

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE  
CHIEF ACADEMIC OFFICER  
Danielle M. Sochor

November 15, 2017

**I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL**

**Robin Boyd, Head Teacher**

As of 10/31/2017, ten students attended in the Alternative Evening High School. Eight students were a part of the ICS program. Two students attend in the BD Program. Of the eight students who attended the ICS program, five had or have an IEP. One student is in 8<sup>th</sup> grade from GIS. One student attends day and night school. This will allow her to graduate with her class in June.

**II. STATE AND FEDERAL PROGRAMS**

**A. English As A Second Language**

**Rona Johnson: ESL Teacher Pre-K – 2<sup>nd</sup> Grade**

Number of children currently in the program:

Mrs. Johnson has 46 ELLs; however, the district-wide breakdown is listed below.

District-wide Enrollment:

<i>GRADE</i>	<i>TOTAL</i>	<i>PROGRAM: BILINGUAL</i>	<i>PROGRAM: MAINSTREAM</i>	<i>PROGRAM: REJECTED</i>	<i>LANGUAGE: SPANISH</i>	<i>LANGUAGE: TURKISH</i>	<i>LANGUAGE: OTHER</i>
<b>PRE-K3/4</b>	NA	NA	NA	NA	NA	NA	NA
<b>K</b>	14	12 (when available)	2	0	12	2	0
<b>1</b>	12	7	5	0	9	0	3
<b>2</b>	12	9	3	0	11	1	0
<b>3</b>	8	8 (when available)	0	0	8	0	0
<b>4</b>	11	0	11	0	8	0	3
<b>5</b>	2	0	2	0	2	0	0
<b>6</b>	3	0	3	0	3	0	0
<b>7</b>	3	0	3	0	2	0	1
<b>8</b>	2	0	2	0	2	0	0
<b>9</b>	1	0	1	0	1	0	0
<b>10</b>	0	0	0	0	0	0	0
<b>11</b>	2	0	2	0	0	0	2
<b>12</b>	1	0	1	0	0	0	1
<b>ADULT ED</b>	0	0	0	0	0	0	0
<b>TOTALS</b>	<b>71</b>	<b>36</b>	<b>35</b>	<b>0</b>	<b>58</b>	<b>3</b>	<b>10</b>

New Entrants District-wide:

There are three new students entering the program in the month of October (one new kindergartener, one third grader, and one fifth grader.)

For the month of October, there was one student who transferred out.

No additional testing beyond benchmarks occurred this month.

Administration has decided that Pre-Kindergarten services will be provided in the form of ELL specialist to teacher collaboration as needed. Kindergarten will receive daily skill-based lessons in addition to read aloud vocabulary instruction. Grades first thru third will receive daily push-in or pull-out instruction with guided reading, content instruction, and language arts skill support as well as in the upper grades. Additionally, a Bilingual program has been initiated to address the specific needs of the Spanish-speaking population in grades First and Second. There is need of a bilingual teacher for kindergarten and third grade.

For the month of October, all registered and attending ELLs were taught ESL instruction. Translation services were provided as needed for meetings, positive phone calls needed to be made for homeroom teachers, in addition to the normal positive phone calls, and other inquiries.

Mrs. Johnson attended two conferences offered by the NJDOE this month. The first conference addressed WIDA ACCESS 2.0 scoring and increased rigor, which affected scoring for the spring 17 scores. The additional workshop addressed ESL/BE protocol and mandates.

There will be a departmental meeting to plan the year ahead. The date is to be determined.

## **B. Title I - Basic Skills Improvement Program**

**Charlene White: Basic Skills Coordinator**

**J. Harvey Rodgers School**

Number of children currently in the program:

Literacy: 24                      Math \_\_\_\_\_

No new entrants tested into the program in October.

No students exited the program in October.

During the month of October, the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial sounds. Students reviewed the terms consonant and vowel. The upper and lower case letters T, I, U, J, C, G, O and Q were introduced along with the sounds they make and vocabulary pictures that coordinate with each letter. A variety of multi-sensory activities using Orton Gillingham and Project Read strategies were used.

The sight words it, help, look, not, brown, the, am play, little, up, no, and down were introduced.

Mrs. White attended Bullock CAST meetings on October 20, 2017.

Mrs. White assisted teachers who needed help on the Moods Farm Field Trip on October 17, 2017.

**Melanie Sweeney: Supervisor of Basic Skills**  
**Dorothy L. Bullock School**

Number of children currently in the program:

Cheryl Tartaglione (twenty-eight students) and Karen Peale (twenty-eight students) are servicing fifty-six students in 1st grade. Additionally, two 2<sup>nd</sup> grade students will be serviced by the 1<sup>st</sup> grade basic skills staff for a total of fifty-eight students. At the end of Kindergarten, students should be reading at a Level D. For the 1<sup>st</sup> trimester of the 2017-2018 school year (September – December), all students identified in the 1<sup>st</sup> grade as Levels A-D are being serviced. One 1<sup>st</sup> grade student transferred to another school in the month of October.

Lynn McConnell is servicing forty students in the 2<sup>nd</sup> grade. Additionally, one 3<sup>rd</sup> grade student will be serviced by the 2<sup>nd</sup> grade basic skills staff for a total of forty-one students. At the end of 1<sup>st</sup> grade, students should be reading at a Level I/J. For the 1<sup>st</sup> trimester of the 2017-2018 school year (September – December), all students identified in the 2<sup>nd</sup> grade as Levels D-H are being serviced.

Nicole Werner is servicing thirty-nine students in the 3<sup>rd</sup> grade. At the end of the 2<sup>nd</sup> grade, students should be reading at a Level M. For the 1<sup>st</sup> trimester of the 2017-2018 school year (September – December), all students identified in the 3<sup>rd</sup> grade as Levels I-K are being serviced. Through testing, five out of the fourteen students identified as reading at Level L and needed additional support are being serviced.

Since reading benchmark testing did not take place until the end of October/beginning of November, no new students have been added to the Basic Skills schedule in 1<sup>st</sup> through 3<sup>rd</sup> grade in the month of October. New student groupings for 1<sup>st</sup> through 3<sup>rd</sup> grade will take place the first week of November.

Once reading benchmark testing has been completed in the first week of November, students who are considered on grade level based by the Fountas & Pinnell Text Level Gradient will receive an exit letter from the Basic Skills Program.

A variety of tests were administered in the beginning of the school year by the basic skills staff to any student reading below the grade level expectation at the end of the 2016-2017 school year. In 1<sup>st</sup> and 2<sup>nd</sup> grade, students were individually administered the Phonological Awareness Profile, which is designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence.

Students in the 3<sup>rd</sup> grade were given a benchmark assessment in order to track word accuracy, fluency, and comprehension.

All students in 1<sup>st</sup>, 2<sup>nd</sup> and 3<sup>rd</sup> grade were tested on the Dolch Sight Word List and identified as being on the Pre-Primer, Primer, 1<sup>st</sup> grade, 2<sup>nd</sup> grade or 3<sup>rd</sup> grade list. Students who mastered the 3<sup>rd</sup> grade Dolch Sight Words List were then tested on the Fry Sight Word List. Additionally, students in the 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grade were tested in The Dynamic Indicators of Basic Early Literacy Skills (DIBELS), which is a set of procedures and measures for assessing acquisition of early literacy skills from kindergarten through sixth grade. Through DIBELS areas of weakness in indicators of phonemic awareness, alphabetic principle, accuracy and fluency have been identified.

1<sup>st</sup> -3<sup>rd</sup> grade basic skills services began for all students on September 20, 2017. Guided reading times were created for each teacher and all basic skills instruction in 1<sup>st</sup> – 3<sup>rd</sup> take place during that block of time. All basic skills students are seen by their classroom teacher as well as receive instruction from a basic skills teacher for small group reading instruction. Ten of our English Language Learner students in the 1<sup>st</sup> and 2<sup>nd</sup> grade bi-lingual classroom continue to receive basic skills services as well as services from the English As A Second Language Teacher, Rona Johnson.

From the Phonological Awareness Profile in the 1<sup>st</sup> grade, students reading at a Level A and B who would benefit from the Orton-Gillingham approach to teaching reading, spelling, and handwriting were identified. Orton-Gillingham places an emphasis on the connections between letters and sounds through an explicit, direct, and multisensory instructional method. Cheryl Tartaglione continues to provide services for these students in the 1<sup>st</sup> grade. The remaining 1<sup>st</sup> grade students receive support from Karen Peale in The Fountas & Pinnell Leveled Literacy Intervention System (LLI). Cheryl Tartaglione and Karen Peale both continue to push into a classroom each day for a twenty-five minute block to support the Foundations instruction provided by the classroom teacher. The basic skills staff continues to have opportunities to lead lessons and co-teach lessons during Foundations. Foundations is designed as a whole-class, general education program in all 1<sup>st</sup> - 3<sup>rd</sup> grade classrooms and serves as a prevention program to help reduce reading and spelling failure.

Students in the 2<sup>nd</sup> grade continue to receive support from Lynn McConnell in The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as well as Foundations and Orton-Gillingham support. Eleven out of the forty-one students serviced by Lynn McConnell receive Orton-Gillingham and Foundations support, while the remaining thirty students receive support in The Fountas & Pinnell Leveled Literacy Intervention System (LLI).

Students in the 3<sup>rd</sup> grade continue to receive support from Nicole Werner in The Fountas & Pinnell Leveled Literacy Intervention System (LLI) as well as Foundations support. Three out of the thirty-nine students receive Foundations support, while the remaining thirty-six students receive support in The Fountas & Pinnell Leveled Literacy Intervention System (LLI).

On October 30<sup>th</sup>, the first BSI parent informational session of the 2017-2018 school year at the Bullock School was held. These parent nights are designed to assist the Basic Skills and Special Education families in the area of English/Language Arts. Cheryl Tartaglione and Carrie Owens presented an hour-long workshop on “Reading with Your Child, Tips and Techniques.” Transportation, pizza, and childcare was provided for the families in attendance. Two Rowan student teachers at the Bullock School and fourteen National Honor Society Students from Glassboro High School assisted in the childcare of the families that attended. Schober’s Orchard, Four Seasons Nursery, and Nick’s Pizzeria made donations for door prizes. Below is a list of faculty members who attended this voluntary event:

Administrators

Dr. Silverstein  
Danielle Sochor  
Christine Williams  
Rich Taibi  
Melanie Sweeney

Teaching Staff

Cheryl Tartaglione  
Carrie Owens  
Lynn McConnell  
Nicole Werner

The next parent informational session will take place at the Bullock School on November 30<sup>th</sup> at 6:00 pm.

During the 2-hour delay on October 13<sup>th</sup>, the Basic Skills Team for 1<sup>st</sup>-3<sup>rd</sup> grade met to review and revise the progress report sent home to parents each trimester on each student’s progress in the Basic Skills Program.

**Lisa Rencher: Basic Skills Coordinator**

**Thomas E. Bowe School**

Number of children currently in the program:

Literacy BSI 43 Plus 25 Guided Reading/Skills Groups      Math 0

No new entrants tested into the program in October.

No students exited the program in October.

During the month of October the BSI teachers met with the respective LLI and Guided Reading/Skills Groups. They began working on expected classroom rules and routines, as well as various reading skills such as summarizing, inferring, making connections, and word study. Mrs. LoCastro, Mrs. Hart and Mrs. Rencher began working with their Battle of the Books teams, encouraging the students to read outside of the classroom. Mrs. LoCastro and Mrs. Rencher continue to work with Real Men Read and held the kick-off breakfast on October 20. Mrs. Hart began working on Fall Family Night, which will be held during the month of November. Students finished taking their October F & P benchmarks, and the BSI teachers will assess the data to determine areas of need. They will continue to work with the LLI and guided reading groups to improve comprehension.

**Language Arts: Jennifer Budmen**

**Intermediate School**

Number of children currently in the program:

Literacy 54 Students Math 131 Students

No new entrants tested into the program in October.

LA 7 – One student was classified in October 2017 and exited the BSI Program.

LA 8 – Students were assessed in October using the Fountas and Pinnell assessment. Students who were assessed to be Level Z, but scored less than a 749 on the ELA PARCC Assessment were not considered to be Basic Skills students. As a result, 21 students exited the BSI Program.

Math 7 – One student was classified in October 2017 and exited the BSI Program.

Math 8 – No 8<sup>th</sup> grade students exited the BSI Program

Students in Math 7 and Math 8 took the Mathematics Standards Benchmark in October 2017. The test assesses students' knowledge of the curriculum for their grade level.

Math 7 – Students are using the Holt Mathematics 7 series. In October, students worked on using operations with decimals and fractions and reducing fractions into simplest form. Students then began to work with integers that included comparing integers and operations with integers.

Math 8 – Students are using the Holt Mathematics 8 series. In October, students continued to multi-step equations that included distribution, multiple variables, and variables on both sides. Students will be assessed by the end of the marking period.

ELA 7 – During the reading portion of class, students read *The Outsiders* by S.E. Hinton. Students read each day and answered text dependent and open-ended questions using 1:1 computers. Students also made predictions, connections, and recorded stages of plot, and conflicts within the novel. Students learned new vocabulary and used it during open response and essay questions. To reinforce writing skills, students completed a compare/contrast essay comparing the theme of *The Outsiders* and the theme of the poem “Nothing Gold Can Stay” by Robert Frost.

ELA 8 – Students read a variety of Edgar Allan Poe works, such as “The Raven,” and “The Tell-Tale Heart.” Additionally, students read *The Freedom Writer's Diary* by Erin Gruwell and the Freedom Writers.

Students in both math and language arts completed benchmark testing. Students in LA completed F&P Testing, and students in Math completed the Standards benchmark.

Language Arts teachers received initial training in the Achieve 3000 Program. Intermediate School has purchased 125 licenses for the program.

**Mathematics: Amy Stewart**  
**High School**

Number of children currently in the program:

Literacy\_\_Math 35 (plus 17 ICS students)

There were seven new entrants tested into the program in October.

The students who enrolled in the Basic Skills program, during the month of October, were determined eligible for the course based on historical PARCC test data. These students were originally enrolled in a college preparatory course, but due to low academic performance combined with their PARCC scores, it was recommended that they receive basic skills instruction.

There were no students who exited the program in October.

Integrated GEOMETRY: Throughout the month of October, program emphasis has been on remediation and “reasoning and proof” of geometry. Students performed poorly on the first test. Students struggled with:

- Reading word problems

- Reading diagrams and extracting information from diagrams

- Drawing and labeling diagrams to help set up a problem

- Using formulas to:

  - Find the distance between two points

  - Find the midpoint of a segment when given two endpoints

  - Finding the endpoint of a segment when given the midpoint and one endpoint of the segment.

Due to remediation, the class has fallen behind of the pacing guide.

Students have continued working to construct logical arguments regarding the properties, definitions, and postulates pertaining to lines and special angle relationships. Students have continued to apply and reinforce their algebra skills while working with angle measures. Students have also used the relationships between angles to help find the measures of such angles.

Integrated ALGEBRA I: Throughout the month of October, program emphasis has been on solving linear equations. Due to the results on a teacher created pre-assessment of prerequisite skills for solving linear equations, students were remediated in the following areas:

- Identifying an equation or an expression and understanding which is solvable

- Identifying terms of an expression, like terms, constant terms, and coefficients of variables

- Simplifying an expression by combining like terms

- Simplifying an expression using the distributive property

Adding and subtracting integers (Many students still count on their fingers)  
Multiplying integers [ (+)(+)= +, (+)(-) = (-), (-)(+) = -, (-)(-)=+]

Students have begun writing and solving linear equations. This includes solving one-step equations, two-step equations, multiple-step equations, and equations with variables on both sides. Students have also begun writing ratios and proportions. They were very successful with solving basic proportions but struggled with solving proportions that contain linear expressions. Applying the distributive property in the cross products made it a little difficult for many students.

Due to remediation, the class has fallen behind of the pacing guide.

Desk Hops: Assignment where the students move about the classroom to help keep them engaged in the assignments.

All but two students in the Integrated Algebra I classes scored a 1 or 2 on the PARCC assessments in 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade. These scores indicate that the students either *did not meet* or *partially met* the expectations of their grade level and that the students may need additional support at the next grade level. Remediation of material from previous courses is one of the ways in which we are offering additional support for the students that are struggling with the 9<sup>th</sup> grade level mathematics. Remediation will most likely continue to slow the pace relative to the pacing guide.

**Language Arts: Sheila Sapphire**  
**High School**

Number of children currently in the program:

Literacy 14 Math \_\_\_\_\_

No new entrants tested into the program in October.

No students exited the program in October.

The Preliminary SAT (**PSAT**) is a test designed to help students practice for the SAT. It is also used to determine eligibility for scholarships awarded by the National Merit Scholarship Corporation.

This month's lessons have focused on improving writing skills by citing textual evidence and making relevant connections to support analyses. Students have been encouraged to apply grammatical conventions to their writings and to use transitional words and phrases.

Development of vocabulary skills is on-going, and students are expected to incorporate new words into their writing and class discussions.

Using TED Talks and written articles, students have been learning about the different structures in education and the effects of the different types of schools on



various cultures. They are asked such questions as “What is the purpose of education in the 21<sup>st</sup> century?” and “How should schools prepare students today for the future?”

As students are becoming more familiar and comfortable with the requirements of the class, their grades have been improving. The classes have been enthusiastic about learning.

### III. CURRICULUM

#### A. Field Trips

Field trips for the month of October 2017:

<b>DATE</b>	<b>SCHOOL</b>	<b>TO</b>	<b>TIME</b>	<b>BUSES</b>
10/2/17	GHS	Atkinson Park	3.75	1
10/2/17	GHS	Cinnaminson HS	4.5	1
10/3/17	GHS	Deptford HS	3.25	1
10/3/17	GHS	Kingsway HS	3	1
10/3/17	GHS	Deptford HS	3.75	1
10/3/17	GHS	Atkinson Park	4	1
10/4/17	GHS	Schalick HS	4.25	1
10/5/17	GHS	Delsea HS	3.75	1
10/6/17	GHS	Cedar Creek	5.75	1
10/6/17	GHS	Woodstown HS	4	1
10/7/17	GHS	Penns Grove HS	6.5	2
10/7/17	GHS	Penns Grove HS	6	1
10/7/17	GHS	Penns Grove HS	6.5	2
10/7/17	GHS	Millville Memorial HS	6	2
10/8/17	GHS	Phila. Columbus Parade	5	1
10/9/17	GHS	Gateway HS	4.25	1
10/9/17	GHS	Haddon Hts Boro Hall	4.5	1
10/11/17	GHS	Triton HS	3.5	1
10/11/17	GHS	Atkinson Park	2.5	1
10/12/17	GHS	West Deptford Park	3.5	1
10/13/17	GHS	Gateway HS	6	2
10/13/17	GHS	Gateway HS	6	2
10/13/17	GHS	Gateway HS	4.5	1
10/13/17	GHS	RCGC	1.75	1
10/13/17	GHS	Williamstown HS	4	1

10/16/17	GHS	Pennsville HS	5	1
10/17/17	GHS	Penns Grove HS	4.75	1
10/17/17	GHS	Pitman HS	3.25	1
10/18/17	GHS	Atkinson Park	4.25	1
10/19/17	GHS	Schalick HS	3.5	1
10/19/17	GHS	Peter Mott House	5	1
10/21/17	GHS	Ocean City HS	7	1
10/21/17	GHS	Delsea HS	6.5	2
10/21/17	GHS	Patrick Peyton Sports Plex	4	1
10/23/17	GHS	Woodstown HS	3.75	1
10/24/17	GHS	Overbrook HS	4.75	1
10/25/17	GHS	Cumberland HS	4.25	1
10/28/17	GHS	Alloway Parade	6	1
10/30/17	GHS	Pennsville HS	5.5	1
10/30/17	GHS	Bishop Eustace Prep	4.5	1
10/2/17	GIS	Clayton HS	2.5	1
10/3/17	GIS	Wash. Twp HS	3.75	1
10/16/17	GIS	Delsea MS	3	1
10/17/17	GIS	Schalick HS	2.5	1
10/18/17	GIS	Hammonton HS	3.5	1
10/20/17	GIS	James Hall @ Rowan	1.5	1
10/23/17	GIS	Woodstown MS	3	1
10/24/17	GIS	GHS	2.25	1
10/25/17	GIS	GHS	2.25	1
10/26/17	GIS	GHS	2.25	1
10/26/17	GIS	GHS	2.25	1
10/27/17	GIS	GHS	1	1
10/6/17	Bullock	Rowan Fossil Park	3.25	1
10/30/17	Bullock	Parents to Bullock	2.5	1
10/17/17	Rodgers	Mood's Farm	3	2
10/5/17	ACA	Coomb's Barnyard	3.25	1
10/31/17	Borough	Rowan Blvd	2.5	1
10/7/17	Pitman	Clearview HS	8.5	1
10/11/17	Pitman	Zimmerman's Farm Market	3	1
10/14/17	Pitman	West Deptford HS	6	1
10/15/17	Pitman	Deptford HS	6	1
10/21/17	Pitman	Toms River HS	10.5	1

10/22/17	Pitman	Wash Twp HS	6.5	1
10/30/17	Pitman	Westmont Parade	3	1

**B. Curriculum Committees:**

The following curriculum committees met during the month of October 2017:

Music

GLASSBORO BOARD OF EDUCATION  
Curriculum Committee Agenda/Minutes  
Thursday, October 12, 2017 - 3:30 pm

AGENDA

1. Member reports distributed and reviewed – Welcome new faculty – Rachel Johns
2. District Music Committee Goals 2017-2018 – Adjustments?

The goal of the Glassboro Public Schools District Music Committee is to work collaboratively to improve student achievement, increase student participation in musical ensembles and promote our school music programs.

Objective 1: To align curriculum and instruction programs through collaborations: Side-by-side performances/District Concerts, Observations of colleagues and master classes

Objective 2: To participate in professional development activities related to our content areas and specialties; both in and out of the district.

Objective 3: To actively recruit students into musical ensembles as well as music electives through providing varied and rewarding musical experiences which are educational, motivational and challenging.

3. Music faculty positions – anticipated needs
4. Promoting the Glassboro Schools music programs – performances in the community, acknowledging student/faculty accomplishments. Continuing communication between schools.
5. Tri-M Music Honor Society – ushers, performances at schools, etc.
6. Professional Development Activities – NJMEA February 22-24, 2018 – East Brunswick – Discussion of plans to attend
7. Glassboro Fine and Performing Arts Academy Update

8. Events for 2017-2018
  - Festivals/trips
  - District Concert
  - Student assemblies/Side-by-sides – student performances at district schools
9. Discussion of musical repertoire choice and limitations in district
10. Open for questions, comments, concerns etc.

#### MINUTES

Present were Arthur Myers (GHS/GIS), Mary Greening (GIS/GHS), Angelina Coppola (Bowe), Rachel Johns (Bowe), Katharine Baer (GIS), Lisa Neglia (GHS) and Mary Shipley (Rogers) Kim Tursi (Bullock) was at a Bullock Choir rehearsal. Dave Fox was a an appointment

LENGTH OF MEETING: 3:30 pm – 4:45 pm

SUBJECT(S) DISCUSSED

Member reports distributed and reviewed - Brief program reports and updates were distributed and/or presented by members of the committee. The reports continue to reflect some great initiatives and work being done by the music faculty for their students and for their professional growth. Copies of the reports are being submitted with these minutes.

#### Discussion of District Music Committee Goals 2017-2018

The goal of the Glassboro Public Schools District Music Committee is to work collaboratively to improve student achievement, increase student participation in musical ensembles and promote our school music programs.

Objective 1: To align curriculum and instruction programs through collaborations: Side-by-side performances/District Concerts, Observations of colleagues and master classes

Objective 2: To participate in professional development activities related to our content areas and specialties; both in and out of the district.

Objective 3: To actively recruit students into musical ensembles as well as music electives through providing varied and rewarding musical experiences which are educational, motivational and challenging.

#### Music faculty positions – anticipated needs

Mrs. Baer will be on maternity leave from December 4<sup>th</sup> through the end of the school year. It is recommended that a long-term music substitute be hired in order to meet the musical and curricular needs of the students.

Promoting the Glassboro Schools music programs – performances in the community, acknowledging student/faculty accomplishments. Continuing communication between schools.

A variety of activities are being planned to assist our programs in reaching the community and providing opportunities for the students to perform. Some additional information can be found in the member reports. Some highlights: Marching Band – Glassboro Italian Festival,

Glassboro Community Day, parades, festivals, games. GHS Choir – Men’s Festival of Song at Rowan. Bowe School Choir – Possible Sixers game performance. Bowe School Choir, GHS Band students and GHS Select Choir – Boro In Lights tree lighting. GHS ensembles – senior center and assisted living performances.

Tri-M Music Honor Society – ushers, performances at schools, etc.

As the new advisor for GHS Tri-M Music Honor Society Chapter 3004, Mr. Myers reached out to members of the committee to share ways in which the students members can assist at concerts and or at the schools. Mrs. Shipley shared her concert dates for Rodgers school (12/6 and 12/7 – 9:00 am and 12:30 pm). Possible performances at these events by GHS students will be investigated.

Professional Development Activities – NJMEA February 22-24, 2018 – East Brunswick – Discussion of plans to attend

Mr. Myers, Ms. Greening, Ms. Johns, Mr. Fox and Ms. Coppola plan on attending the NJMEA State Conference in February. Professional Day requests will be submitted.

Glassboro Fine and Performing Arts Academy Update

As reported by Mary Greening - They lost an out-of-district seat at the end of the summer to the STEM program when a music student chose not to attend Glassboro. They are down to two out-of-district music students, funding 12 Glassboro music students. Mrs. Greening has been asked to meet with the art teachers and Dr. Sneathen tomorrow morning regarding the budget, and art supply money. There seems to be some concern that the out-of-district art students are funding Glassboro music students. They have never split the art/dance/music students according to discipline when funding the programs in the past. They have also been able to be generous in the past with funds to help the art department, including several thousand dollars for a kiln last year. Mrs. Greening will report back when she has more information.

Events for 2017-2018

Visits to schools for recruiting and exposure

Community performances

GIS Six Flags music trip – May 2018

Students auditioning for All South Jersey honors ensembles and Olympic Conference Honors Band

Discussion of musical repertoire choice and limitations in district

Clarification on the acceptance of and use of music which may be considered sacred in the concerts and classes is being sought. Mr. Myers will submit a letter for this purpose. He will share the position of NAFME regarding this topic as shown on the organization’s website.

Open for questions, comments, concerns etc.

A more effective system for registering incoming 7<sup>th</sup> grade students for GIS music ensembles is needed. The preference is to have prior parental permission and student agreement to participate before signing the students up for the classes. They will look into the possible use of an online registration system.

CONCLUSION(s) REACHED:

It is evident that the music faculty in the Glassboro Public Schools dedicate a great deal of time expanding student opportunities to perform in and out of their schools. The faculty and students act as musical ambassadors for the school district. Recruiting and retention are very important to the success of the school music program. Activities and performances, such as visits to the elementary schools, are being done to promote involvement in the music program.

RECOMMENDATION(s): Continue promote the efforts of the students and provide public performances in the community in order to share what is accomplished through the school music programs.

Continue to work on recruiting and retention of students in performing ensembles. Increase the performance visits between schools. Continue to utilize the School District's PR representative for promoting the activities and successes of the students and the programs. Continue to offer additional performance opportunities to students.

#### IV. **PERSONNEL**

##### A. **New Staff Members**

The following staff members were hired or transferred to another position during the month of October:

Walleska Handal	Spanish Teacher	Bowe School
Barbara Reim	Classroom Aide	Bullock School

##### **Vacancies**

1:1 Aide or Classroom Aide

##### B. **Substitute Teachers**

From this point on all potential Substitutes are being referred to Source4Teachers.