

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

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

April 29, 2019

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL
Denise Barr, Head Teacher

As of March 29, 2019 there are 18 students enrolled in the Alternative Evening High School. Six students have an IEP. Two students are attending from Intermediate School. One student is attending part-time in order to meet his graduation requirements.

II. STATE AND FEDERAL PROGRAMS

A. English As A Second Language
Rona Johnson: ESL Teacher Pre-K – 2nd Grade

Number of children currently in the program:
Mrs. Johnson has 46 ELLs. The district-wide breakdown is listed below.

District-wide Enrollment:

GRADE	TOTAL	PROGRAM: BILINGUAL	PROGRAM: MAINSTREAM	PROGRAM: REJECTED	LANGUAGE: SPANISH	LANGUAGE: TURKISH	LANGUAGE: OTHER
PRE-K3/4	NA	NA	NA	NA	NA	NA	NA
K	14	11 (when available)	2	1	11	0	3
1	12	10	2	0	11	1	0
2	15	9	5	1	11	0	4
3	7	7 (when available)	0	0	7	0	0
4	6	0	6	0	5	1	0
5	6	0	6	0	5	0	1
6	1	0	1	0	1	0	0
7	1	0	1	0	1	0	0
8	4	0	4	0	3	0	1
9	1	0	1	0	1	0	0
10	2	0	2	0	1	0	1
11	0	0	0	0	0	0	0
12	2	0	2	0	0	0	2
ADULT ED	0	0	0	0	0	0	0
TOTALS	71	37	32	2	57	2	12

There were no new students who entered the program in March.
One student transferred out in March.

No other testing beyond placement testing has occurred.

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 through third will receive daily push-in or pull-out instruction with 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 a need for a bilingual teacher for kindergarten and third grade. Additionally, the program would flourish with the support of bilingual aides.

For the month of March, all registered ELLs who were in attendance were taught with ESL instruction. Translation services were provided as needed during parent teacher conferences, positive phone calls needed to be made for homeroom teachers, in addition to Mrs. Johnson's normal positive phone calls, and other inquiries. The ESL/BE Department held a BPAC event on March 21. They had a very positive turnout with families joining them for dinner and learning about the upcoming testing and full day preschool offerings!

Mrs. Johnson attended a NJTESOL/NJBE, Inc. workshop at the Atlantic Cape Chapter on March 13, 2019 which was held at Josie Kelly's Public House in Somers Point. The presenter was Dr. Lisa Rose Johnson and her topic of discussion was Resiliency and Morning Meeting Activities with ELLs.

As a department, they are currently half-way done administering WIDA ACCESS for ELLs. The test window is March 18-April 4.

B. Title I - Basic Skills Improvement Program

Carrie Owens: Basic Skills Coordinator
J. Harvey Rodgers School

Number of children currently in the program:

Literacy_____X_____ Math _____

Owens- 30

Morrison-21

No new entrants tested into the program in March.
No students exited the program in March.

During the month of March the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial sounds. Students reviewed the terms consonant, vowel, and digraph. The welded sounds am & an 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 *into, he, one, had, said, that, him, on, saw, if, out, & she* were introduced. In addition, most basic skills students are reading books in guided reading Level B and C, with two groups reading in Level D. There is still one intervention group reading in level B and working on mastery of sight words.

Rachel Morrison attended a workshop on March 25, 2019- Classroom Management in an Inclusive Environment at Rowan University.

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

Number of children currently in the program:

BSI Teacher: Tartaglione	
Grade/Level	Number of Students
Grade 1	
Level B	1
Level C	10
Level D	7 (1 student*)
Level E	4
Level F	2
Level G	2
Total Grade 1 Students	25
Grade 2	
Level B	1
Level C	1
Level D	3
Level G	4
Total Grade 2 Students	9
Total Students Served	34

*Note: These students are being double-dipped with another teacher for a total of 60 minutes.

BSI Teacher: McConnell

Grade/Level	Number of Students
Grade 1	
Level A	3 (2 students*)
Level B	1
Level C	1
Level D	3
Level E	14
Level F	3
Total Grade 1 Students	23
Grade 2	
Level D	1*
Level E	2
Level F	1
Level I	1
Level J	2
Total Grade 2 Students	6
Grade 3	
Level C	1*
Total Grade 3 Students	1
Total Students Serviced	30

BSI Teacher: Werner	
Grade/Level	Number of Students
Grade 1	
Level C	2
Level D	2
Total Grade 1 Students	4
Grade 2	
Level D	6
Level H	3
Level I	1
Level J	6
Level K	1
Total Grade 2 Students	17
Grade 3	
Level E	1*

Level F	1*
Level G	1
Level L	6
Level M	5
Total Grade 3 Students	14
Total Students Serviced	35

* Note: These students are being double-dipped with another teacher for a total of 60 minutes.

BSI Teacher: Peale	
Grade/Level	Number of Students
Grade 1	
Level A	2*
Total Grade 1 Students	2
Grade 2	
Level H	3
Level I	3
Level J	5
Total Grade 2 Students	11
Grade 3	
Level E	1
Level F	1
Level L	7 (1 student*)
Level M	4
Level N	4
Total Grade 3 Students	17
Total Students Serviced	30

* Note: These students are being double-dipped with another teacher for a total of 60 minutes.

1 st – 3 rd BSI Student Totals							
Grade	September	October	November	December	January	February	March
1	48	49	45	45	45	59	54
2	40	40	41	41	42	41	43

3	32	32	31	30	30	29	32
Grades 1-3	120	121	117	116	116	129	129

1 st – 3 rd Total Students with a Double Dose of BSI (seen for a total of 60 minutes)							
Grade	September	October	November	December	January	February	March
1	4	5	6	5	5	2	2
2	0	0	1	1	1	1	1
3	0	0	1	1	1	2	2
Grades 1-3	4	5	8	7	7	5	5

New entrants tested into the program:

1 st – 3 rd BSI New Entrants						
Grade	October	November	December	January	February	March
1	1 New Student	4 Tested In	0	0	17 Total 3 New Students 14 Tested In	0
2	0	2 New Students	0	0	4 Total 1 New Student 3 Tested In	0
3	0	1 New Student	0	0	6 Total 4 New Students 2 Tested In	0
Grades 1-3	1	7	0	0	27	0

*New Student – all new students into district complete a Fountas & Pinnell Benchmark Assessment and DIBELS Testing to qualify for Basic Skills.

*Tested In – students fall below grade level in two or more of the following tests to qualify: Fountas & Pinnell Benchmark, DIBELS, and Phonological Awareness Profile.

Students who exited the program:

1 st – 3 rd BSI Exits						
Grade	October	November	December	January	February	March
1	0	6	0	0	4	0
2	0	0	0	0	3	0
3	0	0	0	0	5	0
Grades 1-3	0	6	0	0	12	0

1 st – 3 rd BSI Transfers						
Grade	October	November	December	January	February	March
1	0	0	0	1	0	1
2	0	2	0	1	0	1
3	0	2	1	0	0	0
Grades 1-3	0	4	1	2	0	2

All new students to Glassboro Public Schools in the 2018-2019 school year will be administered the following assessments to determine eligibility into the Basic Skills Program:

Fountas & Pinnell Reading Benchmark Assessment

The Phonological Awareness Profile (designed to diagnose deficits in phonological processing and phoneme/grapheme correspondence) It is given based upon the results of the Fountas & Pinnell Reading Benchmark Assessment.

The Dynamic Indicators of Basic Early Literacy Skills (set of procedure and measures for assessing acquisition of early literacy skills from Kindergarten through sixth grade that can identify areas of weakness in indicators of phonemic awareness, alphabetic principle, accuracy and fluency).

Guided reading times have been created for each teacher and all basic skills instruction in 1st – 3rd will take place during that block of time. All basic skills students will be seen by their classroom teacher as well as receive instruction from a basic skills teacher for small group reading instruction.

1st grade students seen by Lynn McConnell and Cheryl Tartaglione receive a combination of The Fountas & Pinnell Leveled Literacy Intervention System (LLI) and Orton-Gillingham. Both Lynn McConnell and Cheryl Tartaglione are Orton-Gillingham certified. Orton-Gillingham places an emphasis on the connections between letters and sounds through an explicit, direct, and multisensory instructional method. 1st – 3rd grade students seen by Nicole Werner and Karen Peale will use The Fountas & Pinnell Leveled Literacy Intervention System (LLI).

At the middle of 1st grade, students should be reading at a Level G/H. They are currently able to service all students identified in the 1st grade as Levels A – F (except for 7 Level F's in the grade level in an inclusion setting or new students to the district).

At the middle of 2nd grade, students should be reading at Level L. They are currently able to service all students identified in the 2nd grade as Levels A – J.

At the middle of 3rd grade, students should be reading at Level O. They are currently able to service all students identified in the 3rd grade as Levels A – N.

All students were benchmarked throughout the end of January and beginning of February. The next benchmark testing window is in May to determine end of the year instructional reading levels.

The next parent informational session will take place at the Bullock School on Wednesday, April 16 at 6:00 pm and is titled *Building Good Readers-What do the Experts say?* By Cheryl Tartaglione, Teacher at the Dorothy L. Bullock Elementary School. Transportation, dinner, and childcare will continue to be provided for each parent informational session.

A series of parent workshops will again be held at the Dorothy L. Bullock Elementary School in the 2018-2019 school year and include the following dates and topics:

May 30: Preparing for Summer “SUNSATONAL EVENT” (Family Event for Grades 1-3.)

Lisa Rencher: Basic Skills Coordinator
Thomas E. Bowe School

Number of children currently in the program:

Literacy: 24 Math: 0

Eight new entrants tested into the program in March.

No students exited the program in March.

The BSI teachers spent the month continuing LLI instruction. On Thursdays and Fridays they continue to infuse technology through the use of Commonlit.com and google classroom.

Activities of special interest:

- The BSI teachers continued their work with Battle of the Books.
- They also worked closely with Dr. Elder in continuing the PDS initiatives.
- Mrs. LoCastro and Mrs. Rencher, as part of the I & RS team continued with the meetings.
- Continued working with PBIS, ScIP, SLT and the Bowe MERT team at Bowe.
- Organized Read Across America activities.
- Chaperoned visits to Rodgers and Bullock for Real Men Read, during Read Across America week.

Mrs. Rencher attended the NJCEE workshop at Rowan Industrial Park on 3/13. Diverse Student Learners and School Improvement- Transformative Student Voices for Equity. They focused on increasing student achievement, efficacy, and engagement along with developing an identity as a member of a larger community committed to social justice.

She attended and presented at the Rowan CASE Educators for Equity on 3/19/19. Mrs. LoCastro and Mrs. Rencher presented on the PDS work at Bowe. Keynote topic was disproportionality in special education.

She attended and presented at the Rowan Rowan Faculty Research Day. Presented with Dr. Elder on the current research on inclusive education at Bowe. Link to materials presented. <https://tinyurl.com/BowePDS>

Mrs. LoCastro and Mrs. Rencher continue to be utilized to cover classrooms, due to substitute shortages.

Language Arts: Andrea Locastro
Thomas E. Bowe School

Number of children currently in the program:
Literacy 21 Math N/A

Four new entrants tested into the program in March.
No students exited the program in March.

The BSI teachers spent the month continuing LLI instruction. On Thursdays and Fridays, they continue to infuse technology through the use of CommonLit.com and Google Classroom.

Activities of special interest:

- Continued work with Battle of the Books.
- Worked in conjunction with administration to elevate the Social/Emotional climate of the building.
- Worked closely with Dr. Elder in continuing the PDS initiatives
- Attended I&RS Meetings
- Assisted new librarian
- Continued working with PBIS, ScIP, and SLT committees
- Organized Read Across America Activities
- Chaperoned visits to Rodgers and Bullock for Real Men Read during Read Across America Week

Conferences and workshops attended:
NJCEE Diverse Student Learners and School Improvement Workshop

"Transformative Student Voices for Equity: Nothing About Us Without Us" at the Rowan Technology Park on 3/13. Focused on increasing student achievement, efficacy, and engagement along with developing an identity as a member of a larger community committed to social justice.

Rowan C.A.S.E – Educators for Equity at Rowan on 3/19. Presented on the PDS work at Bowe. Keynote topic was Disproportionality in Special Education.

Rowan Faculty Research Day at Rowan on 3/27. Presented the current research/work on inclusive education along with Dr. Elder.

Link to materials presented: <https://tinyurl.com/BowePDS>

Mrs. LoCastro & Mrs. Rencher continue to be utilized to cover classrooms due to substitute shortages.

Language Arts: Michelle Meehan
Intermediate School

Number of children currently in the program:

Literacy 45 Math

No new entrants tested into the program in March.

No students exited the program in March.

ELA: In March, they completed the Unit 3 narrative unit. The students read sci-fi texts like “The Monsters Are Due at Maple Street” and completed The Giver novel. The students coded and annotated texts, both fiction and non and discussed authors purpose/bias, theme, symbolism, traits, inferences, vocab, context clues, foreshadowing, and irony.

Writing: In March, students completed their argumentative essays. They worked on counter claims, reviewed MLA citations, works cited pages, citing sources correctly, etc. They also began reviewing for the PARCC test and completed a sample literary analysis test.

ELA: The students are enjoyed *The Giver* and the science fiction stories they read and discussed.

Language Arts: Ilisa Noble
Intermediate School

Number of children currently in the program:

Literacy 54 Math

No new entrants tested into the program in March.

No students exited the program in March.

In 7th Grade, program emphasis was on reading fiction text for Unit 3. Skills covered in this unit are elements of plot, imagery, figurative language, context clues, foreshadowing and theme. Students were able to code their text, learn vocabulary through context clues, and read related non-fiction texts that relate to the topic of *The Giver* which is dystopia.

In 8th Grade, students are reading a non-fiction informational text about the food industry in America. Skills covered in this unit are finding text evidence, cause and effect, sequence of events, point of view, finding central idea and summarizing text. Students created food chains with written explanations, wrote food poetry, and worked to read and analyze the text independently and respond to short answer and open ended questions.

Students in 8th grade completed Argumentative Essays and a Unit test to wrap up the Omnivore's Dilemma Unit. They also worked collaboratively in groups to teach a chapter of the book to their peers. They wrote a lesson plan, created and copied materials, then taught a 20 minute lesson. Students in 7th grade completed The Giver unit. They took a unit test, wrote a narrative ending to the story, and completed various comprehension and skill practice activities pertaining to the unit theme and objectives.

Mathematics: Wayne Rulon
High School

Number of children currently in the program:

Literacy _____ Math 30

No new entrants tested into the program in March.

Two students exited the program in March.

In Integrated Algebra 1, explorations involving quadratic equations and functions were of concern. Students learned how to analyze graphs of quadratic equations, the quadratic formula, completing the square, and determining what a quadratic, exponential and linear equation graph would look like and how they are different. Currently, students have begun a unit discussing data analysis. As always, several graphing calculator activities were used to aid in analyzing graphs of quadratic functions.

In Integrated Algebra 2, trigonometric graphs, identities, and equations were continued to be demonstrated and understood. This includes the graphs of the three main trig. functions: Sine, Cosine, and Tangent. Also, verifying trig. identities and solving trig. equations were taught and explored. As always, the graphing calculator was utilized as an important tool to understand the period and amplitude of sine and cosine graphs.

Graphing Calculator Explorations are of constant interest and a great way of explaining challenging concepts.

Mathematics: Michele Keating
High School

Number of children currently in the program:

Literacy _____ Math 16

No new entrants tested into the program in March.

No students exited the program in March.

The students in Integrated Algebra I are learning to factor, solve and graph quadratic equations.

Students use their laptops for resource materials and homework/classwork. Students also use their laptops for my.hrw.com and ixl.com.

Mathematics: Amy Stewart
High School

Number of children currently in the program:

Literacy _____ Math 20

No new entrants tested into the program in March.

One student exited the program in March to enter AEHS.

Integrated ALGEBRA I: Throughout the month of March, program emphasis has been on graphing, solving and writing quadratic equations and functions. Students analyzed the graphs of $y=x^2$, $y=ax^2$, $y=x^2+c$, $y=ax^2+bx+c$, $y=(x-p)(x-q)$, and $y=a(x-h)^2+k$. They investigated how to describe the transformations on the graph based on the given rules as well as critical features of the graphs of quadratic functions (max, min, vertex, axis of symmetry, and intercepts). Students also used several methods to solve quadratic equations. These methods included: factoring, graphing, finding square roots, completing the square and using the quadratic formula. Students extended their knowledge of solving quadratic equations and solving linear systems to solving systems that involve quadratic functions. Lastly, students learned to compare linear, quadratic and exponential functions from equations, tables and graphs.

Students have continued using IXL to strengthen their algebra skills. Students have continued to analyze the solutions of problems.

Students also continued to use Desmos activities to help investigate quadratic functions.

Language Arts: Sheila Sapphire
High School

Number of children currently in the program:

Literacy 25 Math _____

No new entrants tested into the program in March.

No students exited the program in March.

Eng. II, Block 1:

Students have been diligently analyzing the works of the people who influenced social change. They have been summarizing and sharing their findings, which they have supported with textual evidence. This unit served as an introduction to Night such topics as purpose, genocide, and social ethics and moral responsibilities.

ELA I, Block 2:

Students in ELA finished their unit on The Odyssey in which they identified such elements as figurative language, traits of the epic hero, and the moral and social values expressed this work. Having learned about Elizabethan times, the class is now reading Shakespeare's Romeo and Juliet, identifying conflicts, character motivations, and characterizations. They are also watching various segments of the different versions of the play for the purposes of comparison and contrast.

On March 23, 2019, Ms. Sapphire attended EdCamp at Washington Township High School. The sessions were both informative and enjoyable. In the teachers' forums they exchanged ideas for engaging students in reading and writing- with (and without) the use of technology.

All of the students have been progressing well.

III. **CURRICULUM**

A. Field Trips

Field trips for the month of March, 2019:

DATE	SCHOOL	TO	TIME	BUSES
3/15/19	GHS	Penns Grove HS		
3/18/19	GHS	Maple Shade		
3/19/19	GHS	RCGC		
3/19/19	GHS	Williamstown		
3/22/19	GHS	Schalick		
3/27/19	GHS	RCGC		
3/29/19	GHS	Gateway		
3/29/19	GHS	Vineland Sr. South		
3/30/19	GHS	Kingsway		

B. Curriculum Committees:

The following curriculum committees met during the month of March 2019: Music Committee, Science Fair Committee

District Music Curriculum Committee
CHAIRPERSON: Arthur Myers, Facilitator
Thursday, March 14, 2019 - 3:30 pm
Beach Administration Building

Agenda

1. Member reports distributed and reviewed
2. Concert reflections - further discussion of performance venue needs, stage crew needs. Budget?

3. Professional Development Activities - visitations, NJMEA 2019, NJMEA 2020 (Atlantic City). Sharing Information from sessions.
4. Student Honors - Promotion - Opportunities - In the News - Recognition at MIOSM
5. MIOSM activities - advocating for music
6. Discussion of recent district music events and upcoming events
Community performances
7. Glassboro Fine and Performing Arts Academy Update
8. Open for questions, comments, concerns etc.

Future committee meeting dates

May 9, 2019

Location: Beach Administration Building at 3:30 pm

MINUTES

ADMINISTRATORS: None

OTHERS: Present were Arthur Myers (GHS/GIS), Hester Hasheian (GIS/GHS), Angelina Coppola (Bowe), Dave Fox (Bowe), Rachel Johns (Bowe), Kimberly Tursi (Bullock) and Alexa Kowalski (Rogers)

Katharine Baer (GIS) was absent for the day

LENGTH OF MEETING: 3:30 pm – 4:30 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.

Concert reflections - further discussion of performance venue needs, stage crew needs. Budget? The members of the committee shared concerns regarding some facility equipment, technology issues and stage crew needs as they relate to the concert venues. The directors would like to have more student stage crew assistance back stage during concerts for the purpose of stage set-up changes, curtain cues and possible microphone issues. They are also concerned about the reliance on wireless mics and their availability. It has been reported by the stage crew that they only have two working wireless microphones. For the MIOSM concert, Mr. Myers worked with a student to figure out how to utilize the music department's condenser mics for the purpose of better amplifying the choir. More work needs to be done to have the stage crew and faculty make better use of the sound system. The GHS music faculty and drama teacher will be setting up a meeting to discuss concerns and possible solutions with the stage crew advisor. Part of that discussion will include investigating any budgeted funds.

Ms. Tursi reported that the Bullock School's multipurpose room sound system is not functioning. Ms. Coppola reported that the sound system in the Bowe School gym is also not functioning properly.

Professional Development Activities - visitations, NJMEA 2019, NJMEA 2020 (Atlantic City). Sharing Information from sessions.

Members who attended this year's NJMEA Conference were asked to share highlights from there workshops. Mr. Myers shared the news that next year's NJMEA Conference will be held in Atlantic City. The organizers believe that the conference has become too large for the East Brunswick location.

Student Honors - Promotion - Opportunities - In the News - Recognition at MIOSM

Mrs. Rettig does a great job of sharing the information about student accomplishments which the committee members provide. She shares it with local newspapers and with the district families. At the GHS Music In our Schools Month Concert, Gloucester County Freeholder Heather Simmons recognized many of the students who earned participation in music honors ensembles. Mrs. Simmons, along with her assistant Daniele Spence, presented signed certificates of achievement from the Gloucester County Board of Chosen Freeholders.

MIOSM activities - advocating for music

The high school music department presented a special 1970's themed MIOSM concert on March 12. Each music ensemble performed alone and in several collaborations during the evening.

Rodgers School had parents and students visit classrooms and perform for the younger students. Ms. Kowalski is working to get some Rowan students to present an "instrument zoo" as well.

Discussion of recent district music events and upcoming events Community performances

It was reported that the Bowe School Music visit to Bullock School must be rescheduled. The High School is working on its spring mini tour which will hopefully include a stop at Rodgers School, an assisted-living home and the Glassboro Senior Center. Jody Rettig has suggested we begin working on coordinating concert dates for the 2019-2020 school year.

Glassboro Fine and Performing Arts Academy Update

Mr. Myers reported that two new out-of-district students were accepted to join the academy next school year. He shares the concern that the continued State-imposed enrollment cap and the expanding STEM and BIOMED academies limit the growth of the Fine and Performing Arts Academy.

Open for questions, comments, concerns etc.

Committee members continue support for the idea that the part-time positions (GIS Vocal/Instrumental Lessons and Bowe School Strings) should be full-time. This would be very beneficial to the growth of the music program and the increased participation opportunities for the students. There are many school-owned instruments in the inventory at Bowe that could be used for this growth. Lessons at Bowe could be more numerous and longer with a full-time string instructor. A full-time vocal/instrumental music teacher at GIS

would also meet the needs of the GIS students and permit a more flexible and efficient lesson schedule.

The existence of duties for the music staff at Bowe School decreases their availability to teach more instrumental lesson groups. Bowe School is the foundation for the entire district instrumental music program.

CONCLUSION(s) REACHED:

1. Improvements in the facility equipment, sound capabilities, stage crew availability and equipment training for both students and faculty are needed for the GHS auditorium. Most Bowe, GIS and GHS events are held in this space. Improvements are needed for the Bowe School and Bullock School sound systems.
2. The success of the Bowe School instrumental music program is key to the development of thriving music programs at GIS and GHS.

RECOMMENDATION(s):

Set up a meeting with the stage crew advisor and GHS music faculty to discuss needs, goals and possible solutions. Seek funds for new choral risers, microphones and other sound equipment. Expand the use of the existing capabilities of the sound system to allow for overhead mics and wired mics. Investigate solutions for improving/upgrading Bowe and Bullock sound systems. Seek funding for the purchase of new choral risers at GHS for use by all choral ensemble. These risers will be safer for those using and moving.

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 share the importance of providing opportunities for students to participate in the instrumental music program.

DATE, TIME, PLACE OF THE NEXT MEETING:

Thursday, May 9, 2019

Location: Beach Administration Building at 3:30 pm

Submitted by Arthur Myers, facilitator

Science Fair Committee meeting
March 18, 2019

In Attendance:

D.Barr, S.Batten, J. DiLorenzo, L. Lupi, D. Brown, D. Scheuer, L. Budney, C. Clark

Agenda:

What needs to be ordered?

Certificates—need a person to print in Batten's absence

Project counts???

Judges & Donations

Order: Ribbons, brown paper, masking tape
Check with Sochor about veggie and fruit
Paper invite to BOE???—how to send
Police - concern with the # of people and wandering the building 6:15-6:45
Brown will learn how to mail merge and print certificates

Program??? - who creates/copies/delivers
For dinner—soda and water (2 cases)
GIS – has Honor Society students coming
Dennis will email regarding in the morning breakfast, and other things that the committee will take care of.
Make sure your names are in 1 column first, then last

Rodgers - 11 kids
2 projects
Bullock - 58 certificates
Bowe - 60 certificates
GIS - 285 certificates
GHS - 20 kids

Next Meeting Thursday 11th 9:00 at Bullock

IV. **PERSONNEL**

A. **New Staff Members**

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

Arielle Visalli	H&PE Teacher	GHS
Amelia Salvatore	Bus Driver	District

Vacancies

Interim Assistant to the Transportation Supervisor
Middle School Teacher with Mathematics Specialization in Grade 5-8
Special Education Teacher – Self Contained
Physics Teacher
Guidance/School Counselor
Head Swim Coach
World Language Teacher

B. **Substitute Teachers**

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