

**Tuckerton Borough Board of Education Meeting
Tuckerton, New Jersey
September 26, 2016**

ADDENDUM

1. Recommend approval to accept the letter of resignation from Mrs. Michelle Ballin as Board of Education Member, effective tonight, September 26, 2016, due to moving out of district, and is applying to be a substitute teacher for the district.
2. Recommend approval for Kyle Calderwood to attend the “Microsoft Readiness Bootcamp for Minecraft in the Classroom on October 10th & 11th in Iselin, NJ, requesting two professional days. No cost to the Board of Education.
3. Recommend approval to have a 12:00 dismissal on Friday, April 7, 2017, for staff and students as this is a contractual item that had been missed on the calendar.
4. Recommend approval for The Dyslexia Center of Princeton to conduct a battery of assessments to determine whether a child is dyslexic, Student Sid # 6574852067. Cost to the Board of Education is \$1,250.00.



Janet Gangemi <jgangemi2@tesnj.com>

Board of Education resignation letter

1 message

Michelle <michelle@skyrofloors.com>

Mon, Sep 26, 2016 at 2:42 PM

To: Patricia Homer <trisha@bayshorerealty.com>, Mary McGrath <mmcgrath@tesnj.com>, Janet Gangemi <jgangemi2@tuckerton.k12.nj.us>

September 26, 2016

Dear Tuckerton Elementary Board of Education,
Please accept this letter as written notification of my resignation from the Tuckerton Elementary School Board effective today, September 26, 2016. Unfortunately my family is moving out of district and I will no longer be able to serve. Also, I am applying for employment as a substitute teacher in the district.

It has been a pleasure working with all of you!

Thank you

Michelle Ballin

I am requesting permission to attend the Microsoft Readiness Bootcamp for Minecraft in the Classroom on October 10th and 11th in Iselin, NJ. This event is free to attend and would allow me to turnkey training on the new version that will be released on Nov 1st. I would like to request two professional days.

Kyle Calderwood

A handwritten signature in black ink, consisting of two distinct parts. The first part is a stylized, cursive 'K' followed by a horizontal line. The second part is a more complex, cursive signature that appears to be 'Calderwood'.

TUCKERTON BOROUGH SCHOOL DISTRICT

2016-2017

JULY 2016						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

AUGUST 2016						
S	M	T	W	T	F	S
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21	22	23	24	25	26	27
28	29	30	31			

SEPTEMBER 2016						
S	M	T	W	T	F	S
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18/20

OCTOBER 2016						
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23	24	25	26	27	28	29
30	31					

20/21

NOVEMBER 2016						
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27	28	29	30			

18

DECEMBER 2016						
S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	31

17

JULY
4 - Independence Day

SEPTEMBER
1 - Inservice (No Students-10 Mo. Staff Return)
5 - Labor Day
6 - Inservice (No Students)
7 - School Opens / Students Return
20-12:30 dismissal, Back to School Night

OCTOBER
7 -12:30 dismissal, Staff Inservice
10-Staff inservice No students

NOVEMBER
10 - NJEA Convention
11 - NJEA Convention
23 - ½ Day Staff & Students
24 - Thanksgiving
25 - School Closed

DECEMBER
13-12:30 dismissal, Staff Inservice
14-15-16, 12:30 dismissal (Parent/Teacher Conferences)
23 - ½ Day Staff & Students
26-30 - Winter Recess

JANUARY
2 - Return from Winter Recess
16 - Martin Luther King, Jr. Day

FEBRUARY
16 -12:30 dismissal, Staff Inservice
17 - President's Weekend
20 - President's Weekend

March
15-12:30 dismissal, Staff Inservice

APRIL
7 - 1/2 day staff and students
10 - Spring Break Begins
18 - Return from Spring Break

MAY
10-12:30 dismissal, Staff Inservice
29 - Memorial Day

JUNE
19 - Last Day of School / Graduation
20 - Last Day for 10 Mo. Staff

Calendar is subject to change due to school closings for inclement weather
This calendar includes 3 snow days. Any un-used snow days will be taken off at the end of year.
Excessive inclement weather closings will result in Martin Luther King's Birthday, President's Weekend and Spring Recess being considered for instructional days.

JANUARY 2017						
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22	23	24	25	26	27	28
29	30	31				

21

FEBRUARY 2017						
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26	27	28				

18

MARCH 2017						
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19	20	21	22	23	24	25
26	27	28	29	30	31	

23

APRIL 2017						
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30						

14

MAY 2017						
S	M	T	W	T	F	S
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28	29	30	31			

22

JUNE 2017						
S	M	T	W	T	F	S
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18	19	20	21	22	23	24
25	26	27	28	29	30	

11/12

○ School Closed
☆ 12:30 Dismissal w/Lunch

△ Inservice -No Students

□ ½ day Staff & Students
12:00 dismissal no lunch

Board Approved: Rev 9/26/16

THE DYSLLEXIA CENTER OF PRINCETON

138 Ewing Street, Princeton, NJ 08540

Phone: 609-924-5917 / Email: dyslexiaprinceton@verizon.net

Margaret G. Tuttle, Director
Lisa P. Kestler, Ph.D., Diagnostician

TEST BATTERY AND EXAMINER QUALIFICATIONS

TEST BATTERY

The Dyslexia Center of Princeton uses the following battery of assessments to determine whether a child is dyslexic, what type of dyslexia is present, how severe it is, and—most important—what factors cause or contribute to the dyslexia.

Dyslexia Determination Test (DDT) Screener that determines the type and severity of dyslexia. (Children in grades 1.5 through 2.0 are given the **Dyslexia Screener for First Grade [DSF]**).

Culture Fair Intelligence Test An IQ test that measures individual intelligence in a manner designed to reduce, as much as possible, the influence of verbal fluency, cultural climate, and educational level. For neuro-typical children, this test correlates well with the WISC-IV. If the WISC-IV has been administered, we will determine whether to administer the Culture Fair.

Wechsler Individual Achievement Test-III (WIAT-III)

Word Reading subset: Measures an individual's sight-word bank.

Pseudoword Decoding subtest: Tests how an individual remembers and applies phonics rules to sound out words.

Spelling subtest: Determines grade level and age equivalence of spelling ability.

Gray Oral Reading Test-V (GORT-V) Tests rate, accuracy, fluency, and comprehension.

Comprehensive Test of Phonological Processing (CTOPP) Tests phonetic auditory processing: phonological awareness and phonological memory.

Test of Information Processing (TIPS) Tests the ability to remember items in order. Assesses memory capacity; immediate memory, short-term memory, and long-term memory. Tests both auditory memory and visual memory.

Visual Aural Digit Span Test (VADS) Assesses immediate sequential memory in the following modalities: Auditory-Oral, Auditory-Written, Visual-Oral, Visual-Written.

Beery-Buktenica Test of Visual-Motor Integration (Beery VMI) Assesses eye-hand coordination.

Beery-Buktenica Test of Visual Perception (Beery VP) Tests how the brain interprets what an individual sees. Visual discrimination; how well the individual recognizes the similarities and differences among written symbols.

Test of Visual Analysis Skills (TVAS) Evaluates visual-motor analysis, planning, and execution.

Test Administrator Observation Observes individual's ability to stay on task, notes the individual's habits, and observes behaviors which may occur in school environments.

Timed Tests Observed reaction to timed exercises

Test Administrator Interview Discusses and documents how the individual feels about self, school, homework conditions.

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Testing typically takes 2.5-3 hours to complete. The cost of the dyslexia assessment, 16-18-page report, and 1-hour follow-up consultation is \$1,250.

EXAMINER QUALIFICATIONS

Lisa P. Kestler, Ph.D., Diagnostician. NJ Licensed Clinical Psychologist #5415. Dr. Kestler earned her Ph.D. in Psychology from Emory University, and her undergraduate from Princeton University.

Margaret G. Tuttle, Director, NJ Certified Educator, Secondary School. Ms. Tuttle earned her undergraduate degree from Princeton University.