

  
**OFFICE OF THE ASSISTANT SUPERINTENDENT  
CURRICULUM & INSTRUCTION**

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**Curriculum Committee Agenda  
November 1, 2023 9:00 - 11:00 am  
BOE Conference Room**

**Administrators in Attendance:** Kristin Fox, Stephanie Orr, Allyson Read, Jean O’Connell, Thomas Misiak, Kathy Stotler, Grant Kolmer, Michael Fackelman, Nick Markarian, Sean Siet, Lisa Vitale

**Board Members in Attendance:** Kirsten Light, Csilla Csipak, Keith Molinari, Timothy Salmon

**1. Board Agenda Items**

**a. Action items to be placed on the next board agenda**

- [Happier](#) (The Study of Wellness)  
Reported with the minutes from the September 13, 2023 Curriculum Committee meeting. No questions or concerns from any Board members or any members of the public. The Committee recommends approval of the book.
- *Summer Curriculum Updates*  
Board members were provided with summaries of the summer curriculum projects with the agenda for the September 13, 2023 Curriculum Committee meeting. Discussions related to these projects were reported with the minutes from the September 13, 2023 and October 6, 2023 meetings, along with the items below. No questions or concerns from any board members about the recommended curriculum changes.

**b. Items to be listed under “Report on Progress”:**

- K-5 Math Program Adoption

• [REDACTED]

The GoMath program is ending in 2024. In anticipation of that, two summers ago, Mr. Kolmer and 12 math teachers looked at 7 different

math programs for elementary math instruction. At the end of that summer, 3 programs were selected to be reviewed this past summer, with the enVision program being recommended to begin in the 2024-25 school year.

The staff preferred enVision, because the student classbooks and workbooks provide ample space for students to show their work (as opposed to GoMath which was very narrow). The staff preferred enVision, because the student classbooks and workbooks provide a format for students to explore the mathematics, and ample space for students to show their mathematical thinking allowing teachers to assess and facilitate student discourse. There are a number of resources available to support differentiation within the classroom in order to meet the needs of all learners. The teachers also liked that enVision was a little less word-problem-heavy than GoMath and is aligned with the New Jersey Student Learning Standards.

One Board member asked whether the Common Core is required. Mr. Kolmer and Ms. Fox explained that the Common Core is not required by the Federal or NJ State governments. Common Core was a state-led effort to develop a common set of curriculum standards. 45 states have adopted the Common Core. New Jersey has adopted its own curriculum standards, which are similar to the Common Core standards.

The Board member asked why students do not focus on classical math, such as times tables. Mr. Kolmer explained that, at the elementary level, we want to explain mathematical concepts to students so they understand the input and output of computation.

The Board member asked if enVision would be better for students that have trouble with word problems. Mr. Kolmer said that all of the current math programs are heavy on word problems. However, enVision is less so than GoMath.

The Board member asked whether it would be more cost effective to purchase one set of books and provide copied handouts to students rather than purchasing books. Mr. Kolmer said that the costs of labor and materials would make the costs nearly equivalent.

The Board member complemented the push-in lessons provided by the Quest teachers.

One Board member asked whether instructional and/or supplemental resources can be provided in different languages for multilingual learners. Mr. Kolmer explained that there is a Spanish version of the book set and students can be provided with translation dictionaries that can assist in understanding mathematical vocabulary.

One Board member asked whether the enVision program provides additional practice assessments that mirror the assessments the students take (more word problems, as opposed to the iXL platform, which is more computational). Mr. Kolmer explained that teachers are currently rewriting/modifying assessments in our current program, GoMath, to reduce the complexity of the word problems and focus more on testing the mathematical concepts. After the first year of implementation of enVision, the teachers will have a better understanding of which modifications should be made going forward.

The Board member also asked whether any of the assessments for enVision would be digital. Mr. Kolmer explained that there are no digital assessments happening in math at the elementary level, except for 5th grade, in which students do all work with pencil-and-paper but enter answers onto Chromebooks. The Board member asked why 5th grade is the only grade doing this, and it was explained that this is for ease of grading, but teachers review all work submitted by the students when reviewing the assessments.

The student materials will be available for review in the Board Office.

## **2. Discussion Items**

### **a. Update on District Goals**

#### **■ Elementary Scheduling Professional Development**

Last month administration and staff explored vendors and tools to identify alternatives to the current elementary schedule which could find times to provide individual/small group support to students during the school day. Other potential benefits may include alternate scheduling options for our special area program as well as our push-in and pull-out programming, such as instructional support..

The staff selected Velez as the vendor and Edario as the software scheduler (Genesis is used for assigning students to classes, whereas Edario is about scheduling all aspects of the

elementary school schedule and can assist us in using time more creatively and increasing the accountability of the elementary schedule. Genesis is utilized in this way at the secondary level, but currently does not include the same features that meet the needs of elementary scheduling. The vendor will audit the current elementary schedule and provide advice and recommendations about the possibilities of modifying the schedule.

The cost of the vendor and software is ~\$18,500, which is being funded by the ESSER III grant fund (must be spent by June 30, 2024).

■ High Impact Tutoring

88 students from grades 3-5 were invited to participate. These are all students in instructional support and some additional students recommended by principals. 27 students said “yes” to the program. The tutoring began on November 1 and we continue to work to accommodate conflicts.

The costs of this program are meant to be covered by the recently announced High-Impact tutoring grant from the state. While the grant has not yet been awarded, the district’s program is being structured to comply with the grant requirements (e.g., providing 4 sessions per week, capping groups at 3 students per staff member). The district will proceed with the program and, if the High-Impact grant doesn’t come through, we would use ESSER III funds to cover costs. While we are starting with in-district staff and in-person sessions, this could be expanded to using outside vendors and virtual sessions.

**b.** *RHS Student Course Schedule Changes 2023-2024*

See charts below.

Chart 1 shows all course change requests in Window 1 (from June 1, 2023) to the last day of school in June) and Window 2 (from the first day of school to October 23, 2023). The “Total Submitted” column is all of the course change requests, but is not indicative of the number of students requesting changes, e.g., one student must submit a separate request for each course he/she wants to change. In Chart 1, the “Course Change Request Form” column is indicative of students that change their minds (e.g., signed up for photography, but now want ceramics); or students that did not qualify for Honors/AP classes at the time schedule choices were made but did meet the qualification criteria by the end of the school year; or students that do not want to take an Honors/AP class that they previously signed up for. The “Honors/AP Appeals” column is indicative of students which did not meet the criteria for enrolling

in an Honors or AP course but requested entry into the course. Some of these appeals are denied based on space considerations (i.e., the classes are fully enrolled). It was explained at the meeting that any student which meets the criteria for Honors/AP classes at the time of scheduling or by the end of the school year is, if requested, given a spot in such Honors/AP classes. After a cut-off date in October, any withdrawal from a class will result in a 'W' entered on the student's transcript. The "Other" column includes a variety of unique situations, including the student changing their mind or the student submitted the incorrect form initially..

Chart 2 is a breakdown of Honors/AP Appeals by subject area. It was explained that when courses have limited seats available, the entire scheduling team has discussions and considers all factors when making a decision about prioritizing these requests. Mr. Misiak give one example, where Seniors are given priority, because it is their last year to take these courses and AP credit could be used to offset college costs. A Board member asked why Juniors are not prioritized since they would like the courses to be reflected on their college applications. At times, it could be prioritized this way, but it is not common for the need to prioritize in most of our courses.

Chart 3 is a breakdown of the types of schedule changes during Window 2, by department, over the past 3 years. The administrative team tracks this data to assist in decision making throughout the scheduling process so that we are better able to accommodate the needs of students and helps students end up taking classes that are the best fit for them. We study trends over time and consider whether they are typical fluctuations or a larger trend that requires further investigation. It was noted that there were a larger number of "Drops" last year compared to the previous two years, but there were also a corresponding higher number of appeals by students to take courses they were not qualified to take so that may indicate more of a correction. In reviewing a few specific departments, Ms. Fox, Mr. Terry, Mr. Kolmer and Mr. Fackelman explained that there were a large number of drops relative to previous years in AP European History and AP Psychology, and a large number of drops from Enriched Algebra II to CP Algebra II (which was expected since Enriched Algebra II was a new course last year). Some of the reasons for this include students changing their mind about taking a course once they experience their full workload, students struggling in the first marking period, or sometimes dropping a course in order to accommodate a separate schedule change. It was further explained that the larger number of "Drops" could be related to the high number of appeals, because when appealing to get into a course, a student must identify the course that he/she would drop to make room in his/her schedule.

**c. *Summer Curriculum Updates***

The last 4 departments are scheduled for review at this meeting. If you have any specific questions, please let me know.

- [Visual and Performing Arts](#) – reviewed by Mr. Fackelman.
- [Science and Tech Ed](#) – reviewed by Mr. Misiak.
- [Special Education](#) – reviewed by Ms. O’Connell, Ms. Read, Ms. Orr and Ms. Vitale.
- [World Languages](#) – reviewed by Ms. Stotler.
- **Summer curriculum updates (already discussed):**
  - \*[English Language Arts](#)
  - \*[Mathematics](#)
  - \*[Fox Updates](#) (including HPE, RHS, WAMS and district level projects)
  - \*[Social Studies and QUEST](#)

### 3. FTGOTO

**Next meeting: December 1, 2023 9-11am**

Respectfully submitted,  
Timothy Salmon

RHS Master Schedule Timeline of Changes		Total Submitted	Approved	Declined	Other	
Window 1: Course Change Request Form						
2021	Due June 21, 2021	423	348	75		
2022	Due June 24, 2022	527	440	87		
2023	Due June 23, 2023	459	348	95	16	
Window 1: Honors/AP Appeals						
2021	Due June 21, 2021	225	89	132	4	
2022	Due June 24, 2022	223	92	131	1	
2023	Due June 23, 2023	346	111	222	13	
Window 2: Schedule Change Request Form						Submitted after October window
2021	September 8 - October 30, 2021	358	n/a	n/a		117
2022	September 6–October 28, 2022	358	438*	8	50	143
2023	September 6 - October 23, 2023	375	340	1	34	6

### Appeal Analysis - Subject Area Breakdown

Dept	Total Appeals (333)	Courses	Approved?
	23-24	23-24	23-24
ELA	43	3 -AP Lang 1 -AP Seminar 8 -Honors 10 4- Honors 11 8- Honors 12 <b>19- Honors 9</b>	<b>6 approved (14%); 37 declined (86%)</b>
SS	54	2- AP Econ <b>10- AP Govt</b> 2- APHUG 5- AP Psych <b>11- APUSH</b> 1- H Current Issues 9- HGH2 1- H Sociology 2- H Govt/Econ <b>10- HUSH</b>	<b>12 Approved (22%), 42 Declined (78%)</b>
Sci	78	7- AP Bio 4- AP Chem 6- AP Environment 9- AP Physics 1 5- AP Physics 2 6- Honors Anatomy & Physiology <b>11- Honors Bio</b> 8- Honors Chemistry <b>22- Honors Physics</b>	<b>22 Approved (28%), 56 Declined (72%)</b>
Math	143	<b>15- Algebra II 30- AP Calc AB</b> 8- AP Calc BC <b>12- AP Comp Sci A</b> <b>22- AP Stats</b> 2- Alg II 1- Geometry 1- Enriched Alg II <b>22- Honors Alg II</b> <b>19- Honors Geometry</b> 9- Honors Precalc 2- Stats	<b>69 Approved (48%), 74 Decline (52%)</b>
WL	14	2- Sp III H 1- Latin II H 1- ASL III H 3- AP Spanish 1- Fr II H 1- Fr III H 2- Fr IV H 2- It II H 2- It III H	<b>1 Approved (7%), 13 Declined (93%)</b>



Schedule Change Analysis - Subject Area Breakdown																		
Dept	Total Changes			Level Down			Drops			Other			Level Up			W		
	23-24	22-23	21-22	23-24	22-23	21-22	23-24	22-23	21-22	23-24	22-23	21-22	23-24	22-23	21-22	23-24	22-23	21-22
															2			
ELA	44	38	35	32	31	34	11	4	1	0		0	1	3		1		0
SS	52	47	37	20	27	23	26	7	7	4	5	4	2	5	3	0	3	0
Sci	86	69	89	73	55	79	2	6	5	3	2	3	8	6	2	0	0	0
Math	82	63	75	52	41	58	9	10	13	19	3	4	9	1	0	0	1	2
WL	53	76	72	32	49	51	12	18	17	7	2	0	2	8	4	0	3	0
Fine Arts	19	13	13	0	0	0	19	7	13	0	4	0	0	2	0	0	0	0
Music	8	11	8	0		1	8	10	6	0	1	1	0	0	0	0	0	0
Bus.	15	24	23 (combined)	0	0	0	8	13	20	8	10	3	0	0	0	1	0	2
Tech Ed	7	14		0	9		6	9		1	5		0	0		0	0	
Other	11	n/a	n/a	0	n/a	n/a	7	n/a	n/a	4	n/a	n/a	0	n/a	n/a	0	n/a	n/a
<b>TOTAL</b>	<b>377</b>	<b>355</b>	<b>329</b>	<b>209</b>	<b>212</b>	<b>246</b>	<b>108</b>	<b>84</b>	<b>82</b>	<b>46</b>	<b>32</b>	<b>15</b>	<b>22</b>	<b>25</b>	<b>9</b>	<b>2</b>	<b>7</b>	<b>4</b>