

Curriculum

- Advanced TV Production – Meets updated QSAC requirements - Revised by teachers, Diane Camina, Maria Serpico (Spec. Ed) Katie Simpson, (ELL)
- Chemistry – Meets updated QSAC requirements - Revised by teachers, Carole Bucher, Maria Serpico, (Spec. Ed) Katie Simpson, (ELL)
- Pre-Calculus Honors – Meets updated QSAC requirements - Revised by teachers, Julie Skrivanic, Maria Serpico, (Spec. Ed) Katie Simpson, (ELL)

New Course

- Capital Markets & Investments
 - Course Objective - The student will be able to build off their investing foundation from Personal Finance. Students will be introduced to the history of investing, investing pioneers, as well as classic and new-age investing strategies. Students will also be introduced to a variety of capital markets expanding their knowledge and learning beyond our domestic borders. The course will also explore career opportunities within the finance/investment field.
 - Rationale - This course would provide further pathways into a lucrative career field and allow students to further pursue academic topics introduced in Personal Finance. In addition, this course will help further reinforce lessons from Personal Finance, specifically the importance of saving and how to use capital markets to assist in achieving long term financial goals.

Book Adoption

- The Testaments, Margaret Atwood
The Handmaid's Tale (HT) is currently used in Honors Contemporary Literature. The Testaments, described as a sequel, offers the opportunity for an enhanced discussion of HT within the dystopian unit, in that it provides an exploration of perspectives, such as the mindset a member of an oppressed group who discriminates and oppresses other members of that group, a so-called "gender traitor," as well as that of someone oppressed who internalizes such oppression and is reluctant to rebel against it because it is her cultural identity. Additionally, while HT explores what conditions allow for the formation of a patriarchal society, Testaments evaluates why such a restrictive society will necessarily fail.

Title IIA - Share PD plan for the rest of the year (See Attached)

QSAC update

- Updated curriculum to date - (See Attached)
- Mandatory Trainings - (See Attached)
- Policies - (See Attached)

Supervisor meeting updates - Supporting struggling students

Math Course Selection Night update

Upcoming Committee dates - 2/6, 5/5, 4/2, 5/7 & 6/4 (6:30 - 8:00)
Special Education

- PreK Tools of the Mind Curriculum (TOM) – Board Approval
 - TOM is a comprehensive curriculum, including content that meets all state and national standards. Content is presented in an integrated, developmental way so that instruction forms a coherent whole. Instructional strategies used in Tools are a combination of child-initiated activities, teacher scaffolding and explicit instruction, individualization through multiple levels of scaffolding and on-going use of assessment data to tailor interactions to meet individual needs. Progress is monitored daily, weekly and monthly.
 - How Tools is implemented Tools is designed as a core curriculum that works for all children including those with identified special needs and those who will be identified through RTI, Response to Intervention (IDEA reauthorization legislation).
 - Tools activities are multi-level so instruction is individualized within the design of each activity. Ability grouping is not used to individualize instruction. Specific scaffolds for children with special needs as well as those who are non-English speakers (ELL) are written into each activity.
- Special Education QSAC Planning 2019-2020
 - Highlights
- Section 504 Standard Operating Procedures (SOP)
 - DRAFT
- Data Project – Partnership with NYU
 - Data analysis and creation of 9th Grade Behavior and Academic Workbooks using 2018-19 data
 - Data Trend Analysis of the current 9th Grade Cohort from Kindergarten to 9th grade
- Homeless Families – Resource Guide
 - Current Enrollment
 - Collaborative Project
- Partnership with Essex County Voc-Tech School
 - Grant opportunity

South Orange Maplewood School District
Department of Special Services

Curriculum and Instruction Board Committee January 23, 2020
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1. PreK Tools of the Mind Curriculum (TOM) – Board Approval in February 2019

Tools of the Mind PreK Curriculum

TOM is a comprehensive curriculum, including content that meets all state and national standards. Content is presented in an integrated, developmental way so that instruction forms a coherent whole. Instructional strategies used in Tools are a combination of child-initiated activities, teacher scaffolding and explicit instruction, individualization through multiple levels of scaffolding and on-going use of assessment data to tailor interactions to meet individual needs. Progress is monitored daily, weekly and monthly.

How Tools is implemented Tools is designed as a core curriculum that works for all children including those with identified special needs and those who will be identified through RTI, Response to Intervention (IDEA reauthorization legislation).

Tools activities are multi-level so instruction is individualized within the design of each activity. Ability grouping is not used to individualize instruction. Specific scaffolds for children with special needs as well as those who are non-English speakers (ELL) are written into each activity.

2. Special Education QSAC Planning 2019-2020

Pages No. 2-4

3. Section 504 Standard Operating Procedures (SOP)

A user-friendly resource is being finalized with input from all Section 504 Coordinators.

4. Data Project – Partnership with NYU

1. Data analysis and creation of 9th Grade Behavior and Academic Workbooks using 2018-19 data
2. Data Trend Analysis of the current 9th Grade Cohort from Kindergarten to 9th grade

5. McKinney Vento - Homeless Education

A comprehensive Resource Guide has been created with input from a community member. DRAFT to be shared in February 2020.

6. Partnership with Essex County Voc-Tech School

Grant opportunity is being explored

Special Education QSAC Planning 2019-2020

Instruction and Program (I&P)				
Indicator 8	Dec. 30 2019	Feb. 30 2020	April 30 2020	June 30 2020
The reports include aggregated and disaggregated subgroup data, as well as trend and comparative analyses and appropriate intervention strategies. (N.J.A.C. 6A:8-4.3)				
Indicators 9-15b	Dec. 30 2019	Feb. 30 2020	April 30 2020	June 30 2020
Content specific accommodations and modifications for special education students, English language learners, students at risk of school failure, gifted and talented students, and students with 504 plans must be embedded into the curriculum and/or the district must provide a guide that functions as an appendix, addressing accommodations and modifications for all subgroups through multiple means of engagement.	X			
Indicators 9-15c	Dec. 30 2019	Feb. 30 2020	April 30 2020	June 30 2020
Assessments, including, formative, summative, benchmark, and alternative assessments.	X			
Indicator 16	Dec. 30 2019	Feb. 30 2020	April 30 2020	June 30 2020
Policies and procedures exist to ensure a coordinated system for planning, delivering, measuring and modifying intervention and referral services, which are implemented in each school by a multidisciplinary team(s) to address the learning, behavior and health needs of all students a. A continuum of supports and interventions available in each school to support learning, behavior, and health needs; b. Action plans for interventions based on student data and desired outcomes; c. Professional development for multidisciplinary teams and staff who provide intervention; d. Review and assessment of effectiveness of interventions (e.g., progress monitoring) - e.	X			

Governance				
Indicator 8	Dec. 30 2019	Feb. 29 2020	April 30 2020	June 30 2020
To ensure that the district administration communicates with appropriate stakeholders, as defined by each grant (IDEA) .	X			
The district board of education ensures compliance with all stakeholder engagement requirements pursuant to the Federal grant programs for which the school district receives funds, which shall include but not be limited to grant programs under the Elementary and Secondary Act, the Individuals with Disabilities Education Act , and the Carl D. Perkins Career and Technical Education Act	X			
Operations				
Indicator 1	Dec. 30 2019	Feb. 29 2020	April 30 2020	June 30 2020
Ensure the district provides students with diverse materials and resources needed to access information. Assistive technology, Evidence-Based Reading, supplemental aids;	X			
Indicator 2	Dec. 30 2019	Feb. 29 2020	April 30 2020	June 30 2020
Data Management: a. Ensure data is submitted accurately (ASSA) b. Districts submits all applications by the due date (IDEA: Basic and PreK-PEEA)	X			
Indicator 3	Dec. 30 2019	Feb. 29 2020	April 30 2020	June 30 2020
Ensure decision making is data-driven Initial CST Referral - Annual Reviews – Reevaluations – De-Classifications	X			
Indicator 4	Dec. 30 2019	Feb. 29 2020	April 30 2020	June 30 2020
The school district has policies and procedures that require the use of multiple sources of data to monitor student achievement and progress and to evaluate the effectiveness of programs, initiatives, and strategies.	X			

Operations (NURSING SERVICES)				
Indicator 12	Dec. 30 2019	Feb. 29 2020	April 30 2020	June 30 2020
Ensure the district maintains student health records - Comprehensive record of immunizations, required physical examinations and health screenings are maintained to identify the need for medical services for public and nonpublic school students. Health records are kept separately from other student records. There have been no findings of noncompliance since the last NJQSAC monitoring. (N.J.A.C. 6A:16-2.1(a)8, 2.2, and 2.5 and 6A:32-7.4(c)).	X			
Indicator 13	Dec. 30 2019	Feb. 29 2020	April 30 2020	June 30 2020
District employs at least one certified school nurse (C&I) - Meeting the needs of medically fragile students who require one-to-one clinical nursing services - Annual adoption of a nursing services plan for each school that addresses sufficient nursing requirements and the needs of all students, including nonpublic school students. (N.J.A.C. 6A:16-2.1(b) and 2.5(j)6)	X			
Indicator 14	Dec. 30 2019	Feb. 29 2020	April 30 2020	June 30 2020
Ensure a continuation of educational services for students removed for disciplinary reasons - Home or Bedside Instruction (C&I)	X			
Special Education Department Indicator 18	Dec. 30 2019	Feb. 29 2020	April 30 2020	June 30 2020
The district board of education has adopted policies and procedures that require regular attendance of students, expectations of timely arrival, daily attendance when school is in session, and responses to unexcused absences and lateness, and attempt to determine the cause and to provide tiered supports in maintaining regular attendance for all students. (N.J.A.C. 6A:16-7.6)	X			