



EDUCATION/TECHNOLOGY COMMITTEE MEETING MINUTES

January 14, 2019

8:30 a.m.

Committee Members: Carol Hample, Chair
Anna Shinn, Thomas Wallace

Administrative Staff: Dr. Jonathan Hart, Superintendent of Schools
Dr. Stacey Brown, Humanities Supervisor
Sarah Pauch, Math, Science, Tech Supervisor
Anthony Tumolo, SEL Supervisor

Minutes

1. Curriculum Review:

- a. Spanish Grade 6: The Spanish curricula have been divided into individual grades of 6-8. In each document, the purpose and overview section was condensed. In addition, a link to the accommodations and modifications list currently posted on the website was placed in the assessment section and key skills were added to the pacing guide. Interdisciplinary connections and 21st Century Skills are new sections and contain information not previously contained in this document. The materials sections were reorganized with the labels of core materials and supporting materials. There are also revisions in the assessment portions of each unit, and the assessments have been reorganized and relabeled.
- b. Music Grades 3-5: The music curricula have been divided into grade bands of K-2, 3-5, and 6-8. In each document, the purpose and overview section was condensed. The NJSLs for Visual and Performing Arts were added in addition to the National Core Arts Standards. The pacing guide was reorganized, and key skills were separated by months. A link to the accommodations and modifications list posted on the district website was placed in the assessment section, and the assessment section for each unit was revised to include formative, summative, benchmark, and alternative assessments. Interdisciplinary Connections with corresponding activities, 21st Century Skills with corresponding activities, and core materials were added at each grade level.
- c. Music Grades 6-8: The music curricula have been divided into grade bands of K-2, 3-5, and 6-8. In each document, the purpose and overview section was condensed. The NJSLs for Visual and Performing Arts were added in addition to the National Core Arts Standards. The pacing guide was reorganized, and key skills were separated by months. A link to the accommodations and modifications list posted on the district website was placed in the assessment section, and the assessment section for each unit was revised to include formative, summative, benchmark, and alternative assessments. Interdisciplinary Connections with corresponding activities, 21st Century Skills with corresponding activities, and core materials were added at each grade level.

2. QSAC and LGBTQ Requirements

- a. Requirement to begin 2020-2021 school year to teach about social, political, and economic contributions of LGBTQ individuals at the middle school level

- b. Recommended to bring acceptance books throughout all grade levels and book lists in middle school.
- 3. Program updates:
 - a. Math: Classroom Ready (K-5)
 - i. This program has begun to help fill a need with our math curriculum and the feedback has been positive. The online learning capabilities provide data to teachers on student successes and weaknesses. Teachers are continuing with training on analyzing the data that is provided and learning how to create/interpret the Growth Reports.
 - ii. Math Coach has been instrumental in rollout
 - b. Literacy: Literably, VALE, and TC (Teachers College) Phonics
 - i. Literably scores have proven to be accurate. The system has pinpointed areas of opportunity for continued monitoring and support, and testing was completed faster with less error.
 - ii. The literacy coach has made herself available to assist with testing, monitoring of scores, use of data for instruction, and plans to run additional PD for this area
 - iii. Grades 3-5 are ready to move forward with the VALE (Vocabulary and Language Enhancement) program as our suggestion for the 3-5 word study program
 - 1. Takes the phonics skills and works on morphology (decoding and understanding unknown words by using the parts of the word)
 - 2. Recommend to implement for 2020-2021 school year
 - iv. The TC phonics program (K-2) continues to be well received by both students and teachers.
 - v. The literacy coach and supervisor have supported teachers through demo lessons and debriefs to refine pacing and the use of formative assessments to drive small group instruction.
 - c. SEL
 - i. WHS and HBS have building-specific lesson plans and activities and are working to find ways to incorporate throughout curriculums. RMS is researching specific programs such as The Leader in Me. TBS has created Peace Corners in classroom and implemented Conscious Discipline Practices.
 - ii. Surveys were administered to staff on Connection Circles (RMS) and SEL Blocks (HBS) and the feedback has been positive. Working on strategies to bring into all classrooms.
- 4. Texts for approval:
 - a. *Al Capone Does My Homework* By Gennifer Choldenko, 6th grade fiction
 - b. *Al Capone Throws Me a Curve* By Gennifer Choldenko, 6th grade fiction
 - c. *The Body in the Woods: A Point Last Seen Mystery* by April Henry, 7th grade honors mystery
- 5. Online Book Clubs - Professional Development
 - a. 21 people signed up, very well-received. Took longer due to reading and responding to posts but participation was higher.
 - b. Will continue to offer both online and in-person Book Study
- 6. Committee Work 2019-2020:
 - a. QSAC
 - b. Discipline/Code of Conduct
 - c. Genesis and Grading
 - d. Interventions
 - e. SEL
 - i. District SEL Committee met on Jan. 9

1. SEL Integration Video Project

7. Agenda items:

- a. Curriculum documents and texts for approval as shown above
- b. Standard agenda items

8. Committee requested a review of the RMS schedule as it compares to HCRHS and what other sending districts are currently doing.

9. Next Meeting: Tuesday, 2/18 at 8:30am