure South Bergen Jointure
December 4	More Than the Web You Know (all day) Language Arts/ Social Studies 7-12	RHS Library
December 6	Learning Styles II (all day)	South Bergen Jointure
December 10	More Than the Web You Know (all day) Math/Science 7-12	RHS Library
December 11	Differentiated Instruction (all day)	South Bergen Jointure
December 13	Learning Styles II (all day)	South Bergen Jointure
December 18	Differentiated Instruction (all day)	South Bergen jointure
January 8	Boys and Girls Learn Differently (all day)	South Bergen Jointure
January 10	New Jersey Code for Teachers (1/2 day) (a.m. session and p.m. session)	South Bergen Jointure
January 18	Essential Elements of Instruction (all day) Day 1	South Bergen Jointure
January 22	Translating Brain Research into Classroom Practice (all day)	South Bergen Jointure
January 24	TRIAD Training (all day)	South Bergen Jointure
February 5	Modifications of IEP (1/2 day) Assistive Technology (1/2 day)	South Bergen Jointure South Bergen Jointure
February 12	Essential Elements of Instruction (all day) Day 2	South Bergen Jointure
March 25	Essential Elements of instruction (all day) Day 3	South Bergen Jointure
March 27	Translating Brain Research into Classroom Practice (all day)	South Bergen Jointure
April 3	Resolving Conflict and Handling Bullying in the Classroom (all day)	South Bergen Jointure
April 8	Differentiated Instruction (all day)	South Bergen Jointure

April 10

Resolving Conflict and Handling  
Bullying in the Classroom

South Bergen Jointure

## Professional Development Workshops

### Applied Behavior Analysis

This workshop introduces participants to the principles of Applied Behavior Analysis. Focus will be on the importance of understanding and determining the functionality of behavior and linking assessment to intervention.

### Boys and Girls Learn Differently

This workshop provides a provocative exploration of the differences in boys' and girls' brains. Drawing on the extensive writings of Michael Gurian, this interactive workshop will examine gender and education, which, in Gurian's words, "reveals a disconnect between teaching practice and the needs of male and female brains."

### Clinical Supervision

The role of the building administrator as an instructional leader has been the intention of public education for some time. What are the skills and knowledge necessary for a principal or supervisor to fulfill that role? Participants will learn/review a set of criteria used to assess instruction. In addition, ways in which the principal or supervisor can assist teachers to improve the delivery of instruction will be explored.

### Essential Elements of Instruction

This workshop deals with teaching as a decision-making process. It gives teachers tools to better understand the cause and effect relationships in learning. It reviews principles of learning and offers suggestions for translating the latest research into practical classroom application. In this course, the four main essential elements of instruction will be explored and opportunities for practice within these elements will be given. (3 days)

### Learning Styles/Teaching Styles I: The Gregorc mind Styles Approach

This workshop presents the knowledge, skills, and materials needed to understand the Gregorc "Mind Styles" approach and to identify ways of analyzing learning styles. Participants will identify major learning styles and characteristics of each. Each person will access his/her own mind style. Staff members will also review/learn educational approaches/strategies to teach/reach all students. Use of this knowledge of styles can improve school climate and expand the quality of student learning.

### Learning Styles II

This workshop presents a deeper understanding about learning styles in general and Gregorc's "Mind Styles" in particular. Participants will learn/review instructional strategies to implement in the classroom that brings high levels of student involvement and engagement in learning activities. Prerequisite: Learning Styles I

### More Than the Web You Know

Come learn the ins and outs of searching the visible and invisible webs. Find out about the history of the Internet and how this maze of information arrived in helter-skelter fashion. Then learn where and how to disentangle the real information. K-6, 7-12 Language Arts/ Social Studies, or 7-12 Math/Science

## New Jersey Code

This workshop covers the updates made to IDEA.

## Resolving Conflicts and Handling Bullying in the Classroom

All too often small differences can grow into larger conflicts, which can later settle into a pattern of harassment or bullying. In this workshop you will learn how to help children develop the skills that will enable them to avoid this pattern of harmful behavior.

Teachers in grades K-8

## Rubricator

Participants will learn how to read, to create and to implement formative and summative assessment rubrics in the classroom. The participant will recognize and incorporate the “what counts” in a rubric while implementing Gardner’s multiple intelligences and Bloom’s Taxonomy. The presenter requests that participants bring with them a current unit of study for which they can create a rubric.

## Section 504 Staff Training

Following a brief overview of the legal requirements of Section 504, this workshop will concentrate on the practical application and best practices.

## Translating Brain Research into Classroom practice

This workshop examines what cognitive neuroscience is revealing about the brain and its implications for teaching. Participants will gain knowledge in basic brain facts, how the brain processes information, memory and retention, and the transfer of knowledge to enhance present and future learning, why meaning is essential for attention, how emotion can enhance or impede learning and how different types of rehearsal are necessary for different types of learning. Practical Classroom applications and brain-compatible teaching strategies will be explored.

**Professional Development Workshops**  
2008 - 2009

**Academic Trainings**

Character Education

The Character Education Program teaches students of all different ages about social and emotional development, friendships, conflict resolution, bullying, teasing, altruism, and other aspects of life that help us become well-rounded individuals. Through many different activities students learn about who they are and how they can make a difference in their lives and the lives of others through self-awareness. This program is implemented by following the Six Pillars of Character Education, which are: Respect, Responsibility, Trustworthiness, Citizenship, Caring, and Fairness. Students from grades first to fourth begin to learn the basics of who they are as people by engaging in activities about sharing, proper communication, safety, resolving conflicts, listening, bullying, and many other topics that are pertinent to the Six Pillars. From fifth to eighth, the students begin to truly dissect the Six Pillars by recognizing how they use it and how others use it in their community. Example activities include: 8<sup>th</sup>: Public Service Announcement based on Six Pillars; 6<sup>th</sup>: How I see myself on the inside – trace their bodies and pick pictures out of a magazine that represent who they are on the inside; 1<sup>st</sup>: Make an American flag with traces of their hands. On each hand they write how they will practice being good citizens.

Date: January 13

Time: 8:30 a.m. – 11:00 a.m. Grades K-3

Time: 12:30 p.m. – 3:00 p.m. Grades 4-8

Location: SBJC Board Office

Clinical Supervision (2 sessions)

The role of the building administrator as an instructional leader has been the intention of public education for some time. What are the skills and knowledge necessary for a principal or supervisor to fulfill that role? Participants will learn/review a set of criteria used to assess instruction. In addition, real lessons will be observed and analyzed to assist the principal/supervisor in planning conferences with teachers for the purpose of the improvement of instruction.

Day 1 Date: October 7

Day 2 Date: October 14

Time: 4:00 p.m. – 6:00 p.m.

Location: SBJC Board Office

Presenter: Elaine Baldwin

### DIBELS (1 day)

Dynamic Indicators of Basic Early Literacy Skills (DIBELS) are a set of short assessments that measure early literacy and reading development from kindergarten through sixth grade. It is often used in conjunction with Response to Intervention (RTI) as a screening tool. Workshop participants will be given an explanation of each component as well as information necessary to administer and score DIBELS.

Date: February 9

Time: 9:00 a.m. – 11:00 a.m.

Location: SBJC Board Office

Presenters: Michelle Hughes, Dr. Blair Rosenthal, Ashley Valentin

### Differentiated Instruction in the Literacy Block Grades K-4 (1 day)

This hands-on workshop will prepare teachers to meet the diverse needs and abilities of their students during the literacy block. Teachers will be introduced to practical classroom strategies that build phonemic awareness, phonics, vocabulary, comprehension, fluency, and writing, while differentiating instruction. Activities include: Stop and Spin, Carousel Writing, and Phonics Scavenger Hunt.

Dates: November 13, December 8, February 12, March 19

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenters: Diana Davis, Michelle Hughes, Ashley Valentin

### Differentiated Instruction Strategies for Math and Science (1 day)

This hands-on workshop will prepare teachers to meet the diverse needs and abilities of their students during math and science. Teachers will be introduced to practical classroom strategies that review and reinforce the math and science curriculum.

Activities include: From the Way I See It, Puzzle Pieces, Gathering Grids, and Word Problem Strips.

Dates: March 16, April 2

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenters: Diana Davis, Michelle Hughes, Ashley Valentin

### Differentiated Instruction – 2 Day Overview for K-4 and 5-12 (2 days)

How do you teach classes of students whose learning styles, needs, and backgrounds are increasingly diverse? Differentiated Instruction is the answer; it is an approach to planning so that one lesson is taught to the whole class while meeting the individual needs of the learner. In this workshop, teachers will learn how to differentiate content, process, and product based on the students' educational approaches/strategies to teach/reach all students. Use of this knowledge of styles can improve school climate and expand the quality of student learning. You must choose a Day 1 and a Day 2.

Dates: K-4 Day 1: September 29, January 29, April 27

K-4 Day 2: October 27, March 5, May 14

5-12 Day 1: October 2, January 26, April 30

5-12 Day 2: October 30, March 2, May 4

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

### **Administrators' Overview (1 session)**

Date: October 22

Time: 4:00 p.m. – 6:00 p.m.

Location: SBJC Board Office

Presenters: Diana Davis, Michelle Hughes, Ashley Valentin

### English as a Second Language – SIOP

As the demographics of our classroom are changing every day, so must our teaching techniques. Content area literacy is being emphasized more than ever in the ESL and Mainstream classrooms. Sheltered Instruction Observational Protocol (SIOP) is an excellent approach that will help you adapt content area material to the needs of your English Language Learners. It has been tested and the theory has been applied in practice to many districts across the United States. Many ESL personnel and mainstream teachers have already been bringing the theories into their classrooms. It is a structured framework to implement which focuses on language and content objectives, linking our students' diverse background knowledge into our lessons, and providing for the English Language Learner to actively participate and obtain content area skills. This interactive workshop will include video segments of SIOP lessons in practice and straightforward, easy to implement techniques that will aid in making content comprehensible for all students. Activities for developing tiered lessons and emphasizing academic vocabulary will also be addressed.

Date: September 22

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenter: Executive Board Member of NJTESOL/NJBE, Inc.

### Essential Elements of Instruction (2 days)

This workshop deals with teaching as a decision-making process. It gives teachers tools to better understand the cause and effect relationships in learning. It reviews principles of learning and offers suggestions for translating the latest research into practical classroom application. In this course, the four main essential elements of instruction will be explored and opportunities for practice within these elements will be given. Teachers will be actively involved by participating in cooperative learning activities that model the strategies being explored. (This is a 2 non-consecutive day course.)

Dates: Day 1: October 16

Day 2: December 9

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenter: Elaine Baldwin

### Guiding the Work of the Paraeducator

While paraprofessionals have become an integral part of many classrooms, little time is devoted to their coaching and mentoring. This workshop clarifies the paraprofessional's roles, demonstrates how to appropriately support students, and introduces strategies which promote more effective communication and collaboration between teachers and their classroom paraprofessionals. It is highly recommended that teachers and paraprofessionals attend as a team, but individuals are welcome.

Date: December 4

Time: 1:00 p.m. – 3:00 p.m.

Location: SBJC Board Office

Presenters: Diana Davis and Michelle Hughes

### IEP Accommodations and Modifications

One size does not fit all when it comes to accommodations and modifications for Individual Education Plans and 504 Accommodation Plans. Beginning with a discussion of the diagnostic-prescriptive model of special education designed by Sam Kirk, this workshop will address how to write, implement, and assess accommodations and modifications so that the unique needs of each classified student can be successfully met.

Date: January 14

Time: 4:00 p.m. – 6:00 p.m.

Location: SBJC Board Office

Presenters: Diana Davis and Michelle Hughes

### Learning Styles/Teaching Styles I: The Gregorc Mind Styles Approach

This workshop presents the knowledge, skills, and materials needed to understand the Gregorc “Mind Styles” approach and to identify ways of analyzing learning styles. Participants will identify major learning styles and characteristics of each. Each person will participate in self-assessment activities to determine their learning modality, hemispheric preference, and his/her own mind style. Staff members will also review/learn educational approaches/strategies to teach/reach all students. Use of this knowledge of styles can improve school climate and expand the quality of student learning. (1 day)

Date: September 25

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenter: Elaine Baldwin

### Learning Styles II

This workshop presents a deeper understanding about learning styles in general and Gregorc’s “Mind Styles” in particular. Teachers will identify the four “mind styles” preferences by observing (through video) real students in classroom and home settings demonstrating their unique learning style preferences. Teachers will be actively involved in cooperative learning activities designed to analyze these preferences, as well as develop instructional strategies for classroom implementation that will bring high levels of student involvement and engagement in learning activities. (Prerequisite: Learning Styles I) (1 day)

Date: December 2

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenter: Elaine Baldwin

### More than the Web You Know (1 day)

Come learn the ins and outs of searching the visible and invisible webs. Find out about the history of the Internet and how this maze of information arrived in helter-skelter fashion. Then learn where and how to disentangle the real information.

Dates: November 3 for teachers of grades K-6

December 8 for teachers of grades 7-12 Language Arts/Social Studies

December 15 for teachers of grades 7-12 Math/Science

Time: 9:00 a.m. – 3:00 p.m.

Location: The Media Center at Rutherford High School

Presenters: Adelaide DeCarlo and Susan Rappaport

### The Rubricator (1 day)

Participants will learn how to implement formative and summative assessment rubrics in the classroom. The participant will recognize and incorporate the “what counts” in a rubric while implementing Gardner’s multiple intelligences and Bloom’s Taxonomy. The presenter requests participants bring with them a current unit of study for which they can create a rubric.

Dates: October 14, November 10

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenter: Michael Stracco

### Substitute Teaching

Substitute teaching is similar to sailing an unfamiliar ship in uncharted waters. This workshop will discuss the essential elements necessary for the sub to succeed in any classroom, teaching any subject, while keeping the ship afloat. The presentation will be broken into two components: classroom management and deciphering the job description.

Dates: September 19, April 23

Time: 9:00 a.m. – 1:00 p.m.

Location: SBJC Board Office

Presenters: Diana Davis and Dr. Blair Rosenthal

### Translating Brain Research into Classroom Practice (1 day)

This workshop examines what cognitive neuroscience is revealing about the brain and its implications for teaching. Participants will gain knowledge in basic brain facts, how the brain processes information, memory and retention, and the transfer of knowledge to enhance present and future learning, why meaning is essential for attention, how emotion can enhance or impede learning, and how different types of rehearsal are necessary for different types of learning. Teachers will participate in cooperative learning strategies such as Jigsaw 1 and Jigsaw 2 and others, which will demonstrate practical classroom applications. In addition, other brain-based teaching strategies will be explored through hands-on activities.

Dates: October 28, January 22, February 5

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenter: Elaine Baldwin

### The Triad Model

The Triad Model is a viable program option that connects the expertise of special educators with general education teachers and paraprofessionals to support the needs of students with disabilities within general education classrooms. The model combines elements of collaborative teaming, consultation, indirect service, and direct service. The training covers the roles and responsibilities of team members, as well as communication, collaboration, and consultation between team members. All teachers, paraprofessionals, and related service providers can utilize skills learned in training.

Date: September 24

Time: 4:00 p.m. – 6:00 p.m.

Location: SBJC Board Office

Presenter: Diana Davis and Michelle Hughes

### Using SmartBoards in the Classroom

This workshop will enable you to enhance your curriculum using the SmartBoard. Participants will be exposed to Microsoft Word, PowerPoint, and SmartBoard Notebook. Basic and advanced features will be demonstrated.

Date: December 4

Time 9:00 a.m. – 11:00 a.m.

Location: SBJC Board Office

Presenter: Maria Goodman

### Wilson Training Videos

The Wilson instructional videos provide an overview of the Wilson Reading System and lesson plan. The videos do not replace the Wilson Reading System Introductory Workshop and are not considered a prerequisite or replacement for the Wilson Reading System Certification. Instead, the videos provide exposure to a complete multi-sensory system which is beneficial to all teachers concerned with teaching problematic readers in elementary, middle and high school. (This is a 3-day training.)

Dates: Day 1: September 18

Day 2: October 15

Day 3: November 12

Time: 8:30 a.m. -12:00 p.m.

Location: SBJC Board Office

## **Behavioral Trainings**

### Applied Behavioral Analysis

This workshop introduces participants to the principles of Applied Behavior Analysis. Focus will be on the importance of understanding and determining the functionality of behavior and linking assessment to intervention. Participants will be provided an overview as to the most common special education classifications in which ABA might be utilized. Operational definitions of specific behavioral difficulties will also be reviewed, as well as the function of these behaviors. Strategies for addressing these maladaptive behaviors will be discussed.

Dates: September 19, October 17, December 12, January 23, March 6, May 1

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC - Maywood

Presenters: SBJC Staff

### Overview of Autism

Autism Spectrum Disorder (ASD) is a condition that manifests itself by compromised functioning in the areas of socialization, adaptive functioning and communication. This disorder falls under the larger “umbrella” term of Pervasive Developmental Disorder (PDD), which also includes Asperger’s Syndrome, PDD-Not Otherwise Specified, Childhood Disintegrative Disorder and Rett’s Syndrome. The presentation will highlight the different disorders that fall under the umbrella of PDD. In addition, specific explanations will be provided regarding the characteristics of children diagnosed with Autism, as well as strategies for teaching skills and maintaining appropriate behavior.

Date: November 14

Time: 9:00 a.m. – 11:30 a.m.

Location: SBJC Board Office

Presenter: Dr. Blair Rosenthal

### Dealing with Difficult Parents

Being the parent of a child with a disability may be very challenging at times. These parents may have questions and concerns regarding their child’s progress, program and services. In addition, the emotional challenges of parenting a child with special needs may lead to fear, which could also result in anger. This may lead to difficulties interacting with school staff. The current presentation will provide strategies for dealing with parents who may be difficult. Opportunities for discussion regarding implementing these strategies will also be provided.

Date: October 15

Time: 4:00 p.m. – 6:00 p.m.

Location: SBJC Board Office

Presenter: Dr. Blair Rosenthal

### Discrete Trial Interventions

Discrete Trial Instruction (DTI) is a special form of teaching used to maximize learning for students who struggle with more traditional teaching methods. DTI is effective by “breaking down” skills into specific instructional demands. This approach has been demonstrated to be effective as a means for educating students with special needs and particularly Autism. The purpose of the current presentation will be to review the approach of Applied Behavior Analysis (ABA) which is utilized when applying the principles of DTI. In addition, the process of DTI will be reviewed including the appropriate delivery of consequences, maintenance of skills and data collection of skill acquisition.

Date: November 14

Time 12:30 p.m. – 3:00 p.m.

Location: SBJC Board Office

Presenter: Dr. Blair Rosenthal

Dates: September 26, October 24, December 19. January 30, March 13, May 15

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenters: SBJC Staff

### Functional Behavioral Assessments

A Functional Behavioral Assessment (FBA) is an evaluation by which a more clear understanding can be made regarding the reasoning for problem behaviors. To understand the purpose of such behaviors, specific data collection procedures are implemented to evaluate patterns of behavior. This training will provide a review as to different functions for problem behaviors and operational definitions of these behaviors. Then, an understanding for the purpose of behavior intervention plans, how to create these plans, and monitoring behavior change will be presented. Several case examples will be provided to demonstrate the process of creating an FBA.

Dates: October 20, March 12

Time: 9:00 a.m. – 3:00 p.m.

Location: SBJC Board Office

Presenter: Dr. Blair Rosenthal

Date: December 3

Time: 4:00 p.m. – 6:00 p.m.

Location: SBJC Board Office

Presenter: Dr. Blair Rosenthal

Resolving Conflict and Handling Bullying in the Classroom (1 day)

All too often small differences can grow into larger conflicts, which can later settle into a pattern of harassment or bullying. In this workshop, you will learn how to help children develop the skills that will enable them to avoid this pattern of harmful behavior. This workshop is geared toward teachers in grades K-8.

Dates: October 23, November 20

Time 9:00 a.m. – 3:00 p.m.


Location: SBJC Board Office

Presenters: Emily Bregman and Kimberly Huzzy-Simansky



# December 2007

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3 ~English K-2 Washington 3:15 Dernelle	4	5 ~Soc St Gr 6,7,8 HS @ noon Rentel	6	7	8
9	10 ~Gr. 2 Science RHS Rm 323 Heinzl ~Soc St & World Lang HS 3 pm Rentel ~English All Gr 3 @ Wash Dernelle	11	12	13 ~Comp Int Teachers K-8 Union 9:15 am O'Donnell	14	15
16 ~PE/Health 9-12 12/17 HS 3:05 Frazier→	17 ~Gr. 6-12 Math/Sci HS Rm318/319 Heinzl ~Bus Ed Dept Mtg 9-12 HS 3 pm O'Donnell ~English Gr 6-12 3:10 pm HS Dernelle	18 ~HS Custodians HS 3 pm Hurley	19	20	21	22
23	24	25	26	27	28	29
30	31					


# January 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1	2	3 ~Safety Committee Mtg. Pierrepont Rm 16 8:20 a.m. Vaccarino	4	5
6 ~1/7 Union School Staff Mtg Union Rm 123 @ 3:00 Curci→	7 ~HS Faculty HS 3pm Hurley  ~General Faculty Mtg. Pierrepont Band Rm. 3:10 Vaccarino	8 ~Supervisors HS 1:30 pm Hurley	9 ~Grade Level Mtg 6-8 Periods 3, 4 & 7 Union Rm 215 Curci	10	11 ~HS Child Study Team HS 10 am Hurley ~Grade Level Mtg Union Gr 4 Rm 103, Gr 5 Rm 121 Curci	12
13 ~1/14 English Dept 3 PM HS Dernelle→ ~HS Liason 3 pm Hurley→ ~MathUnionRm200Curci ~Science/Gr4/HS Curci→	14 ~Gr 4 Science HS Rm 323 Heinzl ~Art K-12 HS Rm 111 Mullins ~SS & World Lang HS 3pm Rentel	15 ~Gr 4 Team Mtg Pier Rm 16 2:10 Vaccarino  ~Specials Mtg Union Periods 1-4 Rm 215 Curci	16 ~Com Int Teach K-8 Pierrepont 9:15 O'Donnell ~Administrative Council Mtg. 9:00 am	17	18	19
20 ↑ ↑ ~1/14 Centennial Comm Pier Media Ctr 3:10 Calocino/Hecking	21 ~PE/Health 9-12 ↑ 1/14 3:05 HS Frazier  	22 ~HS Custodians RHS 3 pm	23	24	25	26
27 ~ 1/28 English Gr 4&5 3:15 Union Dernelle→ ~Health 4-8 HS 1/28 3:15 Frazier→ ~FPPA HS 3pm Mullins →	28 ~Gr 9-12 Math/Sci RHS Rm 319 Heinzl ~Bus Ed Dept Mtg 9-12 HS 3 pm O'Donnell ~Soc St & Gr 3 Teach. HS 3:15 pm Rentel	29 ~Incident Command Training 3:15 to 5:30 pm RHS	30	31		






# February 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					1 ~HS Child Study Team HS 10am Hurley	2
3	4 ~HS Faculty HS 3 pm Hurley ~General Faculty Mtg Band Rm 3:10 Vaccarino ~Staff Mtg Union Rm 123 3pm Curci	5 ~Supervisors HS 1:30pm Hurley	6 ~Grade Level Mtg Union Gr 6-8 Periods 3,4,7 Rm 215 Curci	7	8 ~Grade Level Mtg Union Gr 4,5 Period 8 Gr 4 Rm 103, Gr 5 Rm 121 Curci	9
10 ~Soc St Gr 4 Teachers HS 2/11 3:15pm Rental→ ~2/11 Centennial Comm Mtg Pierr Media Center 3:10 Calocino/Hecking→	11 ~Gr 5 Science HS Rm 323 Heinzl ~Music K-12 3:15 pm HS Rm 111 Mullins ~English K-3 Lincoln 3:15 Dernelle	12 ~Subject Matter/Specials Mtg Union Periods 1-4 Curci	13 ~Com Int Teach K-8 Union 9:15 O'Donnell  ~Safety Comm Mtg Pierreport Rm 16 8:20 am Vaccarino	14 ~Administrators and Supervisors Mtg. 1:00—3:00 pm	15 	16
17 ↑ ↑ ~2/11 New Teacher Mtg Union Rm 103 @ 3pm Curci	18 	19	20	21	22	23
24 ~PE K-12 2/25 HS 3:15 Frazier→ ~Gr 4/Specials Pierreport Rm 16 @ 3:10 Albin→ ~NJASK 4 Test Mtg Gr 4 Rm 103 Curci→ ~FPPA HS 3pm Mullins→	25 ~Gr 6-12 Math/Sci RHS Rm 319 Heinzl ~Bus Ed Dept Mtg 9-12 HS 3pm O'Donnell ~English 6-12 HS 3:10 Dernelle	26 ~Table Top Exercise 3:15—5:30 pm	27	28 ~Soc St & World Lang HS 3pm Rental  ~Gr 5 Team Mtg Pier Rm 16 @ 1:25 Vaccarino	29	


# March 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2 ~Staff Mtg Union Rm 123 3pm Curci →	3 ~HS Faculty HS @ 3pm Hurley ~General Faculty Mtg Pierrepoint Band Rm @ 3:10 Vaccarino	4 ~Supervisors HS 1:30pm Hurley	5 ~Grade Level Mtg Union Gr 6-8 Period 3,4,7 Rm 215 Curci	6	7 ~HS Child Study Team HS 10am Hurley ~Grade Level Mtg Gr 4,5 Period 8 Gr 4 Rm 103, Gr 5 Rm 121 Curci	8
9 ~3/10 Centennial Comm Pierrepoint Media Center 3:10 Calocino/Hecking→ New Teachers Mtg Union ~Rm 103 @ 3pm Curci→	10 ~English Gr 4 & 5 Pierrepoint 3:15 Dernelle ~Hlth K-3 HS 3:15 Frazier ~World Lang Span Gr 6 HS 3:15 Rentel	11 ~Subject Matter/Specials Periods 1-4 Union Curci	12	13 ~Administrative Council Mtg 1:00 pm	14	15
16	17 ~Gr 6-8 Math/Sci Union Heinzl  ~English Gr 6—8 HS 3:10 Dernelle	18 ~Gr 7 Team Mtg Rm 16 Pierrepoint 9:45 Vaccarino	19	20	21 	22
23 ~ 3/24 Spanish Gr 8 HS 3pm Rentel→ ~PE/Health 9-12 3/24 HS 3:05 Frazier→ ~FPPA HS 3pm Mullins→	24 ~Gr 9-12 Math/Sci RHS Rm 319 Heinzl ~Bus Ed Dept Mtg 9-12 HS 3pm O'Donnell ~EngDept @3 HS Dernelle	25 ~HS Custodians HS 3pm Hurley	26 ~Gr 6 Team Mtg Rm 16 Pierrepoint 9am Vaccarino	27	28	29
30 ~ Soc St Gr 5 Teachers HS 3:15 pm Rentel→	31 ~Tech 6-12 3:15 HS Rm 111 Mullins  ~Gr 7-8 Specials Rm 16 Pierrepoint 3:10 Albin					

# April 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
		1 ~Safety Comm Mtg Rm 16 Pierrepont 8:20 a.m Vaccarino	2 ~Computer Int Teachers K-8 Pierrepont 9:15 O'Donnell	3	4 ~Grade Level Mtg Gr 4&5 Period 8 Gr 4 Rm 103, Gr 5 Rm 121 Curci	5
6	7 ~HS Faculty HS 3 pm Hurley ~General Fac. Mtg 3:10 Pier Band Rm Vaccarino ~Staff Mtg Union Rm 123 3 pm Curci	8 ~Supervisors HS 1:30 Hurley	9 ~Grade Level Mtg Gr 6-8 Periods 3,4,7 Rm 215 Union Curci	10 ~Administrative Council Mtg. 1:00 pm	11 ~HS Child Study Team HS 10 am Hurley	12
13 ~4/14 Health 4-8 HS 3:15 Frazier→ ~4/14 Centennial Comm Mtg Pierrepont Media Ctr 3:10 Calocino/Hecking→	14 ~Gr 6-8 Math/Sci Union. Heinzl ~FCS 6-12 3:15 HS Rm 111 Mullins ~English Gr K-3 Washington 3:15 Dernelle	15 ~Subject Matter/Specials Mtg Periods 1-4 Union Curci	16	17	18	19
20 ↑ ↑ ~4/14 Gr 5-6 Specials Mtg Rm 16 Pier 3:10 Albin ~ 4/14 New Teacher Mtg 3pm Rm 103 ~Testing Mtg Rm 123 Curci	21 	22 	23 	24 	25 	26
27 ~Business Ed Dept Mtg 9-12 4/28 HS 3 pm O'Donnell → ~PE/Health 9-12 4/28 HS 3:05 Frazier→ ~FPPA 3pm HS Mullins→	28 ~Gr 9-12 Math/Sci RHS Rm 319 Heinzl ~English Gr 9-12 HS 3 pm Dernelle ~Soc St & World Lang HS 3 pm Rentel	29 ←~Test Mtg Union Gr 5,6 Rm 219 Curci	30			

# May 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
				1	2 ~Grade Level Mtg Union Gr 4,5 Period 8 Gr 4 Rm 103, Gr 5 Rm 121 Curci	3
4	5 ~HS Faculty HS 3 pm Hurley ~Gen Faculty Mtg 3:10 Pier Band Rm Vaccarino ~Staff Mtg Union Rm 123 3 pm Curci	6 ~Supervisors HS 1:30 pm Hurley	7 ~Comp Int Teach K-8 Union K-8 9:15 am O'Donnell	8 ~Administrators and Supervisors Mtg 1:00 pm	9 ~HS Child Study Team HS 10 am Hurley	10
11 ~5/12 Centennial Comm Mtg Pier Media Ctr 3:10 Calocino/Hecking→	12 ~English Gr 4 & 5 HS 3:15 Dernelle ~HS Liaison @3 Hurley ~New Teacher Mtg Union Rm 103 @ 3pm Curci	13	14	15 ~Gr 8 Team Mtg Rm 16 Pierrepont 10:30 am Vaccarino	16	17
18 ~Business Ed Dept Mtg 9-12 HS @3 O'Donnell→ ~PE K-12 5/19 HS 3:15 Frazier→ ~FPPA 3pm HS Mullins→	19 ~Gr 9-12 Math/Sci RHS Rm 319 Heinzl ~English Gr 6-12 HS 3:10 Dernelle ~Soc St & World Lang HS 3 pm Rentel	20 ~Subject Matter/Specials Mtg Periods 1-4 Union Curci	21	22	23	24
25	26 	27 ~HS Custodians HS 3 pm Hurley	28	29	30	31

# June 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
1	2 ~HS Faculty HS 3 pm Hurley ~Gen Faculty Mtg 3:10 Pier Band Rm Vaccarino ~Staff Mtg Union Rm 123 @ 3 pm Curci	3 ~Supervisors HS 1:30pm Hurley	4 ~Comp Int Teach K-8 Pierrepoint 9:15am O'Donnell	5	6 ~HS Child Study Team HS 10 am Hurley	7
8 ~Social Studies & World Lang. HS 3 pm Rentel→ ~6/9 PE/Health 9-12 HS 3:05 Frazier→ ~Centennial Comm Mtg 3:10 Pierrepoint Media Ctr Calocino/Hecking→	9 ~Gr 9-12 Math/Sci RHS Rm 319 Heinzl ~Bus Ed Dept Mtg 9-12 HS 3 pm O'Donnell ~English Dept HS 3pm Dernelle	10	11	12 ~Administrative Council Meeting 1:00 pm	13	14
15 ↑ ↑ ~6/9 New Teacher Mtg Union Rm 103 @ 3pm Curci ~FPPA 6/9 HS 3pm Mullins ↑ ↑	16	17	18	19 ~8th Grade Graduation RHS 6pm Curci	20	21
22	23	24	25	26	27	28
29	30					

# July 2008

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
		<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>
<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>
<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>26</i>
<i>27</i>	<i>28</i>	<i>29</i>	<i>30</i>	<i>31</i>		

# August 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
					<i>1</i>	<i>2</i>
<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>
<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>
<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>
<i>24</i>	<i>25</i>	<i>26</i>	<i>27</i>	<i>28</i>	<i>29</i>	<i>30</i>
<i>31</i>						

# September 2008

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>
<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>26</i>	<i>27</i>
<i>28</i>	<i>29</i>	<i>30</i>				

# October 2008

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
			<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>
<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>
<i>12</i>	<i>13</i>	<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>
<i>19</i>	<i>20</i>	<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>
<i>26</i>	<i>27</i>	<i>28</i>	<i>29</i>	<i>30</i>	<i>31</i>	

# November 2008

Sun	Mon	Tue	Wed	Thu	Fri	Sat
						1
2	3	4	5	6	7	8
9	10	11	12 Com Int Teach K-8 Pierpont 9:15 am O'Donnell	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28 Bus Ed Dept Mtg 9-12 HS 3 pm O'Donnell	29
30						

# December 2008

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Sun	Mon	Tue	Wed	Thu	Fri	Sat
	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>
<i>7</i>	<i>8</i>	<i>9</i>	<i>10</i>	<i>11</i>	<i>12</i>	<i>13</i>
<i>14</i>	<i>15</i>	<i>16</i>	<i>17</i>	<i>18</i>	<i>19</i>	<i>20</i>
<i>21</i>	<i>22</i>	<i>23</i>	<i>24</i>	<i>25</i>	<i>26</i>	<i>27</i>
<i>28</i>	<i>29</i>	<i>30</i>	<i>31</i>			

# August 2008

Mon	Tue	Wed	Thu	Fri
				1
4	5	6	7	8
11	12	13	14	15
18 ~ NJSMART ED analyzer 8:45-10:45 Rm 314, RHS ~ Alert Now Training 10:45 Rm 314, RHS	~ Admin Council Mtg, 12:30 Pierrepont School	20	21	22
25	26 ~Lunch Monitors Workshop 9-11:00 Media Center, RHS ~ Security 9-11 main., bus. RHS ~ Security 1-3 secretaries, clerical, lunch monitors 221A, RHS	27	28	29
	←	NEW TEACHER ORIENTATION 25TH—28TH	→	

# September 2008

Mon	Tue	Wed	Thu	Fri
1	2 ~ Orientation of Teachers District Meeting 11:15 am ~ Luncheon 11:45—12:45 ~ District Safety Training 1:00—3:00 pm	3 ~ Schools Open	4	5
8 ~ BOE Finance Com 6:30 pm  ~ BOE Regular Mtg 7:30 pm	9	10 ~ Admin Council Mtg 9-11 am	11 ~ Evaluation/Supervision Workshop Session A, 9-11 am Session B, 1-3 pm	12
15 ~ Grade Level/Dept Mtgs ~ School Crisis Team Meetings	16 ~Washington/Lincoln Back to School Night 7 pm	17	18 ~REA Liaison Mtg 3:15 pm ~ RHS 9th Grade Parent Mtg 7:00 pm RHS Auditorium	19
22 ~ District-wide Music Dept Mtg Rm 221A, 3:15 pm ~ Gr 3 Science Curriculum Lincoln 3:20 pm, Heinzl ~ BOE Policy Com. 7 pm	23	24 ~ Pierrepont/Union Back to School Night 7 pm	25 ~Computer Integration Teachers Meeting 9 am O'Donnell, location TBA	26
29 ~ Gr 2 Science Curriculum Washington 3:20 pm, Heinzl ~ BOE B&G Com 7 pm	30			

# October 2008

Mon	Tue	Wed	Thu	Fri
		1	2 ~ Admin Council 1 pm ~ RHS Back to School Night 7 pm	3
6 ~ Gen Building Faculty Mtgs "Harassment and Bullying"  ~ CST Mtg 8:30 am, Sylvan School, Crawford	7 ~ Supervisors Mtg w/HS Principal 1:30 pm	8	9	10 ~CST Meeting w/HS Principal 10 am
13 ~ LAL/Math Gr. 4, 5 Dernelle, Heinzl RHS Rm 205  ~ BOE Mtg 7:30 pm ~ BOE Scholastic Awards 7:30	14	15 ~Senior Parent Night 7 pm RHS Auditorium	16	17
20 ~ Grade Level/Dept Mtgs ~ CST Mtg 8:30 am, Sylvan School, Crawford	21	22	23  ~ Open House Gr 8 RHS 7:00	24
27  ~ BOE Personnel Com 7 pm	28	29 ~ Computer Integration Teachers Meeting 9 am O'Donnell, location TBA	30  ~ REA Liaison Mtg 3 pm	31

# November 2008

Mon	Tue	Wed	Thu	Fri
<p>3 ~ Gen Building Faculty Mtg ~ CST Mtg 8:30 am, Sylvan School, Crawford</p> <p>~ BOE Worksession 7:30 pm</p>	4	<p>5 ~ Admin Council Mtg 9—11 am Union School</p>	6	7
<p>10</p> <p>~ Faculty Mtg 3:10 pm Pierrepont</p> <p>~ BOE Regular Mtg 7:30 pm</p>	<p>11 ~ Supervisors Mtg w/HS Principal 1:30</p>	12	<p>13 ~ Conferences K—5</p>	<p>14 ~ Conferences K—5 CST Mtg. W/HS Principal 10 am</p>
<p>17 ~ Grade Level/Dept Mtgs Gr 6-12 LAL/Math/Sci at RHS Math/Sci. Rm 319 3:15 pm LAL RHS Library</p> <p>~ CST Mtg 8:30 am, Sylvan Sch.</p> <p>~ Math Artic Mtg Gr 4-5 Pier</p> <p>~ Faculty Mtg Washington</p>	18	19	<p>20 ~ REA Liaison Mtg 3 pm</p>	21
<p>24</p> <p>~ Math Articulation Mtg Gr 6,7,8, Pierrepont</p> <p>~ BOE C&amp;I Mtg 7 pm</p>	25	<p>26 ~ One-Session Day</p>	27	28

# December 2008

Mon	Tue	Wed	Thu	Fri
1 ~ Gen Building Faculty Mtgs ~ CST Mtg 8:30 am, Sylvan School, Crawford ~ Faculty Mtg, Pierrepont ~ BOE Worksession 7:30	2 ~ Supervisors w/HS Prin 1:30	3	4	5 ~ CST Meeting w/HS Principal 10 am
8 ~Grades K-5 LAL/Math/Sci/History "Round Robin" Articulation Mtg, RHS Library	9 ~ Supervisors w/AC 1—3 RHS	10 ~ Computer Integration Teachers Meeting 9 am O'Donnell, location TBA	11 ~ Admin Council 9—11 am	12
15 ~ Grade Level/Dept Mtgs ~ CST Mtg, 8:30 am, Sylvan School, Crawford ~ Faculty Mtg, Washington	16	17	18	19
22	23 ~ One-Session Day	24	25	26
29	30	31		

# January 2009

Mon	Tue	Wed	Thu	Fri
			1	2
5 ~ Schools Reopen ~ Gen Building Faculty Mtgs  ~ BOE Personnel 7 pm	6 ~ Supervisors w/HS Prin 1:30	7	8 ~ Admin Council 9—11 am	9 ~CST Mtg W/HS Principal 10 am
12 ~Grades 6-8 Math/LAL LAL—Room 205 RHS Math—RHS Math/Sci Ofc 3:15 ~CST 8:30, Sylvan, Crawford ~ BOE Mtg 7:30 pm	13	14	15 ~ REA Liaison 3 pm	16
19	20	21 ~Computer Integration Teachers Mtg, 9 am O'Donnell, location TBA	22	23
26 ~ Grade Level/Dept Mtgs ~CST Mtg 8:30 am, Sylvan School, Crawford ~ BOE Policy Com 7 pm	27	28	29	30

# February 2009

Mon	Tue	Wed	Thu	Fri
<p>2 ~ Gen Building Faculty Mtgs</p> <p>~ BOE Worksession 7:30 pm</p>	<p>3 ~ Supervisors w/HS Prin 1:30</p>	<p>4</p>	<p>5 ~ Admin Council 9—11 am Lincoln School</p>	<p>6 ~ CST Mtg. W/HS Principal 10 am</p>
<p>9 ~ Grade 6-8 Science RHS Math/Sci. Office 3:15 pm ~CST Mtg, 8:30 am, Sylvan School, Crawford</p>	<p>10</p>	<p>11 ~Pierrepont School Orientation—Multi-Purpose Room (Guidance)</p>	<p>12</p>	<p>13</p>
<p>16</p>	<p>17</p>	<p>18 ~Union School Orientation Auditorium (Guidance)</p>	<p>19</p>	<p>20</p>
<p>23 ~ Grade Level/Dept Mtgs ~ CST Mtg, 8:30 am, Sylvan School, Crawford ~ BOE C&amp;I Com 7 pm</p>	<p>24</p>	<p>25 ~ Computer Integration Teachers Meeting 9 am O'Donnell, location TBA</p>	<p>26 ~ REA Liaison 3 pm</p>	<p>27</p>

# March 2009

<b>Mon</b>	<b>Tue</b>	<b>Wed</b>	<b>Thu</b>	<b>Fri</b>
2 ~ Gen Building Faculty Mtgs  ~ Lincoln: School Articulation Meeting	3 ~ Supervisors w/HS Prin 1:30	4	5 ~ Admin Council 9-11 am	6 ~ CST Mtg. w/HS Principal 10 am
9 ~ CST Mtg. 8:30 am, Sylvan Crawford ~ Grade 3 Science Rm 323 HS 3:15 pm, Heinzl ~ BOE Worksession 7:30	10	11	12	13
16 ~ Grade Level/Dept Mtgs ~ Lincoln: Grade Level Articulation Meeting ~ BOE Regular Mtg 7:30	17	18	19	20
23 ~Budget Presentation to Staff 3:30—4 pm, RHS Auditorium ~CST, 8:30, Sylvan, Crawford	24	25	26 ~ REA Liaison 3 pm	27
30 ~Language Arts Mtg, Rm 16 Pierrepont, 3:10 pm, Vaccarino  ~ Staff Service to Education Dinner 5 pm	31			

# April 2009

Mon	Tue	Wed	Thu	Fri
		1	2 ~ Admin Council Mtg 1-3 pm Washington School  ~ BOE Worksession/Budget Hearing 7:30 pm	3 ~ CST Mtg W/HS Principal 10 am
6 ~ Gen Building Faculty Mtgs "Suicide Prev/At Risk Students" ~ CST Mtg, 8:30 am, Sylvan School, Crawford ~ Lincoln: Sch Articulation Mtg	7 ~ Supervisors w/HS Principal 1:30 pm	8	9	10
13	14	15	16	17
20 ~ Grade Level/Dept Mtgs ~CST Mtg, 8:30 am, Sylvan School, Crawford ~ Lincoln: Grade Level Articulation Meeting	21	22	23 ~ REA Liaison 3:00	24
27~ K-5 LAL/Math/Sci/History "Round Robin" Mtg RHS Lib  ~ BOE Reorg Mtg 7:30 pm	28	29 ~ Computer Integration Teachers Mtg 9 am O'Donnell, location TBA	30	

# May 2009

Mon	Tue	Wed	Thu	Fri
				1
<p>4 ~ Gen Building Faculty Mtgs                      "Gender Equity"                      ~ CST Mtg, 8:30 am, Sylvan School, Crawford                      ~ Lincoln: Sch Articulation Mtg</p>	<p>5 ~ Supervisors w/HS Principal                      1:30 pm</p>	6	<p>7 ~ Admin Council 1-3 pm</p>	<p>8 ~ CST Mtg W/HS Principal                      10 am</p>
<p>11                       ~ BOE Regular Mtg, 7:30 pm</p>	12	13	14	15
<p>18 ~ CST Mtg, 8:30am, Sylvan, Crawford                      ~ Grade Level/Dept Mtgs                      Grades 6-12 LAL/Math/Sci. at RHS Dept Mtgs Math/Sci—RHS Rm 319                      LAL RHS Library 3:15 pm                      ~ BOE C&amp;I Com 7 pm                      ~ Lincoln: Gr Level Articulation Mtg</p>	19	20	21	22
25	26	<p>27 ~ Computer Integration Teachers Mtg. 9 am O'Donnell, location TBA</p>	<p>28 ~ REA Liaison 3 pm</p>	<p>29 ~ Senior Awards Breakfast</p>

# June 2009

Mon	Tue	Wed	Thu	Fri
1 ~ Gen Building Faculty Mtgs ~ CST Mtg, 8:30am, Sylvan School, Crawford ~ Lincoln: Sch Articulation Mtg ~ BOE Worksession 7:30 pm	2 ~ Supervisors w/HS Prin 1:30	3	4 ~ Admin Council 9-11 am	5 ~ CST Mtg. w/HS Principal 10 am
8 ~ Grade Level/Dept Mtgs ~ Lincoln: Grade Level Articulation Meeting ~ BOE Mtg 7:30 pm	9	10	11	12
15 ~ CST Mtg, 8:30 am, Sylvan School, Crawford	16	17	18	19
22	23	24	25	26
29	30			