



Curriculum and Instruction Committee Agenda
October, 2021
Start time: 6:30PM

1. Summer School Data Review - (CHS Administration)

- **Mr. Woolard shared Summer School data with the Committee. This presentation will be placed in our shared folder.**
- **Ms. Balasonne presented data on our 2021 grads. Her presentations in the shared folder.**
- **Prevention and Intervention**
 - i. **Cougar Academy - prevention - 2 full time employees for small sections of math, science, and ELA. These teachers all have intervention backgrounds.**
 - ii. **Counseling Annex - Houses supports for students. You can access the counseling center Annex by going to the Counseling Dept. website. They show all the support available to students. Student/parent/teacher just checks off the supported need by the student.**
 - iii. **AP Core - A program that we hope to continue to build where underrepresented students in higher level courses receive the support that is needed to be successful.**
 - iv. **Math Support - 1 day per week math tutoring**
 - v. **ELA and SS supervisors are piloting a 9th grade ELA/SS program -A cohort of 9th graders attend back to back ELA/SS classes. Students travel together and teachers work together to plan.**
 - vi. **Board Member Winkfield - Next time can we see interim progress for who is on track and who is not. We don't want to wait for students to fail to understand what is going on. Question about summer school - How can we have a more coherent approach to sharing data? How can we show compared data?**
 - vii. **Board Member Winkfield - Overwhelming number of students failed classes last year. What percentage of them, specifically our black and brown students, went to summer school and what were their results? By grade level how many students failed, how many took advantage of summer school and how many passed? Mr. Woolard will get this data for the next meeting.**
 - viii. **Board Member Wright - What SEL was included - Only in Cougar Prep - was data collected before and after? Ms Wright is not happy with the number of As given in summer school.**

- ix. **Board Member Wright - How are we going to keep track of the seniors who did not graduate? -**
 - 1. **Most of the students who did not graduate in June are enrolled in Cougar Academy. Many are set to graduate in January. They have their own SEL support and counselor. Each student has counseling services weekly. All students have already had a family meeting with counselors. The APs have also already met with these students. Ms. Butler had a meeting with the 12R students and their team of teachers. Many have graduated already as they have met the graduation requirements.**
- x. **Board Member Cuttle - Marginalized students who were in summer school who did not pass, what were the main reasons they did not pass? How are we supporting them? How are we identifying how they are not able to be their best selves?**
 - 1. **Students who received no credits are because they did not go to class or did not hand in work. The State of NJ allows only 3 absences during the summer. This and not handing in work was the main reason for No Credits. - Next year we really need a tutorial program in the afternoon for additional help. This will help students understand concepts that were not understood during class in the morning.**
 - 2. **We hired ESL students for summer school. Classes were small - on ave. 17 kids in class. We tried our best to give them support during this time. Teachers would often stay late to support students. Many students got fatigued. We are required to do 60 hours in the summer. Students have long days.**
- xi. **Dr. Taylor - Maybe we should look at consecutive years of data. What percentage of students are not able to be successful at summer school in previous years?**
- xii. **Board Member Malespina - Do we have a specific guidance counselor assigned to overaged or undercredited.**
 - 1. **Students stay with their counselors. Within the first 2 weeks of school counselors met with their student, had a family meeting and created a graduation plan. They will do this for each quarter. Counselors and APs work together to ensure that students are going to class and are successful.**
- xiii. **Board Member Wright What Professional Development are we doing this?- Equal Opportunity Schools - Kickoff, Anti-Bias and Anti-Racist, Inclusion/ co-teaching**

2. Leader in Me Overview - (Clinton Elementary Staff Members)

- **Principal Conners, Ms. Kirkland, Ms. Correa, Ms. Gordon, Ms. Tierno presented the work that is happening at Clinton with Leader in Me.**
- **A video was shared that focused on Leader in Me last year -highlighting student leaders.**
- **Leadership roles have already started at Clinton this year!**
- **This year Clinton's goals are**
 - i. **ensuring that all voices are heard**
 - ii. **rebuild trust and culture - Depositing into the emotional bank**
 - iii. **Teachers were able to pinpoint students' needs because of a small group last year. Students will create their own academic goals this year.**
- **Mrs. Kirkland - We have seen a lot of success with this program. It is a shared vision and a common language throughout the building. Students find their own intrinsic goals. Parent/teacher conferences are led by students in some classes. Quiet students find their voice. There is something for everyone. Older kids helping younger people. Discipline has gone down significantly.**
- **Ms. Gordon - 4 kids in the district oldest was in 5th when the Leader in Me was brought to Clinton. It was infectious. We have used the language at home. Her 10th grader - has run a few kids camps in their backyard over the summer. Ms. Gordon heard the high schools who run the camp use the language they learned from the Leader in Me to solve problems that happened during the camp day.**
- **New Clinton Teachers Ms.Tierno - came from a NYC school that is a Leader in Me school. This program is transformational - there are shifts from an adult run school to allowing students to take ownership of their school.**
- **Clinton hopes to do a community day when more people can come to the school.**
- **Student Representative Morrow - Loved hearing from the Clinton Community - He would love to visit Clinton and hear from the Clinton student leaders about their thoughts and needs.**
- **Board Member Cuttle - Heart warming presentation. Are other schools interested in this program? This seems like a great program.**
 - i. **We are still a learning school. We visited many schools before we began. We are open to visitors from other schools. You need a team to really begin this work in a school.**
 - ii. **Dr. Friedman - This is in consideration for other schools**
- **Board Member Malesina - We have seen the benefits of the program. It seems to be working - how do we move it to other schools? Especially since we have an equity problem within the District. Can we bring this to all elementary schools?**

3. Approvals for October (curriculum revisions, Danielson Group, field trip SOA) Curriculum links are in the shard folder. Danielson Group updated contract and plan is in the shared folder
 - Board Member Maini - How are we going to get feedback on curricula? Board Members can send feedback to Board Member Siders and she will send it to us.
 - Board Member Bergin - Field Trip List - How are we making sure that everyone gets equitable opportunities?
 - i. This is an ongoing conversation that we need to continue to have. We agree that all students should have equitable opportunities to their counterparts in different schools in the District. This will continue to be a focus. All students will have access to any trip. There is a budget line for these situations.
 - Board Member Malespina - Curricula - modifications - ELL and SPED - They seem very generic and not specific to the curriculum.
 - i. We tried to keep it general because there are specific needs for each student. These are broad levels. When we go to lesson plans we get more specific. Will circle back with supervisors.
 - ii. Board Member Malespina We need to personalize them more
 - Board Member Cuttle - Share same field trip concerns that Board Member Bergin has. Curriculum - the graphic novel is a new curriculum piece. Excited to see the addition of them. Atlas - Do not see the “other curricula” connections.
 - i. They are included and we would be happy to show you them in the curricula. We use the same template that we had before we started working with Atlas.
 - BM Wright - How are you addressing Cultural Competency
 - i. We have equity plans for all 4 PD days. Teachers are also having these conversations in faculty meetings and department settings.
4. Portrait of a Graduate Update (Dr. Friedman) - Presentation on where we are in Portrait is in the shared folder
5. Start Strong Testing Update (Ms. Bodnar)
 - Board Member Winkfield How will the district use this data and how will our teachers use this data? Push the District to use this data to create level 1, level 2 and level 3 interventions.
 - There is no opt out option for this assessment, but there is a refusal option for parents.
6. Emergency Virtual or Remote Instruction Plan Update (Dr. Friedman)
 - Will be in the Friday packet. It will not be that far off from last year.
7. Policies -
 - 2nd Read
 - i. 2417 Pupil Intervention and Referral Service - pulled for 2nd read to wait for the new Asst. Superintendent of Special Services

- ii. 5770 Student Right of Privacy
 - 1st Read
 - i. Policy 2422 Comprehensive Health & PE
 - ii. Policy 2431 Athletic Competition
- 8. Equity and Access - Response to DCR letter, update on Title IX Training and Taskforce
 - Things are moving along. We are finishing up the Title IX policy. Title IX training overall has a 98% completion rate. Division of Civil Rights - the response to the letter has been completed. We are reviewing one more time to look at plans for this year. We will check if it needs to be revised.
 - Board Member malespina What is the background of the DCR?
 - i. The District received a letter that references an account on Instagram that talks about experiences some of our students had in the District. The letter would like to know what we are doing in the area of cultural competencies and equity.
- 9. Special Services - No one was able to attend, but they will write up a report.