

FLORHAM PARK BOARD OF EDUCATION

Public Work Session August 20, 2018

Board Conference Room

67-71 Ridgedale Avenue

MINUTES

(Formal action may be taken)

Public Work Session - 5:30pm

Mission Statement: The Florham Park Schools are committed to the achievement of individual academic excellence through high quality teaching, learning and community involvement. This results in students being well prepared to meet future educational challenges and to contribute to society. They will achieve these goals in accordance and alignment with the New Jersey Student Learning Standards, which guide our academic instruction.

Assistance for persons with disabilities for the purpose of attending this or any other district meeting/function can be obtained by contacting the Board Secretary's office at 973-822-3880 (x1005).

2017-2018 Board Goals

- Ensure that all funds are used in an effective and efficient manner to achieve the Board and District goals and meet the long-range facilities and curricular needs.
- Support effective and transparent communication with the community.
- Monitor the effectiveness of our instructional programs based on student achievement data.
- To fortify and strengthen the unification of the Board team with a focus on individual and Board training.
- To assist in developing an engaged, connected, and growing environment within the community of local organizations and businesses.

2017-2018 District Goals

- To create a learning environment that maximizes student access to 21st Century Tools.
- Conduct a comprehensive program review for mathematics grades 5-8.
- Improve community relations and communications by providing community forums and exchanges that will effectively allow for parent/community input, provide accurate and timely information about our schools and programs and further foster ownership by the community of our schools.
- Continue to focus on English Language Arts and Reader's/Writer's workshop for all students. Ensure that teachers are being trained on all aspects of the workshop model partnering with Teacher's College of Columbia University.

A. CALL TO ORDER:

B. ROLL CALL:

BOARD MEMBER	PRESENT	ABSENT
Ms. Crimi (Fabienne)		X
Ms. Cali (Yvonne)	X	
Ms. Rozek(Linda)	X	
Mr. Shanley (Skip)	X	
Ms. Heinold (Kristina)	X	
Ms. Thomas (Alita)	X	
Mr. Ritrivi (Nicholas)	X	

C. FLAG SALUTE:

D. SUNSHINE STATEMENT:

In accordance with the Open Public Meetings Act, (Chapter 231, P.L. 1975), adequate notification of this meeting has been provided by advertising in the Morristown Daily Record and the Madison-Florham Park Eagle. In addition, notices were posted at the Municipal Clerk's Office, Public Library, and the Board Administration Office at 67-71 Ridgedale Ave at least 48 hours prior to the meeting.

E. WORK SESSION UPDATES

- Health and Wellness Presentation by Joan Seery - Ms. Seery presented to the board the details of her request to conduct a voluntary study within the district as part of her doctoral thesis. The voluntary participation will extend to approx. 26 teaching staff members.
- 4-Year PARCC Achievement and Subscores - Dr. Varley commented on the scores being better than in the past. The board commended Dr. Varley and the district for the achievement. Items mentioned were the change to Readers and Writers Workshops, professional development, partnering with Teachers' College and the leadership program.

Curriculum Updates

STEAM (K-5)

- Every student from K-5 will have STEAM once a week for the entire school year.
- STEAM has been shown to nurture children's natural curiosity, increase student engagement, enhance critical thinking, allow for student decision making, and gives students the opportunity to solve problems.
- All aspects of the program revolves around the Design Model.
- **Central Focus** of the program for each grade level
(Scaffolding skills from one year to the next)
 - Learn the language of code
 - Utilize the coding to perform physical tasks through robotics and circuitry
 - Perform STEAM Challenges that revolve around empathy
- STEAM Implementation Plan
 - Year 1:
 - Learn the language of code

- Use code to perform physical tasks to accomplish a goal
- STEAM Challenges that revolves around empathy
- Using the Design Model that is consistent K-8
- Year 2:
 - Review observations, data, reflections and teacher input to make adjustments
 - Implement a STEAM Summer Camp for the Florham Park students
 - Incorporate 3D printing in Brooklake to enhance a task or solve a real world problem
- Year 3:
 - Review observations, data, reflections and teacher input to make adjustments
 - Student-led topics of inquiry
 - Participation in STEM competitions
 - Investigate after-school activities
- Mr. Shanley expressed concerns that we will not have 3D printers this year for K-5. Mr. Shanley wants to make sure that we are consistent with the high achieving districts.

English Language Arts

- This year's goal is understanding data and structures of small group work to provide targeted and individualized instruction that will move students mountains. In order to provide teachers with the appropriate support to succeed in this initiative the curriculum has added a conferring curriculum for every genre of reading or writing. Our curriculum writing, professional development, and budget for resources has centered around this goal.
 - We are currently in year 3 of our 5 year ELA initiative. Our areas of foci are as follows: Year 1: Introduce Reading Workshop, Year 2: Introduce Writing Workshop, Year 3: Understanding Data and Methods of Small Group Conferring to Target Student's Individual Needs and help them move mountains, Year 4: Understanding all areas of balanced literacy, Year 5: Introducing Content Area Literacy & utilizing components of balanced literacy in all subject areas and grade levels.
 - Every lesson in the reading and writing program contains a conferring lesson that provides strategies for differentiation. The curriculum provides a more simplistic version of the curriculum which helps students who are struggling to access the content or need enrichment with appropriate lessons used for conferring and small groups.
 - QSAC Regulations were added to 126 ELA Units.
 - 10 new units were added including the adoption of the Up The Ladder Writing Units which are intended to support students with strategies from primary writing techniques that will help students who struggle access their grade level content.
- Ms. Heinold asked for specifics on what constitutes a "unit of study". Ms. O'Connor provided information. Mr. Shanley stressed the importance of having resources for all students, especially those who experience difficulties with the units/lessons.

Mathematics

- This year's goal is utilizing data to determine students needs and deliver targeted instruction. The units were structured to incorporate specific topics rather than broad topics. The curriculum was updated to adhere to all QSAC requirements.
 - Year 1: Target professional development on reasoning skills and active engagement, develop a detailed curriculum map, and using data to deliver targeted instruction. Trainings have been scheduled with our math consultant after each benchmark to use the data to drive instruction. We have also planned a training two weeks prior to the PARCC assessment to develop an action plan for the students needs.
 - Year 2: Diving Deeper into exploratory activities. Review reflections from the first year's implementation, adjust curriculum map

ELL/LED

- An adoption of the Fountas and Pinnell Leveled Literacy Intervention to the ELL program
- Alignment of the LLI program to the WIDA standards

Curriculum Revisions

Language Learning Disabilities

- The calendar of benchmark assessments were added to the LLD curriculum. The curriculum was updated to adhere to all QSAC requirements.

Gifted and Talented

- The criteria has been revised in the effort to use more assessments to identify the gifted and talented students.
 - Tier 1: Top 5% of the Grade Level with the LinkIt! Math Benchmark Assessment, Running Records, Writing Assessment, & PARCC Scores.
 - Tier 2: Teacher recommendations
 - Tier 3: SAGES - Screening assessment for Gifted students
- Exiting Criteria
 - Must remain on or above reading, writing, grade level benchmark and math benchmarks
 - Grades 4-8: Must receive at least a proficient score on PARCC for Math and ELA
 - Grades 6-8: Maintain a 3.3 grade point average

World Cultures (K-1)

- Revisions have been made to incorporate French into curriculum

Science

- Interdisciplinary connections and differentiated activities were added to the previous activities.

District Professional Development Plan

- The area of foci for the 2018-19 school year is Using data to deliver targeted instruction that moves kids mountains. All professional development centers around this goal in

H. OLD BUSINESS/NEW BUSINESS:

I. CORRESPONDENCE/COMMUNICATIONS:

J. PUBLIC COMMENT-OPEN: Ms. Kaup and Ms. Piano addressed the board. They communicated their concerns regarding the education of children with special needs in the upcoming school year for grade 3. Specifically, the inconsistency of in class support instruction anticipated by teaching staff assignments. They communicated the information was provided by Brooklake staff. Dr. Varley and Dr. Caponegro stated the information was incorrect and may have been based on preliminary data. The board expressed its dissatisfaction with the scenario Ms. Kaup and Ms. Piano described. Dr. Varley and Dr. Caponegro stated some elements of these matters could not be discussed because of confidential information contained in student IEPs.

K. ADJOURNMENT

Ms. Thomas made a motion to adjourn the work session at 6:37pm. The motion received a second from Ms. Heinold and was approved by unanimous consent.

Respectfully submitted,



John Csatlos
Business Administrator/Board Secretary