

Building and Grounds Report

Fran Cap

November 22, 2021



East Brunswick Auditorium Dressing Room

East Brunswick Auditorium Entrance





East Brunswick Auditorium Hallway



East Brunswick Boys Bathroom



East Brunswick Boys Bathroom



East Brunswick Girls Bathroom

Piscataway Physical Therapy



Piscataway Physical Therapy



Piscataway Physical Therapy





Woodbridge Career Choices Office Carpet



Woodbridge Guidance Office Carpet

Woodbridge Media Center



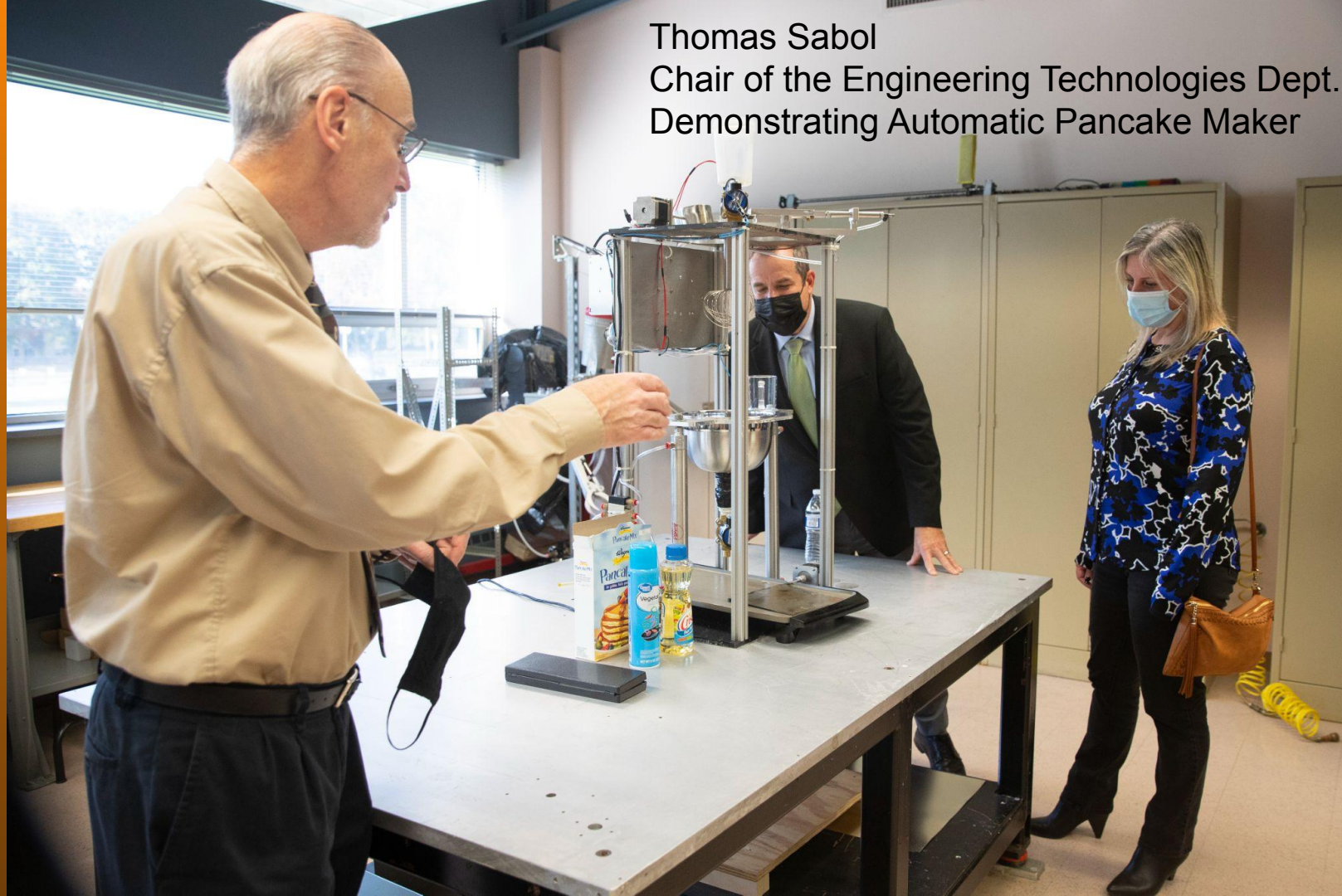
Woodbridge Media Center



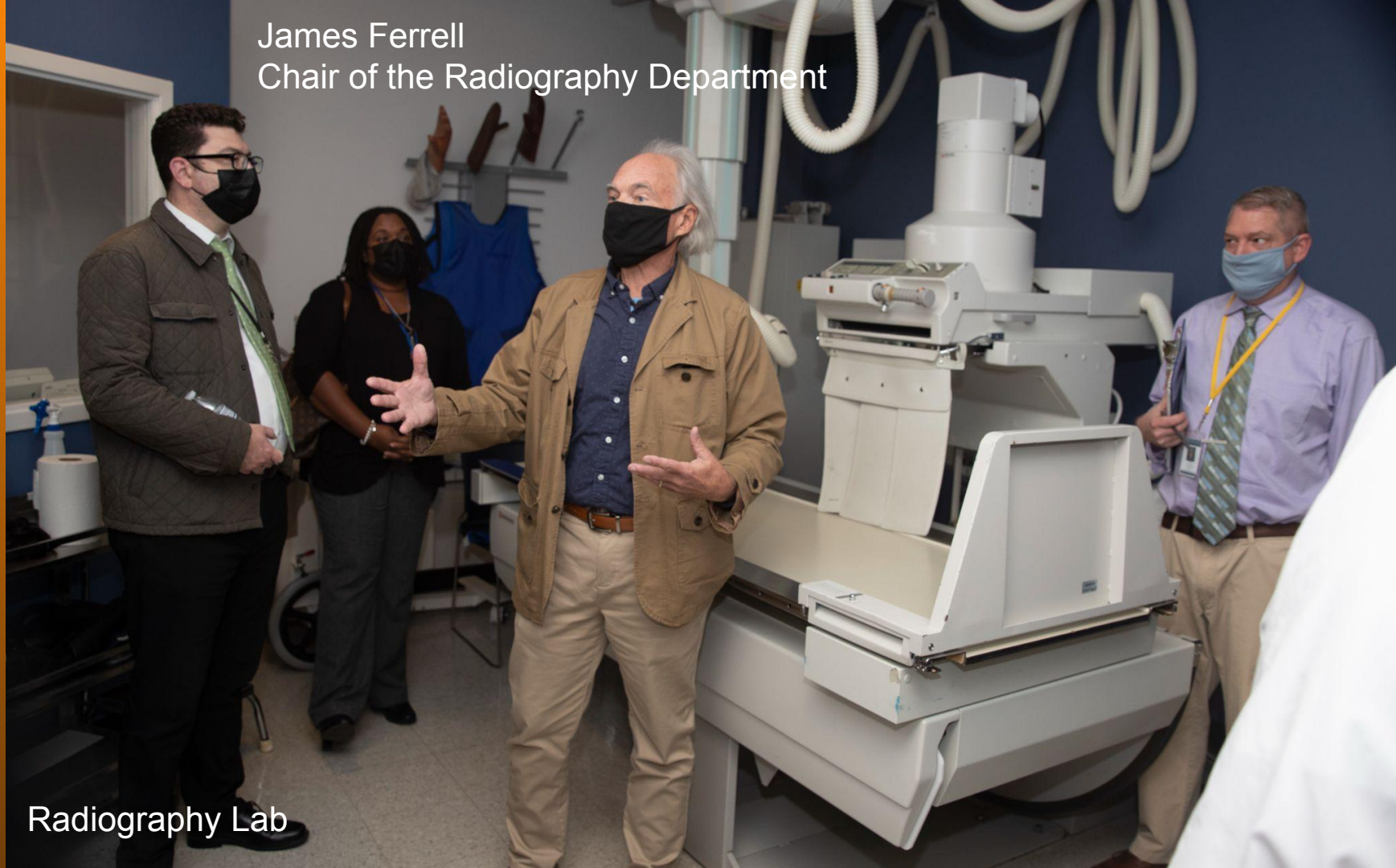
Middlesex College Visit

October 28, 2021

Thomas Sabol
Chair of the Engineering Technologies Dept.
Demonstrating Automatic Pancake Maker



James Ferrell
Chair of the Radiography Department



Radiography Lab

Nancy Berger, Nursing Director



Nursing

Dr. Donna Howell
Acting Dean of Business,
STEM, and Health Professions Division



Biotechnology Lab



Eugene Catanzaro

Director of Curriculum and Instruction

Start Strong Data

The State of NJ, in order to satisfy ESSA requirements, gave school districts a diagnostic tool (The Start Strong Assessment) to assess the strengths and weaknesses of the students across courses that were historically state tested subjects. This test was delivered through the same platform as the NJSLA. It was administered during the window of September 13th - October 22nd.

We are using this data to provide targeted support to students to address the gaps that have been identified. Building administrators and content area supervisors have access to very detailed analysis of the students' need for support both in aggregate and individually. Through PLC meetings and building observations this data is being utilized to have the greatest impact on improving student outcomes.

District Needs

	Less Support	Some Support	Strong Support
Math	22.01%	21.33%	56.66%
ELA	52.07%	14.68%	33.24%
Science	24.45%	28.49%	47.06%

Our largest district need is in Mathematics where 56.6% of students need strong support and only 22% need less support as identified by Start Strong. Our needs in Science are on par with our needs in Math where 47% of our students show a need for strong support and 24.5% show a need for less support.

East Brunswick Campus

	Less Support	Some Support	Strong Support
Math	24.54%	29.75%	45.71%
ELA	52.78%	18.25%	28.97%
Science	18.81%	44.95%	36.24%

- In East Brunswick for Math 45.7% of students need strong support while 24.5% need less support.
- In ELA students showed more strength with 29% showing a need for strong support while 52.8% demonstrated needing less support.
- In Science 36.2% demonstrated a need for strong support while 18.8% demonstrated a need for less support.

East Brunswick Career Development Campus

	Less Support	Some Support	Strong Support
Math	4.23%	13.23%	82.54%
ELA	21.62%	13.51%	64.86%
Science	2.70%	19.59%	77.70%

- At East Brunswick Career Development for Math 82.5% of students need strong support while 4.2% need less support.
- In ELA 64.9% of students are showing a need for strong support while only 21.6% demonstrated needing less support.
- In Science 77.7% demonstrated a need for strong support while 2.7% demonstrated a need for less support.

Perth Amboy Campus

	Less Support	Some Support	Strong Support
Math	13.00%	23.00%	64.00%
ELA	43.38%	19.12%	37.50%
Science	8.39%	37.06%	54.55%

- At Perth Amboy Campus for Math 64% of students need strong support while 13% need less support.
- In ELA 37.5% of students are showing a need for strong support while only 43.4% demonstrated needing less support.
- In Science 54.6% demonstrated a need for strong support while 8.4% demonstrated a need for less support.

Piscataway Campus

	Less Support	Some Support	Strong Support
Math	8.08%	24.24%	67.69%
ELA	38.30%	19.01%	42.69%
Science	4.89%	27.04%	68.08%

- At Piscataway Campus for Math 67.7% of students need strong support while 8.1% need less support.
- In ELA 42.7% of students are showing a need for strong support while only 38.3% demonstrated needing less support.
- In Science 68.1% demonstrated a need for strong support while 4.9% demonstrated a need for less support.

Edison Academy

	Less Support	Some Support	Strong Support
Math	100.00%	0.00%	0.00%
ELA	100.00%	0.00%	0.00%
Science	92.86%	5.95%	1.19%

- At Edison Academy for Math 0% of students need strong support while 100% need less support.
- In ELA 0% of students are showing a need for strong support while only 100% demonstrated needing less support.
- In Science 1.2% demonstrated a need for strong support while 92.9% demonstrated a need for less support.

Woodbridge Academy

	Less Support	Some Support	Strong Support
Math	91.43%	2.86%	5.71%
ELA	93.75%	4.17%	2.08%
Science	77.04%	20.74%	2.22%

- At Woodbridge Academy for Math 5.7% of students need strong support while 91.4% need less support.
- In ELA 2.1% of students are showing a need for strong support while only 93.8% demonstrated needing less support.
- In Science 2.2% demonstrated a need for strong support while 77% demonstrated a need for less support.

American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER)

- Technology needs and chromebook protective cases
- Ventilation upgrades/ Architect and engineering costs
- Visual and Performing Arts teachers
 - The district must reserve not less than 20 percent of its total ARP ESSER allocation to address learning loss through the implementation of evidence-based interventions and ensure that such interventions respond to students' academic, social, and emotional needs and address the disproportionate impact of COVID-19 on underrepresented student subgroups.
 - NJQSAC compliance for graduation requirement
 - Curriculum will be written based on the NJSLA standards
 - Teachers would start for the 2022-2023 school year and the ARP grant will cover two years

American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER)

- The Accelerated Learning Coaching and Educator Support Grant is a formula grant for Local Education Agencies (LEAs) to provide evidence-based professional learning and coaching opportunities to a variety of school staff, including educators and key support staff (e.g., school counselors, special education personnel, nurses, social workers, and psychologists) on the principles in New Jersey's Learning Acceleration guide and on topics tailored to the unique academic as well as social, emotional, and mental health needs of their students.

American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER)

- The Evidence-based Summer Learning and Enrichment Activities Grant is a formula grant to LEAs for supporting evidence-based academic summer activities such as learning academies and 1:1 tutoring, as well as other summer activities that support the broader learning ecosystem of students, staff, and families.
- The Evidence-based Comprehensive Beyond the School Day Activities Grant is a formula grant to LEAs for supporting evidence-based academic enrichment activities during out-of-school time, such as 1:1 tutoring, as well as activities that support the broader learning ecosystem of students, staff, and families.

American Rescue Plan Elementary and Secondary Schools Emergency Relief (ARP ESSER)

- Under the Multi-Tiered System of Supports (NJTSS) Mental Health Support Staffing Grant, LEAs will be required to allocate funds to develop and implement Tier II (targeted, small group interventions) and Tier III (intensive interventions) services in accordance with a multi-tiered system of supports framework that addresses students' and educators' mental health and social emotional needs through the hiring of staff, contracting with service providers, and/or providing professional development in effective implementation of Tier II and Tier III services.

Jeffrey Bicsko

Assistant Superintendent

School Self-Assessment for Determining Grades Under the Anti-Bullying Bill of Rights

Jeffrey Bicsko, Assistant Superintendent

8 Core Elements Schools Used for Self-Assessment

1. HIB Programs, Approaches or Other Initiatives
2. Training on the BPE-Approved HIB Policy and Procedures
3. Other Staff Instruction and Training Programs
4. Curriculum and Instruction on HIB and Related Information and Skills
5. HIB Personnel
6. School-Level HIB Incident Reporting Procedures
7. HIB Investigation Procedure
8. HIB Reporting

Scores Per School

Edison Academy: 75 out of 78 - Areas to improve - More professional development on HIB.

Woodbridge Academy: 73 out of 75 - Areas to improve - Better training for school employees (custodial, maintenance, secretarial)

East Brunswick and East Brunswick Career Development: 74 out of 75 - Areas to improve - Safety team needs to identify patterns of HIB

Perth Amboy: 73 out of 78 - Areas to improve - Better training oin suicide prevention that includes information on HIB

Piscataway: 76 out of 78 - Areas to improve - More professional development on HIB

School Safety and Security Plan

Jeffrey Bicsko, Assistant Superintendent

Safety and Security Plan Summary of Sections

Section 1: Introduction: Location of all buildings and members of the planning team. All new members of the teams have been updated and made aware of plan.

Section 2: Stakeholders Responsibility: We updated all stakeholders and re-established the practice of Any Staff Member Can Initiate a Lockdown.

Section 3: Target-Hardening Initiatives: Review visitor, gang awareness, and HIB policies.

Section 4: Communications Procedures: Updated how we communicate with school community during emergencies and a review of procedures and protocols (food security, gas leaks, natural disasters).

Safety and Security Plan Summary of Sections

Section 5: Dissemination of Tools and Resources: Updated crisis kits in each building, ensure emergency maps are located in all classrooms, review all utility shut off locations, update Critical Response School Mapping (see attached).

Section 6: Mental Health Protocols - Focus on crisis teams and traumatic loss coalition.

Section 7: Plan Maintenance - Annually review plan with all school staff.

Appendix: Summary of Lockdown Procedures

Interim Superintendent's Report

November 22, 2021

Personnel Resignations

East Brunswick Campus

Drew Bailey - Custodian

Effective November 15, 2021

Perth Amboy Campus

Paul Bretzger - Teacher of Computer Assisted Drafting

Effective October 29, 2021 (Retroactive)

Piscataway Campus

Christine Lucas - Teacher of Health Occupations

January 8, 2022

East Brunswick Campus

Kelly Montgomery - Administrative Assistant to Principal

Effective November 30, 2021

Piscataway Campus

Jennifer O'Leary - Teacher of Practical Nursing

Effective October 28, 2021 (Retroactive) Never taught in District (Changed her mind)

Personnel Recommendation

Piscataway Campus

Nadia Montgomery - \$40,035, Step A8

Clerk

Personnel - Other

- Teacher of Independent Study – New Position
- Employment of Admissions Testing Proctors – 2021-2022
- Basketball Site Supervisors/Clock Operators – 2021-2022
- Employment of Day School Substitute Teachers – 2021-2022 – Additional
- Adult Education – Evening School Staff – 2021-2022 – Additional
- Title 1/ESSER Extended Day/Year – 2021-2022 – Additional
- Tutor – 2021-2022 – Additional
- Co-Curricular Advisor – 2021-2022 – Additional
- Class Coverage – East Brunswick Career Development
- Leave of Absence – Unpaid FMLA and Disability/M.R.