

GLASSBORO PUBLIC SCHOOLS  
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE  
CHIEF ACADEMIC OFFICER  
Dr. Robert Preston

April 28, 2021

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

INSTRUCTION / STUDENT NOTES:

As of March 31, 2021 there are 15 students enrolled in the AEHS program, 4 have an IEP.

In this month one student was dropped from rolls due to attendance, one student had met graduation requirements at the end of the semester and is no longer attending, and four students are attending part time to catch up in preparation for graduation in this year or the next.

We anticipate an increase in enrollment in the 4<sup>th</sup> quarter to 19 students.

AEHS had be originally budgeted (May 2020 request) for 68 teacher hours per week, we have be working below that planned amount. However, an increase in enrollment and planned increase in in-person days will require increase in our hours to closer to the budgeted amount.

Teachers and administrators have been in Webex meeting room each night to assist students as needed. As well as in person to meet with our students attending in that way.

Students are monitored for attendance through the Webex meeting room, APEX work progress log, and email contact.

New staff were approved this month to accommodate certification and state reporting. We are still awaiting them being added into Powerschool so they can be assigned courses.

We still need a course or added to Powerschool to accommodate how students are scheduled.

FACILITIES:

We continue to communicate with Mr. Booth in regard to changes to our schedule as they might impact the custodial staff.

**II. STATE AND FEDERAL PROGRAMS**

**A. English As A Second Language**

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

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

**Carrie Owens: Basic Skills Coordinator**

**J. Harvey Rodgers School**

Number of children currently in the program:

Literacy 28 Math                     

Four new entrants tested into the program in March.

All students were admitted to BSI due to low scores on Letters/Sounds assessment, a phonemic awareness assessment and the DIBEL.

No students exited the program in March.

During the month of March, the kindergarten BSI students worked on the following phonemic awareness skills: rhyme, syllable segmentation, phoneme segmentation and identifying initial and ending sounds in consonant-vowel-consonant words. Students reviewed the terms consonant and vowel. All upper and lower case letters were reviewed, along with the sounds they make and vocabulary pictures that coordinate with each letter. The digraphs **ch** and **th** were introduced. A variety of multi-sensory activities using Orton Gillingham and Project Read strategies were used. The sight words **did, want, find, and, but, good, come, pretty, do, no, yes, eat, so, four & under** were introduced. Practice reading and writing CVC words continue to be part of daily instruction, as well as learning word families, such as -at & -ug. In addition, all basic skills students practiced syllable deletion with compound words.

Ms. Owens attended a virtual training for Wit & Wisdom on March 3 and 10, 2021.

**Amy Masso-Ferrer: Supervisor of Basic Skills**

**Dorothy L. Bullock School**

Summary of Services BSI Reading March 2021

1 <sup>st</sup> – 3 <sup>rd</sup> Grade BSI Student Totals										
Grade	September	October	November	December	January	February	March	April	May	June
1	31	31	31	32	33	34	37			
2	38	39	39	39	39	39	40			
3	30	30	30	30	30	30	30			
Grades 1-3	99	100	100	100	102	103	107			

1 <sup>st</sup> – 3 <sup>rd</sup> Grade Monitored BSI Student Totals*										
Grade	September	October	November	December	January	February	March	April	May	June
1	5	5	5	5	5	5	5			
2	1	1	1	1	1	1	1			
3	9	9	9	9	9	9	9			
Grades 1-3	15	15	15	15	15	15	15			

\*some students placed in inclusion classrooms, being supported in class, unable to service through BSI due to staff shortage

1 <sup>st</sup> – 3 <sup>rd</sup> Grade BSI Student – No Consent*										
Grade	September	October	November	December	January	February	March	April	May	June
1	4	4	4	4	4	4	4			
2	2	2	2	2	2	2	1			
3	0	0	0	0	0	0	0			
Grades 1-3	6	6	6	6	6	6	5			

\*Either no response or refusal, may consider once return to in-person instruction

Teacher Providing Services/# of Students per Teacher											
Teacher	September	October	November	December	January	February	March	April	May	June	Teacher Totals
McConnel – 1 <sup>st</sup> Grade	31	31	31	32	33	34	37				37
Peale – 2 <sup>nd</sup> Grade	30	31	31	31	31	30	31				31
Werner – 2 <sup>nd</sup> Grade	8	8	8	8	8	9	9				9
Werner – 3 <sup>rd</sup> Grade	30	30	30	30	30	30	30				30
Total	99	100	100	101	102	103	107				

### New Entrants

New Entrants: Current Students Who Tested In											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	0	1	1	1	3				
2	0	1	0	0	0	0	1				
3	0	0	0	0	0	0	0				
Grades 1-3	0	1	0	1	1	1	4				
New Entrants: New Students to District											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	0	0	0	0	0	0	0				
2	0	0	0	0	0	0	0				
3	0	0	0	0	0	0	0				
Grades 1-3	0	0	0	0	0	0	0				

### Student Exits

1 <sup>st</sup> – 3 <sup>rd</sup> Grade BSI Exits											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	1	0	0	0	0	0	0				
2	4	0	0	0	0	0	0				
3	5	0	0	0	0	0	0				
Grades 1-3	10	0	0	0	0	0	0				

### Student Transfers

1 <sup>st</sup> – 3 <sup>rd</sup> BSI Student Transfers											
Grade	September	October	November	December	January	February	March	April	May	June	Grade Totals
1	5	0	0	0	1	0	0	0			
2	10	0	0	0	0	0	0	0			
3	6	0	0	0	1	0	0	0			
Grades 1-3	21	0	0	0	2	0	0	0			

Students are receiving Basic Skills instruction services both in person and virtually. Students receiving services in-person are in skills-based groups developed according to classroom to avoid cross-cohorting between classrooms. Social distancing and

sanitizing methods are being maintained while in the classroom and between groups. Students are being pulled during teacher prep times as much as possible to avoid being pulled out of the classroom during instructional times. Virtual/cohort C students continue to be serviced through Zoom meetings in leveled groups based on reading level and skills deficits. All students receiving BSI instruction are serviced by both their classroom teacher and the basic skills teacher for reading and phonics instruction. Mrs. McConnell is servicing all students in first grade, Mrs. Peale is servicing majority of the students in second grade, and Mrs. Werner is servicing students in both second and third grade. The Title I Extended School Day Program, which was approved at the February Board of Education meeting, began the second week of March. Four teachers are providing targeted instruction and assistance to 20 Title I students who are most at risk academically from 3:00 pm to 4:00 pm.

**Rene Seabrook Hart**  
**Thomas E. Bowe School**

Number of children currently in the program:  
Literacy: 19 students

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

Other tests:

Inference Check-In Form - Check students' prior knowledge of concepts and familiarize themselves with terms.

Inference Check-Out Form - Students can demonstrate strengths and weaknesses with acquisition of concepts.

Synonym and Antonym Check-In form - Check students' prior knowledge of concepts and familiarize themselves with terms.

Synonym and Antonym Check-Out Form - Students can demonstrate strengths and weaknesses with acquisition of concept.

BSI PULL-OUT: Inference Lesson Plans Students will work on Inferring which title goes with picture/Use actions and dialogue to understand characters actions/Draw inference from text/Make predictions from a story.

BSI PULL- OUT: Synonyms and Antonyms Lesson Plans: Students will work on Choosing the synonyms /Which sentence has the same meaning/ Find the synonym in context/Choosing the Antonym/Which sentence uses the antonym/Finding the antonyms in context.

NJLSA Outline Skills Review - Students will review YouTube Videos for an overview of terminology they are unfamiliar with. For example: Procedural Text is the same thing as directions, recipes, etc. pictures and words to describe the process of a task. The task must be done in sequence.

BSI/ PUSH- IN - Basic skill instruction emphasis during remote/hybrid instruction is pushing into 4th grade classrooms remotely. Providing additional support to BSI

students. BSI support is given in chat during synchronous instruction. BSI support is also provided during breakout sessions in zoom in which students work in small groups to answer questions and complete assignments at their own pace. BSI push-in support has been very successful in having students, which don't participate in synchronous whole group instruction ask questions, work at their own pace, and become stakeholders in their instruction.

SEL (Social Emotional Learning) Provide SEL instruction every Wednesday from (8:40-9:10) for 4th, 5th, and 6th grade students. SEL provides strategies for students to help them "Self Regulate" and recognize positive and negative coping strategies. SEL provides students with a structured platform to learn to cope with the trauma isolation, their feelings, and changes due to Covid through video, chat, discussions, google slides, SEL also provides a safe place for students to express their feelings and practice positive coping strategies through chat, Jamboard, writing prompts. SEL reassures students in the virtual, in-person learning cohorts that adversity is part of life, but they can choose how they respond to adversity.

March SEL Topic: 3/17/21 Expressing Our Emotions and Speaking Out

BPAC (Bowe Parent Advisory Committee) - Attend meetings each month on Wednesday at 6 pm. The BPAC consists of Principal, Vice Principal, Parents, Teachers. During the meeting principal or parents brings issues that may impact student learning. BPAC also discusses what is working in the classroom.

SLT- (School Leadership Team) - Committee meets bi-monthly to bring concerns, challenges of staff /brainstorm or gather information to clarify for grade level peers. Battle of Books Coach- Meeting dates March 15 discussed virtual Battle of the Books and March 24th meeting with students to pick teams.

Conferences and workshops attended: March 3 & March 10 Wit and Wisdom - ELA Professional Development - Overview of the program structure and study of the module planning.

BSI Schedule Survey - Due to cohort A and B combining, 12:45 am BSI small group time students were still arriving home or eating lunch. BSI moved the time to 1:00 - 1:30, combining both groups. Sessions often proceed beyond 1:30 to review any content or for students to share about their day of birthday celebrations.

**Language Arts: Michelle Meehan**  
**Intermediate School**

Number of children currently in the program:

Literacy 27 Math

No new entrants tested into the program in March.

No students exited the program in March.

Program emphasis: Writing- argumentative research essays

Students worked on beginning their argumentative research essays this month. They worked on finding reputable sources, looking at both sides of the argument before choosing a side, building an argument using research, creating outlines, writing hooks and thesis statements, topic sentences, using evidence effectively and citing sources, writing a counterclaim and rebuttal, and creating an effective conclusion.

**Mathematics: Rich Morrison**  
**High School**

Number of children currently in the program:

Literacy \_\_\_\_\_ Math 15

No new entrants tested into the program in March.

No students exited the program in March.

Program emphasis: Algebra I NJ State Curriculum (In preparation for NJ State Exam)

**Mathematics: Wayne Rulon**  
**High School**

Number of children currently in the program:

Literacy \_\_\_\_\_ Math 17

No new entrants tested into the program in March.

No students exited the program in March.

Trigonometry was the emphasis for the month of March. Students dove head first in understanding concepts such as Soh Cah Toa, The Law of Sines, The Law of Cosines, and Heron's Area Formula. Students took their second Summative Assessment of the new Semester on April 1, 2021.

Graphing Calculator Explorations are always utilized to further understand concepts, in addition to On Your Own Exercises found in HMH and ixl.com problems online.

Conferences and workshops attended:

Epilepsy Awareness Online Training Completed 3/31/2021

Mental Health Awareness Training 3/31/2021

**Mathematics: Michele Keating**  
**High School**

Number of children currently in the program:

Literacy \_\_\_\_\_ Math 27

No new entrants tested into the program in March.

No students exited the program in March.

Other tests: MAP testing for midyear growth/benchmark

The students in Integrated Algebra I are learning to write and graph QUADRATIC functions.

Students use their laptops for online materials and homework/classwork. Students also use their laptops for HMH, Desmos, Schoology, Webex and IXL.com.

**Language Arts: Chris Wood**  
**High School**

### III. **CURRICULUM**

#### A. **Field Trips**

Field trips for the month March 2021: none

DATE	SCHOOL	TO

#### B. **Curriculum Committees:**

The following curriculum committees met during the month of March 2021:  
District Nurse Committee, District Technology Committee, District Music Committee, District Science Fair Committee

District Nurse Meeting  
Tuesday, March 3, 2021

In attendance: Donna Begolly, Erin Perewiznyk, Christa Taylor; Excused- Kathee Straube

Vaccines for staff	<ul style="list-style-type: none"><li>• Request from county 3/2/21 to categorize those interested in vaccine by age groups</li><li>• Nurses attempting to gather this information</li><li>• More difficult to get information from departments such as transportation and building and grounds. Moving forward. nurses will attempt to have Staff Emergency Cards for these departments</li><li>• Reached out to HR to see if there is a database of employee demographic and emergency contact information.</li><li>• Recommended access to or development of employee database so that information can be obtained quickly,</li></ul>
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	<p>especially when there is an emergency or when district wide communication is necessary.</p> <ul style="list-style-type: none"> <li>• Recommend mechanism to be able to reach out to departments listed above via global connect to ensure they are getting all district communications related to covid and other important items.</li> <li>• It appears that any county vaccine clinic may only be available to Glassboro School District employees</li> </ul>
Transportation concerns	<ul style="list-style-type: none"> <li>• In order to keep driver from being a close contact, seat behind driver must remain empty. First seat on other side of bus should be kept empty whenever possible. If this is not possible, student must sit at window seat. This will ensure six feet physical distancing for the driver. Thus, driver will not be a close contact should someone on bus be diagnosed with covid-19</li> <li>• Seating charts are very important as we increase bus capacity and are not consistently able to ensure six feet social distancing.</li> <li>• If someone on the bus is diagnosed with covid-19, contact tracing will be necessary and students in surrounding seats will be close contacts and will be required to quarantine as per directives.</li> <li>• Increased difficulties when it is necessary to double up bus runs. It will be important for drivers to know who sits in which seat at these times.</li> </ul>
Communication for transportation concerns	<ul style="list-style-type: none"> <li>• Two template letters drafted and provided to transportation supervisors.</li> <li>• It will be necessary for global connect letters to be sent out to students on a bus if another student on the bus tests positive, similar to communications provided by Principals when someone in school tests positive.</li> <li>• It will only be necessary to send these communications to families of students on the actual bus run of student who tested positive and not all five schools that ride this bus.</li> <li>• Staff on the impacted bus will be notified as well. Importance of confidentiality must be stressed, as we may need to depend on bus driver to help us identify close contacts of ill student.</li> <li>• Recommend technology work with Transportation department to ensure that necessary communications can be sent to the families who have students on this bus run. This will be a very limited communication. Could involve two bus runs if student rides on different buses each day</li> </ul>
Education for transportation personnel	<ul style="list-style-type: none"> <li>• Definition of close contact and why in majority of cases, drivers will not be a close contact. You are not a close contact just because someone on the bus tests positive</li> <li>• Depending on the specific role of the bus aide, they may or may not be a close contact. Not all bus aides will be a close</li> </ul>



	<p>contact.</p> <ul style="list-style-type: none"> <li>• PPE available for any transportation personnel requesting</li> </ul>
Bus cleaning procedures	<ul style="list-style-type: none"> <li>• Have collaborated with Rich Booth and in majority of instances, if regular cleaning protocols have been followed, additional sanitizing may not be necessary. Will be promptly provided when deemed necessary by the circumstances.</li> </ul>
Nurses contact tracing	<ul style="list-style-type: none"> <li>• As more students return to in person instruction, if a student is diagnosed with covid 19, we will check bus routes for this student and communicate to transportation as needed, so communications can go out.</li> <li>• Communications may or may not be required, depending on when student last on the bus</li> </ul>
Plans for increased students in the building	<ul style="list-style-type: none"> <li>• Reminders to all of definition of close contact. Should attempt to maintain six feet in all instances when possible.</li> <li>• Staff should be cognizant of physical distancing strategies, even with increased students in class. Staff should attempt to not be a close contact.</li> <li>• Reminder that having someone in your class diagnosed with covid 19, does not typically make you a close contact, unless it was necessary for you to spend an excess amount of time in close proximity to this student.</li> <li>• There is plenty of PPE in the buildings and an additional storage at Bullock. We have plenty of masks for anyone in need. Children's masks available as well.</li> <li>• All mitigation strategies remain crucial</li> </ul>
When/If we go to Low Risk (green) category	<ul style="list-style-type: none"> <li>• This indicates decreased covid in our region/community.</li> <li>• Mitigation strategies must be maintained</li> <li>• Decreased situations where quarantine is needed</li> <li>• Household contacts remain with a long quarantine period, potentially up to 24 days.</li> <li>• Should continue to recommend covid testing as per protocols to possibly limit quarantine related to exposure, household contacts, travel</li> </ul>
Required medical records	<ul style="list-style-type: none"> <li>• Goal for increased compliance with medical records prior to children beginning school attendance.</li> <li>• Recommendations to follow mandates related to physicals and vaccines and timeline requirements.</li> <li>• Because timely receipt of immunizations and regular physical exams are so important, nurses will follow the mandates.</li> <li>• The past year has certainly demonstrated the importance of regular medical care and vaccine administration related to communicable disease transmission. The state of New Jersey has made it very clear related to immunizations. They are required for school attendance both in person and virtual.</li> <li>• No child is permitted to start school with at least one</li> </ul>

	<p>documented dose of each state mandated vaccine.</p> <ul style="list-style-type: none"> <li>• New entrants to Rodgers must have one dose of each required dose of vaccine before placement.</li> <li>• Students at Bowe in need of Tdap, will be given notice of vaccine need and deadline date. If vaccine not received by this date, child will be excluded from school.</li> <li>• Physical examinations are required prior to school entry at Rodgers. At other levels, we may allow 30 days for a transfer student to submit physical, but will provide a “due date” and discontinue past practice of extending dates for medical records that remain deficient. This has proven time-consuming for nurses and office personnel and has led to non-compliance with the mandates.</li> <li>• While it is certainly not our goal to have children excluded for many days related to lack of medical records, nurses will continue to outreach efforts to obtain required documents and check on appointment status.</li> <li>• It is best to have required records in place before children actually start school, so that there is not a break in their ability to attend. Historically, we have found, that if start of school is dependent on receipt of these records, that the records get turned in more expediently.</li> </ul>
Review of Medical Cannabis Policy Draft	<ul style="list-style-type: none"> <li>• Policy draft with no major areas of concern</li> <li>• Nurse role in the procedure is very limited. This is more of a parent/ approved designee and student procedure.</li> <li>• Nurse may maintain medical order and copy of student registration card/information in confidential health office file.</li> <li>• Nurse office may be used for administration of medical cannabis, but suggest alternate location as well, should there be volume in nurse office, making privacy not possible.</li> <li>• Specific plans for administration on bus and field trips will need to be addressed on a case by case basis.</li> </ul>

District Technology Committee Meeting  
March 9, 2021

Members present: Sue Kornicki, Victoria Toczyłowski, Erica Sloan, Jordan Armstrong, Matt Schwarz, Andrea LoCastro, Sarah Pagan, Rob Hemmes, George Weeks

Agenda:

Old Business: UPDATES

Building-level PLCs

STE Standards for Educators - ISTE standards will be reviewed at the building level by PLCs; PLC time put aside by administrators - Sue contacted building admin teams to request time for PLC meetings once/month in preparation for the district meeting.

### Simulcasting

Webcams & tripods delivered, demo email sent out to help with setup; seeking teachers to model how they are being used or should be used; some teachers need additional USB hubs. How do document cameras play into the simulcasting setup?

ClearTouch display panels are arriving; installation not yet scheduled (need to be on wall near outlet and as near as possible to a drop for hardwiring, need to get serial #s before mounting), training likely in late March; training will be live but virtual, ambassadors from each building may receive more in-depth “train-the-trainer” workshops to turn-key additional features (in-house)

Wireless headphones / microphone - George is looking into these--should we survey staff to see who wants one?

### Schoology/Seesaw

Schoology is mandatory LMS now. Google apps are OK, but no more Google Classroom as a launchpad. Rationale is that we need to be uniform instructionally

All virtual classroom links (if using Zoom or Webex) must be posted prominently in Schoology Courses for easy access by administrators and students.

### SMART Goals:

SMART Goals for 2020-2021.

Software/App Vetting and approval - See Staff Portal for link to application.

### New Business:

Input from building level PLCs - Can we put together a list of resident “experts” (maybe find a better name) in certain tech tools as a resource for teachers who would like to observe or learn a new tool?

District Mid-Year Technology Survey results presentation and narratives - How can we improve?

Teachers requesting more PD; can we (see #1) generate a “Pineapple Chart” virtual class visitation?

Rodgers color printer is still not working, unable to send jobs to the printer. Sue emailed George, who will look into this.

Rodgers is in need of a hovercam for a new teacher. Cathy sent an email out regarding this issue.

Next meeting: Thursday, April 22, 2021

<https://gpsd.webex.com/meet/skornicki>

Science Fair Committee meeting  
March 25, 2021

In Attendance: D. Barr, L. Budney, J. DiLorenzo, L. Wilson, L. Montana, S. Powers, E. Pimpinella

Agenda:

Editing access for website

Digital Science Fair Flyer release

Video submission

Release Day?

Committee concerns/ideas?

- Editing access needs to be granted to Susan Powers or Laure Budney for the website to be fixed.
- Flipgrid video links are in the Science Fair form under each division.
- Science Fair committee members will filter video submission for judges. (The judges will see the top 10-15 videos for each division)
- Denise will put a video together of all project pictures submitted to play on gpsd website from 6:00-7:00 p.m
- LIVE results will be through Webex at 7:00-7:30 p.m.

Dr. Preston to open ceremony

Division winners will be announced by building representatives from the Science Fair committee.

- Awards will be printed by Shannon and Laure will make sure the winners from each division gets their award and medal sent too each school
- Do we know how many judges we will have?
- Having a release day April 22<sup>nd</sup> to filter the videos submitted for the judges.

District Music Curriculum Committee  
March 18, 2021

Present: Arthur Myers (GHS/GIS), Hester Hasheian (GIS/GHS), Katharine Baer(GIS), Angelina Coppola (Bowe), Rachel Johns (Bowe) and Alexa Kowalski (Rogers), Susan Kornicki (Supervisor V&PA)

LENGTH OF MEETING: 3:15 pm – 4:15 pm

#### SUBJECT(s) DISCUSSED

1. Member reports distributed and reviewed - Member reports will be sent with these notes. Members provided highlights of their reports.
2. Reflection and report on 2020-2021 Goals and Objectives – Goals and objectives were read again. The content of member reports and other information was related to the respective objectives. Other items on the agenda also related to these objectives.
3. Professional Development Activities – The upcoming NJMEA Virtual Conference was discussed. Members can attend as sessions are presented or watch at their convenience. We will investigate how much of the conference is pre-recorded versus live and interactive. That may determine if members want to seek professional days or not. Members were encouraged to continue sharing PD opportunities and materials with each other. Membership in NAFME is required to participate in the conference. The fee for the conference has been reduced this year due to the virtual platform.
4. Student Honors – Projects -Promotion - Opportunities - In the News - Members were encouraged to continue sharing student accomplishments and other special information with the committee, administration and others. Recent accomplishments include GHS choral students earning participation in the All SJ Chorus.
5. Collaborations – Recent projects included the Tri-M Music Honor Society outreach the senior center and assisted-living homes, the MLK on Jazz video, the GHS Virtual Choral Concert and GIS students and staff Jingle Bells Collaboration. More collaborations were discussed. There is interest in having upper level students work with the teachers to reach the younger music students – inspiring, encouraging, demonstrating, etc. Members of the committee and their students will be working on projects related to MIOSM and Black History Month. GHS Choir is working on a selection for the GHS Black History Celebration. Bowe School is participating in the African American Read-In.
6. Glassboro Fine and Performing Arts Academy Update Music Academy Enrollment – 3 Out-of-District, 6resident students.3 students took Rowan courses in the fall. Only 1 will take a spring course.

Budget – Need confirmation on funds and plans for investment in academy.  
Several members of the Music Academy participated in the Rowan Community Music School Virtual Recital in December.

7. Curriculum - Not all areas of the curriculum are presented on the GPSD website. Members were shown the pages in question. It was requested that copies of the latest curriculums be sought and shared. There will need to be some reflection and discussion related to what may need to be adjusted as we move to the new 2020 NJSLS.

Some highlights of the new standards and the introduction were shared and discussed.

Discussed - Will there be a specific format requested by the district? Last revision was in UBD format.

Some files are shared on our district pages - <https://www.gpsd.us/Page/5833>

Google Drive created - <https://drive.google.com/drive/folders/1ibq7h1hFXy0hdv8IP17nsVYRcRzsVtCv?usp=sharing>

New Standards match closely with National Standards Implementation Plan Timeline, Meeting in a Variety of Formats

NJSLS <https://www.nj.gov/education/cccs/2020/2020%20NJSLS-VPA.pdf>

<https://www.nationalartsstandards.org/>

<https://njartsstandards.org/>

<https://njartsstandards.org/sites/default/files/2020-08/SELArts.pdf>

8. Future committee meeting dates – March 18 at 3:15 pm will be our next meeting.
9. Open for questions, comments, concerns etc. – Members of the committee are interested in updates related to the hiring of an Elementary Music Teacher at Bullock and the return of a full-time position at Bowe School (Dave Fox's position). We understand the challenges created by Covid and the resulting schedule.

The stipends for the Bowe School after-school band, orchestra and choir were discussed. Amounts were proposed and brought up at the January BOE meeting.

#### CONCLUSION(s) REACHED:

1. The GPSD music teachers continue to use creative ideas to reach their students as well as audiences during this time of remote and hybrid learning. They are also reaching out to meet the social and emotional needs of the students through maintaining relationships and working to maintain as many opportunities as possible (Marching Band, GHS Spring Musical, virtual and live performances).
2. The GPSD will need time to review the 2020 NJSLS for the Visual and Performing Arts, reflect on the current curriculums, discuss any revisions to the curriculums and begin implementing the new standards.
3. As we prepare for a return to our pre-Covid schedule and activities, it will be important to return to, at least, the same staffing to properly meet the needs of the Bowe School music program. That is the "birthplace" of the musical ensembles for the district. It is foundational.

RECOMMENDATION(s):

1. The GPSD music teachers will continue to engage the students through this time with creative ideas and involvement in projects. They will continue providing opportunities to meet virtually for lessons and individual/group conferences, virtual projects and, ultimately, live performances.
2. We will reach out to the district admin request time for curriculum work and will request guidance from them for any requirements related to the format of curriculum revisions.
3. It is recommended that discussed be held regarding the importance of the Bowe School music program and the need for proper staffing.

IV. **PERSONNEL**

A. **New Staff Members**

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

Natalie Rivera	1:1 Aide	Bullock
Dondre Reed	Spec Ed Aide	Bullock
Dorian Asllanaj	Spec Ed Aide	Bullock
Curtis Green	LTS – TV Tech	GHS

**Vacancies**

Assistant Principal  
Special Education Aide – LTS  
Special Education Aide

B. **Substitute Teachers**

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

V. **MISCELLANEOUS**