Implementing a peer mediation program to reduce discipline problems in Pine Hill Schools

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IMPLEMENTING A PEER MEDIATION PROGRAM
TO REDUCE DISCIPLINE PROBLEMS
IN PINE HILL SCHOOLS

by
Pamela Bates Thomas

A Master’s Thesis
Submitted in partial fulfillment of the requirements of the
Master of Arts Degree in the Graduate School of
Rowan University
April 30, 1999

Approved by ____________________________
Professor

Date Approved ____________________________
April 30, 1999
ABSTRACT

Pamela Bates Thomas

Implementing A Peer Mediation Program To Reduce Discipline Problems In Pine Hill Schools 1998 – 1999
Theodore B. Johnson, Ed.D.
Rowan University
Educational Administration

The purpose of the study was to explore the effects of Peer Mediation, mentoring and counseling techniques on sixth grade males in order to improve behavior and reduce discipline problems. The population was a selected group of males from the sixth grade who had experienced significant disciplinary actions. The population was studied for approximately three marking periods while receiving a combined program of counseling with a male counselor, male mentoring and Peer Mediation. The sample size, although small, was totally representative of the socially unacceptable behavior population. The data gathering procedures consisted of individualized interviews with each participant determining the range of progress.

The major conclusions were positive results for the pupil participants, ranging from no disciplinary contacts with the principal to positive results in the academic subjects, to apparent and obvious growth in self-esteem in addition to interactions with adults, peers and family. The teachers and administration within the school are now requesting and recommending mentors assigned to other pupils having social and behavioral difficulties. Finally the intern’s leadership development was enhanced through the application of behavioral management strategies that improved academic performance and discipline concerns overall within the school environment.
MINI-ABSTRACT

Pamela Bates Thomas

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Theodore B. Johnson, Ed.D.
Rowan University
Educational Administration

Pine Hill Schools have experienced an abundance of male pupils being disciplined via detentions and suspensions. The theme was to identify the behaviors and implement an intervention program combining counseling, Peer Mediation and mentoring. Improvements were significant in behavior, academics and self-esteem. Positive impact on the school was achieved.
ACKNOWLEDGEMENTS

I would like to thank God, who in His infinite wisdom blessed my life with love, direction and support in the persons of my parents, Rev. and Mrs. Ollice Bates; my “sonshine” Kamal; my sister Patrice; and other encouraging family members: Ryan, Ollice Jr., (who always made me study), Richard and Piarette.

In addition, I am forever grateful for the tremendous guidance of Dr. Theodore B. Johnson, and Mrs. Johnson; as well as the gentle and enduring patience of Rhonda Ingram. A special thank you to Len Jagielski for his continuous enthusiasm, to Carolrae Surovick for being my mentor, the sisterhood of Pine Hill (Ruth, Marilyn, Paulette and Anne). I also appreciate the project support of the various staff of Pine Hill, and especially my 6th grade guys.

Finally, the prayers of the anointed members of the Women’s Christian Fellowship especially my mother, June Moore and Cheryl Washington humble me.

For all that has been done for me, let me continue to bless and encourage my God’s children.
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CHAPTER 1

INTRODUCTION

Focus of the Study:

The focus of the study is to closely examine the behavior of sixth grade male pupils at the Dr. Albert Bean School, and how intervention strategies will affect their behaviors. The sixth grade boys are being recommended to participate in Peer Mediation as a means of addressing problematic or unacceptable peer relationships. In addition, these boys were previously assigned for goal-oriented counseling with the male guidance counselor to address their specific social, emotional and behavioral issues. Furthermore, each boy is assigned or “mated” with a male mentor, who is an adult staff person currently employed at the school. These mentors are visible as well as available to the children. The boys will receive positive attention, concern and follow up by significant adults in their lives. Moreover the exposure to the experience of Peer Mediation will serve to strengthen and uphold situations with peers in a favorable light.

Purpose of the Study:

The intern intends to accomplish the following as a result of implementing this project:

- Increase the level of self esteem of the children affected by the project.
• Improvement in grades and academic performance of the boys in the project.

• Improvement in peer interaction.

• A better relationship between students and adults.

• Mentoring will be employed as a vehicle to seal relationships between adults and children.

• The continuous use of Peer Mediation as a strategy for discipline.

• The Use of Mentoring to support children who have problems with academics and family relationships.

• Establishing the importance of counseling programs in the elementary schools. Even more, is the importance of more male counselors assigned to male pupils.

• Improvement in the family life of the child and strengthening of the child’s resiliency.

The purpose of the study as previously defined, is to explore the effects of Peer Mediation, male mentoring, and male counseling techniques on sixth grade males in order to improve behavior and reduce discipline problems.

**Definitions:**

**Mentoring:** Significant adults in the life of the child being a visible and supportive presence to the child and taking a special interest in the child’s daily life.

**Peer Mediation:** The process of students resolving their own conflicts via a step by step process, in which other students act as mediators and facilitate the process, bringing about a satisfactory end to the dispute.
At Risk: To be in a situation where failure appears to be imminent. Children who are in a position of not being protected or being in a situation which will tend to bring about negative results, if assistance is not obtained.

The study is comprehensive and applicable far beyond the extent of its present findings and environment. Although the study is descriptive of a small group of males in the sixth grade at Bean School, it could be developed for implementation with entire classes, and at every grade level. The mentoring program could be expanded to include a shared adult among a group of mentees. The counseling program, with the recruitment of additional counselors, could be expanded to provide classroom consultation. Small group counseling is currently in practice for some students, as recommended through the staff personnel, however a team of counselors could be much more effective in meeting the emotional needs of the children.

Setting of the Study:

Educationally, Pine Hill has two public elementary schools ranging in classes from preschool through sixth grade. The study takes place at the Dr. Albert Bean School, which is a 550 – pupil elementary school located in the older section of Pine Hill, New Jersey. Pine Hill is a small community with a population of approximately 13,000 and growing. It is 4.1 square miles in size. According to a district newsletter, HUD has an apartment complex for senior citizens. Recreationally, Pine Hill has several associations for youth including the Pine Hill Youth Association, Interboro Athletic Association and St. Edward’s Athletic Association.
Pine Hill School District's population consists of 1,024 pupils with and 11% ethnic minority at Bean School and a 22% ethnically diverse population at Glenn School. District-wide 17% of the pupils are ethnically diverse. The district's special needs population makes up 24% of the population. Pine Hill has a total of 89 classroom teachers, 6% of which are ethnically diverse minority group members. In addition Pine Hill's gender statistics include an 85% female population and 15% are male. There exist an administrative population of 7; 70% of the administrative population is male and 0% of that population is of an ethnically diverse population.

Pine Hill Borough boasts a population of 9,854 according to the 1990 census statistics. Since the census the population has climbed to over 10,000. There were reported to be fifty three businesses within the town and the city government signed an agreement recently to have a golf course built on an old ski mountain site. More recently new areas of land are being developed and housing developments are apparent in several locations. According to the information from the Borough of Pine Hill nearly 500 acres of land are available for the development of business.

**Significance of the Study:**

The significance of the study, it is believed will result in an overall change in behavior, which will be a noted reduction in the number of detentions and suspensions experienced by the male population in the Pine Hill Schools. Furthermore, it is the hope of the intern that the discipline policy is revisited and a variety of interventions can be applied in place of detentions and suspensions.
Organization of the Study:

Although the study is delineated and in progress, there is still a possibility that some changes may occur. However, the intern has determined that the following have been completed at this time: The proposals for the projects, Chapter 1 and the Review of Literature.

Acknowledgements will be made to the very special individuals who have been encouraging and supportive to me, especially during the time of preparation of this thesis.

Chapter 3 will detail the design of the study which consists of a cluster sample, interviews of all participants and a review of material culture.

Chapter 4 will present the findings of the study, based on the entire school year. Records of behavior, interviews and report cards will be compared to the boys’ participation in the Peer Mediation, mentoring and counseling programs to determine the effects.

Chapter 5 will conclude the study and address any future issues which may be of concern to the student and adult participants. It will also pinpoint follow up to the study, which would be of value to the district.
CHAPTER 2

REVIEW OF LITERATURE

Introduction

The continuous overrepresentation of male pupils in the categories of suspensions, detentions and special education is an area of education which warrants much attention. The present policies of school districts regarding these suspensions and detentions with simultaneous sanctions, while addressing unacceptable behaviors, are limited in effectiveness when it comes to reducing school related offenses. The traditional trend of the schools' position toward misbehavior is punishment, as opposed to a planned preventive style of behavior management. Contemporary schools which have experienced significant incidences of violence and an abundance of antisocial behavior including aggression, have implemented practices of Peer Mediation, mentoring and counseling. The original statement of purpose is to explore the effects of Peer Mediation, male counseling and mentoring, on sixth grade males, in order to improve behavior and reduce discipline problems.

In considering these children who have continuous difficulty with behavior, academics and peer/adult interactions, a review of literature was conducted. According to Bernard (1993), there exist longitudinal studies of children that describes the “at risk” child. These children possess certain personal traits, including qualities which are apparent within their family and strong bonds within their school environment. These
strengths allow the child to be considered “resilient”. These children have acquired the positive characteristics within themselves and successfully make use of their school and community. Bernard (1993) states that the four attributes which seem to be common in promoting this resiliency in otherwise “at risk” children entail autonomy, social competence, a sense of purpose including plans for the future and the ability to solve problems. Bernard (1993) believes that these skills can and should be provided in the schools. The school is the most viable place that these skills can be taught, due to the school’s reputation of being a “safe haven” and providing protection for children from the negative factors of society (Bernard, 1993). According to Bernard’s (1993) research the school represents the setting in which the child is usually considered as “at risk”, and the school is capable of providing the atmosphere to teach the life skills of survival and success.

Furthermore these traits, when applied, will improve the overall learning environment while simultaneously transforming the child in total. Bernard (1993) describes the attributes in the following manner: Autonomy refers to “having a sense of one’s identity and an ability to act independently and exert some control over one’s environment.” (Bernard, 1993, p. 44). The child with a strong sense of autonomy can totally separate himself from his problematic situation and focus on his tasks and responsibilities at school. Bernard (1993) also looks at social competence as a key factor in resiliency and alludes to the child’s ability to exhibit personal characteristics like a sense of humor, in addition to caring and responsiveness within the social milieu.

Bernard (1993) sees the ability to solve problems and to be able to think things through and logically arrive at positive solutions as a crucial skill. Finally the attribute of
a child having goals, a purpose, and some expectations, is significant in the child’s skills for making moves in a positive direction for the future.

Johnson, Johnson, Mitchell, Cotton, Harris and Louis (1996) discuss in their study, “Effectiveness of Conflict Managers in an Inner City Elementary School, some of the major behavioral conflicts specific to young children. They include the following: name calling, verbal threats, bullying, gossip and rumors, as well as teasing, which entails putdowns and insults. Furthermore, the researchers have identified annoying looks, invasion of privacy, jealousy and playground problems as other forms of hostility. The researchers studied the effectiveness of Peer Mediation in the pre-kindergarten through fourth grades. The specific areas the researchers investigated focused on the following: What are the solutions that result from Peer Mediation? Is sex a factor when dealing with conflicts? What are the strategies that elementary-age children use to solve their problems? (Johnson et al., 1996).

This research by Johnson et al. studied these inner city elementary pupils, and as a result determined that conflict managers were successful in the mediation of conflicts 98% of the time. What the researchers found curious, was that as a result of Peer Mediation, the general position for closure after mediation to the conflicts was to stay away from each other. The overall results of the research derived from the inner city elementary schools, was that in addition to there being significant incidences of violent behavior, Peer Mediation provided a forum for resolving these conflicts. (Johnson et al.)

Johnson, Johnson, Dudley and Acikgoz (1994) conducted training in Peer Mediation with sixth grade pupils for a period of six weeks, and noted a sharp decrease in the incidences of violence which were routinely addressed by the principal or the teacher.
The researchers point out the importance of conflict and the development of higher level thinking skills, problem solving skills, as well as sophisticated verbal skills will result. The researchers did observations of the participating students and noted that those pupils exhibited high scores in the following range of categories: "emotional seriousness, effort to resolve conflict, active listening to the other person, and commitment to the negotiation procedure" (Johnson et al., 1994, p. 813).

The teachers and principals recognized immediate results, and they were ecstatic. They found that the incidences of hostile interactions were reduced by 80% in the classroom. Furthermore, there were no referrals to the principal. (Johnson et al., 1994) But what seems to be even more significant, is that the parents overall observed a marked improvement in the behavior of their children at home. Sibling rivalry was reduced tremendously and peace within the home was much more apparent. This is without a doubt a major goal in education to have learning be effective in all areas of life, and for those learned skills to be lifelong in endurance.

Trela and Conley (1997) determined that Peer Mediation is significant enough in its overall effect to change the climate of the school and the process of Peer Mediation builds leadership development. In researching Peer Mediation in school age children, it has been proven that high self esteem and awareness of differences and coping styles have become apparent for those pupils having the mediation experience. It is a positive point that establishing trust, and skills in interpersonal relationships are added bonuses of being trained in Peer Mediation. Another key element of participation in the mediation training is that the changes in their relationships to their peers and their classmates perception of them, is very valuable to them. The students participating in mediation
actually begin to see themselves as capable leaders. In addition, the way adults perceive them has to change, due to the change in their school behavior.

The pupils feel validated by the adults in their lives and their status is elevated. (Trela and Conley 1997). But the utmost improvement is that their overall emotional status has been viewed as “calmer, mellower and more outgoing” (Trela and Conley, 1997, p. 93).

Moreover, the results of the findings yielded that among the most difficult concepts for the children to understand in the process of mediation were being able to express themselves emotionally, putting themselves in the other person’s position and being able to rationalize their point of view.

Heller (1996) whose study, Change the School to Reduce Student Violence: What Works?, found that Peer Mediation is among the most successful strategies which can be implemented to reduce school violence. It is a recommendation for the pupil population at large, however Heller (1996) believes that a program of mediation should be mandated where there are actual situations of physical confrontation. Heller (1996) feels strongly that the Special Services personnel, including guidance counselors, certified in providing individual and group counseling, prove to be successful strategies for dealing with aggression in the school setting.

Sagor (1996) in his article, Building Resiliency in Students, states that it is incumbent upon educators to build specific experiences into the curriculum that support students emotionally while strengthening their self esteem. Most of the activities and assignments within the curriculum should afford the students the opportunity to experience a sense of belonging as well as that of usefulness and competence. The
research indicates that with this enhanced sense of confidence comes improvement in school performance. (Sagor, 1996)

Bushweller (1995) purports that these children, who have trusting relationships in their lives such as with counselors and teachers, are in a better position to address and overcome adversities in life. Bushweller’s (1995) point of view also reinforces the opinion that peer counseling and guidance counselors provided a supportive quality for children in school. He states firmly that effective guidance personnel and counseling staff are essential for quality schools. Moreover, he adds, that adult mentors within schools are invaluable to children, not only for survival, but they are mandatory for their total success. Bridget Murray (1995) reveals that the research by psychologists has touted that mentors offer a personal connection in addition to support and encouragement which strengthens their academic and social functioning.

Good mentors are described as caring adults who assist the children in feeling that they belong and are an integral part of the school. They are seen as consistent and dependable, in maintaining regular and close contact because they care. (Murray, 1995). Their presence and importance is not only to show concern and enhancement within the milieu of the school, but for the overall interest and total commitment to the life of the child. In the literature, mentors consisted of a variety of staff members and the students referred for mentoring or considered “at risk” were as a result of difficulty with academics and behavioral problems. Murray (1995) also finds that these pupils who tend to exhibit trouble with academics and behavior desire a relationship with adults who offer caring concern and encouragement.
It is notable that as a result of the mentors, the male pupils will have significant exposure to outside cultural and educational activities. Overall, Peer Mediation and its positive effect in strengthening peer relationships and family interactions is invaluable. The practical contribution made to the pupils’ verbal, problem solving and higher level reasoning skills are commendable. Peer Mediation skills are powerful in instilling leadership qualities in children. Combining these skills with the sense of trust and support that result from a successful experience of mentoring along with counseling serves as an effective strategy for achieving model student behavior.
CHAPTER 3

DESIGN OF THE STUDY

Description Of The Research Design

The design of the study was a single subject / case study combination method using the interventions of counseling, mentoring and the exposure of Peer Mediation. Three pupils were selected with input and approval of the principal (field mentor) and the school guidance counselor. The three sixth grade male pupils who were participants in the study were at risk for suspensions, having already experienced numerous detentions and disciplinary actions. The intern selected the single subject research design due to a change in the number of available subjects. Furthermore the case study design was implemented due to the intern’s inability to actually control the environment. The initial proposal was to utilize cluster sampling of sixth grade males, however one of the participant’s parents did not want her son to participate.

The pupils were from the sixth grade class at the Dr. Albert Bean School in Pine Hill School District. Dr. Albert Bean School had a population of 475 pupils in the preschool program up through the sixth grade. The sixth grade population at Bean School was 56, and each sixth grade class averaged 19 pupils. The overall population within the town was 12,000 and due to continuous land development, the population continues to grow. The socioeconomic status ranges from low income to middle income.
levels. The ethnicity of the school district’s population was 10% minority. Other significant factors regarding the school district’s population entails that 20% of the total population WAS eligible for special education and related services. Of the participant population, $\frac{662}{3}\%$ received special services. In addition, $\frac{662}{3}\%$ of the population was ethnically minority.

The male mentors assigned to the pupils were selected from the Maintenance Department as a recommendation of the principal. There are 44 teachers at the Bean School and only 2 were male teaching staff members. One is the guidance counselor and the other was a sixth grade teacher. These men are consistently overloaded with serving as mentors to male pupils. The maintenance men were able to be assigned at a one to one ratio as mentors to the boys in the study. The guidance counselor, because of his familiarity with all staff, willingly agreed to assist by matching the pupils with the mentors.

Peer Mediation was one of the preventive measures to be implemented against negative behaviors, however, thus far not one of the subjects has been brought to Peer Mediation as a result of conflict. The Peer Mediation Program was in operation at the school and was available to the students if the situation of conflict did arise. The guidance counselor, the principal and the intern were highly supportive of this program.

The pupils involved had maintained a high level of enthusiasm throughout the project. The reward system was suggested by the boys through the guidance counselor. The reward system only went into effect when the boys did not experience detention, suspension, conflict or negative contacts with the principal. Originally, the academic grades were not a part of the reward system. However, it became apparent that
improvement in behavior accompanied improvement in grades. It was decided following the first marking period that an improvement in grades would be expected, or at least an effort to work harder for academic success. The rewards the boys displayed an interest in to celebrate their success were:

- Pizza Parties
- Invite intern to be a spectator at a sporting event of boys
- Musical CD or cassette
- Spend extra time with mentors
- To be allowed an opportunity to play basketball in the gym
- Extra computer time

The design of the study was to determine what, if any, positive changes in behavior occurred. The confirmation of the changes was through the results of the interviews with the guidance counselor, teachers, and mentors. The subjects of the study were participants in the interview process and were urged to determine through self-assessment, if they believed they actually made a significant change in their behavior.

**Description of the Development and Design of the Research Instruments**

The interview protocols were developed and designed by the intern based on the literature, especially the articles which focused on the characteristics and qualities of resilient children. Moreover, the intern has spent twenty years in the field of social work interviewing pupils, and consulting with teachers and counselors regarding a variety of significant indicators.

Each instrument was developed and designed separately, but each instrument was designed in order to confirm the other interview protocol. Furthermore, the instruments
were designed to be further backed up by material culture, including the principal’s log, report cards, and interim progress reports.

The instruments were administered midway through the school year to determine if the pupils had exhibited any changes in their behavior since the start of the new school year. The interview protocols were administered with ease due to the positive relationship the intern had previously established with the counselor, teacher and even more so with the boys. During the period of the project the intern deeply developed and maintained a close interaction and formed a trust with the mentors. The intern was been a vital presence in the district and had established relationships for more than nine years. Routinely, the intern in her role as social worker, interviewed the counselor, teacher and even pupils to review the child’s educational status or to comprehend the home environment of the child. Therefore, the process of assessing the child’s behavioral aspects was not unusual or uncomfortable for any of the participants.

The intern believed overall that the participants’ responses were valid and reliable, in consistently describing the true changes in the boys’ behavior. The consistencies were noted when compared to the principal’s discipline log, the classroom detention lists, the district suspensions and the individual report cards.

**Description of the Sample and Sampling Technique**

The sampling technique was very simple in terms of selectivity. The sample population was represented by the pupils who were determined to have major problems during the previous school year (1997 – 1998) as fifth graders at the Dr. Bean School. The pupils were indicated as having the potential to be behaviorally problematic sixth graders for 1998 – 1999. These students were exhibiting significant inappropriate
behaviors inside the classroom as well as outside of the classroom in unstructured situations like the playground, cafeteria and school bus. Furthermore, other problems included peer and adult conflicts, academic failure in addition to multiple detentions and suspensions.

The original proposal sampling technique was a cluster sampling representative of each sixth grade class. However, one boy’s mother refused to allow him to participate in the program, thus causing the sampling method to be reorganized.

Although the number of males at Bean School was three pupils, it was the intern’s experience based on interaction with teachers and principals that one disruptive student or a child lacking motivation during a cooperative group activity has the capacity to impact upon the entire classroom, negatively. The remaining pupils, however, that formed the core of participating pupils throughout the project exhibited a tremendous amount of enthusiasm. The noted advantage of the small sampling size, was that each pupil received more personalized attention from the mentors. In addition it is also important to recognize that during the year, no additional 6th grade male pupils came to the attention of the principal, counselor or intern as a potential student in dire need of the services because of discipline problems.

**Description of the Data Collection Approach**

The data collection instruments were introduced early on in the school year as an interview protocol which was going to be administered in the spring of the school year. Separate interview protocols were designed and administered to the pupils, counselors, mentors and teachers. The principal’s interview protocol was an additional instrument which was separate and apart from the others.
The interview protocols were used to actually confirm the existence of changes in the boys' behavior, or to at least document that the behavior of the boys in the project was not consistent problematic behavior. Each interviewee was given the opportunity to define what they saw, or to describe what they believed to be the reason for the improvement or behavioral changes.

Direct observable behavior was the basis used for answering the teachers' questions in conjunction with the review of material culture. The interviews served to verify the behaviors of the boys in the school environment. The interviews provided this verification through contact with the teachers, counselors, mentors, principal and a self-assessment of the pupils. Information regarding classroom expectations and discipline plans were crucial in understanding the standards of acceptable behavior the boys had to adhere to in school.

**Description of the Data Analysis Plan**

The data analysis plan was to review and analyze on a monthly basis any significant behavioral factors noted in the educational environment while the boys were receiving the intervention of counseling, mentoring and peer mediation. A monthly review was done of the principal's log as being the highest reflection of negative or antisocial behaviors in school. Review of report cards and interim reports were followed very closely to denote any significant concerns. Continuous contact with the subjects, guidance counselor, teachers and mentors were essential to provide immediate, intervention when a problem became apparent.

The intern was involved with making a comparison of the number of offenses over a period of six months with any reports by staff participants. A variety of material
culture added to the existing information included one of the pupils being selected as student of the month for his entire class and significant improvement in grades of all of the participants. Even more important was the positive change in one of the boys and his motivation to participate in school activities and obvious changes in self esteem and overall appearances. A graph was designed which visually depicts the behaviors over a six month period of time of the projects. The graph will depict behaviors, detentions and suspensions beginning in September 1998, and concluding in May 1999.
CHAPTER 4

PRESENTATION OF THE RESEARCH FINDINGS

What Information Was Found / What Did It Mean

The information found as a result of the study was quite encouraging due to an overall change in behavior. However one of the initial ventures was to implement the Peer Mediation Program, as well as, ongoing in-school counseling and mentoring with the pupils. The study also came forth with an interesting result. Once the participants became actively involved with counseling and mentoring, their relationships with peers improved to such a point that no other pupils brought them for participation. Peer Mediation.

Due to the size of the participant population and the intimacy of the intern with the adult and pupil participants, it was feasible to conduct interviews and to present the results in the design of a case study. Following detailed interviews, the information was compiled and summarized. The initials of the participants have been altered to protect their identity.

CASE STUDY #1 K.M.

K.M. is a twelve year old sixth grade African American pupil who resides in the Pine Hill School District with his parents and his younger sisters. He was referred to the Pupil Assistance Committee (PAC), while in third grade at Bean School due to his
distractible and impulsive behaviors. He remained under the consultation of the PAC for two years and his teachers were offered instructional and behavioral strategies, including in-school counseling for him.

K.M.'s referral for counseling consisted of the following issues: difficulty with organizational skills, taking responsibility for himself, handling emotions appropriately, distracting others, accepting criticism, self confidence, being more dependable, agitating classmates and being honest.

K.M. was selected as a sixth grade male to participate in counseling, mentoring and peer mediation. Throughout the last school year he maintained on-going contact with the principal’s office directly due to significant discipline infractions between February and May of 1998. Among those problems included: Distracting peers in the classroom, pushing another student, not listening to the lunch aide, five incidences of fighting, and name calling. K.M.’s teachers, counselor and mentor were all interviewed separately and the consensus was that there was a qualifiable change in K.M.’s behavior. The teachers saw him as a bright youngster with tremendous potential, but needing continuous structure and teacher’s encouragement in order to perform at the level of his potential. They also viewed him as not willing to take responsibility and demonstrating improvement only after he fails academically. The teachers have determined that he has experienced improvement as a result of understanding his own learning style. A major concern from the interviews was that he was a child that tended to be a follower and would be at risk for problems in school when he leaves the self-contained environment of the elementary school.
The counselor and mentor saw K.M. differently, due to the fact that they related to him on an individual basis. They both saw significant behavioral improvement. In addition, many of his counseling goals were met during the school year.

K.M.'s assessment of his own behavior indicated a willingness to recognize his previous problems and a desire to do better. He believed he was surrounded by capable caring adults who were confident in him. He viewed his family as supportive and strong. He attributed his positive behavior change directly to the counseling and the overall presence of the guidance counselor. His original mentor was not easily available to him due to his work schedule. His own personal goal of staying out of the principal’s office was successful for the duration of the study.

The counseling and mentoring combination proved to be helpful in improving and maintaining positive behavior. Academically however, he would benefit greatly from being reviewed by the PAC committee in coordination with the sixth grade teachers, parents, mentor and the input of the pupil. He needs additional skills for success and possibly even individualized instruction and attention to maintain a higher level of functioning. The strong family support values and his athletic abilities are his greatest contributing factors.

**CASE STUDY #2 K.C.**

K.C. was a twelve year old African American male in the sixth grade who was an only child residing with his mother. He shared close relationships with extended family members on maternal and paternal sides of the family. He interacted with his father on a daily basis. Although K.C. was in the regular education program, he received his academic instruction in the Resource Center (Special Education). K.C. has been
receiving in-school counseling via the guidance counselor since the third grade. He was referred for counseling services to address the following: Attention seeking activities, distracting others, accepting responsibility, self-esteem, organizational skills, aggressive/acting out behaviors and self-control.

According to the principal’s log for the 1997 – 1998 school year, K.C. was a pupil with on-going contact with the principal due to several incidences of aggressive and assaultive behaviors on the playground, disruptive behaviors with substitute teacher, inattentiveness, overactive behaviors on the bus, and disrespect to the teachers.

All of K.C.’s teachers, counselor, and his mentor note improvements in K.C.’s behavior since the beginning of the school year. He was described as having maturing, and he displayed more helpful characteristics. Furthermore, the interviews yielded the fact that K.C. had decreased in the attention seeking behaviors and was much more cooperative and responsible in the classroom. It was additionally determined that K.C. thrived on encouragement, and the academic supports offered within his specialized educational program, provided the additional attention and structure he needed to strengthen his behavior. The teachers stated, that he will need continuity and adults in school to care about him when he advances to the next grade level. The additional concerns that the teachers have about him include getting into the wrong crowd, being misperceived by adults, and being a follower. The overall belief was that he had the ability of being a leader, but might revert to last year’s behavior.

The counseling / mentoring combination has been excellent for K.C.. He was initially excited about participating and maintained his enthusiasm throughout the program. The expectations for a positive year was constantly relayed throughout the
counseling process and under the continuous watchful eye of the mentor, served to assist K.C. in experiencing a positive year in school behaviorally as well as academically. K.C. was proud of his year in school and the fact that his attitude has been changed through counseling. He believed firmly that having a mentor around the building kept him out of trouble. His self-esteem has been improved and he was positive about his current school experiences. He expressed pride in his relationship to adult staff as well as to other significant adults in his life. His outside activities and athletics were seen as his other significant achievements for the year.

**CASE STUDY #3 J.S.**

J.S. is a sixth grade Caucasian American, who is twelve years old and lives with his mother, step-father and an older brother. He receives special education services for reading and language. In addition his educational program provides language therapy and counseling to address his unique needs.

J.S. was recommended for in-school counseling to address the following issues: Getting accepted by others, self-esteem, making appropriate choices, respecting authority, accepting responsibility, handling angry feelings, acting impulsively and following rules.

The principal’s log for the previous school year yielded information regarding J.S.’s behavior. He received a three day detention/suspension for fighting on the playground.

Interviews with J.S.’s teachers reveal some noted behavior changes. In addition to excellent behavior, J.S. has impressed his teachers through his participation in a variety of school activities. The teachers were keenly sensitive and aware of J.S.’s learning and
language difficulties. They stated that his academic deficits might well contribute to his previous year's aggression. They all expressed a definite improvement in J.S.'s peer relationships as a result of his positive participation in school life. Academics are still viewed as being a struggle for him, but when approached properly, he is a youngster that has been motivated this year to succeed. The consensus was that when his educational special needs are considered and he is instructed correctly, his behavior is acceptable.

The concerns for J.S.'s immediate future include his need for academic support with regard to homework. He was, prior to this year, experiencing problematic peer interactions and had experienced teasing. Teacher's express the hope that this situation does not resurface when he leaves the protective environment of the elementary school. Furthermore J.S. can be a follower and has been influenced by negative peer factors.

J.S.'s growth in self-esteem was immeasurable. His desire, willingness and successful participation in visible school activities was phenomenal this year. His excitement was maintained throughout this school year.

J.S. identified and acknowledged the strength of the counseling program and the positive effects of mentoring on his life. He verbally expressed the results of his participation in the project and how it has helped him at home as well as in school.

The overall growth in behavior, self-esteem and enthusiasm which permeated the atmosphere in which the boys are instructed was extraordinary. The positive support of the parents, principal, staff and adult and student participants was overwhelming. This was significant as well for the boys within their peer group to finally be accepted and viewed in a positive way. In addition, the theme of the project did not wane, but maintained a high level of excitement, participation and expectation. The results were
achieved, new supportive relationships were established and self images were redefined and strengthened.
CHAPTER 5

CONCLUSIONS, IMPLICATIONS AND FURTHER STUDY

Major Conclusions And Corresponding Implications

The major conclusions drawn from the project are that a program of in-school counseling combined with adult mentoring can impact on negative behavior and yield improvements. The implication being, when a program is available and provided to children whose behavior has been problematic, it is possible to reduce the use of punishment and negative disciplinary proceedings.

The positive attention the pupils drew, further enhanced their self-esteem and became an activity other students deserved to participate in; especially due to the extra attention and reward parties the boys in the project received. The corresponding implication is that positive behavior, when rewarded with positive attention will attract continued positive behavior.

The program is excellent in nature especially when the children in the program are leaders. The positive attention for positive behavior sets a tone and pace of the leader, to be followed by the followers.

The organizational changes which occurred, were somewhat of a surprise. The study served as a basis of positive support and a witness to verifiable change throughout the year. The administration came to respect the project and its results as valid and reliable. The effects on the staff were phenomenal. Teachers requested mentors for a
variety of at-risk pupils. In addition, secretaries were requesting to participate and mentor some at-risk female pupils. Other administrative persons were requesting an outline of details in order to provide a similar program of mentoring for children being currently seen by the principal as a result of discipline complications. Finally the counselor was being consulted with suggestions to help set up a program for similar pupils. The mentors were affected positively by their participation and the success of the pupils.

The respect for the project became contagious, and in addition to the participants, District Officials want to replicate the results.

The intern’s professional development was achieved in the areas of performance, leadership and communication skills. The performance areas identified included that the intern:

- Applied behavior management strategies that enhance the overall performance of the school.

The behavior management strategies employed here combined the counseling techniques with a program of mentoring in addition to the availability of peer mediation to a small group of males who had historically experienced numerous detentions and suspensions. The boys were rewarded for their positive behavior of staying out of trouble in the overall school environment and not being sent to the principal’s office for discipline. It is noted immediately that when the actions of the students are positive and not antisocial the overall atmosphere of the school is therefore safe. Maslow’s theory of safety needs accomplished, thereby allows higher thinking, hence educational performance to occur.
Identified existing and potential support services that enhanced staff and student performance.

The staff members as a result of the study have consistently begun to seek out the guidance counselor, the mentors, and the intern to design similar programs for other pupils who are having difficulty behaving in the school environment. The success of the program has permeated the school and is filtering down to the lower grades. It is being received as a widely accepted option for other pupils having trouble. In addition, using adult staff members has improved the staff’s mutual respect and encouraged better relationships through common interest – the child.

The intern further identified alternate resources that supported the school’s program.

This past school year it was determined that the possibility of using the drug grant and special needs grant to support sending ten at-risk children to a summer camp designed to strengthen athletic skills, self-esteem, and social interaction.

The leadership skills developed by the intern:

Developed the leadership of others.

The intern assessed that in consultation with the guidance counselor and the mentors, responsibilities were assigned and leaders emerged over a period of time. The guidance counselor took immediate responsibility for the boys in the counseling program and worked extremely close with them. He continuously went far beyond his role of counselor in assisting them to achieve success in the project. One of the mentors assumed role and the responsibility of disseminating the information from the intern to the mentors and coordinating the schedules of the mentors. He emerged as a leader among the mentors and contributed to the overall success of the project.
The communication skills of the intern were developed during the project due to the fact that the intern:

- Communicated with individuals and groups in a positive manner.

The project involved staff, students, and parents which required the intern to continuously seek the support and compliance of all involved. The intern needed the ongoing enthusiasm and willing participation of the key players within the project. It was imperative that the intern present all of the communications in a positive tone.

It is the hope and desire of the intern that in the near future, the business and industrial communities as well as some parents can join educators in being mentors to our community of children.
REFERENCES


APPENDIX A

Research Instruments
Participant Interview

I. Family

1. Name everyone in your family.

2. Who are your closest to?

3. Who is the strongest person in your family?

4. Who causes the most problems – who do you fight with?

5. Who would you go to when you need to settle a problem?

6. What do you love the best about your family?

7. Who do you love the best about your friends?

8. What are you proudest of?

9. Do you have grandparents / godparents / aunts / uncles that are important?

10. How many times have you moved?

11. Is anyone sick a lot? Do you worry about someone a lot?
II. Community

1. Who is your best friend?

2. Significant adults in your life.

3. What do you do in your free-time – outside activities?

4. What awards / recognition / achievements have you earned?

5. What activities does the community have to offer?

6. Do you go to church? How often?

7. What makes you different?

8. Who do you admire the most?

9. Who would you be if you could be anyone else? Why?

10. What is the greatest thing you want to do with your life?

11. In 10 years / 20 years what will you be doing?

12. What do you expect for your future?

13. Who would you go to in the neighborhood if you were in trouble?
III. School

1. Who are you closest to in school?

2. What adult could you trust with a secret?

3. Best subject - / Worst subject –

4. Best time of school day –

5. What teacher causes the most trouble?

6. What will you miss the most? The best thing about Bean?

7. What did you like best about 6th grade?

8. What teacher believes in you?

9. What else do you want to learn about in school?

10. What would you change about school?

11. How many times last year did you get -
   a. sent to principal ________
   b. detentions ________
   c. suspended ________

12. How many times this year did you get –
   a. sent to principal ________
   b. detentions ________
   c. suspended ________
13. Why are you doing better this year?

14. Do you participate in Peer Mediation?

15. What do you like about Mentoring? Who is your Mentor?

16. How do you think it has helped you this year (Mentoring Program)?

17. What do you like about counseling?

18. How do you think it has helped you?
Teacher Interview

1. Have you noted a change in ____________________________?

2. How has ____________________________ changed since September?

3. How has ____________________________ changed since last year?

4. Has the change been noted in behavior / academics?

5. What do you attribute positive change in?

6. What are you doing differently (if anything) and why?

7. What are your concerns about ____________________________ future?

8. What are your concerns about ____________________________ socially?

9. Has ____________________________ participated in Peer Mediation? How often?
Counselor Interview

1. What are some concerns that you have about ____________________?

2. What are his greatest strengths ____________________?

3. Have you noted any changes in ____________________ this year?

4. What are they? Are they positive / negative changes?

5. What do you attribute the changes to?

6. Do you think Mentoring has helped?

7. In what way?
Mentor Interview

1. What is it like for you to have a personal connection to ________________?

2. Are you aware of ________________ having problems in school?

3. Do you see any differences?

4. Why do you think there are some changes in ________________?

5. What do you think you can do for another child after this?

6. Is your life different because of being a mentor?

7. How has being a mentor made your life different?
<table>
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<tr>
<th>STUDENT NAME</th>
<th>CONFLICT</th>
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**CD**

**MEGA**

**HEALTH/PHYSICAL EDUCATION**

**BAND**

**MUSIC**

**The Arts**

**Explanation of Marks**

- **Principal:**
- **Teacher:**
- **Grade:**
- **School Year:**
- **Student's Name:**

**Report Card For Grades 3-6**

(699) 733-4100

John Glenn School

Drs. Bern School

Pine Hill Public Schools

**Attendance**

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**Students Signature:**

In September

**Grade:**

**Total**

**Day Absent**

**Teacher's Signature:**

**Assigned to Grade:**

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**Explanation of Marks**

- **Principal:**
- **Teacher:**
- **Grade:**
- **School Year:**
- **Student's Name:**

**Report Card for Grades 3-6**

- **Pine Hill, New Jersey**
- **Pine Hill Public Schools**

(609) 733-1400

John Glen School
MULTI-YEAR EQUITY PLAN
1996-99

DISTRICT: Pine Hill

EQUITY IN STUDENT ACCESS

Describe the district's plan for ensuring that by June 30, 1999, all students have equal access to all educational programs and activities of the district, and that no classroom or course enrollments are identifiable on the basis of race, national origin, gender, religion, English proficiency, socio-economic status, or disability. [NJAC 64·15(a)(b)(c)(d)(e)(f)]

OBJECTIVE: By June 1999 the Pine Hill School District will reduce the number of males referred for discipline concerns and special education classification by 10% as evidenced by child study team records and discipline logs. A comparison of figures for 1995-96 school year will be made with 1998-99 records.

<table>
<thead>
<tr>
<th>Procedures for Implementation</th>
<th>Staff Responsible</th>
<th>Resources</th>
<th>Target Date</th>
<th>Evaluation</th>
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<tbody>
<tr>
<td>Plan and conduct parent workshops during our summer Kdg. readiness program. To prepare the parents in assisting their child to meet school expectations.</td>
<td>P. Thomas</td>
<td>Gesell video presentations on child development. Lee Canter materials Parents On Your Side Assertive Discipline for Parents</td>
<td>Summer 1996</td>
<td>Pre-Post Comparison of Parent Survey results.</td>
</tr>
<tr>
<td>Inservice our PAC Committee to provide new strategies for suggestions to classroom teachers and parents.</td>
<td>Dept. Of Health, Div. of Alcohol, Drug Abuse &amp; Addiction Ser. (Connie Green, Fran Miceli)</td>
<td>District funds to pay for training and substitutes to release the PAC teachers</td>
<td>1996-1997 School Year</td>
<td>Completed training. New resources and strategies to share at PAC meetings.</td>
</tr>
<tr>
<td>Training of non-instructional staff on gender bias concerns (Bean School)</td>
<td>P. Thomas</td>
<td>Materials gathered from OEEO workshops</td>
<td>Fall 1996</td>
<td>Less discipline referrals to the office.</td>
</tr>
</tbody>
</table>
MULTI-YEAR EQUITY PLAN
1996-99

DISTRICT: Pine Hill

EQUITY IN STUDENT ACCESS

Describe the district’s plan for ensuring that by June 30, 1999, all students have equal access to all educational programs and activities of the district, and that no classroom or course enrollments are identifiable on the basis of race, national origin, gender, religion, English proficiency, socio-economic status, or disability. [NJ A.C. 6:4-15(c)(b)(e)(o)(g)]

OBJECTIVE: See previous pages

<table>
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<th>Target Date</th>
<th>Evaluation</th>
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</thead>
<tbody>
<tr>
<td>Training of non-instructional staff on gender bias issues. Glenn School</td>
<td>P. Thomas, C. Surrolick</td>
<td>District funds</td>
<td>Spring 1999</td>
<td></td>
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<tr>
<td>Continue staff inservice for gender bias issues</td>
<td>P. Thomas, C. Surrolick, J. McCollum, M. Durand</td>
<td>Planning inservice days in school calendar</td>
<td>Spring 1999</td>
<td>Realization of objective</td>
</tr>
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AFFIRMATIVE ACTION NEEDS ASSESSMENT

1024 District total no. of students
51 Minority students at Bean (11%)
127 Minority students at Glenn (22%)
17% Minority students in the district

Male/Female
248 females Glenn (43%) 221 females Bean (49%)
323 males Glenn (57%) 232 males Bean (51%)
469 females District (46%) 555 males District (54%)

Classified Students
69% male 31% female

24% of district students are classified

Gifted/Talented
55 students in program 5 minority students (9%)
female students (42%)

Certified Staff
89 total teachers 82 white (92.1%)
13 male (14.6%) 5 black (5.6%)
76 female (85.4%) 2 other (2.2%)
Dear Parents,

The ________ Grade is scheduled for a class trip on _________________.

We will be leaving the school at _______________ and returning at _______________ PM.

We will be visiting ____________________________________________________________

Special Notes: ______________________________________________________________

Please sign and return the entire bottom portion of this form. NO STUDENT WILL BE ALLOWED TO GO ON THE TRIP UNLESS THE FORMS ARE SIGNED BY THE PARENT/GUARDIAN AND RETURNED TO THE TEACHER. Thank you for your cooperation.

TRIP PERMISSION FORM

My child __________________________ Has my permission to go on the __________

Grade trip to __________________________ on __________.

Date ________________ Teacher’s Name ______________________

EMERGENCY HOSPITAL TREATMENT

In case of emergency, your child will be taken to the nearest hospital for treatment. Our best effort will be made to contact you, however, in the event you are not available, your child has permission to be treated if necessary.

Child’s Name __________________________ Age __________

Allergic to __________________________________________

Phone Number(s) to contact parent (during the time of the trip) ______________________

Parent/Guardian Signature __________________________ Date ________________

RETURN THIS PORTION TO YOUR CHILD’S TEACHER AS SOON AS POSSIBLE.
APPENDIX B
PINE HILL BOARD OF EDUCATION

Board of Education Meetings are held on the third and fourth Tuesdays of each month at 7:00 PM in the Board Room located in the Central Administration Building at 1003 Turnerville Road.

Curtis Taylor, President
Lillian LaFountain, Vice President
Dolores Field
Kathleen Madeza
Elmerinda Narducci
Mary Jane Oehrl

Kathryn Rogers
Nora Snow
Albert Staab

Superintendent of Schools
Donald T. Falato
Central Administration Building, 1003 Turnerville Road (609) 783-6900

Board Secretary/School Business Administrator
Carol A. Mascioli
Central Administration Building, 1003 Turnerville Road (609) 784-8887

Administration
Carolrae Surovic, Principal, Dr. Albert M. Bean School
70 East Third Avenue (609) 783-5300

Mark Durand, Principal, John H. Glenn School
1005 Turnerville Road (609) 783-4100

Margaret Fretz, Director of Special Services
15 East Seventh Avenue (609) 784-6122

James McCollum, District Curriculum Coordinator
70 East Third Avenue (609) 783-5300
1005 Turnerville Road (609) 783-4100

Richard Williams, Supervisor, Adult/Community Education
John H. Glenn School, 1005 Turnerville Road (609) 783-4107

If special accommodations are needed, please call 784-8887.

Faculty and visitors are asked to park in the appropriate parking spaces. The designated disabled parking spaces are for vehicles which display the proper parking permit. Thank you for your cooperation.
THE COMMUNITY

The town of Pine Hill is 4.1 square miles in size with a population in the area of 12,000 and increasing. An estimated 60% of the land has been developed residentially with 190 areas devoted to recreation.

Pine Hill includes a HUD apartment complex for senior citizens, two public elementary schools grades K-6 and St. Edwards Parochial School grades 1-8. Students in grades 7 to 12 attend either Overbrook Regional Junior or Senior Highs or the Camden County Vocational and Technical School. Parochial school students may attend Camden Catholic, Pope Paul VI or Bishop Eustace High Schools.

Pine Hill has a variety of youth organizations for its children. The Pine Hill Youth Association, Interboro Athletic Association and St. Edward’s Athletic Association provides children of all ages with athletic programs. Scouting programs include Tiger Cubs, Cub Scouts, Daisies, Brownies, Boy Scouts and Girl Scouts.

OUR DISTRICT PHILOSOPHY

A student is the most important person in any school. He/she is not an interruption to our work, he/she is the purpose of it. A student is not just a statistic, he/she is a flesh and blood human being with feelings and emotions like ourselves. A student is one who comes to us with needs and/or wants, it is our job to fill them. A student is deserving of the most courteous and attentive treatment that we can provide. A student is the lifeblood of this and every other school, without him/her, we would have to close our doors.

The focus of the future should be on service and excellence. We as employees of the Pine Hill Schools have the opportunity to serve and work with our students. The importance of teaching and learning was well stated by a former President of the United States in the following quote: "From the desk where I sit, the answer to all world problems is found in a single word. That word is education."

These words inspire and support the challenge and commitment we as educators have for quality and educational excellence in the Pine Hill Public Schools.

The Administration and Staff

ABOUT OUR SCHOOLS

The Pine Hill Public School District consists of two elementary schools: John H. Glenn at 1005 Turnerville Road and Dr. Albert M. Bean School at 70 East Third Avenue, a separate building for Special Services at 15 East Seventh Avenue, and a Central Administration Building at 1003 Turnerville Road. The district serves approximately 1,050 students -- 575 Glenn School and 475 Bean School. The administrative team includes the Superintendent, Business Administrator, two Building Principals, a Director of Special Services, a Curriculum Coordinator and a Supervisor of Adult/Community Education.

The staff is made up of 95 professional and 50 support staff members. The district maintains a full Child Study Team, which includes the Director of Special Services, Learning Disabilities Teacher-Consultant, School Psychologist, School Social Worker, a full time and a part time Guidance Counselor, and three Speech/Language Correctionists.

Within the district there is a pre-school handicapped class, developmental kindergarten program, eight half-day kindergarten programs, two pre-first classes, six classes for children with special needs, along with two resource centers. Supplemental instruction is offered through our basic skills and gifted and talented programs. In addition we offer Spanish, music, instrumental music, art, library/media (computer instruction) and health and physical education. Our students consistently score in the 90th percentile on standardized tests.

FUN THINGS FOR OUR STUDENTS

Community Education Courses
Latchkey
Class Trips
Halloween Parade
Winter & Spring Concerts
Science Fair
Physical Education Shows
Spelling Bees
Class Presentations
Author’s Teas
Chorus
Challenge Bowl
Student vs. Faculty Games

Talent Show
Book Fair
Santa’s Secret Shop
Invention Convention
Art Shows
School Newspapers
Read-On/Sleep-On
Field Days
6th Grade Dinner Dance
6th Grade Bike Hike
6th Grade Yearbook
6th Grade Promotion
Ceremony

SUPPORTIVE ORGANIZATIONS
Pine Hill Home and School Association
School Site Council
Community Exploration Committee
Pine Hill Public Schools

Emergency School Closing Number is 583
Tune to Channel 18 for the most up-to-date information regarding the Pine Hill Community and Schools

1998 - 1999
Parent - Student Handbook
Welcome to the 1998-1999 school year in the Pine Hill Public Schools. The Board of Education, Administration and teaching staff are looking forward to another challenging school year full of new and exciting activities for our students.

The highlight of the upcoming school year is our Partnership in the Distance Learning Consortium. The Glenn School now has the capability of live two-way video teleconferencing, which literally brings the entire world to our doorstep simply by placing a telephone call. The Bean School will also be equipped by the beginning of our next school year. With our libraries now fully automated, every room connected to the information super highway (the Internet), our computer labs Internet connected and each room also tied to the Information Retrieval System, every child will have incredible amounts of information at their finger tips to better assist them in mastering the new Core Content Curriculum Standards being implemented by the State.

Garden State Cable subscribers can look for information about our schools and community affairs on Channel 18. The Community Access Channel known as E & G TV provides a continuous menu of information serving the residents of four towns, Berlin Township, Clementon, Lindenwold and Pine Hill about school and local government issues of interest to you and your children.

Our district continues to experience increasing enrollment. To provide the best possible educational program two more regular education teachers have been hired. Two additional supplemental teachers, bringing the total to 4, will work with regular education, basic skills eligible, and certain special education students after school at no cost to parents or guardians. Look for more information about how you can take advantage of these services for your child(ren). We have also expanded our Reading Recovery Program for selected first grade students.

Everyone connected with the Pine Hill School System is committed to providing our students with the best possible educational program we can provide. However, education is a two-way street requiring the support and cooperation of our parents and guardians. You must take an active role in your child's educational development. As the district continues to grow, we need your input on many of the important issues facing us in public education today. Each school has an organization known as the School Site Council and the district has a Community Steering Committee. I urge you to volunteer to serve on one or both of these committees. It is vitally important to us to get your input on many critical issues such as the future growth of our district. You are needed now to help us ensure that we meet your expectations and satisfy the demands of educating our students in the years to come. The committees meet regularly for a short period of time so as not to take you away from your family for a long period of time. Please seriously consider participating in one of these activities.

I urge you to read this Parent-Student Handbook thoroughly so that you are familiar with our policies and procedures. Take a few minutes to read this document with your child so that you both are knowledgeable about its contents. It is our sincere desire that you share your thoughts, ideas, criticisms and concerns with us. Together, as a school system that represents the community it serves, we can work cooperatively to ensure the successful preparation of our young people for life in the year 2000 and beyond. My door will always be open to you. Please feel free to stop by or call me about any issue that concerns you.

On behalf of the Pine Hill Board of Education, Administration, faculty and the entire staff, I wish you a successful and happy school year.

Sincerely,

Donald T. Falato
Superintendent of Schools
ADMINISTRATION
Mr. Donald T. Falato, Superintendent
Ms. Carol Mascioli, School Business Administrator
Mrs. Carolrae Surovick, Principal, Dr. Albert M. Bean School
Mr. Mark Durand, Principal, John H. Glenn School
Ms. Carol Evans, Supervisor, Special Services
Mr. Richard Williams, Supervisor, Adult/Community Education Program
Mr. James McCollum, Curriculum Coordinator

CENTRAL ADMINISTRATION OFFICE
Mrs. Ginny Scharr, Payroll Clerk/Secretary
Mrs. Peggy Steelman, Secretary to Superintendent
Mrs. Kim Vicario, Secretary to Business Administrator

DEPARTMENT OF SPECIAL SERVICES
Ms. Carol Evans, Supervisor/LDT-C
Mr. Gary Holmes, School Psychologist
Ms. Pamela Thomas, School Social Worker
Mrs. Joyce Scheller, Learning Disabilities Teacher-Consultant
Mrs. Debby Short, Secretary
Mrs. Joan Naccarato, Secretary

ADULT/COMMUNITY EDUCATION OFFICE
Mr. Richard Williams, Supervisor
Mrs. Mary Lou Welker, Secretary

RELATED ARTS PERSONNEL
Mr. Kenneth Koczur, Health/Physical Education
Mrs. Linda Simek, Health/Physical Education
Mrs. Peggy Novicki, BSI/ESL/Spanish Instructor

OTHERS
Mr. Michael Fidyk, Part-time Custodian
Mr. John Field, Part-time Custodian
Mr. Sean McElroy, Part-time Custodian
Mrs. Catherine DeWitt, Attendance Officer
Dr. Arthur Schultes, School Physician
1998 - 1999 PERSONNEL

Mrs. Carolrae Surovick  Principal  Mrs. Anne Grady  Primary Grades
Mrs. Deborah Hahn  Secretary  Ms. Monica Brito  Intermediate Grades
Mrs. Caroline Adams  P/T Office Assistant  Mrs. Cell Keim  Resource Center
Ms. Suzanne Nettleton  School Nurse  Mrs. Lynn Mulligan  Resource Center
Ms. Karen Vitolo  Full Day Kindergarten  Ms. Paulette Taylor  Speech Therapist
Mrs. Barbara Newell  Half Day Kindergarten
Mrs. Dawn Elling  First Grade  Ms. Michelle Beishline  Reading Specialist/Basic Skills
Mrs. Peggy Spiegler  First Grade  Mrs. Blanche Harris  Reading Recovery/Basic Skills
Ms. Lisle Winters  First Grade  Mrs. Peggy Sabo  Reading Recovery (part-time)
Mrs. Toby Berman  Second Grade  Mrs. Gwen Barnes  Math Coordinator/Basic Skills
Mrs. Jennifer Fabrico  Second Grade  Mrs. Peggy Novicki  BSI / ESL /Spanish Enrichment
Mrs. Laura Hammond  Second Grade
Mrs. Glennis Lenahan  Second Grade
Mrs. Marianne Siemietkowski  Third Grade  Ms. Carol Adelson  Music Instructor
Mrs. Ellen Capriotti  Fourth Grade  Ms. Colette Davis  Art Instructor
Mrs. Lorraine Crowley  Fourth Grade  Mrs. Kathleen Reeves  Computers and Enrichment
Ms. Deborah DiGiacobbe  Fourth Grade  Mr. Leonard Jagielski  Guidance Counselor
Mrs. Bernadette Maguire  Fifth Grade  Mrs. Margaret Joseph  Part-time Media Specialist
Ms. Loretta Ruggiero  Fifth Grade  Mrs. Lorraine Hecksher  AM Part-time Library Asst.
Ms. Donna Schanel  Sixth Grade  Mrs. Colleen Jaxel  PM Part-time Library Asst.
Mrs. Andrea Schmidt  Sixth Grade  Mrs. Cindy Cavallero  4 yr Preschool Instruct. Asst.
Mr. Paul Schuda  Sixth Grade  Ms. Hamlet Gianci  Full-Day Kindergarten Asst.
Mrs. Bernadette Maguire  Ms. Trish Diaz  P/T Instructional Assistant
Ms. Theresa McGroarty  Ms. Jennifer Knowles  P/T Instructional Assistant
Mrs. Sharon Merlino  Ms. Linda Troutman  P/T Instructional Assistant
Ms. Donna Muller  Mrs. Connie Wyld  P/T Instructional Assistant
Mrs. Andrea Schmidt  Mr. Tom O'Donnell  Instructional Assistant
Mr. Paul Schuda  Mr. John Staab  Custodian

**1998 - 1999 PERSONNEL**

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
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<tbody>
<tr>
<td>Principal</td>
<td>Mr. Mark Durand</td>
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<tr>
<td>Secretary</td>
<td>Ms. Cathy Saier</td>
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<tr>
<td>P/T Office Assistant</td>
<td>Mrs. Lorie Burr</td>
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<tr>
<td>School Nurse</td>
<td>Mrs. Barbara Scheufele</td>
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<tr>
<td>4 Yr Old Preschool</td>
<td>Mrs. Linda Baechler</td>
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<td>Preschool</td>
<td>Mrs. Patricia Braidwood</td>
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<tr>
<td>Full-Day Kindergarten</td>
<td>Ms. Rosa Battista</td>
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<tr>
<td>Half-Day Kindergarten</td>
<td>Mrs. Donna Drialo</td>
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<td>First Grade</td>
<td>Mrs. Theresa Carey</td>
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<td>First Grade</td>
<td>Mrs. Betsy Gallagher</td>
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<td>First Grade</td>
<td>Mrs. Nancy Sheppard</td>
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<td>First Grade</td>
<td>Mrs. Cheryl Tunstall</td>
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<td>Second Grade</td>
<td>Mrs. Madeleine Loggren</td>
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<td>Second Grade</td>
<td>Mrs. Rose Metzger</td>
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<td>Second Grade</td>
<td>Mrs. Patricia Sindoni</td>
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<td>Third Grade</td>
<td>Miss Kimberly Smith</td>
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<td>Third Grade</td>
<td>Mrs. Maria Birmelin</td>
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<td>Third Grade</td>
<td>Ms. Carol Chenkus</td>
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<td>Third Grade</td>
<td>Mrs. Tammy Hudes</td>
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<td>Fourth Grade</td>
<td>Mrs. Nancy Soeia</td>
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<td>Fourth Grade</td>
<td>Mrs. Nancy Gudknecht</td>
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<td>Fourth Grade</td>
<td>Mrs. Suzanne Olkowski</td>
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<td>Fourth Grade</td>
<td>Mrs. Patricia Steiner</td>
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<td>Fourth Grade</td>
<td>Ms. Deborah Lipko</td>
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<td>Fifth Grade</td>
<td>Mr. Marc Dear</td>
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<td>Fifth Grade</td>
<td>Mrs. Heidi Daunoras</td>
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<td>Fifth Grade</td>
<td>Mrs. Monica Wells</td>
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<td>Sixth Grade</td>
<td>Miss Patricia Dunleavy</td>
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<td>Sixth Grade</td>
<td>Mr. Paul Flesher</td>
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<tr>
<td>Sixth Grade</td>
<td>Mrs. Patricia Goebel</td>
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<tr>
<td>Primary Grades</td>
<td>Miss Karen Bennett</td>
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<tr>
<td>Intermediate Grades</td>
<td>Mrs. Therese Baker</td>
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<td>Intermediate Grades</td>
<td>Mrs. Diane Phillips</td>
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<td>Upper Grades</td>
<td>Ms. Marilyn Dunbar</td>
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<td>Upper Grades</td>
<td>Ms. Helen McCracken</td>
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<td>Upper Grades</td>
<td>Mrs. Elizabeth Nelson</td>
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<td>Upper Grades</td>
<td>Mrs. Angela Hancock</td>
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<td>Upper Grades</td>
<td>Mrs. Peggy Sabo</td>
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<tr>
<td>Speech Therapist</td>
<td>Mrs. Ruth Blake</td>
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<tr>
<td>Speech Therapist</td>
<td>Mrs. Stacey Kupczyn</td>
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<tr>
<td>Reading Specialist/Reading Recovery/Basic Skills Coordinator</td>
<td>Mrs. Kristel Rienzi</td>
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<tr>
<td>Reading Recovery (1/2 day)</td>
<td>Mrs. Angela Hancock</td>
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<tr>
<td>Math Coord. - Basic Skills</td>
<td>Mrs. Lisa Short</td>
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<tr>
<td>BSI Instructional Assistant</td>
<td>Mrs. Teresa Ciotto</td>
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<tr>
<td>BSI / ESL / Spanish Enrichment</td>
<td>Mrs. Peggy Novicki</td>
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<tr>
<td>Supp. Remedial Inst.</td>
<td>Mrs. Donna Herron</td>
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<tr>
<td>Music Instructor</td>
<td>Mrs. Elizabeth Staab</td>
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<td>Art Instructor</td>
<td>Mr. Roger Lewis</td>
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<tr>
<td>Computer and Enrichment</td>
<td>Mr. Joseph Jacynyn</td>
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<tr>
<td>Guidance Counselor</td>
<td>Ms. Melissa Lepore</td>
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<tr>
<td>Part-time Media Specialist</td>
<td>Mrs. Marge Joseph</td>
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<tr>
<td>AM Library Assistant</td>
<td>Ms. Barbara Vincent</td>
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<tr>
<td>PM Library Assistant</td>
<td>Mrs. Caroline Adams</td>
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<tr>
<td>Preschool Instructional Assistant</td>
<td>Mrs. Anne Coleburn</td>
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<tr>
<td>4 yr Preschool Instruct. Assist.</td>
<td>Mrs. Loretta Instase</td>
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<tr>
<td>Kindergarten Instructional Assist.</td>
<td>Mrs. Mary Lou Brown</td>
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<td>Instructional Assistant</td>
<td>Mrs. Mary Anton</td>
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<td>Instructional Assistant</td>
<td>Mrs. Harriet Beadling</td>
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<tr>
<td>Instructional Assistant</td>
<td>Mrs. Marilyn Miduski</td>
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<tr>
<td>P/T Preschool Instruct. Assist.</td>
<td>Mrs. Barbara Baglieni</td>
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<tr>
<td>P/T Instructional Assistant</td>
<td>Mrs. Cathy DeWitt</td>
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<td>P/T Instructional Assistant</td>
<td>Mrs. Cynthia Long</td>
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<td>P/T Instructional Assistant</td>
<td>Mrs. Nancy Nolan</td>
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<tr>
<td>P/T Preschool Instruct. Assist.</td>
<td>Mrs. Marie Spencer</td>
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<tr>
<td>Clerical Assistant</td>
<td>Mrs. Christine Lower</td>
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<tr>
<td>Custodian</td>
<td>Mr. Charles Bupp</td>
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<tr>
<td>Custodian</td>
<td>Mr. Charles Short</td>
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EMERGENCY CLOSING

Should the need arise to close school or to delay our opening because of inclement weather or other emergencies, Garden State Cable Customers can now tune into our **E & G TV, Channel 18.** Please look to E & G TV for any other school or local government information.

We will still continue to notify KYW Radio Station, 1060 AM in Philadelphia. Our school closing number is 583.

You may also call your school. The school’s answering system will be updated on the morning of snow closing days, for anyone calling the school on that particular day.

**EMERGENCY CLOSING OF SCHOOL DURING THE DAY**

If it becomes necessary to close school during the day, the Home and School Association telephone chain will be activated. You will receive a call from your child’s room mother advising you of the status of school closing. **NOTE:** Please make sure that all home, work and emergency numbers are kept up to date in school files. This is the parent’s responsibility.

During a personal emergency, or weather emergency, children can be released to parents or guardians. Please report to the school office and we will have your child come to meet you.

**DELAYED OPENING**

The Pine Hill Public Schools has in place a One-Hour Delayed Opening Schedule. Parents/guardians should make special note of this schedule. You can tune to E & G TV, channel 18 (for Garden State Cable customers), or listen KYW Radio, 1060 AM in the morning and listen for our school number: 583. Information will be given concerning our closing for the day or opening one-hour late. **Please note:** There will be a one-hour delay in bus pick ups so make arrangements for students to be dropped off at school at 9:30 AM, if your child walks or is driven to school. If you have a morning kindergarten student, your child’s hours will be from 9:30 AM to 12:00 Noon. The afternoon kindergarten schedule will remain the same: 12:30 PM to 3:00 PM. **Please note on these mornings NO BREAKFAST PROGRAM or JUST KIDS BEFORE SCHOOL PROGRAM will be held. The Just Kids Afterschool Program will run as usual and dismissal will be the usual times. We ask you to plan now for these situations to avoid any last minute confusion.

**PLEASE DO NOT DROP CHILDREN OFF EARLY ON THESE DAYS AS THERE WILL BE NO ONE HERE TO SUPERVISE THEM.**
DAILY ARRIVAL TIME

The school buildings and grounds are unsupervised until 8:00 AM. The arrival time for PM kindergarten students is 12:20 PM. The school cannot assume responsibility for students arriving before the time specified. Therefore, parents are strongly encouraged not to send children to school before the designated times.

CROSSING GUARDS

The Pine Hill Police Department provides crossing guards during the following times:
8:00 AM to 8:30 AM  11:00 AM to 1:00 PM  3:00 PM to 3:30 PM

LATENESS

It is very important for your child to arrive at school at the proper time. Tardiness, while sometimes unavoidable, can certainly be minimized. Make sure your child gets adequate sleep and gets up in plenty of time for school. If it is necessary for your child to be late for school, please ensure that he/she is accompanied by a signed note. It would be helpful to call the school and place your child’s lunch order, if they will arrive by lunch time.

GUIDELINE TO ADDRESS ABSENTEEISM AND TARDINESS

The Board of Education believes that regular school attendance is a necessary part of the learning process and is a key to getting a good education. Irregular school attendance limits the learning process and reduces the opportunity to get a good education. Chronic absenteeism is a behavior highly associated with dropping out of school. Students who are frequently absent are establishing a pattern of behavior that may follow them through life and seriously encumber their potential.

Early detection of potential dropouts and addressing their needs will minimize the number of children who will be "turned off" by school and thus drop out. The following procedural guidelines have been established:

1. During each new month, the previous month’s attendance is examined by the classroom teacher. Any student absent or tardy without a doctor's excuse 15% or more of the possible number of days students could attend school will receive a call from school voicing our concern.
2. If a student is absent 15% of the subsequent month, a registered letter signed by the Principal will be forwarded to the parents/guardians.
3. If a student is absent 15% of any following month, the Attendance Officer will visit, and a registered letter signed by the Principal will be sent.
4. In consultation with the Superintendent of Schools, Municipal Court procedures will be initiated if appropriate.

PERMISSION TO LEAVE SCHOOL EARLY

If it is necessary to take your child out of school during school hours, please send a note to your child’s teacher. Please report to the school office and we will have your child come to meet you. No student will be permitted to leave school early unless signed out by a parent/legal guardian or a person so authorized by a parent/legal guardian.
VISITORS

Cooperation and communication between home and school is very important and we encourage you to visit your child's school. However, please be advised that anyone not directly involved with the daily operation is considered a visitor.

ALL VISITORS (Parents, friends, business persons, etc.) MUST REPORT TO THE OFFICE and sign in when entering the schools. Thank you for helping us to maximize the safety of our students.

TELEPHONE ANSWERING SYSTEM

In order to effect a more efficient communication process between home and school, the district has implemented a message board phone system. The message system provides you with pertinent school information without the need to actually speak to school personnel, which can free up the phone line for more immediate matters.

The system will be in operation at times the main office is unoccupied, including evenings and weekends. You have the ability to leave a message, thus insuring your communication is received and will be addressed when office personnel return.

Should there be an emergency when you absolutely must talk to someone in school, call the Superintendent's Office at 783-6900. It is our hope this new system proves to be a convenient communication tool for the district.

BICYCLES AND SCHOOL

The Pine Hill Public Schools have had a long standing rule that permits students in fourth through sixth grades to ride their bicycles to and from school. However, those students must walk their bicycles, not ride them, while on school grounds. For security reasons, we suggest you provide a lock for your bicycle. Since there are approximately 450,000 bicycle accidents per year in the United States, please stress the importance of bicycle safety with your child(ren). Further, skateboards and other dangerous modes of transportation are not permitted for any grade level. These rules are designed to protect the students from physical harm. We appreciate your cooperation.

New Jersey State Law now requires all children, 14 years of age or younger to wear a safety helmet when bicycling or rollerblading. We also recommend elbow and knee pads when rollerblading.

LOST AND FOUND

Lost items should be reported or turned in to the school office as soon as possible. Parents are asked to check for lost items during their visits to the school.
COMMUNITY LIBRARY

In the December of 1995 the Pine Hill Public Schools and Borough Government joined resources to open the Pine Hill Community Library. Located in the Media Center of the John Glenn School, it affords patrons the opportunity to order books via computer and download magazine articles from the Camden County Library, explore and do research on the Internet and borrow materials from the Glenn School's book collection. Approximately 150 community members joined since the library opened in December of 1995. Patrons are able to work on class projects, type college and work-related resumes, explore the Internet and avoid the driving and parking hassles frequently encountered when utilizing the County Library in Voorhees. Library hours are Monday and Thursday - 6:30 PM to 8:30 PM.

MONTHLY SCHOOL NEWSPAPER

During the school year, our schools will publish monthly newspapers. Through these newspapers we will be able to inform you of the activities that will take place during the following month in each school. The Dr. Bean School Newspaper is called The Third Avenue Journal and the John Glenn Newspaper is called The Friendship. These publications are a project of selected sixth grade students.

IMPORTANT: Please be sure to note the Calendar of Events printed on the back cover of the newspaper. This calendar takes the place of notices which may not find their way home. Ask your child, if you do not receive the newspaper by the beginning of each month.

COMMUNITY NEWSLETTER

During the school year, the Pine Hill Board of Education publishes a community newsletter which is delivered to each residence in Pine Hill. This publication informs citizens about school activities and educational issues. Remember to look for this newsletter in the Fall and Spring. All community organizations are welcome to publicize their activities in the community calendar. Please feel free to submit such information to the Adult-Community Education Supervisor.

HOME AND SCHOOL ASSOCIATION

The objective of the Pine Hill Home and School Association is to bring the home and the school in closer relationship so parents and teachers may cooperate intelligently to encourage improved education of our children.

Home and School Meetings are held each month, alternating between John H. Glenn and Dr. Albert M. Bean Schools at 7:30 PM. Look for notices in the school newspapers as to dates and locations.

1998 - 1999 Officers

President Mrs. Sherry Zolinas
Vice President, Glenn School Mrs. Sandy Brewer
Vice President, Bean School Mrs. Caroline Adams
President Mrs. Sherry Zolinas
Vice President, Glenn School Mrs. Sandy Brewer
Vice President, Bean School Mrs. Caroline Adams
Treasurer Mrs. Rose Ann Muloney
Corresponding Secretary Mrs. Karen Jones
Recording Secretary Mrs. Rose Ann Muloney
ADULT/COMMUNITY EDUCATION PROGRAM

Our Adult/Community Education Program has adopted the philosophy of the community school. The community school is a school which becomes a center of service to all people of the community for assistance in fulfilling their basic needs. Our Adult/Community Education Program accomplishes this by providing community services: recreation programs, enrichment programs, vocational programs and educational courses for people of all ages. The schools are also available for use by community organizations on a scheduled basis. Adult/Community Education programs succeed when the community takes advantage of the services provided. We urge you to take part in our programs by suggesting ideas, volunteering to assist, sharing your skills or hobbies by instructing a program or by enrolling in one. For further information, contact Mr. Rick Williams, Adult/Community Education Supervisor at 783-4107.

JUST KIDS PROGRAM

Now there is an easy and convenient place to turn for your before and after school child care needs. It is a unique child care program for school age children only, sponsored by the Pine Hill Public Schools in cooperation with Just Kids, an Archway Program. This program is available for children in grades one through six and is provided in the child's school. Care is available before and after school and during early dismissal schedules. Children will be dropped off and picked up by their parents.

The program provides a wide variety of planned enrichment activities such as: creative arts, sports, games, projects, study time, as well as supervised free time to relax and enjoy friends. Free breakfast and nutritious snacks are served. Just Kids operates from 7:00 AM to 8:30 AM and 3:00 PM to 6:00 PM. The cost of the program varies depending on the number of days and sessions you are enrolled in Just Kids.

If you would like additional information about Pine Hill's before and after school child care program, please call Just Kids, An Archway Program at (609) 768-8190.

AFFIRMATIVE ACTION NOTICE

Any person who feels there has been committed against him or her or against another, a violation of human rights on the basis of race, religion, sex, age, or national origin has the right and obligation to file a complaint against such discriminatory action. A copy of the "Procedure for Complaints of Discrimination" and a grievance form are immediately and effective investigation. Also located within all school district offices are copies of Affirmative Action Plans.

Any questions regarding this matter should be referred to the District Affirmative Action Officers, Mrs. Carolrae Surovick at 783-5300, and Ms. Pamela Thomas at 784-6122. Alternate Affirmative Action Officers are Mr. Donald Falato, Superintendent of Schools at 783-6900 and Ms. Carol Mascioli, School Business Administrator at 784-8887.

SECTION 504 OF THE REHABILITATION ACT OF 1973
HANDICAPPED PERSONS RIGHTS UNDER FEDERAL LAW

Section 504 states that: "No otherwise qualified handicapped individual in the United States shall solely by reason of his handicap, be excluded from the participation in, be denied the benefit of, or be subject to discrimination under any program or activity receiving Federal financial assistance."

Any person who has a complaint that discrimination on the basis of a physical or mental handicap exists in any school program funded by HEW may contact the District 504 Officers, Mr. Donald Falato, Superintendent of Schools and Ms. Carol Evans, Supervisor of Special Services at 784-6122.

Pine Hill Board of Education is an Equal Opportunity Employer
REPORT CARDS AND PARENT-TEACHER CONFERENCES

The key to a successful educational program is the cooperation of parents and educators. We encourage you to play an active role in the education of your children.

The Parent-Teacher Conference is one of many steps we have taken in building a better educational program for your children. The first type of conference is a group conference which is an information session that helps parents get acquainted with the school and curriculum. This conference is scheduled at our Annual Fall Open House, held in the evening. The second type of conference, the individual conference, provides parents with the opportunity to learn about their child's progress, strengths, weaknesses and behavior patterns. It also allows parents to give to teachers information that may help to foster a better understanding and appreciation for the children in their classroom. Please keep in mind that the group conference is not the time to discuss individual children. There will be ample time for that during the individual conference. Parent-teacher individual conferences are scheduled in the fall and spring, with evening conferences also being provided. Parent-Teacher Conferences are certainly not limited to the above schedule. If at any time during the school year you wish to speak with your child's teacher, please contact the school office and request an appointment.

REPORTS DATES
Interim Reports October 8
Report Cards November 16

Conferences Week of November 16
Interim Reports December 11
Report Cards February 3

Interim Reports February 26
Report Cards April 19

Conferences Week of April 19
Interim Reports May 7
Report Cards June 16

* OPTIONAL

Interim Reports - During the first marking period, all students will receive Interim Reports. During marking periods 2, 3, and 4 -- only Interims suggesting areas where improvement is needed will be sent home for students.

Kindergarten and Preschool Progress Reports will be sent home February 3, 1999 and on the last day of school in June, 1999.

Parent-Teacher Conferences will be held the weeks of November 16, 1998 and April 19, 1999. Evening Conferences will be scheduled during both conference weeks. School will be on half day sessions during both weeks of Parent-Teacher Conferences. HALF-DAY KINDERGARTEN AND PRESCHOOL STUDENTS WILL MAINTAIN THEIR REGULAR SCHEDULE.

Report Cards will be issued periodically as listed.

PROMOTION AND RETENTION OF STUDENTS

It is the philosophy of the Pine Mill Board of Education that students be placed at the grade level for which they are best adjusted developmentally, academically, socially and emotionally. The educational program shall provide for the continuous progress of children from grade to grade, with children spending one year in each grade.

A smaller number of children will benefit by being retained for an additional year in the same grade. Retention of a child is an extremely serious matter. It is imperative that comprehensive documentation be available to indicate that retention is the most effective approach to address the situation.

It is the objective of this policy to present a thorough process through which retention decisions can be made. This policy will ensure that the best interest of the children will be the primary consideration for making a retention decision. A copy of the entire Promotion and Retention Policy is available upon request, in the office of each school or the Administration Building.
SCHOOL HOURS

The regular hours for Full Day Programs, grades kindergarten - 6th will be from 8:30 AM to 3:00 PM.

The regular hours for the Half-Day Programs which includes: Kindergarten, Preschool Disabilities and Four-Year-Old Preschool will be:

**AM Session:** 8:30 AM to 11:00 AM
**PM Session:** 12:30 PM to 3:00 PM

The AM and PM session times will remain as noted above throughout the year, with the exception of the last day before Winter Break and the Last Day of School. On both of these days, the AM and PM classes will attend school in the Morning Only. You will receive a reminder notice when this occurs.

HOMEWORK PROCEDURES

Based on the recommendation of the Homework Committee (May, 1991) the Pine Hill Board of Education has revised Policy #6154 Homework/Make-up Work which states:

The Board of Education believes that homework relevant to material presented in class provides an opportunity to broaden, deepen or reinforce the pupil’s knowledge.

Teachers may also give homework to students to aid in their development. The type, frequency and quantity of homework assigned should be determined by the needs of the individual student and should not require additional instruction beyond class period, thereby requiring parents to supplement instruction. Homework should be an application or adaptation of a classroom experience and/or interrelated major homework assignments such as papers, themes and creative art projects. It should not be assigned for disciplinary purposes. Assignments before vacations and weekends should be avoided, if possible.

GUIDELINE FOR STUDENT ATTIRE

The purpose of the recommendations for dress is to encourage students to develop a sense of pride in appearance and a sense of good taste, propriety and decorum in dress.

The first premise of good appearance is that clothing be neat and clean and appropriate for the occasion.

1. Hair must be kept neat and clean and in such a manner so as not to endanger the student’s health and safety as well as that of others.
2. All attire must be of sufficient length to cover all undergarments. It is recommended that shorts be at least six inches down the thigh.
3. Patches, slogans, words or symbols of an objectionable nature should not be worn.
4. Footwear with metal cleats or any other type of ornament, which is not an integral part of the footwear cannot be worn except that which is prescribed by a physician.
5. Footwear which is not firmly attached to the foot by either straps, laces or zippers will be considered unsafe and hazardous to the students.
6. Any mode of dress determined by the Principal as a safety or health hazard will not be permitted.

The use of make-up is discouraged in the elementary school setting. Use of make-up encourages other behaviors which are not appropriate for elementary school-aged children.
STUDENT DISCIPLINE

The Board of Education expects pupils to conduct themselves in keeping with their level of maturity, with a proper regard for the rights and welfare of other pupils, for the educational purpose underlying all school activities and for the care of school facilities and equipment.

The Board of Education believes the standards of pupil behavior must be set cooperatively by interaction among the pupils, parents/guardians, staff and community, producing an atmosphere which includes respect for self and others as well as for district and community property. The ultimate aim of discipline in our schools is two-fold:

1. To give direction to a sustained effort to produce self-discipline in the student, who has yet to mature in his/her thinking and actions;
2. To firmly establish the rule of the teacher as an adult who understandingly guides the pupil toward self-discipline.

In an effort to build self-discipline and self-respect in individual students, to maintain an appropriate learning environment and to insure the rights of all students in our schools, the following rules have been mandated:

1. Students will cooperate with those in authority and follow authorized instructions promptly;
2. Students will speak to school personnel and fellow students in a polite and respectful manner;
3. Students will not cause physical or verbal harm to another student or school employee;
4. Students will sit quietly and correctly in their seats unless otherwise instructed;
5. Students will be prepared for class with appropriate assignments and materials;
6. Students will walk in school buildings in a quiet and orderly manner;
7. Students will treat all school property with care;
8. Students will not chew gum on any school property;
9. Students will attend school on the required days and appropriate times as stated on the approved school calendar;
10. Students will be responsible for all procedures in specific areas including those in: Art, Computer Lab, Assemblies, Buses, Cafeterias, Classrooms, Gym, Hallways, Library, Music, Playground and Related Services such as Basic Skills, Counseling, Resource Rooms and Speech Classes.

As parents/guardians you have been made aware of these school rules and we encourage you to stress and review them with your child(ren). The teacher is responsible for classroom discipline. The principal will assist the teacher in all ways possible. When a student is referred to the office, a Student Misconduct Report must be sent. Once a child has been reported to the office, the course of action is determined by the principal.

It is impossible to spell out in every detail the working of any discipline plan in connection with each type of offense, since the same offense can have degrees of related factors. Therefore, the principal may use his/her judgement in determining the appropriate course of action including any of the following actions:

(1) reprimand
(2) detention **
(3) letter home
(4) parent conference
(5) suspension (internal/external).

Positive reinforcement will be given for appropriate behaviors, such as a treat, free play time, stickers, etc. Parents/guardians are expected to do their best to cooperate and encourage self-discipline and self-respect in child(ren).

**NOTE: It is expected that the parent/guardian of a student serving detention will provide arrangements for transportation home, utilizing the district detention notice.
SCHOOL BUS SAFETY

Please remind your children that safe operation of the school bus is directly related to the behavior of students. Poor behavior distracts the bus driver from their responsibilities. Improper behavior on the school bus may result in suspension from bus privileges. During suspension of bus privileges, parent or guardians will be responsible for the transportation of their children to and from school. Children must wear a seat belt when furnished on the bus.

Students are permitted to ride their assigned bus only. Emergency exceptions can be considered for approval by the business administrator, upon receipt of written request only.

SCHOOL HEALTH

Health services are provided under the direction of the school nurses. They are available every school day. The school nurses give vision screening and hearing tests to all students. Children ages 10 and older will be checked every year for scoliosis. The schools are equipped to give emergency first aid. Treatment of a more serious nature will be referred to the home. The school nurses will consult with you on any particular health problem.

A strep throat culture program is available to students. Parental permission is required prior to student participation.

Under certain circumstances requiring prior approval, students may administer medication to themselves. The school nurses have copies of the policy for those parents/guardians who wish to provide their child(ren) with this option. All requests must have the prior approval of the Board of Education.

Students who must take medication in school must have a note from their parent and physician. All medication to be given in school must be sent to school in the original Rx bottle from the pharmacist.

ADMINISTERING PRESCRIPTION AND NON-PRESCRIPTION DRUGS

We are taking this opportunity to remind all parents of the New Jersey State Law which governs children bringing either prescription or non-prescription medication to school except under the following circumstances.

Any student taking prescription drugs by direction of a doctor must bring the prescription to the school in the pharmacist’s prescription container. The container must be given to the school nurse. At the appropriate time, the medication will be dispensed by the school nurse. The prescription must be accompanied by a note from a parent.

We would appreciate your cooperation in this matter. This regulation refers to all forms of pills including vitamins. Such regulations are enforced for the protection of all students.

Any child found in possession of pills in violation of the regulation will be subject to suspension.

Should you have any questions, please contact your building principal or school nurse.
USE OF DRUGS, ALCOHOL AND TOBACCO ON SCHOOL PROPERTY

It is the responsibility of the Pine Hill Public School District to safeguard the health, character, citizenship and personality development of the students in its schools. The Board of Education recognizes that the use of drugs and alcohol illegally or inappropriately constitutes a hazard to the positive development of students. Therefore, the Superintendent shall direct development of a program for evaluation and treatment of pupils found possessing or using tobacco, alcohol or drugs on school property or at school functions.

The Pine Hill School District shall:
1. Be concerned with the education and prevention in all areas of drug, alcohol and tobacco use and abuse.
2. Establish and maintain a realistic, meaningful drug, alcohol and tobacco education program which shall be developed and incorporated in the total educational process.
3. Establish and maintain an ongoing in-service, drug, alcohol and tobacco education program for all school personnel.
4. Cooperate with agencies that are involved with the health of students relating to the use of drugs and alcohol.
5. Coordinate related services utilizing district resources as well as appropriate related agencies.
6. Any child found in possession of drugs, alcohol or tobacco in violation of this regulation will be subject to suspension.

SMOKING

As of December, 1989, smoking is no longer permitted in any school-owned and/or operated facility.

CHILD ABUSE

Too many children are abused each year. In an effort to curb this problem, the Pine Hill Board of Education has adopted a policy regarding abused children. As child advocates we are required by law to report SUSPECTED child abuse incidences to the Division of Youth and Family Services (DYFS). For a copy of Policy #5141.4, please contact your child’s school office.

MEGAN’S LAW IMPLEMENTATION

The Board of Education has adopted a policy which addresses the requirements of Megan’s Law (Policy # 1100.2). In general, the policy and Megan’s Law requires adults and juveniles found to be compulsive and repetitive sex offenders to register in accordance with a system designed to permit law enforcement officials to identify and alert the public WHEN NECESSARY FOR PUBLIC SAFETY.

The board will follow all directives received by the County Prosecutor’s Office and local law enforcement officials regarding the appropriate community notification requirement. Copies of the full Policy are available from the Office of the Superintendent.

ZERO TOLERANCE POLICY

The Board of Education recognizes that there are certain behaviors that, if tolerated, would quickly destroy the type of learning environment to which the students and staff of the district are entitled. These behaviors, categorized as violent and aggressive, will not be tolerated and shall therefore result in immediate action being taken by the district.

All acts of violence and aggression shall result in those involved being placed on a compulsory Behavior Management Plan. In addition to this BMP each situation shall result in specific consequences, determined by the seriousness of the act, including consideration of expulsion from school for acts of a serious or chronic nature. Copies of Policy # 5131.4 are available from the Office of the Superintendent.
SCHOOL CURRICULUM PROGRAMS

The Pine Hill Public Schools are aligned with the challenging new Core Curriculum Content Standards. This 96-97 initiative, promoted by the State of New Jersey Department of Education, has raised the standards on what is expected of our children in New Jersey. These challenging standards describe what all children should know and be able to do upon completion of a thirteen year public education. There are 56 standards covering seven academic content areas and 5 workplace readiness skills. Concurrently, Pine Hill Public Schools offer a continuous curriculum beyond the standards. All curriculum programs are reviewed and updated on a regular basis according to a five year plan, to ensure that students benefit from the most up-to-date teaching methods and materials. The following are the programs offered in our schools: Basic Skills Instruction (Standards), Special Education, Child Study Team Services, Kindergarten (full and half-day), Early Childhood (Preschool), Academically Gifted and Talented, Computer Technology, Speech Therapy, After-school Remedial Instruction, Homework Hotline, Counseling Services, Pre-school Handicapped Class, Cultural Enrichment (Spanish) Grade 6 only, Community Education Adult Classes, Instrumental Music, Art Enrichment, English As A Second Language, Nutrition (breakfast), Just Kids, Health and Family Life Education, Community Library, DARE, Choosing Health Alternatives to Smoking (CHAS), Environment and Recycling Program and Junior Achievement.

MEDIA PROGRAM

The school's Media Center missions are the enhancement of student reading skills, increasing student's knowledge levels and developing their enjoyment of books and to develop in children the ability to learn from other types of media such as video, television, computers, etc. In addition, students have the opportunity to practice responsibility of borrowing and returning books on time.

Following are Media Center rules that students are asked to follow:
1. Books must be returned by the date stamped on the book pocket. If absent when their class has media period, students should return their books when they return to school. They may borrow another book at that time.
2. Books should be returned in the same condition as they were when borrowed.
3. Books lost or damaged beyond repair must be paid for. Report cards will be withheld until all outstanding debts are paid.

Anytime parents have special requests or questions regarding the school media program, please contact the Media Specialist at your child’s school.

SPECIAL SERVICES

The Child Study Team Office is located on East Seventh Avenue. The general team consists of eight members: two Learning Consultants who test for learning skills and/or academic levels; a School Psychologist who evaluates youngsters to determine their intellectual and social-emotional status; a School Social Worker who consults with parents and teachers in order to obtain a developmental and social history about a child; three Speech Therapists who evaluate and remediate pupils' speech and language difficulties; and one full time, and one part-time Guidance Counselor who are available for consultation with parents and teachers and for counseling of children. If you have any questions concerning your child's learning or adjustment difficulties in the school setting, you may call the Department of Special Services at 784-6122.

PUPIL RECORDS

The district provides to parents/adult pupils, on request, a list of the types and locations of pupil records collected, maintained or used by the district. This list is available at each school and the Child Study Team Office.
PEER MEDIATION PROGRAM
Getting Along Together Everyday

Peer mediation is a school based program that uses conflict resolution as a means to settling student disputes – peacefully. A mediation request can come from a student, teacher or administrator. The types of disputes that can be mediated include: rumors, name-calling, fighting, threats, loss of property or general disagreements.

Mediation is a six step process. The assigned student mediators will take the students (disputants) through the steps so that a resolution to the problem may be reached. A teacher facilitator is present at all mediations. Mediations are confidential. Through this program we hope to create a healthy and peaceful school climate, increase student communications and problem-solving skills and decrease conflicts, while encouraging students to seek peaceful solutions.

READING RECOVERY PROGRAM

Reading Recovery is an early intervention program for helping children who are at risk of early reading failure. It is a one-time intervention that comes at the earliest stage of the child's schooling. The goal is for a teacher with special training to accelerate students and to help them develop into independent readers. Reading recovery requires one-to-one individualized instruction for an average of 12 to 16 weeks. It is a supplemental pull-out program that does not replace the regular classroom reading and writing instruction.

AFTER-SCHOOL SUPPLEMENTAL INSTRUCTION PROGRAM

The purpose of the after-school Supplemental Instruction Program is to provide supplemental instruction to help students with subject matter, content and skills that will enhance their educational development.

The instruction will take place both during and after school. Students recommended for this program will be selected from the Basic Skills population and other students in need of remedial assistance as recommended by the schools' Pupil Assistance Committee.
PRE-SCHOOL DISABILITIES PROGRAM

The Pine Hill Public Schools offer a program for children ages 3 to 5 years who are experiencing delays in development. Such delays may involve the following areas: speech; hearing; vision; motor ability; thinking skills; or social-emotional well-being. If you have concerns regarding your pre-school child in these areas, please contact Ms. Carol Evans at 784-6122.

ACADEMICALLY GIFTED AND TALENTED PROGRAM

The Pine Hill School District recognizes the unique needs of its students. Therefore, beginning in kindergarten, the Gifted and Talented Program is designed to identify students through multiple measures. The program has both a pull-out system and an enrichment component. This affords the district the opportunity to service all children. Leadership, creativity, problem-solving and higher order thinking processes are emphasized.

ART ENRICHMENT

The Pine Hill Public Schools offer Art Enrichment for grades four, five and six at both schools. Admission requirements are good grades, good behavior and an interest in art. Children will be pulled from regular class once a week to work on more demanding art projects. These classes are 50 minutes long and the work products are placed on display throughout the school.

FULL DAY KINDERGARTEN PROGRAM

Pine Hill Public Schools has developed a full day kindergarten program to afford our community’s children the opportunity to be “Ready to Learn”. This program will be a full day program running from 8:30 am to 3:00 pm. All children must be five years old before October 1st. The curriculum will be the same as the half-day kindergarten program. The children will eat lunch in their classroom and transportation will be provided according to school policy.

FOUR-YEAR OLD PRESCHOOL PROGRAM

Pine Hill Public Schools recognizes the importance of having all children “Ready to Learn”. Therefore, a four-year old preschool program is offered. This program, for children who are four years old before October 1st, will be a half-day program. There will be a morning and afternoon session at each school in the district. Parents are required to provide transportation. The goal of this program is to offer the four year old children in our community positive, early learning experiences.

ENGLISH AS A SECOND LANGUAGE

Our district’s ESL services are designed to improve the English language skills of pupils with limited English proficiency. These services are provided in addition to the regular school program and have as their goal the development of listening comprehension, speaking, reading and writing skills in English.

In New Jersey, parents have the option of declining ESL services for their child if they so choose.
HEALTH AND FAMILY LIFE PROGRAM

A regular Health and Family Life Curriculum is provided for students. Instructional responsibilities for this program is shared by classroom teachers, the physical education teacher and the school nurses. On a yearly basis, parents will receive a curriculum outline which describes our Health and Family Life Program. Parents will have the option of having their children excluded from certain Family Life topics. As mandated by the State Department of Education HIV/AIDS Education will be addressed appropriately at all grade levels.

The Board of Education will comply with the rules of the State Board of Education and the State Department of Health with regard to the admission and employment of persons who may be infected with Human Immunodeficiency Virus (HIV).

No person, pupil or employee will be excluded from school solely because he or she is infected with HIV or lives with or is related to a person infected with HIV.

Also, it is not necessary that anyone in the school be especially notified that an HIV infected person is attending school. In the event that the school nurse, school official or school employee is apprised that a pupil or employee is infected, the fact of the infection will be held in strict confidence.

BREAKFAST AND LUNCH PROGRAMS

A breakfast and lunch program is offered daily to all students attending full day kindergarten through sixth grade. Menus distributed monthly provide daily and alternate selections along with prices. Ala carte items such as pretzel sticks, ice cream and cookies are served daily.

Applications to determine free, reduced or paid status are available through the building principal. Returning students will continue on the same status as they were at the close of the previous school year. New students must pay for their meals in full until their applications are processed. Please be advised that this information is kept completely confidential. Students who qualify for free or reduced lunch also qualify for free or reduced breakfast.

Students are permitted to remain at school for lunch. Moreover, students are permitted to bring their lunch from home. Milk is available for purchase for those students. Details about the milk program will be sent home with your child. No refrigeration is available for student lunches and beverages which are sent from home. Please do not send glass containers in your child's lunch.

Children may go home for lunch. Those who do are not permitted to return to the school grounds before the last ten minutes of their lunch period.

Children who exhibit unacceptable behavior during the lunch period may, at the discretion of the school principal, be denied the privilege to spend their lunch hour at school.
PINE HILL PUBLIC SCHOOLS
1998 - 1999

For The Latest Information Tune to Channel 18
(Garden State Cable)

SEPTEMBER
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If the schools close for emergencies, the calendar will be extended at the end of the year.

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A ▲ Half-Day Students Only
● School Closed
○ School Closed for Students
Open for Teachers
■ Half-Day for Teachers
and Students
□ Last Day for Teachers
12:30 PM Dismissal

TOTAL 180 184
DR. ALBERT M. BEAN SCHOOL
TRAFFIC PATTERN

JOHN H. GLENN SCHOOL
TRAFFIC PATTERN

Traffic will enter the lot through the entrance located on the
west end of the school and exit only at the east end of the school.

Please be aware that the access road behind the school is for
Authorized Vehicles Only. Private vehicles are strictly
prohibited.

Please familiarize yourself with the map below, and in the
interest of child safety, please obey all traffic signs posted at the
school. Do not park next to the yellow lined area
directly in front of the main building. This
parking is for buses only. Thank you.

Route for picking up children.
1. Please follow directions of arrows
2. Children are to cross at crosswalks only
TECHNOLOGY AWARD

Congratulations to Don Falato, District Superintendent, on being named “Technologist of the Year” by the New Jersey Association for Technology for 1998. Mr. Falato was recognized for his contribution to the school district and community in the area of technology. Here are his accomplishments in the area of technology since his arrival in Pine Hill:

1. Automated the library/media center to include the Winnebago System.
2. Library/Media Center is equipped with 5 computers with internet access.
3. Opened up the John Glenn School’s Library/Media Center two nights per week for community use.
4. Participant with Camnet which provides access to the Camden County Library’s card catalog system, non-fiction section as well as a video rental section.
5. Installed an Information Retrieval System (IRS). Teachers can access the IRS from their classroom using a newly installed phone system. Phone system also allows for classroom to classroom communication.
6. The district’s two computer labs have been upgraded from 12 computers each to 28 computers each, all networked which includes internet access.
7. His goal is to have three computers in each classroom with internet access. Presently, there is at least one computer in each room with internet access.
8. Each classroom computer is connected to a 27 inch monitor which displays the computer’s desktop for whole class instruction and to view video tapes or laser discs.
9. Became participants in Goals 2000 with the Camden County Technical School which trains teachers and provides a computer for his/her classroom.
10. Became a participant in the Tech 2000, the county freeholder’s plan to have a computer in each classroom by the year 2000. This program also provides training as well as computers for the classrooms.
11. Spearheaded the plan that provides a cable channel for 5 school districts and four communities. E&G TV (Education and Governmental Television) channel 18 broadcasts from the John Glenn School and provides information pertaining to the schools and municipalities of Berlin Township, Clementon, Lindenwold, LCCRHSD#1, and Pine Hill.
12. Recently embarked on a distance learning initiative becoming part of a 150 school consortium called Partners in Distance Learning.
13. Inservicing of staff has been on-going and has reached a point where we now have teachers training teachers.

Mr. Falato quickly points out that these advances in technology are specifically geared to help the teachers deliver the curriculum in a more exciting and “real” fashion to the students and we are extremely proud and fortunate to have this technology.
NEW STAFF

This year brought the addition of twelve new staff members to our district in a variety of positions. Our new staff members are:

**New Dr. Albert Bean School Staff**

Ms. Monica Brito is the new Intermediate Learning Disabilities classroom teacher. Originally from Virginia, she is a graduate of Virginia Tech and George Mason University. Ms. Brito has previously taught in Virginia and New Jersey. Ms. Brito is single, resides in Morrestown and enjoys reading in her leisure time.

New in first grade this year after filling in as our Reading Specialist at the end of last year is Ms. Lisle Winters. Ms. Winters is a 1997 graduate of Rowan University where she majored in Elementary Education. Ms. Winters is single, lives in Voorhees and is a dance instructor in her leisure time.

Filling in for a maternity leave as the Reading Specialist is Ms. Michelle Beishline of Buffalo, New York. A graduate of State University College at Buffalo, Ms. Beishline has previously taught special education in Buffalo. Now living in Philadelphia, Ms. Beishline is single and enjoys reading, the theater, and going to the movies during her leisure time.

The new School Nurse is Ms. Suzanne Nettleton. Ms. Nettleton is an 1998 graduate of The College of New Jersey where she received her School Nurse Certification. She has 12 years nursing experience at Cooper Hospital. Ms. Nettleton has also taught CPR and childbirth classes at West Jersey Hospital. She resides in Bellmawr with her son, Matthew. During her leisure time she enjoys movies, walking, music, the shore and spending time with her son.

Ms. Nancy Gudknecht moved from a basic skills instructional assistant to the fourth grade. Ms. Gudknecht is a graduate of Rowan University where she majored in Elementary Education. She is single, resides on Lindenwold and enjoys reading, bowling, the Flyers and spending time on the beach.

The second new staff member in fourth grade is Ms. Deborah Lipko. Over the past 15 years, she has taught 4th, 6th, 7th and 8th grades at Lady of Loreto Catholic School in Philadelphia. A graduate of Temple University, Ms. Lipko lives in Clementon, enjoys bowling, gardening, traveling and doing jigsaw puzzles.

Mr. Marc Dear is the new fifth grade teacher. Mr. Dear graduated from Widener University and earned his Master's Degree from Temple University. He previously taught 3 years at the Inter Pacific High School in Tokyo, Japan. He resides with his wife Marion and their daughter, Rosalie Ann in Clementon. During his leisure time, Mr. Dear enjoys reading, cooking, and playing with Rosalie.

Filling in for a maternity leave as the Reading Specialist is Ms. Michelle Beishline of Buffalo, New York. A graduate of State University College at Buffalo, Ms. Beishline has previously taught special education in Buffalo. Now living in Philadelphia, Ms. Beishline is single and enjoys reading, the theater, and going to the movies during her leisure time.

**New John Glenn School Staff**

Mrs. Elizabeth Nelson is filling in for Mrs. Kruger, who is on maternity leave from the Resource Room. Mrs. Nelson is a graduate of the University of Delaware where she majored in Elementary and Special Education. Recently married this summer, she resides with her husband Bill in Glassboro. Mrs. Nelson has previously been a resource room teacher in Paulsboro and enjoys crafts, biking and skiing.

Mrs. Stacey Kupczyn is the new Speech Pathologist. Mrs. Kupczyn completed her undergraduate work in Communications at the University of Wisconsin and her graduate work in Speech and Language at Temple University. She has previously worked at the Medford Lakes Elementary School and Cerebral Palsy Center in Hurlville. Mrs. Kupczyn resides in Atco with her husband, Alex and their 2 dogs, Aspen and Quinn. During her leisure time she enjoys reading and going to the beach.

Ms. Melissa DeMore is the new Guidance Counselor. Ms. DeMore earned her BA in Sociology and MA in Student Personal Services both at Rowan University. She comes to us from the Haddon Heights School District where she was a guidance counselor. Ms. DeMore resides in Clementon and is engaged to be married in June of 1999. During her leisure time she enjoys visiting her family and friends, exercising and planning her wedding.

*New Dr. Albert Bean School Staff Members from left to right are: Lisle Winters, Michelle Beishline, Monica Brito and Suzanne Nettleton*
Mrs. Terry Ciotto is the new Basic Skills Instructional Assistant. She is a 1998 Graduate of Rowan University where she majored in Elementary Education and Child Drama. She resides in Pine Hill with her husband Michael and their four children Gena, Ali, Michael and Jessica. During her leisure time Mrs. Ciotto enjoys bowling, camping, reading and family activities.

New staff members at the John Glenn School are from left to right: Nancy Gudknecht, Melissa DeMore, Elizabeth Nelson, Marc Dear, Deborah Lipko, Stacey Kupeczyk and Terry Ciotto.

ART AND CURRICULUM INTEGRATION

Mrs. Lenahan’s second grade class at the Dr. Albert Bean School did a lesson on the uses of stamps. They discussed the types of things that are found on stamps. Famous people, flowers, cartoons, animals, hearts, flags and places were some of the ideas shared with the class.

When the students went to Mrs. Davis’ art class, the students created their own stamps. The children created the edges of the stamp by tracing their finger around the page. After cutting out the finger holes they used crayons to “design” their stamp making sure the price was included on the stamp. They were then framed in blue or red paper. The students then wrote why they chose that particular style of stamp.

This is just one example of how the related arts classes, art, music, physical education, and computers integrate what the classroom teachers are doing in their classes. The second grade stamps are on display in the Pine Hill Post Office on Erial Road. Stop by and take a look!

Do you know what this latin word means? Well, if you were in Mrs. Birmelin’s third grade class you would! Again this year Mrs. Birmelin’s class will be learning Latin from Mrs. Gwaltney’s High School Latin Club. The students from Overbrook Senior High will be teaching one lesson each month.

The students will be discovering all about the Roman culture, holidays and various aspects of everyday life in ancient times. This will give the students a good foundation for learning future foreign languages as well as an understanding of the English language.

So if you want to know what LUDUS or another Latin word means, ask one of Mrs. Birmelin’s students. They’ll know!!

JOHN GLENN SCHOOL’S RECYCLING PROGRAM

The John Glenn School Recycling Program is underway again this year. The Environmentally Aware sixth grade students introduce this program by going to each classroom and teaching about the 3 R’s; Reduce, Reuse and Recycle.

The sixth grades conduct the program throughout the school year, collecting aluminum cans, bottles and paper each week. The cans are taken by Mr. Bupp, the custodian, to Deptford, where they are recycled. The money earned is placed toward buying land in the endangered rainforests. The batteries are taken by Camden County’s Board of Freeholders and the paper is collected and recycled by the district’s waste management company.

This successful program has been conducted by the sixth grades for seven years, providing a valuable educational experience while giving students an opportunity to help conserve natural resources. They do a great job each year and we are proud of their efforts!
CURRICULUM PROJECTS
By Jim McCollum

Pine Hill Public Schools, in a continuing effort to keep current with the latest and progressive pedagogy, is developing a few areas in curriculum this year.

The district acquired extra funding called Demonstrative Effective Program funding. Here are some of the programs this money has helped to fund.

**Summer Enrichment**
Using this state subsidized funding, the district opened up its summer enrichment program to all at no cost. This was to give the children who could not afford to attend in the past an opportunity to continue to develop academically in the summer.

**Extended School Day**
The district hired two new supplemental teachers to work from 12 noon until 7 PM. These teacher will help children during and after school hours to catch up with their work. These teachers also answer questions on a homework helpline each evening.

**Writing Using Technology**
Our fifth grade teachers are working on an objective. The teachers will be using Josten’s Writing Expedition to develop writing skills using computer technology.

**Reading Using Technology**
Our special education staff will be developing lessons using Josten’s software too. The teachers are learning to use Compass Point to allow students access to customized lessons in the classrooms using the computer.

**Early Childhood Self Study**
Our Preschool to grade two staff are developing curriculum that is developmentally appropriate and aligned with the core content standards. This group meets monthly with Corn Associates to develop lessons and study our teaching methods in the early grades.

**Distance Learning**
Under the leadership of Mr. Falato, our superintendent, Pine Hill Schools has joined a consortia with other districts in South Jersey to present distance learning opportunities for our students. Our schools have visited such places as NASA, Cold Springs Village, and the Cape May Zoo right from our media center or distance learning classroom.

**Reading Recovery**
The Pine Hill Schools are involved in this program for the second year. We are training two more teachers (total of 4) to work with 1st graders one on one to get them reading and on track to become lifelong readers.

The District’s Winter Holiday Concerts will be held on two separate evenings. The Dr. Albert Bean School Concert will be held on Wednesday, December 9th at 7:00 PM in the School’s All Purpose Room. This year’s entertainment will feature holiday songs performed by the first, second, and fourth grades.

The John Glenn School Concert will be held Thursday, December 10th. Performing groups include the second, fourth and sixth grade choruses, band, and fourth grade recorder choir. The concert is scheduled to begin at 7:00 pm.

Come out to your child’s school and enjoy an evening of holiday music to put you in the spirit of the season.

**PRESENTING THE JOHN GLENN SCHOOL “LIVE”**
The classroom monitor is dark when suddenly the sound of Bach’s *Toccata and Fugue* fills the room. The music fades out and two students appear on screen. The sixth grade announcers begin “Good morning John Glenn School, here are today’s announcements!” The students in all the classrooms stare at the TV monitor in their room to watch the daily morning announcements.

“Today’s lunch menu is”, the announcer continues. Thanks to our latest technology, we are able to broadcast cable programs, video tape or “live” events from within the school to every room in the school.

Live morning announcements began in October under the direction of Mrs. Elizabeth Stabb. Now, instead of just listening to the school’s PA system, the students get to watch a morning news broadcast that is both informative and entertaining. “Tune in tomorrow for the news, now please stand and salute the flag”.

Students watch the morning announcements live in Mrs. Sindoni’s class.
THE HOMEWORK HELPLINE

This year, the John Glenn and Albert Bean schools are proud to continue the Homework Helpline, which had its successful beginning last year. Students needing homework help Monday through Thursday may call the school between 4:30 and 6:30 p.m. Mrs. Joanne Schuda and Mrs. Dale Wark, teachers in the district, will return calls between 6:00 p.m. and 7:00 p.m. to provide assistance to students. Students are encouraged to utilize the Helpline as often as they feel necessary. Some reminders about the Helpline are:

1. When calling, dial 783-4100. When the recording is heard, press 4 to reach the Helpline.

2. The student or parent must leave their name, grade, teacher’s name, and a brief description of the problem. Please speak slowly and clearly.

3. The Homework Helpline is not for students who need to know their assignment. The teachers returning phone calls do not know this specific information.

4. There is no Homework Helpline on days before a holiday (e.g. Veteran’s Day, Thanksgiving, or after Christmas). Announcements will be made to notify students of other days the Helpline is unavailable.

*** Please encourage your children to use the Helpline. We welcome their questions and look forward to another successful year!

PEER MEDIATION

On October 27 and 28, twenty seven new peer mediators were trained to assist their fellow students in resolving conflicts. They will be encouraging our students to work through their problems and reach agreements that are workable for them. Mediation is a six step process that leads to the signing of a contract which resolves the conflict. The benefits of peer mediation include:

1) The creation of a healthy and peaceful school climate.

2) Increase student communications and problem solving skills.

3) Prevent or decrease conflicts, violence and suspensions in school.

4) Encourage students to seek peaceful solutions to conflict.

RESPIRATORY THERAPISTS VISIT THE GLENN SCHOOL

The week of October 5-9 was “Respiratory Care Week”. Two respiratory therapists from West Jersey Hospital, MaryAnn Macintosh and Penny Jacoby spoke to several of the third and fourth grade classes. They explained that their jobs involves helping people with breathing problems and that a great number of their parents had smoked for many years. MaryAnn and Penny described what happens to the respiratory system when people use tobacco in any form.

Here is what several students learned from MaryAnn and Penny’s visit:

* Michael Steelman found out smoking can get into your blood and make other things shut down.
* Racquel Yip learned that smoking in a car with the windows closed is bad.
* Bobby Zimmerman found out smoking can hurt your heart.

We will continue our campaign against smoking during the Great American Smoke Out on Thursday, November 19, 1998.
### UPCOMING COMMUNITY EVENTS

All community groups are invited to submit activities to be included in our “Upcoming Events Calendar.” Submit items to the Board of Education Office or the Community Education Office. Our next newsletter will be prepared for spring distribution.

#### November

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>2</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>3</td>
<td>First Marking Period Ends</td>
</tr>
<tr>
<td>4</td>
<td>CEC Mtg. Glenn Room 20, 7:00 PM</td>
</tr>
<tr>
<td>5</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>9</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>11-13</td>
<td>SCHOOL CLOSED - Veteran’s Day NJEA Convention</td>
</tr>
<tr>
<td>16-20</td>
<td>Half Days - Parent/Teacher Conferences</td>
</tr>
<tr>
<td>16</td>
<td>Report Cards Go Home</td>
</tr>
<tr>
<td>17</td>
<td>PM Conferences, 6:00-8:00 PM</td>
</tr>
<tr>
<td>18</td>
<td>PM Conferences, 6:00-8:00 PM</td>
</tr>
<tr>
<td>19</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>23</td>
<td>Town Meeting 7:00 PM Bean School</td>
</tr>
<tr>
<td>24</td>
<td>BOE Business Mtg. 7:00 PM</td>
</tr>
<tr>
<td>26-27</td>
<td>SCHOOL CLOSED - Thanksgiving Holiday</td>
</tr>
<tr>
<td>30</td>
<td>Santa’s Secret Shop, Community Library Open</td>
</tr>
</tbody>
</table>

#### December

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-4</td>
<td>Santa’s Secret Shop</td>
</tr>
<tr>
<td>2</td>
<td>Town Meeting, 7:00 PM Glenn School</td>
</tr>
<tr>
<td>3</td>
<td>CEC Annual Tree Lighting Ceremony</td>
</tr>
<tr>
<td>7</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>8</td>
<td>Referendum Vote - 2:00-9:00 PM Glenn</td>
</tr>
<tr>
<td>9</td>
<td>Bean Winter Concert</td>
</tr>
<tr>
<td>10</td>
<td>Glenn Winter Concert</td>
</tr>
<tr>
<td>11</td>
<td>Senior Citizen’s Holiday Luncheon, Glenn</td>
</tr>
<tr>
<td>14</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>15</td>
<td>BOE Worksession, 7:00 PM</td>
</tr>
<tr>
<td>16</td>
<td>H&amp;S General Mtg. Bean</td>
</tr>
<tr>
<td>17</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>21</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>23</td>
<td>Half Day, beginning of Winter Recess</td>
</tr>
</tbody>
</table>

#### January

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dec. 24-Jan. 3</td>
<td>SCHOOL CLOSED - Winter Recess</td>
</tr>
<tr>
<td>4</td>
<td>School Reopens, Community Library Open</td>
</tr>
<tr>
<td>7</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>11</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>14</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>18</td>
<td>SCHOOL CLOSED - Martin Luther King Day</td>
</tr>
<tr>
<td>19</td>
<td>BOE Worksession, 7:00 PM</td>
</tr>
<tr>
<td>20</td>
<td>Fingerprinting Glenn</td>
</tr>
<tr>
<td>21</td>
<td>Fingerprinting Bean, Community Library Open</td>
</tr>
<tr>
<td>22</td>
<td>Second Marking Period Ends</td>
</tr>
<tr>
<td>25</td>
<td>Com. Ed. Evening Registration</td>
</tr>
<tr>
<td>26</td>
<td>BOE Business Mtg. 7:00 PM</td>
</tr>
<tr>
<td>28</td>
<td>Com. Ed. Evening Registration</td>
</tr>
</tbody>
</table>

#### February

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
</tr>
</thead>
<tbody>
<tr>
<td>1-19</td>
<td>D.A.R.E.</td>
</tr>
<tr>
<td>1</td>
<td>Com. Ed Spring Semester Begins</td>
</tr>
<tr>
<td>3</td>
<td>Report Cards Go Home</td>
</tr>
<tr>
<td>4</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>8</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>11</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>15</td>
<td>SCHOOL CLOSED - President’s Day</td>
</tr>
<tr>
<td>16</td>
<td>BOE Worksession, 7:00 PM</td>
</tr>
<tr>
<td>17</td>
<td>H&amp;S General Mtg. Bean</td>
</tr>
<tr>
<td>18</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>22</td>
<td>Community Library Open</td>
</tr>
<tr>
<td>23</td>
<td>BOE Business Mtg. 7:00 PM</td>
</tr>
<tr>
<td>25</td>
<td>Community Library Open</td>
</tr>
</tbody>
</table>

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THIS NEWSLETTER PUBLISHED BY PINE HILL SCHOOLS

PINE HILL BOARD OF EDUCATION

Kathleen Madeza, President

Dolores Field  Mary Jane Oehrl
Kurt Fritzche   Nora Snow
Lillian LaFountain Curtis Taylor
Elmerinda Narducci Patricia Thompson

Superintendent of Schools, Donald T. Falato

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RESIDENT
NEW PARKING LOT

Construction is almost complete of the new parking lot at the John Glenn School. A growing staff and student population, and safety factors, has forced the Board of Education to construct an additional parking lot at the Glenn School. The purpose of this additional lot is two fold:

1. The vast majority of teachers will use the new lot, thus freeing up all the parking spaces currently on the Turnerville Road side of the old parking lot.

2. With these old spaces now open, parents will be asked to pull into these open spaces when dropping off or picking up children. This will eliminate parents from parallel parking to drop off or pick up children which has created congestion, but most importantly, unsafe conditions. There will be no parking along the curb side of the old parking lot in front of the building because it is a fire zone.

It is anticipated that when the new lot is completed, traffic flow will be more efficient and safer conditions will exist. Of course this will only occur if everyone adheres to the parking regulations set down by the Board of Education.

SCHOOL OBJECTIVES AND YOU

Each spring, the Board of Education sets objectives for the coming school year. These objectives range from building repairs to curriculum needs and have included such projects as investigating the selection of a curricular program. We are responsible for developing Educational Objectives for Program Improvement, which will be approved by the State Department of Education.

We are requesting that you contribute to this process. Would you please forward to Mr. McCollum, at either school, any ideas you have for projects which could be considered. Your suggestions should be presented in writing. Suggestions do not have to be submitted in any particular form. A statement of your ideas would be sufficient.

Please include your name, address and phone number so that we can clarify any questions we may have regarding your suggestions.

Should you have any questions, please do not hesitate to contact us. Thank you for your interest and concern.

Respectfully,
James McCollum
Curriculum Coordinator
Don Falato
Superintendent of Schools

Construction of new parking lot at Glenn School
The proposed budget developed by the Pine Hill Board of Education maintains a high quality educational program, continuing to support its criteria to meet the needs of all students. Reading recovery, counseling, technology and supplemental instruction will continue, along with a summer enrichment program.

Two major capital projects are included in the budget to prepare for the dissolutionment. A bus loop will be constructed in front of the senior high school, and the tennis courts will be relocated. Both projects are planned to begin in July, 1999.

Although debt service aid was increased by $375,222.00, the amount of core curriculum aid was not as substantial. Therefore, the 1999-2000 budget reflects a 4.3 cent tax increase.

As always, we feel it is extremely important to provide all of our children with a quality education. We look forward to your continued support on April 20, 1999.
Many of our students this year have had an opportunity to visit places via our distance learning equipment. These visits are sometimes referred to as "electronic field trips" or "virtual field trips". If you are familiar with how teleconferencing works, you know what the students are experiencing. Our students will visit a place and can be seen and heard at the other end. Of course, the remote location can also see and hear us.

The first grades from Bean School have visited the Pennsylvania State Museum and learned about animals such as the bear, raccoon and porcupine. Second grades from Bean also visited the museum and learned about dinosaurs. Glenn School second graders visited the Cape May Zoo for a lesson on birds, specifically the owl.

Fourth grades from both the Bean and Glenn Schools have taken a tour of the International Space Station at the Johnson Space Center in Houston, Texas. These same grades along with the fifth grades have visited the Historic Cold Spring Village in Cape May where they learned about life in the 1800s.

In all, over 800 students have been to places they have never before seen or visited and they did not even have to leave the district to take part in the experience. As more and more places become involved in distance learning, we will be able to provide our students with many experiences that enhance what they are learning in the classroom. Hopefully, we will reach a point where each grade level will have, built into their yearly curriculum, two or three distance learning sites to help establish richer and fuller learning experiences for the students.

Fred Seeber, a professor of Photonics at Camden County College has studied lasers since the 1960's. He is the primary consultant to the federal government on laser safety, working with the Department of Health and Human Services. And as town council president in Manahawkin, a shore community, he found himself on the front lines of a battle he knew quite a bit about when lasers started turning up there last year.

Lasers are highly concentrated beams of directional light, Seeber said. When certain materials are stimulated by electricity, they emit the beams, and mirrors amplify and focus them.

Seeber has taught at Camden County College since 1971 and started working with lasers in 1976; in 1989, the college built the facility that houses the school’s Laser Institute of Technology for Education and Research. At the Institute - the only one of its kind at a two year college in the United States, Seeber and his colleagues conduct research on lasers and teach students how to use them for things such as fiber optics.

In his consulting with the federal government, Seeber has focused on the possible hazards from improper use of the beams. Recently published research has also highlighted potential problems, he said.

His conclusion: Laser pointers and the games youths play with them, can be quite dangerous. “With students, the new fad is, ‘How long can I stare into the beam and still see?’” Seeber said. But looking into a beam for more than seven or eight seconds can lead to serious eye injury, Seeber said.

“Many of these kids are losing their sight temporarily,” he said. “They literally put their retinas into shock for a while. They’ll need a couple of hours, to sometimes a couple of days or a couple of weeks to see normally again”.

The pointers carry potential dangers beyond the immediate hazard of staring into them, he said. They can startle drivers, and police officers have mistaken the pointers for the site mechanism on a sniper’s rifle. Seeber supports efforts to ban the sale of laser pointers to children under 18 years of age. There is legislation in New Jersey that will accomplish this. They have already been banned in Britain.

Be aware that the district has a policy against such devices in the schools. Parents should be aware of the dangers laser pointers present to their children and others, and use discretion in allowing their child to purchase one.
UPCOMING COMMUNITY EVENTS

All community groups are invited to submit activities to be included in our “Upcoming Events Calendar.” Submit items to the Board of Education Office or the Community Education Office. Our next newsletter will be prepared for fall distribution.

APRIL

2-6 SCHOOL CLOSED - Spring Recess
3 Community Exploration Easter Egg Hunt
   Overbrook Senior High School 11:00 AM
7 School Reopens
8 Bean Fingerprinting, Community Library Open
10 Rain Date Community Exploration Easter Egg Hunt
12-15 Book Fair (Both Schools)
12 Community Library Open
13 Bean Gym Show Grades 1-3
15 Glenn Gym Show Grades 1-3
16 Evening Book Fair (both schools)
17 PHYA Opening Day Parade for Baseball and Softball
19-23 Half Days - Parent/Teacher Conferences
   Kindergarten Screening, IOWA’s
19 Report Cards Go Home
   Community Library Open
20 School Election 2-9 PM Borough Hall
   Grandparent’s Mtg., 6:30 PM Glenn Rm 20
   PM Conferences 6:30-8:00 PM
21 PM Conferences 6:30-8:00 PM
22 Community Library Open
26 Community Library Open
27 BOE WS/ Business Mtg.
28 Home and School General Mtg. at Bean

MAY

3-7 ESPA Grade 4
3 Community Library Open
6 Community Library Open
10-13 ESPA Makeups
10 Community Library Open
12 Bean Spring Concert, 7:00 PM
13 Glenn Spring Concert, 7:00 PM
   Community Library Closed
14 HALF DAY - Teacher Inservice

May Continued:

17-28 ESPA Speaking
17 Community Library Open
18 “I Can” Preschool Program
   Preschool Registration, 5:30-8:00 PM
   Glenn All Purpose Room
19 Kindergarten Orientation, 9:00 -10:00 AM
   Bean Game Night, Grades 4-6
20 Glenn Game Night, Grades 4-6
   Community Library Closed
24-27 ESPA Science Grade 4
24 Community Library Open
25 BOE Business Mtg.
26 Glenn Art Show
27 Bean Art Show, 6th Grade Washington Trip
31 SCHOOL CLOSED - Memorial Day

JUNE

3 Safety Trip, Community Library Open
4 HALF DAY - Teacher Record Keeping Day
   Glenn Field Day, Bean Spelling Bee
7 Community Library Open
8 6th Grade Bike Hike
9 Rain Date Bike Hike
10 Fourth Marking Period Ends
11 HALF DAY - Teacher Record Keeping Day
   Bean Field Day, 6th Grade Dinner Dance
15 BOE Work Session
16 Bean Talent Show
17 HALF DAY - LAST DAY FOR STUDENTS,
   Glenn Talent Show, Report Cards Go Home
   6th Grade Promotion Ceremony

THIS NEWSLETTER PUBLISHED
BY PINE HILL SCHOOLS

PINE HILL BOARD OF EDUCATION

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RESIDENT
Welcome to the third annual edition of the school report card that contains very valuable information about education in every school building in New Jersey. With each succeeding edition, you will be able to track your school’s progress toward meeting the state’s tough new academic standards. In addition to test scores, the report cards also provide district financial data, information about teaching staff, class sizes, and other data providing a complete picture of the makeup of every school in the state. The report cards provide important information to the public and are a vital accountability measure for our schools.

In 1996, the State Board of Education approved new standards in the following seven academic areas: the visual and performing arts, comprehensive health and physical education, language arts literacy, mathematics, science, social studies, and world languages. In addition, there are five workplace readiness standards which are to be integrated with the seven academic areas. They define the skills that students will need as they pursue college, careers, and adult responsibilities as citizens.

As the implementation of the standards proceeds students will be tested at grades 4, 8, and 11 to make sure that they are showing satisfactory progress toward meeting the higher expectations in all of these areas.

Through the school report card parents will know the progress of their children toward achieving the standards. School districts will be able to measure their overall progress in student achievement and make any necessary adjustments to their curricula, programs, or professional development activities. The state will also be able to assess whether or not the districts are providing a thorough and efficient education for every child.

As you use the New Jersey School Report Card from year to year, you will begin to see evidence of educational changes that will affect all of our students. In the years ahead, parents will see the results from the new fourth grade test. By 1999, the Grade 8 Early Warning Test will assess student progress toward meeting the standards, and eventually the High School Proficiency Test 11 will require passing sections in all of the standards in order to receive a diploma.

In addition, there have been numerous other state initiatives that will positively impact student achievement. These include charter schools to foster innovation, a significant investment in educational technology and continuing education opportunities to enhance the skills and knowledge of our teachers.

We hope that you will utilize the wealth of information provided in this 1997 edition of the New Jersey School Report Card and join us in our journey to reach the destination of providing a world class education to every student in the state.

Christine Todd Whitman
Governor

Leo Klagholz
Commissioner of Education
The Dr. Albert M. Bean School is a growing neighborhood school that offers an array of programs and services to meet the needs of our students and community. We are proud to offer a pre-school as well as full-day and half-day kindergarten programs.

Our innovative curriculum prepares students for the 21st century through cooperative learning techniques, holistic integrated learning strategies and the latest methods in mathematics instruction. There is an emphasis on staff development so our teachers can bring the best educational methods to each classroom. Technology is state-of-the-art at the Dr. Bean School with a Power/Macintosh computer lab housing thirty computers and printers, computers in every classroom and a complete information retrieval system connected at all grade levels connected to the media center.

Opportunities for parents to become involved in their children’s education are numerous. Parents are encouraged to participate in School Site Council, a school based management group, as well as the Basic Skills Parent Advisory Committee. Parent Conferences are held twice a year along with numerous choices for parent workshops. The Home and School Association involves many parents in varied projects throughout the school year for the benefit of all students. The Pupil Assistance Committee also encourages parents attendance and values parent input.
Some other special events for parents include the following: Adult Physical Fitness Night, the Annual Art Show, Annual Gym Show, Music Programs, Multicultural Displays, Author's Teas, and individual classroom programs.

A guidance counselor, speech therapist and a complete child study team are also available for student needs. The Bean School has a primary perceptually impaired class and a primary neurologically impaired class. Inclusion is being implemented when appropriate. Resource room services are available to any classified student. Supplemental instruction is also provided by the Basic Skills staff in the areas of reading, math and language/writing. In-class and pull-out settings are available. Reading Recovery is a new program now offered in our district. It is an early intervention program for first graders who are "at risk" in reading. Students also have the opportunity to receive basic skills tutoring after school hours from 3:00 - 5:00 pm. In addition, help is also provided by the Homework Helpline until 7:00 PM each school night. All the students and staff benefit from the professional services of a Reading and Math Specialist.

Excellence is enhanced with such programs as Gifted and Talented, Overnight Reading Program, Performing Arts Programs, Faculty vs. Student sports events and a variety of after-school Community Educational Classes.
## I. ENROLLMENT
Counts of students "on-roll" by grade in October of each school year.

<table>
<thead>
<tr>
<th></th>
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</tr>
</thead>
<tbody>
<tr>
<td>PreK</td>
<td>0.0</td>
<td>0.0</td>
<td>0.0</td>
<td>56.0</td>
<td>64.0</td>
<td>55.0</td>
</tr>
<tr>
<td>K (Half-day)</td>
<td>66.0</td>
<td>63.0</td>
<td>54.0</td>
<td>43.0</td>
<td>55.0</td>
<td>63.0</td>
</tr>
<tr>
<td>K (Full-day)</td>
<td>14.0</td>
<td>15.0</td>
<td>6.0</td>
<td>52.0</td>
<td>47.0</td>
<td>52.0</td>
</tr>
<tr>
<td>Grade 1</td>
<td>85.0</td>
<td>85.0</td>
<td>93.0</td>
<td>0.0</td>
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<td>0.0</td>
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<tr>
<td>Grade 2</td>
<td>63.0</td>
<td>58.0</td>
<td>61.0</td>
<td>0.0</td>
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<td>0.0</td>
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<tr>
<td>Grade 3</td>
<td>68.0</td>
<td>55.0</td>
<td>56.0</td>
<td>17.0</td>
<td>11.0</td>
<td>23.0</td>
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<tr>
<td><strong>TOTALS</strong></td>
<td><strong>464.0</strong></td>
<td><strong>463.0</strong></td>
<td><strong>463.0</strong></td>
<td><strong>463.0</strong></td>
<td><strong>463.0</strong></td>
<td><strong>463.0</strong></td>
</tr>
</tbody>
</table>

* Figures may include a decimal due to shared-time students. These students attend two schools every day and are counted as one-half at each school.

## II. LANGUAGE DIVERSITY
First language spoken at home in order of frequency.

- English: 99%
- Others: 1%

Percent of LEP (Limited English Proficient) students: 1%

## III. STUDENT ATTENDANCE RATE
Percent of students present on average each day in your school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Your School</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>94.9%</td>
<td>94.5%</td>
</tr>
<tr>
<td>1995-96</td>
<td>94.8%</td>
<td>94.5%</td>
</tr>
<tr>
<td>1996-97</td>
<td>94.4%</td>
<td>94.7%</td>
</tr>
</tbody>
</table>

## IV. AVERAGE CLASS SIZE
Average number of students assigned to a homeroom in your school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Your School</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>21.3</td>
<td>21.9</td>
</tr>
<tr>
<td>1995-96</td>
<td>19.0</td>
<td>22.0</td>
</tr>
<tr>
<td>1996-97</td>
<td>19.0</td>
<td>22.0</td>
</tr>
</tbody>
</table>

## V. STUDENT MOBILITY RATE
Percent of students who entered or left your school during the school year.

<table>
<thead>
<tr>
<th>Year</th>
<th>Your School</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>9.7%</td>
<td>16.3%</td>
</tr>
<tr>
<td>1995-96</td>
<td>18.5%</td>
<td>15.7%</td>
</tr>
<tr>
<td>1996-97</td>
<td>58.5%</td>
<td>16.0%</td>
</tr>
</tbody>
</table>

## VI. STUDENT/FACULTY RATIO
The number of students per faculty member for your school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Your School</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>16.1 : 1</td>
<td>14.2 : 1</td>
</tr>
<tr>
<td>1995-96</td>
<td>14.5 : 1</td>
<td>14.2 : 1</td>
</tr>
<tr>
<td>1996-97</td>
<td>14.6 : 1</td>
<td>14.2 : 1</td>
</tr>
</tbody>
</table>

## VII. FACULTY ATTENDANCE RATE
Percent of faculty present on average each day in your school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Your School</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>96.1%</td>
<td>93.9%</td>
</tr>
<tr>
<td>1995-96</td>
<td>96.2%</td>
<td>96.0%</td>
</tr>
<tr>
<td>1996-97</td>
<td>94.7%</td>
<td>96.3%</td>
</tr>
</tbody>
</table>

## VIII. STUDENT/ADMINISTRATOR RATIO
The number of students per administrator for your school.

<table>
<thead>
<tr>
<th>Year</th>
<th>Your School</th>
<th>State Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>421.8 : 1.0</td>
<td>306.5 : 1</td>
</tr>
<tr>
<td>1995-96</td>
<td>412.0 : 1.0</td>
<td>321.0 : 1</td>
</tr>
<tr>
<td>1996-97</td>
<td>386.0 : 1.0</td>
<td>329.0 : 1</td>
</tr>
</tbody>
</table>
IX. ADMINISTRATOR AND FACULTY ACADEMIC DEGREES

Percents of administrators and faculty in your school possessing a Bachelor's, Masters, or Doctoral degree.

<table>
<thead>
<tr>
<th></th>
<th>BA/BS</th>
<th>MA/MS</th>
<th>PhD/EdD</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95</td>
<td>73%</td>
<td>27%</td>
<td>0%</td>
</tr>
<tr>
<td>1995-96</td>
<td>61%</td>
<td>39%</td>
<td>0%</td>
</tr>
<tr>
<td>1996-97</td>
<td>64%</td>
<td>36%</td>
<td>0%</td>
</tr>
</tbody>
</table>

X. LENGTH OF SCHOOL DAY

Amount of time school is in session on a normal school day.

<table>
<thead>
<tr>
<th></th>
<th>Hours: Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your School</td>
<td>6:30</td>
</tr>
<tr>
<td>State Average</td>
<td>6:23</td>
</tr>
</tbody>
</table>

XI. INSTRUCTIONAL TIME

Amount of time per day students are engaged in instructional activities (does not include time for homeroom, lunch, and changing classes).

<table>
<thead>
<tr>
<th></th>
<th>Hours: Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Your School</td>
<td>5:30</td>
</tr>
<tr>
<td>State Average</td>
<td>5:28</td>
</tr>
</tbody>
</table>

XII. ELEMENTARY SCHOOL PROFICIENCY ASSESSMENT - GRADE 4

Percents of students passing each ESPA section (mathematics, science, and language arts) and the overall ESPA. *

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Your School</td>
<td>State DFG</td>
<td>School DFG</td>
<td>State DFG</td>
</tr>
<tr>
<td>Mathematics Knowledge</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Problem Solving</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Science Cognitive Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Process Skills</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Language Arts Reading</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Writing Writing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Extended Understanding Extended Understanding</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ESPA (All Sections) ESPA (All Sections)</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

DATA WILL BE AVAILABLE IN THE 1999 SCHOOL REPORT CARD.

XIII. EARLY WARNING TEST - GRADE 8

Percents of students scoring in Level 1 ("competence"), Level 2 ("minimal competence"), and Level 3 ("not proficient") on the EWT. *

<table>
<thead>
<tr>
<th></th>
<th>Reading Level</th>
<th>Mathematics Level</th>
<th>Writing Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>1994-95 (March 1995)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your School DFG</td>
<td>State Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1995-96 (March 1996)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your School DFG</td>
<td>State Average</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1996-97 (March 1997)</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Your School DFG</td>
<td>State Average</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

* For the purpose of maintaining student confidentiality, scores are not shown where ten or fewer students were tested.
### I. ADMINISTRATIVE PERSONNEL
In FTE (Full-Time Equivalents)

<table>
<thead>
<tr>
<th></th>
<th># of Administrators</th>
<th># of Schools</th>
<th># of Students per Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Your District</td>
<td>State Average</td>
<td>Your District</td>
</tr>
<tr>
<td>1994-95</td>
<td>6.4</td>
<td>3.4</td>
<td>2</td>
</tr>
<tr>
<td>1995-96</td>
<td>6.4</td>
<td>3.3</td>
<td>2</td>
</tr>
<tr>
<td>1996-97</td>
<td>6.5</td>
<td>3.4</td>
<td>2</td>
</tr>
</tbody>
</table>

### II. FACULTY PERSONNEL
In FTE (Full-Time Equivalents)

<table>
<thead>
<tr>
<th></th>
<th># of Faculty per Administrator</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Your District</td>
</tr>
<tr>
<td>1994-95</td>
<td>12.2: 1</td>
</tr>
<tr>
<td>1995-96</td>
<td>12.7: 1</td>
</tr>
<tr>
<td>1996-97</td>
<td>12.6: 1</td>
</tr>
</tbody>
</table>

### III. MEDIAN SALARY AND YEARS OF EXPERIENCE OF ADMINISTRATIVE AND FACULTY PERSONNEL

<table>
<thead>
<tr>
<th></th>
<th>Administrator Salary</th>
<th>Faculty Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>District</td>
<td>State Average</td>
</tr>
<tr>
<td>1994-95</td>
<td>$58,930</td>
<td>$59,855</td>
</tr>
<tr>
<td>1995-96</td>
<td>$64,730</td>
<td>$63,895</td>
</tr>
<tr>
<td>1996-97</td>
<td>$67,930</td>
<td>$66,500</td>
</tr>
</tbody>
</table>

|                   | Years of Experience | |
|-------------------|---------------------|
|                   | District            | State Average  |
| 1994-95           | 21                  | 21             |
| 1995-96           | 22                  | 22             |
| 1996-97           | 23                  | 22             |

### IV. TEACHER SALARIES AND BENEFITS
Percent increase or decrease represents the expenditure change in teacher salaries/benefits from one year to the next year.

<table>
<thead>
<tr>
<th></th>
<th>% for Teacher Salaries/Benefits</th>
<th>% Change - Increase/Decrease (+ /-)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Your District</td>
<td>State Average</td>
</tr>
<tr>
<td>1995-96</td>
<td>61%</td>
<td>60%</td>
</tr>
<tr>
<td>1996-97</td>
<td>61%</td>
<td>61%</td>
</tr>
<tr>
<td>1997-98</td>
<td>57%</td>
<td>58%</td>
</tr>
</tbody>
</table>

### V. ADMINISTRATIVE SALARIES AND BENEFITS
Percent increase or decrease represents the expenditure change in administrative salaries/benefits from one year to the next year.

<table>
<thead>
<tr>
<th></th>
<th>% for Administrative Salaries/Benefits</th>
<th>% Change - Increase/Decrease (+ /-)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Your District</td>
<td>State Average</td>
</tr>
<tr>
<td>1995-96</td>
<td>10%</td>
<td>12%</td>
</tr>
<tr>
<td>1996-97</td>
<td>10%</td>
<td>11%</td>
</tr>
<tr>
<td>1997-98</td>
<td>9%</td>
<td>12%</td>
</tr>
</tbody>
</table>

VII. PER PUPIL EXPENDITURES

Two calculations of the average cost per pupil for 1995-96, 1996-97, and 1997-98 (See #1 and #2 below).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom - Salaries and Benefits</td>
<td>$3,554</td>
<td>$3,752</td>
<td>$3,546</td>
</tr>
<tr>
<td>Classroom - General Supplies/Textbooks</td>
<td>136</td>
<td>115</td>
<td>220</td>
</tr>
<tr>
<td>Classroom - Purchased Services and Other</td>
<td>21</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>Total Classroom Instruction</td>
<td>3,711</td>
<td>4,064</td>
<td>3,780</td>
</tr>
<tr>
<td>Support Services - Salaries and Benefits</td>
<td>600</td>
<td>643</td>
<td>745</td>
</tr>
<tr>
<td>Support Services - Other</td>
<td>36</td>
<td>52</td>
<td>91</td>
</tr>
<tr>
<td>Total Support Services</td>
<td>636</td>
<td>695</td>
<td>836</td>
</tr>
<tr>
<td>Administrative - Salaries and Benefits</td>
<td>597</td>
<td>602</td>
<td>573</td>
</tr>
<tr>
<td>Administrative - Other</td>
<td>142</td>
<td>158</td>
<td>198</td>
</tr>
<tr>
<td>Total Administrative Costs</td>
<td>739</td>
<td>760</td>
<td>771</td>
</tr>
<tr>
<td>Op./Maint. of Plant - Salaries and Benefits</td>
<td>222</td>
<td>233</td>
<td>266</td>
</tr>
<tr>
<td>Op./Maint. of Plant - Other</td>
<td>350</td>
<td>413</td>
<td>410</td>
</tr>
<tr>
<td>Total Operations and Maintenance of Plant</td>
<td>572</td>
<td>646</td>
<td>676</td>
</tr>
<tr>
<td>Total Food Services Costs</td>
<td>54</td>
<td>68</td>
<td>5</td>
</tr>
<tr>
<td>Total Extracurricular Costs</td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Total Other Costs</td>
<td>100</td>
<td>134</td>
<td>112</td>
</tr>
<tr>
<td>(1) TOTAL COMPARATIVE COST PER PUPIL</td>
<td>$5,812</td>
<td>$6,311</td>
<td>$6,180</td>
</tr>
</tbody>
</table>

Costs and student counts included in the "Total Cost Per Pupil" which are not included in the "Total Comparative Cost Per Pupil" are as follows:

(A) Tuition expenditures, transportation, lease purchase interest, residential costs, judgements against the school district, equipment, facilities/acquisition costs, and restricted expenses less nonpublic services and adult schools; and (B) Students sent out of district.

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Classroom - Salaries and Benefits</td>
<td>$3,554</td>
<td>$3,752</td>
<td>$3,546</td>
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<td>220</td>
</tr>
<tr>
<td>Classroom - Purchased Services and Other</td>
<td>21</td>
<td>21</td>
<td>15</td>
</tr>
<tr>
<td>Total Classroom Instruction</td>
<td>3,711</td>
<td>4,064</td>
<td>3,780</td>
</tr>
<tr>
<td>Support Services - Salaries and Benefits</td>
<td>600</td>
<td>643</td>
<td>745</td>
</tr>
<tr>
<td>Support Services - Other</td>
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<td>91</td>
</tr>
<tr>
<td>Total Support Services</td>
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<td>695</td>
<td>836</td>
</tr>
<tr>
<td>Administrative - Salaries and Benefits</td>
<td>597</td>
<td>602</td>
<td>573</td>
</tr>
<tr>
<td>Administrative - Other</td>
<td>142</td>
<td>158</td>
<td>198</td>
</tr>
<tr>
<td>Total Administrative Costs</td>
<td>739</td>
<td>760</td>
<td>771</td>
</tr>
<tr>
<td>Op./Maint. of Plant - Salaries and Benefits</td>
<td>222</td>
<td>233</td>
<td>266</td>
</tr>
<tr>
<td>Op./Maint. of Plant - Other</td>
<td>350</td>
<td>413</td>
<td>410</td>
</tr>
<tr>
<td>Total Operations and Maintenance of Plant</td>
<td>572</td>
<td>646</td>
<td>676</td>
</tr>
<tr>
<td>Total Food Services Costs</td>
<td>54</td>
<td>68</td>
<td>5</td>
</tr>
<tr>
<td>Total Extracurricular Costs</td>
<td>0</td>
<td>11</td>
<td>0</td>
</tr>
<tr>
<td>Total Other Costs</td>
<td>100</td>
<td>134</td>
<td>112</td>
</tr>
<tr>
<td>(2) TOTAL COST PER PUPIL</td>
<td>$6,812</td>
<td>$7,465</td>
<td>$7,292</td>
</tr>
</tbody>
</table>

ALBERT BEAN 07-4110-060
The data reported for your school are compared to state averages for schools of similar operating type (K-6 or K-8, for example). Additionally, where appropriate, the data for your school are compared to schools in districts with a DFG (District Factor Group) similar to that of the district in which your school is located. The DFG is a relative indicator of the socioeconomic status of the citizens who reside in a district. It is based on information from the United States Bureau of the Census.

Facts About Our School

I. Enrollment
The count of students on-roll by grade in October of each school year. Students who attend two different schools in a single day are considered to be shared-time and are counted as one-half at each location. The reported total school enrollment is based only on the grade categories appearing in the School Report Card.

II. Language Diversity
Per cent of students in your school by first language (top 7 languages and all others combined) spoken at home. The eight per cents sum to 100%. The languages appear in declining order of frequency. The percent of students identified as LEP (Limited English Proficient) for the 1996-97 school year also appears.

III. Student Attendance Rate
The average per cent of students present each day in your school. These per cents are calculated by dividing the average daily student attendance (ADA) or "days present for your school" by the average daily student enrollment (ADE) or "possible days for your school."

IV. Average Class Size
Average number of students assigned to a homeroom. These numbers are calculated by dividing the number of students assigned to regular homerooms (excluding those to which only Special Education students are assigned) by the number of homerooms.

V. Student Mobility Rate
A measure of the disruption to teaching and learning caused by students entering or exiting, other than at the beginning or end of the year. These rates are calculated by dividing the sum of students who entered or exited your school after October of each school year by the October school enrollment.

VI. Student/Faculty Ratio
The number of students per faculty member calculated by dividing the reported October school enrollment by the combined FTE (Full-Time Equivalents) of classroom teachers and educational support services personnel (e.g., guidance counselors, librarians, etc.) assigned to your school in October of each school year.

VII. Faculty Attendance Rate
The average daily attendance rate for the faculty of your school. Faculty includes classroom teachers and educational support services personnel. Approved professional days, personal days, and extended illnesses/leaves are not included in this calculation.

VIII. Student/Administrator Ratio
The number of students per administrator calculated by dividing the reported October school enrollment by the FTE (Full-Time Equivalents) of administrators in your school. Where a single administrator has responsibility for more than one school, the ratio may represent the administrator as less than one.

IX. Administrator and Faculty Academic Degrees
The per cents of administrators and faculty in your school possessing a Bachelors, Masters, or Doctoral degree as of October in each school year. Faculty includes classroom teachers and educational support services personnel. The per cents may not sum to 100% because department data include faculty who do not hold a degree and those with a degree other than the above.

X. Length of School Day
The amount of time per day school is in session (i.e., students are present) on a normal school day reported in hours and minutes. It does not include the time expended for extracurricular activities or athletics.

XI. Instructional Time
The amount of time per day students are engaged in instructional activities reported in hours and minutes. It does not include the time required for homeroom, lunch, and changing classes.
Statewide Assessment Results

XII. Elementary School Proficiency Assessment - Grade 4
The Elementary School Proficiency Assessment (ESPA) is a new state test for fourth-grade students. The ESPA is designed to give educators information about fourth-grade achievement in the areas required by New Jersey's Core Curriculum Content Standards. While the first full fourth grade test administration will occur during the 1997-98 school year, ESPA achievement data will first appear in the 1999 edition of the New Jersey School Report Card. The test will include the following content areas: language arts literacy, mathematics, science, and visual and performing arts. Each year an additional content area will be added until the full complement of knowledges and skills reflected by the Core Curriculum Content Standards are included. Information from this assessment will help teachers in later grades build on students' strengths and address skill or knowledge deficits. The percents of students meeting the state standards in each content area on the fourth grade test will be shown for your school, your DFG (District Factor Group), and the state.

XIII. Early Warning Test - Grade 8
The New Jersey Grade 8 Early Warning Test (EWT) is used as a primary indicator for identifying students who may require instructional intervention in the areas of reading, mathematics, and writing. The scores of students in the highest level (Level I) indicate clear competence in the critical thinking (or higher order thinking) skills based on this test performance. The scores of students in the middle level (Level II) indicate at least minimal competence based on this test performance; students in this level may or may not need additional help. The scores of students in the lowest level (Level III) are considered to be below the state minimum level of proficiency based on this test performance; students scoring in this level are in need of additional help. Instructional placement for all students is determined only after additional assessment information is considered. The percent of students in each of the EWT proficiency levels is provided for each area (reading, mathematics, and writing) for the 1994-95, 1995-96, and 1996-97 academic years for your school, your DFG (District Factor Group), and the state. For the purpose of maintaining student confidentiality, scores are not shown where ten or fewer students were tested.

District Financial Data
This section of the Report Card provides district level data from your district's annual audit report or approved budget and personnel statistics from Fall Survey data collections. Each financial indicator and personnel statistic is compared to a state average for all school districts similar to your district's operating or budget type (K-6 or 9-12, for example). In Sections IV through VII financial data is presented for school years -- 1995-96 (Actuals), 1996-97 (Original Budget), and 1997-98 (Original Budget). The 1995-96 actual expenditure data comes from the district's Comprehensive Annual Financial Reports that were certified by the district's public school accountant. The 1996-97 and 1997-98 budgeted appropriation data uses the district's original budgets that were certified for taxes.

I. Administrative Personnel
These data include the number of administrators in the district reported in FTEs (Full-Time Equivalents) in October of each year, the number of schools in the district, and the ratio of students to administrators in the district. For the purposes of the Report Card, administrators include certificated personnel such as the district superintendent, school business administrator, school principals, assistant principals, supervisors (e.g., curriculum and instruction, basic skills, etc.), non-supervisory coordinators (e.g., Bilingual/ESL, pupil personnel services/guidance), and directors (e.g., elementary education, personnel/staff development, etc.). Non-certificated administrative personnel are not included.

II. Faculty Personnel
The number of faculty per administrator is calculated by dividing the combined FTE (Full-Time Equivalents) of classroom teachers and educational support services personnel (e.g., guidance counselors, librarians, etc.) by the FTE of administrators as reported in October of each year.

III. Median Salary and Years of Experience of Administrators and Faculty
A median is the middle number in a series (e.g., the median for the salaries $10,000, $30,000, $50,000, $60,000, $70,000 is $50,000. The median salary appears for faculty, which consists of classroom teachers and educational support services personnel (e.g., guidance counselors, librarians, etc.), and administrators in your district. The median years of experience, based on the total number of years in public school education, also appears for faculty and administrators.
IV. Teacher Salaries and Benefits
Total teacher salaries and benefits are represented as a percent of total expenditures. These total expenditures are the same as those defined in Item VII of the School District Financial Data, Per Pupil Expenditures under "Total Comparative Cost Per Pupil." The Report Card presents for school years - 1995-96 (Actuals), 1996-97 (Original Budget), and 1997-98 (Original Budget) data with a percent increase or decrease in expenditures for teacher salaries/benefits from one school year to the next school year.

V. Administrative Salaries and Benefits
Total administrator salaries and benefits are represented as a percent of total expenditures. These total expenditures are the same as those defined in Item VII of the School District Financial Data, Per Pupil Expenditures under "Total Comparative Cost Per Pupil." The Report Card presents for school years - 1995-96 (Actuals), 1996-97 (Original Budget), and 1997-98 (Original Budget) data with a percent increase or decrease in expenditures for administrative salaries/benefits from one school year to the next school year.

VI. Revenues
School districts are funded by a combination of local taxes, state aid, federal aid, and other sources such as local district surplus and tuition revenue. The percent breakdown for your district shows just how your district received revenues for school years 1995-96, 1996-97, and 1997-98.

VII. Per Pupil Expenditures
The Report Card presents two district-wide costs per pupil amounts for three school years - 1995-96 (Actuals), 1996-97 (Original Budget), and 1997-98 (Original Budget).

The first is the Total Comparative Cost Per Pupil. As the name implies, this represents expenditures that can be compared fairly to other districts of similar operating or budget type (K-6, 9-12, for example). The components which make up the total comparative cost per pupil include the following: classroom instructional costs, support services (attendance and social work, health services, guidance office, child study team, library and other educational media), administrative costs (general administration, school administration, business administration, and improvement of instruction), operations/maintenance of plant, food services, extracurricular costs and other costs. The total of these expenditures is then divided by the average daily enrollment, or those students who are on roll in the school district, for a total comparative cost per pupil. It is important to note that administrative costs are, except for the inclusion of professional development costs, the same as that defined under the School Efficiency Program Act.

The second is the Total Cost Per Pupil which, in addition to all of the costs as described in the comparative cost per pupil, includes costs for tuition expenditures, transportation, other current expenses (lease purchase interest, residential costs, and judgments against schools), equipment, facilities/acquisition, and restricted expenses less nonpublic services and adult schools. The total of these expenditures is then divided by the average daily enrollment plus students sent out of district for a total cost per pupil.
### BIOGRAPHICAL DATA

<table>
<thead>
<tr>
<th>Name</th>
<th>Pamela Bates Thomas</th>
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