

GLASSBORO PUBLIC SCHOOLS
GLASSBORO, NEW JERSEY

REPORT OF THE SUPERINTENDENT OF SCHOOLS FROM THE
DIRECTOR OF CURRICULUM AND PERSONNEL
Danielle M. Sochor

April 23, 2014

I. GLASSBORO ALTERNATIVE EVENING HIGH SCHOOL
Robin Boyd, Head Teacher

As of March 31, 2014 there are 18 students enrolled in the alternative evening high school. Ten students currently have an IEP and are serviced by a special education teacher. Three students are part-time. There are five students in the BD classroom.

II. STATE AND FEDERAL PROGRAMS

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

Mrs. Johnson has 47 ELLs. There were no new entrants for the month of March. There were also no new exiting students from the ESL Program for the month of March. No other tests beyond regular benchmarks were administered.

Administration has decided that Pre-Kindergarten services would be provided in the form of ELL specialist to teacher collaboration with monthly meeting dates set for the first Thursday morning of each month. Kindergarten received daily guided reading lessons infused with regular ESL materials and content supports. First grade and second grade received daily pull-out instruction with guided reading, writing, content, and language arts skill support. In addition, rotating guided reading push-in lessons were provided.

For the month of March, all incoming ELLs received services even during the multiple delayed opening days! The Rodgers building had a “round-robin Dr. Seuss” themed instruction over a two-day period and that was enjoyed by all. Additionally, during the last week of March, ESL teachers met with homeroom teachers and parents to discuss their learners’ progress during parent-teacher conferences. Furthermore, this spring’s WIDA’s ACCESS for ELLs testing has begun and will finish up in April.

A professional development session sponsored by NJTESOL of Atlantic Co. was planned; however, it was cancelled due to heavy snowfall in the shore area. Mrs. Johnson is an active participant in Mrs. Sochor’s PLC ESL Book Club. The book club are currently reading and reflecting upon, *The Language-Rich Classroom—A Research-based Framework for Teaching English Language*

Learners by Pérsida & William Himmele. The group consists of four ELL teachers, a mainstream teacher, and two administrators. The team members presented strategies to scaffold instruction to ELLs.

B. Title I - Basic Skills Improvement Program

Charlene White: Basic Skills Coordinator **Harvey Rodgers School**

Mrs. White currently has 24 Literacy students in her class. During the month of March the kindergarten BSI students worked on the following skills: phonemic awareness rhyme, syllable segmentation, phoneme segmentation and initial/final sounds. Students reviewed the terms consonant, vowel and digraph. The sight words into, he, one, had, said, that, saw, him, on, if, out, and she were introduced.

The students are working in the Leveled Literacy Intervention Program by Fountas and Pinnell. Students are working in the level A or B books that teach using picture information, tracking print left to right using voice-print match across the line of text and identification of high frequency words in text. Comprehension is also a focus (main idea, within the text and beyond the text).

Mari Kay Heyel-Matteo: Basic Skills Coordinator **Dorothy L. Bullock School**

FIRST GRADE

At the beginning of March, 40 students were serviced in first grade. One student transferred on March 31, 2014. $(40-1=39)$ There were six new entries by April 9. $(39+6=45)$

The current total first graders in literacy basic skills serviced by Ms. Peale are 41. One is serviced by Ms. De Frank and three by Ms. Haines.

SECOND GRADE:

At the beginning of March, 50 students were serviced in second grade. However, 21 students tested out and one student was classified. $50-22=28$. There were two new entries as of April 4, 2014. $28+2=30$.

The current total of second graders in literacy basic skills is 30 with 27 serviced by Ms. DeFrank. Ms. Haines will service three second graders.

THIRD GRADE:

In March, students were assessed on foundations Unit 4 on suffix endings of “-er, -ing, -est, and -ed”. Groups read both fiction and non-fiction text at levels M and N. Phonics skills presented and reviewed included contractions, one and two syllable words, as well as suffixes of “-er,

-est, -ing, and -ed”. Rules of when to drop y, change to y and add vowel suffix and doubling final consonant in a closed syllable word such as “hop” before adding most vowel suffixes.

Title 1 Literacy students in third grade are 34. Ms. Matteo will service 23 and Ms. Haines will service 11.

Areas of Special Interest:

Progress reports for trimester 3 were sent home with student report cards on March 21. Ms. Matteo attended the Board Meeting on Wednesday March 26 and also met with Amanda Brice to stuff treat bags for all staff for April on this same day. School Leadership Team members each took a month, beginning in January, to distribute treats with a positive message, for all staff at Bullock. Ms. Matteo also completed “Star Students of the Month” certificates for a free kid’s meal at the Texas Roadhouse for star students for the month of March.

A special farewell assembly for Bill Lundahl was held at Bullock on Thursday, March 27. A special book of memories and well wishes was composed by staff members to give him. Staff wore Eagles attire in honor of Bill’s love for the Eagles. Ms. Peale visited Roger’s School kindergarten classes on March 5. She found the visit very informative.

Conferences and Workshops Attended:

Ms. Matteo was the recorder for Bullock’s SLT (School Leadership Team) which met on March 10. Ms. Matteo, Ms. Peale, and Ms. DeFrank met with Mrs. Sheridan on March 12 to review trimester 3 schedules. Ms. Matteo, Ms. Peale, Ms. De Frank, and Ms. Haines all attended a two day training of Fountas and Pinnell’s Leveled Literacy Intervention Program on March 17 and March 18 at the board office. Ms. Matteo, Ms. De Frank, and Ms. Haines met Friday March 21 to discuss options if four more first graders are added and how to best assist Karen Peale.

As of April 7, the number of students in the Basic Skills Program at the Bullock School was:

1st grade: 45 2nd Grade: 30 3rd Grade: 34

Total of school: $45+30+34=109$

Jacqueline Tartaglione: Basic Skills Coordinator
Thomas E. Bowe School

Guided reading comprehension skills were theme vocabulary, academic language, valid connections, determine importance, sequence of events, cause and effect, predictions, emotions, opinions, descriptive language, fluency focus, character analysis, problems and solutions, literal and inferential questions with text support, metaphors, prefixes and suffixes, use illustrations to convey meaning, nonfiction text features, building suspense, onomatopoeia, main idea and supporting details, create images, synthesize to create a summary, changing perspectives, respond to plot tension, compare and contrast, author’s purpose, form categories or related

information, infer character traits and motivations, and use of illustrations to convey meaning and mood.

Fifth grade math skills reviewed with students were number sentences, solve problems with parentheses and nested parentheses, evaluate numerical expressions using order of operations, use data to create line graphs, compare and order signed whole numbers, fractions, and decimals, plot signed numbers on a number line, equivalent fractions, compare and order fractions, add, subtract and multiply fractions, fractions in simplest form, convert between fractions and mixed numbers, use unit fractions to find a fraction of a number and to find the whole, use an area model to find fractions of fractions, use given denominators to rename fractions as numbers, find fractions of a set, use the partial-products algorithm to multiply whole numbers, fractions and mixed numbers, calculate percentages and discounts, convert between fractions, decimals and percents, use ratios described as percents to solve problems, and use unit fractions and unit percents to find the whole.

The second Fun Family Nights session was held on March 4th. The Read 180 program continues through the end of April.

Language Arts: Diane Villec
Intermediate School

During the month of March, students read their leveled novels and completed journaling and questions regarding their individual novels. Students read Workshop 5 magazine articles three times each to understand and comprehend content, as well as develop fluency when reading. Skills emphasized in this workshop included identifying problems and finding solutions as well as making inferences and summarizing non-fiction text. Students practiced using new academic vocabulary in both speaking and writing.

As well as reading both individually and in a guided reading setting, students also completed writing speculative stories. Students were asked to place themselves into the setting of their favorite story or novel and complete a story following a plot line. Students were also given several speculative story starters and asked to complete the story in a timed setting.

Language Arts: Michelle Meehan
Intermediate School

During the month of March, the students finished up Unit 3: theme and symbols. The students also are finishing up their speculative essay. We also began test prep at the end of March. The students are working on reading both fiction and non-fiction texts and answering both multiple choice and open ended questions. The students are beginning to work on the persuasive and narrative essays in the test booklet.

The students continued working on close reading with poems, informational texts, and fiction stories. First and second block also created their own folk tales which they will present to the students of Rodgers School sometime after the NJ Ask.

We began reading our *Comprehension and Fluency* and *Teach Like a Champion* books.

Mathematics: Timothy Hagerty
Intermediate School

To provide targeted instruction to students in need of improvement. Data analysis is utilized to create small instructional groups. Modifications are infused throughout classroom instruction.

Specific topics this month included:

- Geometric Series
- Arithmetic Series
- Graphing Linear Equations
- Polynomials

PARCC training- For the teachers that are administering the Field PARCC test there was an afternoon of training on the test. Mr. Hagerty considers the few hours that they spent together were both necessary and beneficial in making them more comfortable about the new test.

Mathematics: Amy Stewart
High School

Throughout the month of March, program emphasis was on modeling exponential functions (both growth and decay). Students focused on representing exponential functions through graphs, symbolic rules, tables of values, and real-world situations. They continued to reinforce how all four methods can represent the same information and appropriate times for using specific methods. Students calculated the rate of change in one variable as another variable increases as well as compared and contrasted these functions with linear relationships from previous topics, enhanced literacy skills by writing about their problems, interpreted the meaning of both increasing and decreasing rates of change, and y-intercept of the graphs of exponential growth functions in context. Students also worked on logical reasoning skills and estimation skills by using exponential function models to make predictions about variables based on the behavior of another variable.

Through all of these investigations students were able to identify that real-life situations such as the growth of bacteria, investments, mold, and disease model exponential growth while the decreasing rate in which a ball bounces, the value of a car, drugs in the bloodstream model exponential decay and with an understanding that these situations grow or decay very rapidly.

To investigate real-world phenomena modeling exponential decay, students engaged in a Bouncing Ball Lab which measured rebound heights of golf, tennis, and volleyballs. Students then compared data with class and used graphing technology to model the phenomena.

Language Arts: Christopher Wood
High School

In March 2014, students in English I CP read and analyzed Homer's *Odyssey*. Students honed their PARCC writing skills by responding to prompts using various textual evidence strategies. For visual learners, students created and illustrated a large travel brochure showing all the exotic Mediterranean places Odysseus and his men visit, replete with epithets, epic similes, and epic settings. Students have written in daily journals and memorized the 40 most common prefixes and suffixes in English, a valuable skill to be used in future reading and vocabulary endeavors.

Students in English I READ 180 supplemented their typical curriculum with a short unit on mythology. Students read and analyzed various Greek creation myths and even sections of the *Odyssey*. Students read and gave a dramatic performance of the myth of Eros to their classmates. Workshop 7 focused on the skill of problem solving and gave information about various medical innovations, from bionic arms to 3D printers. Students considered, in writing, the effects of advancing medical technologies on our society. The class continues regular software and vocabulary activities.

Mr. Wood regularly attends the Rowan PTP classes, Novice Teacher Meetings, and district in-services. He also recently enrolled in the M. Ed. School Leadership Program at Wilmington University.

Title I Extended school-day BSI tutoring continues.

Language Arts: Erica Sloan
J. Harvey Rodgers School

Ms. Sloan currently has 19 students in her class and the only test administered during March was the Dibels test.

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 began writing cvc words and placing sounds on their fingers.

Students read guided reading books level A and B. Students located high frequency words within the text, students read on their own, and students completed word work. Students were introduced to the concept of a digraph and were introduced to the digraphs ck, wh, and th.

The sight words into, he, one, had, said, that, him, on, saw, if, out, she were introduced.

Leveled Literacy Invention Training March 17th and 18th 2014 Rodgers School

The training was very informative. This taught Ms. Sloan how to use all the resources and materials in my kit. Ms. Sloan has now switched up lesson plans to utilize her kit to its full capacity.

Jaclyn Haines
Dorothy L. Bullock School

Fountas and Pinnell LLI assessments are used to determine student reading levels as well as to determine the effectiveness of the lessons being taught. Sitton sight word testing is used to determine the percentage of words that each student is able to recall by sight.

Fountas and Pinnell Leveled Literacy Intervention Program is used in order to help aid in the progression of students reading abilities. During this month, through the use of the Fountas and Pinnell Leveled Literacy Intervention program, skills were introduced such as distinguishing the moral of the story, phrasing while reading, reading strategies to solve unknown words, locating consonant blends and word patterns, etc.

Grade Level Guided Reading Meeting 3/5/14 – During this meeting, grade level teachers were able to analyze their benchmark levels as well as update their continuums for guided reading. **BSI Meeting 3/6/14** – During this meeting, BSI teachers were able to analyze their students benchmark and DIBELS scores as well as discuss which students could exit the program while reworking their daily schedules.

Leveled Literacy Intervention Program Training 3/17-3/18 – During this workshop, teachers were able to learn the proper use of the Fountas and Pinnell LLI program. The components of the program were discussed and the importance of each was explained. Also, we discussed how the lessons are to be instructed, how the students are to be assessed, and how students are to show growth throughout the use of program. This workshop was very beneficial.

Teacher In Service 3/21/14- BSI Teachers discussed new entrants into the program as well as revised schedules in order to provide services for the new students.

Math: Anthony Cianciarulo
Glassboro Intermediate School

Along with being used for push in and pullout math help, Mr. Cianciarulo has started teaching lessons in Mr. Willis' class. He is teaching lessons in math plus that reinforced skills that are deem by observation that the students need. As of late Mr. Cianciarulo has been teaching Ms. Miller's classes as coverage. He has been the sole teacher in the room and has been making sure the students are continuing their math education in Ms. Miller's absence.

Mr. Cianciarulo has applied to attend a workshop about using projects that reinforce common core standards.

Mr. Cianciarulo is participating in Glassboro Math Night and presenting to students and their parents about fractions.

III. **CURRICULUM**

A. **Field Trips**

Field trips for the month of March:

DATE	SCHOOL	TO	TIME	BUSES
3/8/14	GHS	Cherry Hill East HS	6	1
3/10/14	GHS	Masso's	1	1
3/29/14	GHS	Lakeside MS	7.5	1
3/4/14	GIS	Orchard Valley MS	1.5	1
3/12/14	Bowe	Franklin Institute	20	4
3/12/14	Bowe	Rodgers School	1.5	1
3/11/14	Pitman	Brunswick Lanes	3	2
3/12/14	Pitman	Toms River HS	5.5	1
3/18/14	Pitman	Rowan	1.5	1

B. **Curriculum Committees:**

The following curriculum committees met at the end of the school day, during the month of March: Music, Science Fair and World Language Committees. Attached are the minutes for each curriculum meeting.

Curriculum Committee Agenda/Minutes

COMMITTEE: District Music Curriculum Committee

CHAIRPERSON: Arthur Myers, Facilitator

DATE, HOUR AND LOCATION OF MEETING: Thursday, March 13, 2014 - 3:15 pm Beach Administration Building

AGENDA

1. Member reports distributed and reviewed
2. Discussion of District Music Committee Goals 2013-2014

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

Three Objectives that will help achieve the above goal are:

Objective 1: To continue develop practical benchmarks that can be assessed for each grade level which reflect our scope and sequence as well as the NJCCC Standards.

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 and provide varied and rewarding musical experiences which are educational, motivational and challenging.

3. District Music Concert – Update on plans/response to proposal
4. Student Teacher – John Vines, Band - ending Bowe and heading to GHS
Accomplishments/experiences at Bowe
5. Events for Spring 2014
Report on ASTA and Choir Festival plans
Concerts, Jazz Ensemble, GIS Music Festival, Sixers Choir Competition
(GHS Choir)
6. MIOSM Pre-concert and art exhibit planning
7. Referendum reflections
8. Glassboro students transferring to private schools – Is this a trend on the rise?
9. Open for questions, comments, concerns etc.

Future committee meeting dates

May 8, 2014 (Thursday) 3:15 pm Beach Admin Bldg.

MINUTES

ADMINISTRATORS: None

OTHERS: Present were Arthur Myers (GHS/GIS), Kim Tursi (Bullock), Nicholas Forte (GHS/GIS, David Fox (Bowe), Ian Miller (Bowe),), Katharine Baer (GIS), Mary Shipley (Rogers). Mary Greening (GIS/GHS) and Angelina Coppola (Bowe) were not present.

LENGTH OF MEETING: 3:15 pm – 4:15 pm

SUBJECT(s) DISCUSSED

1. Member reports distributed and reviewed - Brief program reports and updates were distributed and/or presented by members of the committee. Some reports will be e-mailed to me. Individual reports will be submitted following these minutes.
2. Discussion of District Music Committee Goals 2013-2014

Objective 1: To continue to develop practical benchmarks that can be assessed for each grade level which reflect our scope and sequence as well as the NJCCC Standards. – GIS music teachers have recently received two computers which replace the Dell computers that were returned last year. The teachers are looking into

purchasing Smartmusic software, subscription and equipment for these computers. This software would be used as a practice, performance and assessment tool. Benchmark assessments can be created by teachers or adopted from content which the subscriptions permit us to utilize (music arrangements, etudes, and exercises). We will continue to communicate between grade levels and specialties to review the scope and sequence plans as they appear in our curriculum. We will continue to discuss and monitor assessment results to drive instruction and to set the students on the proper course for their next level of musical participation. Working through SGO's assists us in this planning.

Objective 2: To participate in professional development activities related to our content areas and specialties; both in and out of the district. – Mr. Myers, Mr. Forte, Mrs. Baer, Mr. Miller and Mr. Fox attended the NJMEA State Conference (February 20-22, 2014). They attended various workshops which provided very relevant teaching strategies and resources which can be used as we serve the students in our music classes and ensembles. Mrs. Baer attended various workshops at the ACDA (American Choral Directors Association) Eastern Division Conference in Baltimore this past February. Ms. Greening and Mr. Miller attended the ASTA Solo & Chamber Music Festival in Washington Township this March with students from GIS and Bowe School. Mr. Miller continues to work on his Master's Degree. Mr. Myers continues to rehearse and perform with the Atlantic Brass Band. They have been preparing for upcoming performances at the Mid-Atlantic Brass Band Festival (Rowan University –March 15-16), The National Trumpet Competition (Messiah College – March 22) the North American Brass Band Championships (Grand Rapids – April), as well as performances in Gettysburg and Valley Forge. Ms. Greening, Mr. Forte and Mrs. Shipley, in addition to the GHS musical, have and will be performing in pit orchestra for spring musical productions. Ms. Coppola continues to perform with her woodwind quintet. As mentioned in previous meeting notes, participation in these types of ensembles adds greatly to the expanding musical knowledge of those participating. The skills and knowledge are transferred to the classroom and into the rehearsals in our schools.

Objective 3: To actively recruit students into musical ensembles and provide varied and rewarding musical experiences which are educational, motivational and challenging – We will continue to set up student performances within the district. Bowe School ensembles performed at Rodgers school on January 25 and will return on April 1st. They will also perform at Bullock on May 23rd. Other visits being planned include the GIS Choir traveling to Bowe School and some GHS groups traveling to Bowe School. A proposal for reinstituting the District Music Concerts has been submitted for approval.

3. District Music Concert – Update on plans/response to proposal – The proposal has been submitted and is being reviewed by the administration. Ms. Greening and Mr. Miller are making tentative plans as they await its approval.

4. Student Teacher – John Vines, Band -

Mr. Vines was provided with opportunities to work with various ensembles and classes at Bowe School for the first half of his placement in Glassboro. He worked with both

instrumental students and General Music students. He begins his placement at GHS and GIS with Mr. Myers on March 17th, Ms. Greening will also have a student teacher who will work with the GHS and GIS orchestras. Her name is Ashley Garcia. Both she and Mr. Vines are students at Rowan University.

5. Events for Spring 2014 – (see item 2, obj. 3 and committee member reports for updates)

May 3rd – 8 Bowe School students will participate in the All SJ Elementary Honors Band. MIOSM Concert and Pre-concert- March 19th at GHS

6. MIOSM Pre-concert and art exhibit planning -

Mr. Miller will have select Bowe School string students perform during the pre-concert Art Show on March 19th at the GHS Music In Our Schools Month Concert.

7. Referendum reflections – The committee members briefly discussed the referendum plans and its failure to pass. The low turnout of citizens was concerning. Since we as teachers cannot lead a campaign, parents are the ones who must organize and lead others to vote. Mr. Myers reported that the turnout for the community bond referendum meeting in March was very poor as well. Only a few community members attended. Committee members, especially those who teach at the high school, would like to remain informed concerning any adjustments that are to be made to the bond referendum proposal going forward.

8. Glassboro students transferring to private schools – Is this a trend on the rise? – Mr. Myers proposed this question after learning that at least 5 of his eighth grade band students intend on attending other schools instead of GHS. The schools named were Camden Catholic, Paul VI and GCIT. The instrumental music program is still experience a dip in numbers which resulted from the personnel change several years ago in which Bowe School moved from three full-time teachers to two. The combination of this dip and the departures to other educational offerings has a tremendous effect on the programs at both GIS and GHS.

9. Open for questions, comments, concerns etc. – The topic of item number 8 is a definite concern. Mr. Forte reported that three GHS students, Briana Banskter, Cassandra Ferrara and Enrica Iacovone will be auditioning for All State Chorus.

CONCLUSION(s) REACHED:

1. Competition among schools is a reality which must be addressed.
2. It is important to expose younger students to musical offerings in our schools,
3. The citizens of Glassboro, based on the low turnout on the bond referendum vote, seem disinterested in the bond referendum issue.

RECOMMENDATION(s):

1. Continue to actively recruit students into our programs and into the academy. Continue working with Jody Rettig and other publicity resources to promote programs, students and happenings in the Glassboro Schools. Identify reasons families choose to

send their children to other schools. Correct any views of Glassboro High School which are the result of misinformation.

2. Continue to have school ensembles visit Rodgers, Bullock and Bowe School. Re-establish the district music concerts and other side-by-side performance opportunities which permit the younger students to perform and rehearse with the more experienced students. Invite the younger students and families to our concerts. Continue to have ensembles perform in special assemblies for the student body of their respective schools.

3. Continue to inform the citizens of the needs of the district. Identify supportive parents of our students. Encourage such parents and students to organize and exercise their right to vote on the next bond referendum to the extent permitted.

DATE, TIME, PLACE OF THE NEXT MEETING:

Future committee meeting dates

May 8, 2014 (Thursday) 3:15 pm Beach Admin Bldg.

COMMITTEE: Science Fair Committee

CHAIRPERSON: D.Barr, J. Moore

DATE, HOUR AND LOCATION OF MEETING: March 12, 2014 Bullock School

AGENDA

1. Review what we need to do to be ready—who gets what
2. Review the Environmental packet—Mrs. Kately

MINUTES

ADMINISTRATORS: Danielle Sochor

OTHERS:

Jennifer DiLorenzo

Lisa Montana

Steve Hempel

Shannon Batten

Patricia Kately

Dennis Scheuer

Patti Dickinson

Stephanie Bernstiel

LENGTH OF MEETING: 1 hour

SUBJECT(s) DISCUSSED

1. Patti Dickinson reported that she has officially heard from 8 judges, hoping to hear From more
2. Mrs. Sochor needs to order Tables for the fair—we had 80 the last couple years we could use 5-10 more if possible
3. Gift card rewards have been asked for via Kathy Scaffidi
4. We received a \$50 gift card from ShopRite, and a \$25 gift card from Target
5. Review of supplies we will need new/better plates, napkins and clear cups
6. Group agreed that projects that arrive late will be placed on stage and not judged.
7. After each groups winners are announced students will be photographed with their project to be posted on the webpage
8. Stephanie will order the fruit tray
----- ShopRite—we will pick up the fruit tray, veggies, chips and drinks, dessert

- Target gift card will be used for plates, napkins, cups, soda and chips
 Patti K will order the tray from Paul Joeys and let Patti D. know to for the PO
 Table covers—came from the party store – we need 5 rolls—see if they have
 science balloons
9. Jim will pick up the box of Joe for Thursday am
 Denise will bring the hot pot for tea
 Batten will get the bagels
 Sochor will get something sweet
 - 10 Steve will bring a cooler
 11. Environment Matters from county Recycling center—Patti K has a donation of 50
 Recycling bag with goodies in it—we can make an announcement and distribute 1 per
 family to the 1st 50 families to stop by the stage
 12. We will report to Bullock by 9am on Thursday the 24th of April
 13. Sochor will see if she has Hi My name is stickers to create Judge Badges
 14. Inquire with GIS students about volunteering for that day to help with set up
 15. Mrs. Sochor will email Joanne Lavery for subs for Thursday and Friday.

CONCLUSION(s) REACHED:

RECOMMENDATION(s): If there are any questions/problems concerns email the group.

DATE, TIME, PLACE OF THE NEXT MEETING: Thursday April 24th 9am Bullock

World Language Curriculum Committee Meeting Notes: March 19, 2014

Present: Cathy Dawson, Patricia Yanez, Katiria Ortiz, Patricia Bernal, Anne-Sophie Kruse,
 George Weeks

I. SKYPE:

- In an effort to use technology available to have Skype pals within the district world language classrooms, we focused on various issues related to us Skypeing within our classrooms.
- At the start of the meeting only one computer was set up with Skype and had access to using Skype within the district. By the end of the meeting, with George Weeks' assistance, we solved various problems and were able to make sure Skype accounts for all committee members present were working.
- We tested Skype calls to each other and made sure all understood how to make a basic call and add each other.
- We discussed items we need to truly utilize Skype effectively within our classrooms so that everyone can be heard/seen clearly:
 - 1 Wireless USB Microphone for each of the six world language teachers in the district
 - 1 External USB Webcam for each of the six world language teachers in the district
 - 1 Subwoofer with speakers

- In order to find funding for our Skype Pal project so that we are in a better position to use Skype to connect with our world language colleagues in the district and with others across the world, Anne-Sophie Kruse will look into writing a grant through Glassboro Education Foundation for next school year.

II. OTHER:

- We discussed how our pen pal letters between the elementary schools and the high school students of world languages are being so well received by all students. All of us have had our students write letters in Spanish, French, Italian, and English to each other to create a world language community of learning. Skypeing will take this relationship even further. Our partners are: Madji Fall at Bullock to Anne-Sophie Kruse at GHS
Katiria Ortiz at Bowe to Patricia Yanez at GHS
Gloria Bernal at GIS to Cathy Dawson at GHS
- We discussed next year's goals such as: continuing next year to do visits of our high school students to the younger language students in the fall next year, continuing letter exchanges, continuing to use meetings to discuss the high school Multicultural Festival, and of course improving our Skype pal program.

IV. PERSONNEL

A. New Staff Members

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

James McAviney- Substitute Bus Driver
John Stokes- Substitute Bus Driver
Francis Foley- Housekeeper
Michael Fanfarillo Jr. – Groundskeeper
William Schweim- Assistant Baseball Coach
Robert Lightcap- Network Support Technician
Richard Taibi- Acting Principal of the Dorothy L. Bullock School

B. Vacancies

Extended School Year Staff
Field Hockey Coaches: Head Coach and Assistant Coach
Elementary School Principal
Supervisor of Special Services/Child Study Team Supervisor
Television Production Teacher
Grade 3 Elementary Teacher
High School Physical Education Teacher

High School Social Studies/ Psychology Teacher
Kindergarten Teacher
Grade 4 or 5 Elementary Teacher
Instructional Aide

C. Substitute Teachers

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