

The business meeting of the Board of Education of the Borough of New Providence was called to order at 7:30 p.m. on October 17, 2019, at New Providence High School/Middle School Media Center, 35 Pioneer Drive, by the Board President, Mr. Smith.

Present on roll call were Rebecca Coniglio, Bernadette Cuccaro, Ira Krauss, Mary Misiukiewicz and Adam Smith. Also present were Dr. David M. Miceli, Superintendent of Schools; Scott D. Hough, Assistant Superintendent of Educational Services; James E. Testa, School Business Administrator/Board Secretary; John M. Richter, Jr., Director of Curriculum, Instruction and Supervision, and twenty five members of the public.

Mr. Smith led in the salute to the flag.

Mr. Smith read the following statement:

This is a public meeting of the Board of Education of the Borough of New Providence. Adequate notice of this meeting has been given in accordance with PL 1975, Chapter 231, in that an annual notice was made in conformance with Section 13 of the Act.

Whenever the business of the Board requires it to convene to Closed session, the session will begin no later than 10:00 p.m. At the conclusion of the need for Closed Session, the Board will reconvene to the public portion of the meeting. At that time the Board will complete any other business that may be before it and the public will then be given an opportunity to be heard before the meeting is adjourned.

Mr. Smith welcomed everyone. He commented that we have had three long range strategic planning sessions and it has been good so far.

Superintendent's Report

Dr. Miceli welcomed everyone. He thanked the Board, Mr. Testa, Mr. Richter and especially Mr. Hough for their support during his absence.

Dr. Miceli commented on enrollment: At the end of September, at Allen W. Roberts School we have 713 students and at Salt Brook we have 654 students. At the middle school we have 398 students and at the high school, 639 students. Additionally, we have 34 students receiving services outside of the district. The total District enrollment is 2,438 students.

Dr. Miceli thanked the Board for allowing the District the opportunity to have a professional development day this year, which was Monday, October 14, 2019. This year went extremely well. There were a number of workshops, including social emotional learning, for all of our staff. Our Think Tank sub-committees are continuing to work. Each of our departments had a number of particular workshops they engaged in as well. Dr. Miceli thanked Mr. Richter for his coordination of the day as well as the administrators, department heads, and some of our teaching staff members who help facilitate workshops and coordinate the days. Again, thank you very much for all your work and efforts.

Dr. Miceli commented on the Strategic Planning sessions. We have had three sessions so far

and has gone very well. We are looking forward to the next sessions. In November, we have a session with our staff. In January, we have two sessions. The first one is on High School Instruction, Curriculum and Programs and the second one is on Special Education, Intervention and Referral Services, and School Counseling.

Dr. Miceli welcomed student representatives Sadie Miller and Kylie Burton.

Student Report

Hi all! I am Sadie Miller and this is Kylie Burton. We are the President and Vice President of the senior class. You will see either Kylie or I at these meetings once a month, but we wanted to come tonight together and introduce ourselves to give you the scoop on the school this month.

School really has kicked off to a great start. Seniors are in the height of college applications. Some popular schools seem to be Fordham, Rutgers, Gettysburg, Scranton, and Penn State.

The freshmen are extremely excited about their new iPads and the brand new things that high school comes with, sophomores are just embarking on taking the PSAT, and juniors are in the beginning of their college search and standardized testing. With the block schedule in action for the second year now, professional period has been a great opportunity for students, especially student athletes, to meet with clubs and teachers during school.

Many popular clubs are Character Education, Future Civic Leaders, and Culinary Arts while there are many other new clubs including Animal Outreach and the Harry Potter Club which students are very involved in as well.

Our sports teams so far have been amazing. If you have been to any of the games you would see the great student section and the pride we have. The volleyball team is playing in their upcoming dig pink game, this Saturday, October 19th, and we would love for you to show your support! All the proceeds from this game go to breast cancer awareness charities. The girls tennis team was 7th overall in counties and won the group one state sectionals. The cross country team had their conference meet earlier today where both the girls and boys varsity placed 2nd overall. The marching band as well has been undefeated in their competitions where they showcase "The Light Prevails".

The upcoming Fall Play - *Clue* is definitely something students are also excited about. The students are hard at work preparing it for audiences on November 15th and 16th. Be sure to check it out if you can as it should be a hit! Overall the atmosphere at school has been very exciting. There are a lot of new opportunities readily available of each grade and a student body as a whole.

We'll continue to update you on these events as the year progresses.

Thank you!

Dr. Miceli thanked Sadie and Kylie for their report.

Dr. Miceli commented that in the year 2020, we will be celebrating the town's tri-centennial. There will be four or five events in the course of the year. One of the events will be celebrated at the high school. On Saturday, September 26, 2020, we will host at Miller Field, collaboratively with the Borough. Mrs. Zirpoli and he will be working with the Borough on the details. Rain date will be October 3, 2020.

Mr. Krauss commented that in September 2020, the first graduating class from high school will be celebrating their 60th year anniversary. He suggested that we might be able to get in touch with some graduates from that class.

Impact Teacher Program Presentation: Dr. Miceli

Dr. Miceli asked Mr. Jonathan Firetto, Assistant Principal at Salt Brook School, to join him.

Dr. Miceli commented that Mr. Firetto has been recognized and honored by the administration, but most specifically Dr. Harvey, who has put together a recommendation and this statement.

Tonight, we have the opportunity to celebrate an educator who has gone above and beyond the call of duty to ensure that all of our students have a meaningful school experience, even during a time when most are not in school. Mr. Jon Firetto, Assistant Principal of Salt Brook, has demonstrated the sort of strong leadership skills and willingness to serve students that make this district a special place to work.

During his time in New Providence, Mr. Firetto has served as a regular education teacher in grades 3 and 4, a special education teacher of a self-contained LLD program, and a teacher and administrator for the District's summer Extended School Year (ESY) program. The ESY program is designed to support the learning needs of those students who require additional educational programming during the summer months to prevent extreme skill regression in the new school year. During his teaching days, Mr. Firetto volunteered to work in the ESY program's ABA based preschool program, designed for 3 and 4 year olds. Though this experience proved to be different than his normal teaching assignments, he took to it with maximum effort and enthusiasm. When he became Assistant Principal he took the opportunity to serve as the administrator of this program, as he has done for the next three years.

This past summer, he was ready to help out as ESY administrator again. He had, in fact, already done much of the groundwork that is required of the program in the spring, so that it can run smoothly in the summer. However, this year we had a problem. While we had a dedicated and knowledgeable support staff to assist the students in this program, we did not have an experienced teacher to lead the way. So Mr. Firetto helped out again, and offered to forgo his administrative position in order to work again in the ABA Pre-K classroom. He chose to work with, and at times chase after, a room full of 3 and 4 year olds. He chose to roll up his sleeves and jump into the most challenging of the ESY programs, preparing individual lesson plans, collecting data, and guiding aides and related service providers. He chose to do whatever he could to ensure that all students in the ESY program received quality instruction that has helped to guide them into this school year. All while continuing to work with the new administrator of the ESY

program to ensure that she was well prepared to take on the role.

New Providence School District features a relatively small staff of dedicated educators who are often called on to think “outside the box” to solve problems or serve in a capacity outside their comfort zone for the good of the students. This summer, Mr. Jon Firetto exemplified both of these traits, and demonstrated both strong professional integrity and the warmth and compassion of a true educator. Jon, on behalf of the Board of Education, Administration, and the Office of Special Services, we recognize you as a New Providence Impact Teacher, and thank you for what you have done for our students.

Mr. Smith thanked Mr. Firetto on behalf of the Board. Mr. Smith commented that one of the things he tells the new teachers that this place is truly a team. Everyone has everybody’s back, they roll up their sleeves and offer their help when necessary. This is what makes New Providence great. Thank you.

2018/2019 NEW JERSEY STATE ASSESSMENT REPORT

Mr. Richter reported that the District is required within sixty days of receipt of New Jersey State Assessment scores to report on those scores to the Board of Education. Mr. Richter had provided the Board members with a report earlier in the week. Mr. Richter commented that he was presenting information relative to the test results.

New Providence State Assessment Report 2018-2019

During the Spring of 2019, New Providence School District students participated in the statewide assessment program administered by the New Jersey Department of Education (NJDOE). The New Jersey Student Learning Assessments (NJSLA) were administered online and provided students in grades three through ten with the opportunity to demonstrate their performance relative to the New Jersey Student Learning Standards (NJSLS), the state’s rigorous academic expectations. The NJSLA replaced the PARCC assessments in 2019 as the state’s primary means for yearly assessments in English Language Arts Literacy (ELAL), Mathematics, and Science. 2019 also marked the first year that eleventh grade students were not required to take the ELAL and Math assessments. While eleventh grade students, as well as eighth and fifth grade students, took the NJSLA Science assessment, the results have not yet been reported to districts. Additionally, English Language Learners (ELL) took the ACCESS for ELLs 2.0 English Language Proficiency Test, and a very small percentage of Special Education students participated in the Dynamic Learning Maps (DLM) assessment. The participation rates and achievement scores in all grade levels demonstrate the consistent success and growth of New Providence students as well as the strength of the district’s curricular and instructional programs.

NJSLA English Language Arts/Literacy Results

The English Language Arts/Literacy assessment was administered to all students in grades three through ten. The overall participation percentage of our students was exceptional with 99% of our students completing the required assessment. As noted, the NJDOE informed districts that

students in grade eleven were not required to take the assessment. Students in that grade level were permitted to satisfy their graduation requirements by passing previous state tests or by using other assessment pathways including the PSAT, SAT, and ACT, among others. In addition, the NJDOE informed stakeholders that, for the ninth and tenth grade classes, passing the tenth grade state assessment would serve as the first pathway for graduation while the ninth grade assessment could serve as the second pathway. Given these new requirements, our high school students' participation in the state test was the highest in the last five years. The participation rates noted in Table 1 below show the high percentage rates for each grade level.

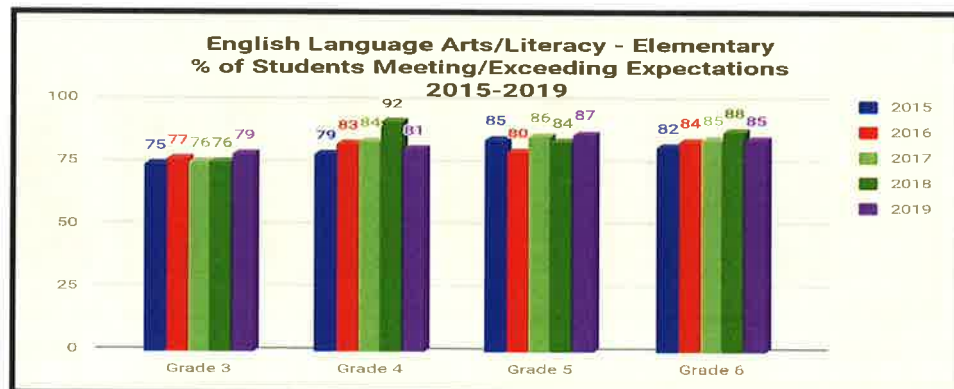
Table 1

Grade	Tested 2019	Total in Class	% of Class
3	205	207	99.03%
4	191	192	99.48%
5	195	199	97.99%
6	196	198	98.99%
7	204	204	100.00%
8	206	208	99.04%
9	161	163	98.77%
10	144	145	99.31%
TOTAL	1502	1516	99.08%

Performance Level Summary Reports, Content Area Rosters, and Evidence Statements reported students' performance and provided individual, grade-level, school-level, and district-wide information that was useful to teachers and administrators in evaluating programs, curriculum, and instruction. The Evidence Statements were especially helpful as they provided results by grade level according to specific state standards. The Individual Student Reports were also supplied to the district and then subsequently sent home to parents to inform them of their child's performance in ELAL and Math. Students' scores were identified within one of five performance levels, including Exceeded Expectations, Met Expectations, Approached Expectations, Partially Met Expectations, and Did Not Yet Meet Expectations.

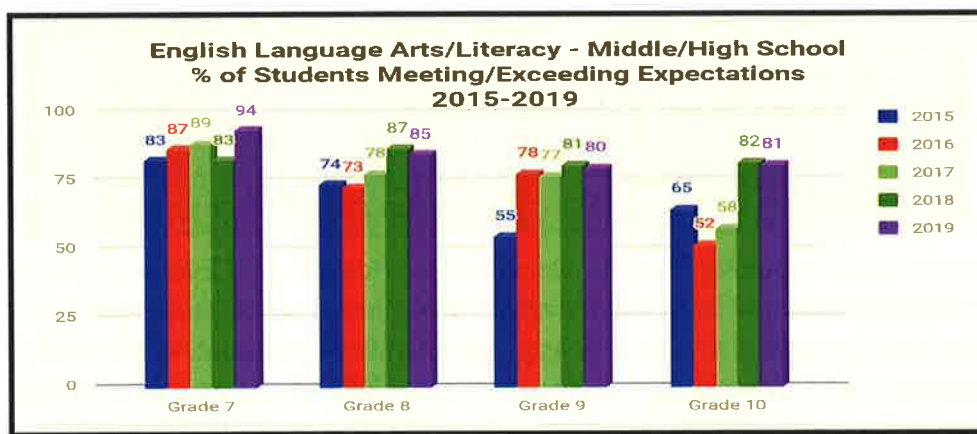
Students' performance on the ELAL assessment in the elementary grades is depicted in Chart 1 below. Overall, 83% of all students who took the ELAL assessment at the elementary level met or exceeded expectations. Fifth grade performance was exceptionally high with 87% of the students meeting or exceeding expectations. Although the third grade performance was slightly lower than the other grade levels, the percentage of students meeting or exceeding expectations was the highest within the last five years.

Chart 1



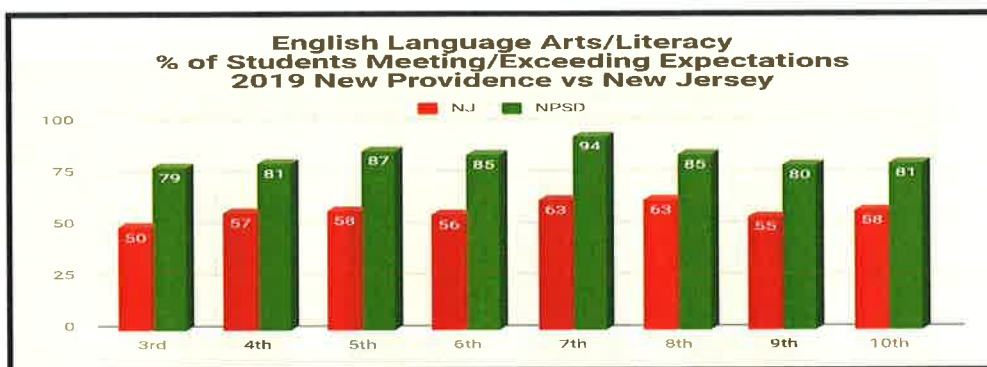
Students in grades seven through ten also performed well on the ELAL test with 85% of students meeting or exceeding expectations. The scores of seventh grade students were extremely high with 94% of the students meeting or exceeding expectations. This marks the highest passing percentage of any New Providence grade level since the inception of the PARCC and NJSLA tests. These results demonstrate the effective instruction in the elementary program that is further enhanced by the seventh grade extended Language Arts block. For the second straight year, 80% or more of the students in high school met or exceeded expectations showing the culmination of students' success in the district's Language Arts program. The high school students' success also demonstrates their efforts on the tests that are now a graduation requirement. The performance of students in grades seven through ten is displayed in Chart 2.

Chart 2



The District Summary Reports show that New Providence students continue to outperform their peers across the state on the English Language Arts Literacy assessment. Chart 3 illustrates the percentages of NP students in all grade levels who met or exceeded expectations and performed well-above the state averages. For example, the seventh grade results show the largest difference between NP and the state with 94% of our students meeting or exceeding expectations versus 63% of the state. The percentage of students who passed in third grade, the district's lowest score, shows a 29% difference between our results and the rest of the state (79% versus 50%).

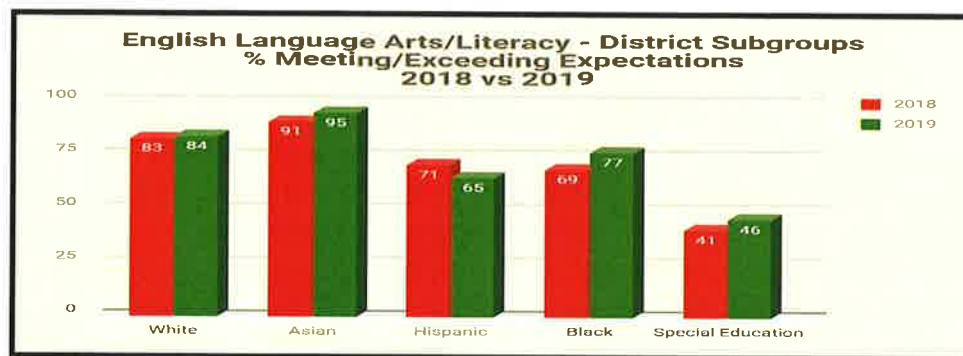
Chart 3



The overall subgroup performance on the exam is displayed in Chart 4. The White and Asian subgroups had the highest percentage of students who met or exceeded expectations, with 84%

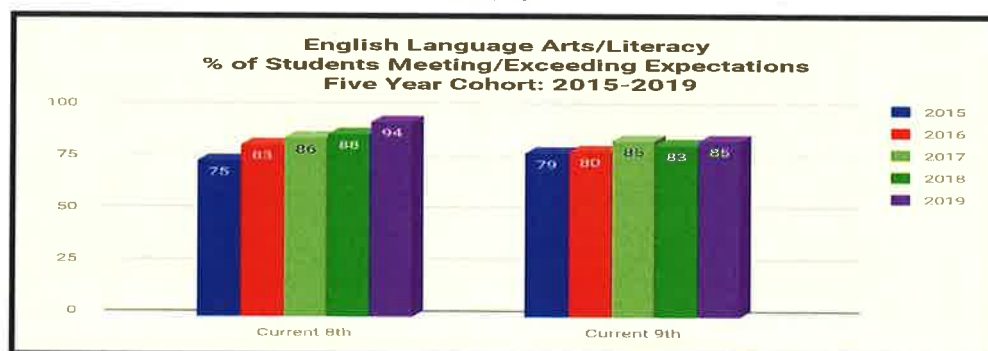
and 95% passing, respectively. Both of these subgroups had small increases in percentage of students passing compared to 2018. The Hispanic and Black subgroups are also displayed, with 65% and 77% passing, respectively. Note, however, that for both the Hispanic and Black subgroups, all of the grade levels for these subgroups had a sample size of 23 students or less, making it difficult to draw conclusions from the data. The overall performance of the Special Education students was significant as 89 out of 192 (46%) met or exceeded expectations. Although continued intervention is needed during the 2019-2020 school year, the percentage of students who passed in 2019 (46%), is an improvement from the 41% who passed in 2018 and the 37% who passed in 2017.

Chart 4



After receiving five years of data relative to the ELAL assessment, cohorts of students are tracked as they progress through the curricular and instructional programs in Language Arts (see Chart 5). This analysis is informative, as success over time becomes very evident. For example, our current eighth grade students showed marked improvement since they first took the state assessments in the third grade. 75% of these students met or exceeded expectations in 2015, and 94% of them met or exceeded expectations in 2019. The performance of the current grade nine cohort is also notable. 79% of the students passed the test in 2015 while in fourth grade compared to the 85% who passed in 2019 while in eighth grade. Additionally, the ninth grade cohort's results show consistency and an improvement over the five year period. The other grade level cohorts either improved slightly or remained consistent over the same five year period. The results of the cohorts show the continued efforts of our students as well as a challenging curriculum and effective instruction by our teachers.

Chart 5



NJSLA ELAL Summary

With results returned to the school district in late August, administrators and teachers were able to analyze individual, grade-level, and school-wide results. The Content Area Rosters and Evidence Statement reports helped teachers understand the strengths and weaknesses of groups of students related to specific tasks and state standards. This allowed teachers to review the instructional tasks and assessments within their units and make necessary changes.

It is clear that the elementary literacy programs implemented in recent years continue to garner student success, including on the state assessments. The Reading and Writing Workshop programs allow for student choice, differentiation, and rigorous writing tasks. Each year, the elementary staff and department head revise various grade level units depending on updates to research and taking into account student achievement, including state assessment results. For example, in 2018, two units in the third grade reading curriculum were revised which included revisions based on teacher recommendations. The units, which included revised instruction relative to reading informational text and reading for research, were implemented during the 18-19 school year and surely had a positive impact on student achievement. This past summer, first grade units on writing reviews, small moment stories, and nonfiction chapter books were completed and will be implemented this year. The implementation of these units will increase the amount of writing that our young students can handle and will certainly support student achievement in future years.

The elementary Reading Specialist program continues to assist students with reading development and subsequent success in Language Arts courses and state assessments. The work of these specialists allows for smaller student-to-teacher ratios in the classroom so students' individual needs can be identified and addressed early in their reading development. Each year, the program helps more and more students to read on grade level by the end of second grade, which assists with students' gains on the state assessments.

The exceptional performance of the seventh and eighth grade students at NPMS was evident with 89% of the students passing the ELAL assessment. These results can be attributed to a number of factors, including the extended Language Arts instructional block in seventh grade, the introduction of revised curricula, the implementation of Reading and Writing Workshop, and student support programs. With 94% of students passing the test, it is clear that the extended block has had an impact since its inception in 2014. The additional time for instruction has allowed teachers to provide more in-depth analysis of text and more focused and evidence-based writing instruction. The time allows for individual and small group instruction through reading and writing conferences, which are critical components of Reading and Writing Workshop. Revisions were made to the seventh and eighth grade curricula during each of the past two summers. In 2018, new units on reading nonfiction, investigative journalism, writing arguments based on research, and writing position papers were all implemented and proved helpful to both the students' literacy skills and critical thinking. Units on literary essay, reading for advocacy, and writing about reading will be introduced during the 2019-2020 school year as well. In addition, analysis of the Evidence Statements showed that instruction needed to focus on

reading in other subjects including Social Studies. This past summer, the middle school Social Studies curriculum was revised to include more reading and analysis of primary sources and document-based questioning. The inclusion of literacy instruction across the curriculum will continue to aid in our students' development.

ELAL results at the high school level also demonstrate the strength of the district's instructional programs and curriculum. High School teachers continue to implement more independent reading focused on choice and interest. This builds on the workshop approach in the elementary and middle school programs while also supplementing the rigorous coursework in place. The analysis of the Evidence Statements also showed the need for instructional enhancements in reading history and informational text. Argument and counter-argument writing will continue to be a focus as well as close reading and analysis of non-fiction text. While these skills continue to be addressed in both Language Arts and Social Studies courses, teachers will be collaborating this year to identify future curriculum needs and revisions. Teachers are also integrating the use of Albert IO this year, which is an online application that provides practice with standards-aligned content and assessment data. The platform helps teachers personalize learning to fit students' needs and interests as a supplement to curricular units of study. During the summer of 2019, the high school also used Title I funds to support Language Arts students who had performed below expectations on either the state assessment or in their coursework. The program was designed to review the necessary skills for the course that students would take during the 19-20 school year. Instruction occurred daily for ninety minutes during the last two weeks of August and focused on individual needs, including skills for close reading and writing. The future performance of the students who attended will be analyzed to understand the impact of the new Title I program.

The scores of the Special Education subgroup as a whole assist the district as one piece of evidence relative to the growth of our students' literacy skills. Teacher and Child Study Team feedback, students' classroom performance, student reading levels, survey data, and current research all contributed to the development of the Co-Teaching program being implemented at the elementary level during this school year. Teachers have received training on ways to work collaboratively during planning, instruction, and assessment, and that training and ongoing support will continue throughout this year and next. Although the change will demonstrate many benefits, the flexibility that the co-teaching environment provides helps to satisfy the differentiated learning needs of the students. The evaluation of this program will be ongoing, and we expect all students to benefit from its implementation.

NJSLA Math Results

The NJSLA Math assessment was also administered to district students during the Spring of 2019. The participation percentages of our students for these tests were also exceptionally high in each grade level with an overall participation percentage greater than 99%. As previously noted, the NJDOE informed districts that students in grade eleven were not required to take the assessment. Students in that grade level were permitted to satisfy their graduation requirement via previous state tests or other assessment pathways. Thus, the participation percentage for

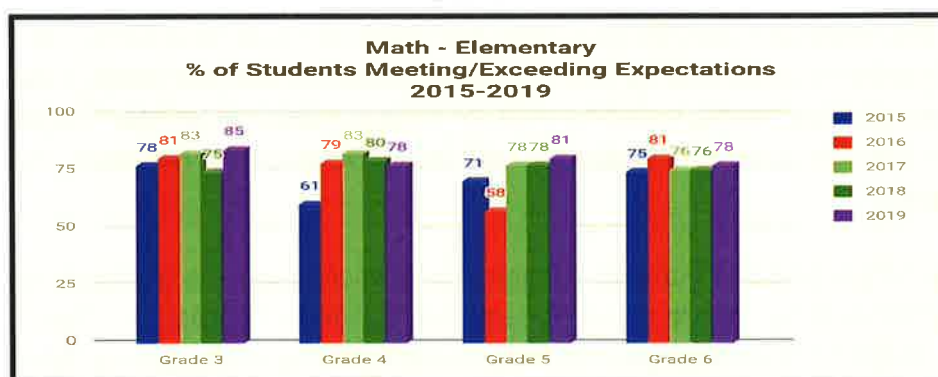
Algebra II noted below is not inclusive of the eleventh grade students who took the course, but rather only the students in the ninth or tenth grade who took any Algebra II level courses.

Table 2

Grade	Tested 2019	Total In Class/Course	% of Class
3	207	207	100.00%
4	191	192	99.48%
5	199	199	100.00%
6	196	198	98.99%
7	187	188	99.47%
8	161	161	100.00%
Algebra I	169	171	98.83%
Geometry	154	156	98.72%
Algebra II	40	40	100.00%
TOTAL	1504	1512	99.47%

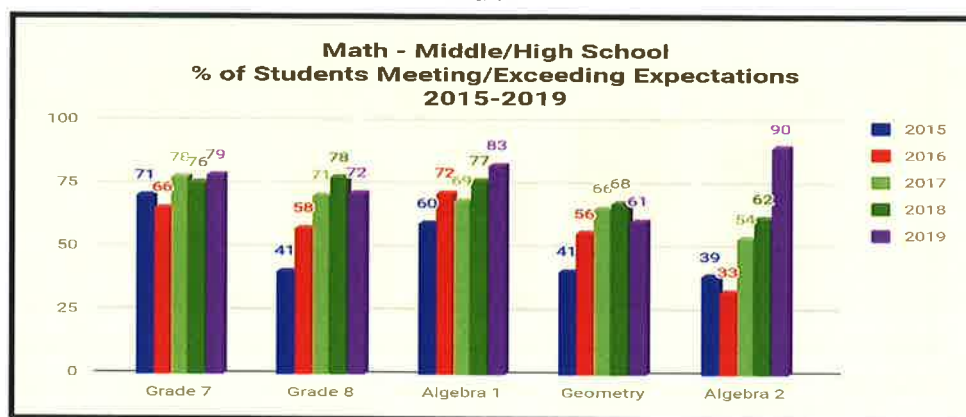
Students' performance in grades three through six is illustrated in Chart 6 below. Overall, 80% of all elementary students met or exceeded expectations on the NJSLA Math assessment, with each grade level having at least 78% of the students passing. The performance of the third graders and the fifth graders is notable, as both grade levels had the highest percentage of students meeting or exceeding expectations in the last five years, including 85% of third graders and 81% of fifth graders.

Chart 6



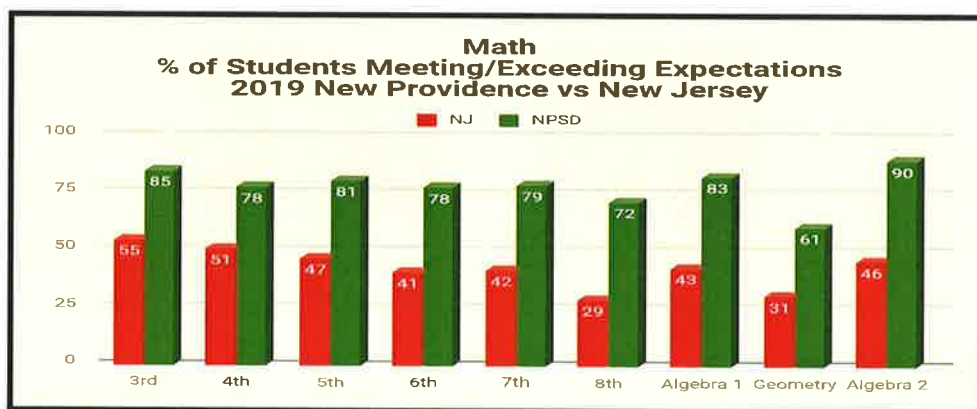
The performance of students in grades seven through ten, including Algebra I, Geometry, and Algebra II, is displayed in Chart 7 below. Overall, 75% of all middle and high school students passed the test. The students in seventh grade posted the highest percentage of students meeting or exceeding expectations in the last five years (79%). The performance of the students on the Algebra I test also shows steady improvement over the last five years as 83% of the students passed the test in 2019 compared with 60% of the students who passed in 2015. In 2019, the percentage of students passing the Algebra II test was the highest percentage yet, although, as mentioned, the eleventh grade students taking Algebra II were not required to take the test. While the percentage of students who passed the eighth grade test was 72%, this test does not include the eighth graders who took Algebra I or Geometry. Overall, 79% of all eighth grade students passed one of the NJSLA assessments.

Chart 7



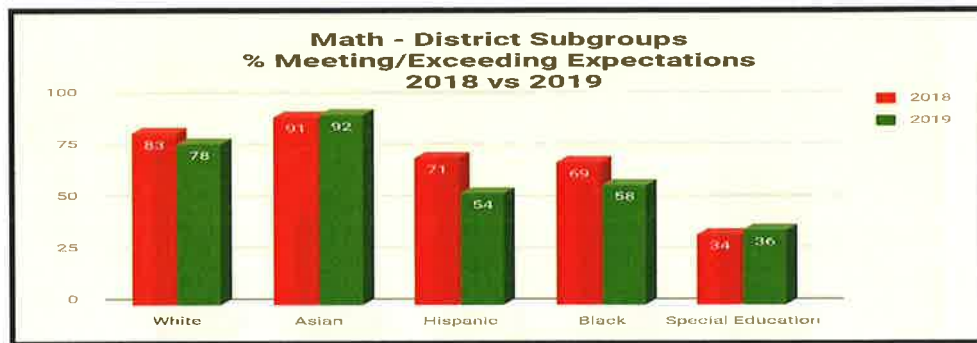
New Providence School District students once again achieved higher passing percentages than their peers across the state on the NJSLA Math assessments (Chart 8). On average, 31% more NP students passed the tests than the state. The largest differences between district and state performance, excluding Algebra II, were in eighth grade and Algebra I. Specifically, 72% of eighth graders passed the test compared to the 29% state average, representing a 43% difference. In Algebra I, 83% of NP students met or exceeded expectations versus 43% of the state, a 40% difference. The Algebra I results in 2019 also represent the highest percentage of students passing since the inception of the PARCC and NJSLA tests.

Chart 8



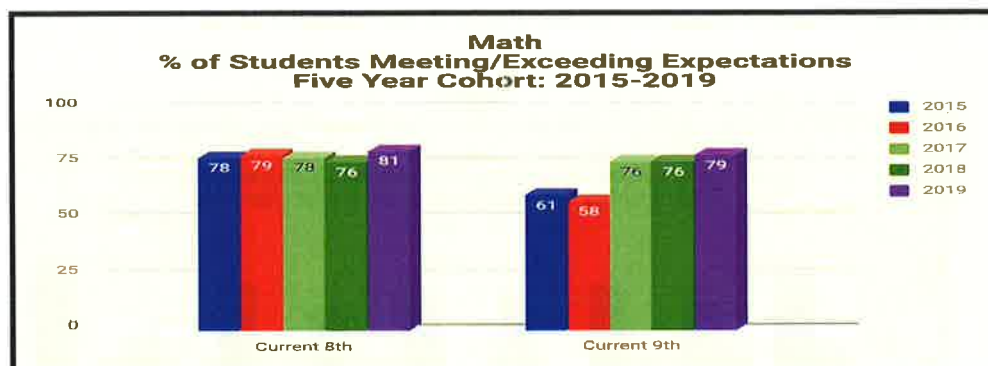
The NJSLA Math subgroup performance, including a comparison to 2018, is displayed in Chart 9 below. The Asian and White subgroups had the highest percentage of students who met or exceeded expectations, with 92% and 78% of the students passing, respectively. The Asian and White subgroups performed similarly in 2019 compared to 2018. The Hispanic and Black subgroups had smaller percentages of students who passed in 2019 as compared to last year. All of the grade levels for these subgroups had a sample size of 24 students or less. The district's Special Education subgroup included 68 out of 191 (36%) students who passed the assessment. This represents a slight increase when compared to both 2018 when 34% passed and to 2017 when 30% passed.

Chart 9



Cohorts of students can also be tracked in math in order to understand their progress over time (see Chart 10). For example, the current (19-20 school year) grade eight cohort had 78% of the students pass the test in 2015 compared with 81% of the students passing in 2019. The performance of the current grade nine cohort is especially noteworthy, as 61% of the students passed the test in 2015 compared with 79% of the students passing in 2019. The large increase in passing percentage of the grade nine cohort as well as the consistency of the grade eight cohort show the efforts of our students and teachers and the strength of our mathematics programs.

Chart 10



*Cohort percentages include all students in a grade level regardless of the math test completed.

NJSLA Math Summary

Mathematics teachers were also provided with assessment results and the reports of school and student progress earlier this school year. Teachers used the information to analyze their instructional plans and make adjustments where needed. Teachers and administrators also used the data to plan for individual support programs such as Basic Skills, Lab classes (Basic Skills at the middle school), and Title I programs.

Several factors contributed to the strong performance of our elementary students when compared to the rest of New Jersey. First, the implementation of Math Workshop has shown to benefit students as instruction has become more differentiated. Teachers use a combination of direct, explicit instruction, small group instruction, formative assessment, and technology integration to provide varied learning tasks and experiences. Second, the concept of growth mindset is also being applied to math classes as teachers aim to help students understand that

skills and concepts can continue to develop with a positive approach. Third, the Edulastic program, previously used at the secondary levels, is beginning to be implemented by teachers at the upper elementary level. This online program provides problems and practice tasks which supplement class content or that can be tailored to review concepts according to students' individual needs. Assessment tasks provide immediate feedback to teachers so they can plan instruction accordingly. Finally, elementary teachers are also preparing to pilot other online assessments during the school year in order to have more data in addition to the state assessment results. The teachers will consider diagnostic and benchmark assessments that will provide more grade, school, and districtwide data that will inform instruction and curriculum.

As noted, the Edulastic program has grown in its use at both the middle and high school. The real-time feedback is also useful to the students as they become aware of the skills and concepts that they need to review and practice. Teachers were also introduced to new online manipulative and supplemental material resources that could be used to create visual representations of pre-algebraic and algebraic concepts. Secondary teachers have collaboratively reviewed the 2019 state results to revise learning activities in their units. Teachers will also use the data to help prepare students to employ the thinking skills and test-taking strategies to help them be successful on all assessments, including the NJSLA. In addition, teachers continue to create assessment questions and tasks that mimic the online formats of the state standardized assessment.

During the summer of 2019, the high school also used Title I funds to support students entering Algebra I. Students who had performed below expectations on the eighth grade state assessment or in the pre-Algebra/eighth grade course were invited to participate. Similar to the Language Arts class, students attended ninety minute sessions each day for the last two weeks of August. They participated in small group and individual instruction focused on the most important pre-Algebra skills that would set them up for success in the course this year. Students used online, adaptive programs that allowed for self-paced instruction, assessment, and immediate feedback. Initial feedback from the teachers and the students was positive, and their performance in the Algebra I course and on the state test later this year will provide for the full evaluation of the program.

As noted, the NJSLA results showed that 83% of the district students who took the Algebra I test passed, which was the largest percentage yet. The state's decision to have the assessment serve as a graduation requirement surely added to our students' full focus and effort in both the course and on the test. The teachers and department head will continue to update and revise instruction to help all students with this state-required course and assessment. Additionally, the Algebra I course is now in its first year of implementation at the middle school. This class was proposed in order to provide qualifying students the opportunity to take Algebra I in eighth grade. Along with the continued implementation of Algebra I Theory and Application, an honors level course, more students are advancing to the Algebra level of mathematics, and, subsequently, more students will have the opportunity to advance to Calculus in high school. With more eighth

grade students taking this course who otherwise would be taking the eighth grade math class, the challenge for teachers will be to ensure that achievement remains high in Algebra I overall.

Dynamic Learning Maps

The DLM (Dynamic Learning Maps) is an online alternative assessment offered by the state of New Jersey for those students who are unable to reasonably take the NJSLA assessments. Students are eligible to take this assessment if their Individual Education Plan (IEP) team demonstrates that they possess a significant cognitive disability and are unable to access any aspect of the grade-level curriculum. The DLM is offered in the subject areas of Language Arts, Math and Science, and students who take this assessment are provided with an intensely personalized learning profile of modifications in order to monitor student progress. The expectation in the state is that no more than 1% of a district's student population may be registered to take the DLM without applying for a waiver. In the 2018-19 school year, a total of 10 New Providence students (less than 0.5%) took the DLM. These students were in grades four through eleven, and they took the assessment within their current educational programs. In each case, the Child Study Team reviewed with parents and the staff at the respective educational programs the requirements for eligibility of taking this assessment before concurring with its use.

Students' scores were identified within one of four performance levels, including Advanced, At Target Level, Approaching Target level, and Emerging. All students taking this assessment scored in the Emerging to Approaching Target range in the areas of Language Arts, Math and Science. Results from this assessment are used by the IEP teams of each student for the development of goals and objectives.

ACCESS for ELLs

The ACCESS for ELLs is the state-mandated English language proficiency assessment for students identified as English Language Learners (ELL). The test is based on the standards developed by the WIDA consortium of state departments of education. It is administered annually to Kindergarten through grade twelve students to monitor progress in the domains of reading, writing, listening, and speaking. Students attain scores in each of the domains according to six proficiency levels, ranging from Entering (knows and uses minimal social language and minimal academic language with visual and graphic support) to Reaching (knows and uses social and academic language at the highest level measured by the test). Students also receive an overall proficiency level based on the results within each domain.

During the 18-19 school year, thirty-nine students participated in the ACCESS for ELLs testing, and their overall proficiency results are displayed in Table 3 below. While the overall proficiency level is important, the proficiency level and results within each domain really help the teachers plan for each student's individual language program. For example, each Individual Student Report contains not only the exact proficiency level in each domain, but also information about each level and what students can typically do at that level. Our teachers understand what is needed for students to progress to the next proficiency level within each domain and plan learning activities appropriately. The goal is to eventually have a student exit from the English as

a Second Language (ESL) program. It is also notable that the district has students in various proficiency levels in various grades, further demonstrating the need for instruction specifically tailored to each student. For example, there are district students who are in the Entering proficiency level who are as young as Kindergarteners and as old as eleventh graders. Teachers note the challenges of instructing older students with low levels of English language proficiency, but use the assessment results and a wealth of district resources to assist them, as well as the students at all levels within the district.

Table 3

Level	Number of Students
1 - Entering	11
2 - Emerging	6
3 - Developing	12
4 - Expanding	9
5 - Bridging	1
6 - Reaching	0
TOTAL	39

Mr. Richter thanked the administration, department heads and especially our teachers, who put in a tremendous amount of time and effort in everything that they do and especially when they go through the testing and in implementing the testing. We really appreciate our teachers and students for all their hard work on these tests.

Mr. Smith thanked the teachers and administrators for all the work they have done. He asked if there were any questions from the board members.

Mr. Smith commented that one thing the Board likes to look at is how our test scores compared to neighboring districts.

Mr. Richter commented that he did reach out to surrounding districts and some share and some do not. In the Spring, the reports go public so we can look at all the scores throughout the area.

Public Comments

Mr. Smith opened the meeting to the public on agenda items at 7:59 p.m.

There were no comments.

APPROVAL OF MINUTES

Mrs. Cuccaro moved to approve the Minutes as follows:

Work Session
Closed Session

September 26, 2019
September 26, 2019

Seconded by: Mr. Krauss

Roll Call Vote:

Yea Mrs. Coniglio

Yea Mr. Krauss

Yea Mrs. Cuccaro

Yea Mrs. Misiukiewicz

Absen Mr. Dinerman

Yea Mr. Smith

Absent Mr. Walsh

ACTION ITEMS

FINANCE ACTION

Mr. Krauss, Committee Chairperson, moved to approve items 1 through 7 as listed below:

Transfers for the 2019/2020 School Year Approved

1. Ratify the action of the Superintendent in making the following transfers for the 2019/2020 school year:

September 2019

From:

Account	Description	Amount
11-000-100-566	Tuition, Private in NJ	\$61,305.00
11-000-270-512	Transportation, Contracted Ser.	1,796.00
11-130-100-101	Grades 6-8, Salaries	26,741.00
12-130-100-730	Capital, Equipment	2,320.00
12-140-100-730	Capital, Equipment	580.00
		Total: \$92,742.00

To:

Account	Description	Amount
11-000-213-100	School Nurses, Salaries	\$26,741.00
11-000-217-320	Purchased Professional Services	61,305.00
11-000-270-593	Transportation, Insurance	1,796.00
12-402-100-730	Capital, Equipment	2,900.00
		Total: \$92,742.00

Board Secretary Report Accepted

2. After review, we hereby accept the Board Secretary and Treasurer reports for September, 2019. There is no major account or fund which has been overexpended in violation of financial obligations for the remainder of the fiscal year.

Bills List Approved

3. Approve the payment of bills listed for October 2019, in the amount of \$3,094,196.21.

Five Year Long Range Facility Plan Approved

4. The New Providence School District (LEA 3560) has eighty one (81) projects identified in its Five Year Long Range Facility Plan. The eighty one (81) projects have an estimated total cost over the five-year period of \$24,387,140.00. Thirty-one (31) projects have been completed, initiated or advanced. Fifty (50) remaining projects, with a total cost of \$14,618,596.00, are currently identified in the plan for initiation. The local share would be funded from bond proceeds and current expense (based on needs as dictated by the availability of funds). The District may be eligible for state debt service or EDA grant funds for the identified projects in the amount of \$5,847,438.00. The local share amount \$8,771,158.00 for the identified projects represents the maximum amount the New Providence School District may deposit in its capital reserve fund for the 2019-2020 school year. **(EXHIBIT A)**

2019/2020 Revised Buses Maintenance Agreement Between MUJC and New Providence School District Approved

5. Approve the revised 2019/2020 Buses Maintenance Agreement between the Morris-Union Jointure Commission and New Providence School District, which adjust the hourly vehicle maintenance labor cost from \$76.50 to \$78.03.

Sale of 50 iPad Cases to Berkeley Heights School District Approved

6. Approve the sale of 50 iPad cases (Logitech Rugged Combo 2) to the Berkeley Heights School District for \$60.00 each.

Voided Check Approved

7. Approve the following voided check:

Voided				
<u>Check#</u>	<u>Date</u>	<u>Amount</u>	<u>Account</u>	<u>Reason</u>
354498	08/29/19	\$799.00	11-000-251-540-99	Lost

35190	06/15/18	\$5,826.45	Payroll	Outdated
DD	09/27/19	\$294.65	Payroll	Returned

Re-issued

<u>Check#</u>	<u>Date</u>	<u>Amount</u>	<u>Account</u>
354948	10/17/19	\$799.00	11-000-251-540-99
35498	09/27/19	\$5,826.45	Payroll
35899	09/27/19	\$294.65	Payroll

Seconded by: Mrs. Misiukiewicz

Roll Call Vote:

Yea Mrs. ConiglioYea Mr. KraussYea Mrs. CuccaroYea Mrs. MisiukiewiczAbsent Mr. DinermanYea Mr. SmithAbsent Mr. Walsh**FACILITIES ACTION**

Mr. Krauss, Committee Chairperson, moved to approve Items 1 through 3 as listed below:

Comprehensive Maintenance Plan 2019/2020 Resolution Adopted

1. Adopt the following resolution:

Submission of Comprehensive Maintenance Plan 2019-2020

Whereas, the Department of Education requires New Jersey School Districts to submit three-year maintenance plans documenting "required" maintenance activities for each of its public school facilities, and

Whereas, the required maintenance activities as listed in the attached document for the various school facilities of the New Providence School District are consistent with these requirements, and

Whereas, all past and planned activities are reasonable to keep school facilities open and safe for use or in their original condition and to keep their system warranties valid,

Now Therefore Be It Resolved, that the New Providence School District hereby authorizes the School Business Administrator to submit the attached Comprehensive Maintenance Plan for the New Providence School District in compliance with Department of Education requirements.

(EXHIBIT B)

Disposal of Textbooks at the High School Approved

2. Approve the disposal of textbooks at the high school, which are outdated, and no longer an adopted text or resource for the applicable curricula. **(EXHIBIT C)**

Disposal of Books at Allen W. Roberts School Approved

3. Approve the disposal of books at the Allen W. Roberts School, which are outdated, and no longer deemed necessary for school use. **(EXHIBIT D)**

Seconded by: Mrs. Misiukiewicz

Roll Call Vote:

Yea Mrs. Coniglio

Yea Mr. Krauss

Yea Mrs. Cuccaro

Yea Mrs. Misiukiewicz

Absent Mr. Dinerman

Yea Mr. Smith

Absent Mr. Walsh

EDUCATION ACTION

Mrs. Misiukiewicz, Committee Chairperson, moved to approve Items 1 through 4 as listed below:

2019/2020 HIB Investigations Approved

1. Per the 2011 Anti-Bullying Bill of Rights Act, approve the recommendations of the Superintendent regarding the following 2018/2019 Harassment, Intimidation, and Bullying investigations:

<u>School</u>	<u>Incident Report Number(s)</u>
Middle School:	1 and 2
Salt Brook:	1

Student #1240443 Enrollment at Hunterdon County Polytech School for the 2019/2020 School Year Approved

2. Approve the enrollment of Student # 1240443 at Hunterdon County Polytech School, at a tuition cost of \$9,338, effective 9/4/19, for the 2019/2020 school year.

Student # 11997 Enrollment at Cedar Hill Elementary School for the 2019/2020 School Year Approved

3. Approve the enrollment of Student #11997 at Cedar Hill Elementary School, at a tuition cost of \$55,707, effective 9/5/19, for the 2019/2020 school year.

Curricula Approved

4. Approve the following curricula as per Superintendent's Memo #4 in the hands of each Board member:

Language Arts

Language Arts (Grade 7)	Revised
Language Arts (Grade 8)	Revised
Creative Writing (Grades 9 thru 12)	Revised

Social Studies

Economics (Grades 9 thru 12)	Revised
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World Language

Honors Spanish 5, Grades 11 and 12	New
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Seconded by: Mrs. Coniglio

Roll Call Vote:

Yea Mrs. Coniglio

Yea Mr. Krauss

Yea Mrs. Cuccaro

Yea Mrs. Misiukiewicz

Absent Mr. Dinerman

Yea Mr. Smith

Absent Mr. Walsh

PERSONNEL ACTION

Mrs. Cuccaro, Committee Chairperson, moved to approve items 1 through 4 as listed below:

2019/2020 Appointments Approved

1. Approve the appointment of the following people with the recommendation of the Superintendent of Schools subject to the requirements of Chapter 116 of P.L. 1986 for the 2019/2020 school year:
 - a. Elizabeth Bland, secretary II (12 month; 7.5 hrs./day), \$34,115 (base \$51,173), effective 11/1/19 (subject to criminal history review procedures)
 - b. Jeanne Cook, teacher aide, \$17,869 (base \$21,173), effective 10/22/19
 - c. Maria Navarro, substitute executive secretary, \$15.00/hr., effective 10/15/19
 - d. James Sheerin, substitute teacher/teacher aide
 - e. Randall Pratt, home instructor
 - f. Kristina Berrios, home instructor

- g. Jennifer Pasuit, home instructor
- h. Jennifer Tiongson, home instructor
- i. Dina Artale, home instructor
- j. Leah Russo, home instructor
- k. Susan Rembetsy- High School Title I Mathematics Teacher (40 hours @54.87 per hour)
- l. Susan Rembetsy- High School Title I Mathematics Coordinator (25 hours @54.87 per hour)
- m. Robert Gartner- Game worker
- n. Jennifer McSweeney- Intramural, for Students with Special Needs, K-8, fall/winter/spring, \$1,966, effective 10/3/19
- o. Charles Carell- High School Title I Mathematics Teacher (40 hours @54.87 per hour)
- p. Rachel Fintz, High School Competition Club Advisor, \$1,966
- q. Rachel Fintz, High School STEM Club Advisor, \$1,966

Resignations Accepted

2. Accept the resignation of the following employees:

- a. Kathleen Gelormini, playground/lunchroom aide, effective 10/1/19

2019/2020 School Year Revisions Approved

3. Approve the following revision for the 2018/2019 school year:

- a. Nicholas Sommo, teacher, from Step 4, Column V (\$66,037), to Step 4, Column VI (\$68,259), effective 9/1/19, due to course credits

2019/2020 School Year Appointments Rescinded

4. Rescind the following appointment for the 2019/2020 school year:

- a. Marla Malinauskas- Intramural, for Students with Special Needs, K-8
- b. Michael McTernan, substitute teacher/teacher aide
- c. Cynthia de Keyzer- substitute teacher/teacher aide
- d. Allisandra Lamhing- substitute teacher/teacher aide
- e. Christopher Pollard- substitute teacher/teacher aide
- f. Tamarah Sami- substitute teacher/teacher aide
- g. Caraline Smith- substitute teacher/teacher aide
- h. Richard Williams- substitute teacher/teacher aide
- i. Linda Balling- substitute nurse

Seconded by: Mrs. Misiukiewicz

Dr. Miceli welcomed Elizabeth Bland and Jeanne Cook. Mrs. Bland will be working with Mrs. Drexinger at Salt Brook School and Mrs. Cook is starting as a teacher aide. Congratulations! We are looking forward to your contribution to the District.

Roll Call Vote:

Yea Mrs. Coniglio

Yea Mr. Krauss

Yea Mrs. Cuccaro

Yea Mrs. Misiukiewicz

Absent Mr. Dinerman

Yea Mr. Smith

Absent Mr. Walsh

BOARD POLICY

Mr. Krauss, Committee Chairperson, moved to approve item 1 as listed below:

1. Approve the following Bylaws and Policies on second reading:

Bylaws and Policies:

- | | | | |
|----|---------------------------|---|-----------|
| 1. | Policy 3159
(Mandated) | Teaching Staff Member/School District Reporting
Responsibilities
(Mr. Krauss) | (Revised) |
| 2. | Policy 3218
(Mandated) | Use, Possession, or Distribution of Substances
(Mr. Krauss) | (Revised) |
| 3. | Policy 4218
(Mandated) | Use, Possession, or Distribution of Substances
(Mr. Krauss) | (Revised) |
| 4. | Policy 5533
(Mandated) | Student Smoking
(Mr. Krauss) | (Revised) |
| 5. | Policy 5756
(Mandated) | Transgender Student Identity and Expression
(Mr. Krauss) | (Revised) |
| 6. | Policy 6112
(Mandated) | Reimbursement of Federal and Other Grant
Expenditures
(Mr. Krauss) | (Revised) |

Administrative Regulations:

- | | | | |
|----|-------------------------------|--|-----------|
| 1. | Regulation 3218
(Mandated) | Use, Possession, or Distribution of Substances
(Mr. Krauss) | (Revised) |
| 2. | Regulation 4218
(Mandated) | Use, Possession, or Distribution of Substances
(Mr. Krauss) | (Revised) |

- | | | | |
|----|-------------------------------|--|-----------|
| 3. | Regulation 5533
(Mandated) | Student Smoking
(Mr. Krauss) | (Revised) |
| 4. | Regulation 6112
(Mandated) | Reimbursement of Federal and Other Grant
Expenditures
(Mr. Krauss) | (Revised) |

Seconded by: Mrs. Misiukiewicz

Roll Call Vote:

<u>Yea</u> Mrs. Coniglio	<u>Yea</u> Mr. Krauss
<u>Yea</u> Mrs. Cuccaro	<u>Yea</u> Mrs. Misiukiewicz
<u>Absent</u> Mr. Dinerman	<u>Yea</u> Mr. Smith
<u>Absent</u> Mr. Walsh	

COMMITTEE REPORTS

Curriculum, Instruction and Technology

Nothing to report at this time.

Finance, Facilities and Safety/Security

Nothing to report at this time.

Personnel, Management and Communication

Mrs. Cuccaro, Committee Chairperson, commented that the committee met earlier this week. We started to discuss the comments that were made at the Strategic Planning Session. She commented that they also looked at the School Calendar for 2020-2021 school year. She commented that back in 2015-2016, Labor Day fell exactly the same way. Teachers came back before Labor Day and students started the day after Labor Day.

Mr. Smith commented that Summit and Chatham will start the week before Labor Day, on August 31st, next year.

Mrs. Cuccaro commented that part of the committee's discussion is about their school calendars. Their calendars are approved two years at a time.

Dr. Miceli commented that four years ago, we had no issues with the staff coming back before Labor Day. We are looking at options as far as what we want to consider. At the Strategic Sessions the other night, there were no comments on the calendar at all. The only major change is if we want the students to come back before Labor day. He commented that the committee is discussing if we should send out a survey. The draft calendar that was handed out to the board members follows exactly what we typically have done in the past, without any changes.

Mrs. Cuccaro commented that if we approve the draft calendar, we would still have the same amount of time off in the summer, which is ten weeks. It is important to know that this is the absolute latest that Labor day could be.

Dr. Miceli commented that we typically approve one calendar year. We discuss the proposed calendar in December, approve it in January. We could consider a two year calendar because the state testing window is much more flexible now, and we have more control of it. A two year calendar will give people time to plan ahead.

Mr. Smith commented that we can send out a survey parents as to whether or not they want the kids to go back before or after Labor Day. Is there any reason why we won't want to do that? Does the committee want to get together a survey to send out?

Mrs. Cuccaro commented that many families may have made plans already.

Dr. Miceli commented that on the survey, we can include an open ended question on anything that anyone can contribute, some thoughts and ideas.

Mrs. Cuccaro commented that the committee also discussed the communications plan. The thought is still to roll out either some sort of form of social media to the public. Mrs. Mangel and Mrs. Andersen is working on launching an app in January that will tie into the school website. Still at hand is Twitter/Facebook/Instagram or whatever else is out there.

Dr. Miceli commented that he discussed rolling out the app for January 1, 2020. This will be a new district app, which will address many of the concerns that were raised about delivering content to people's phones, tandem with our website. As the website is modified, the information will be pushed out on the district's app.

Dr. Miceli commented on the survey on the calendar. He wanted to add the question, would we want a two year calendar?

OLD BUSINESS

Mr. Krauss commented on enrollment. As of September 30th, we only have twelve more students than we projected. We are very close on our projections.

NEW BUSINESS

There is no new business to discuss at this time.

PUBLIC COMMENTS

Mr. Smith opened the meeting to the public at 8:20 p.m

Dr. Miceli commented that we have a special presentation.

Courtney Mellon and Lilly Mellon, Parent and Allen W. Roberts Elementary Student

Mrs. Mellon commented that October is Dyslexia Awareness month. We would like to share Lilly's experience as a student of the New Providence School District.

Lilly comments:

Hi, my name is Lilly Ryan Mallon and I am a second grader at AWR.

Did you know? October is Dyslexia Awareness Month!

I would like to share my story with you - I hope it helps as you think about ways to help kids like me learn. Learning is very hard and stressful for me.

When my teacher gives me a worksheet or test, all I see are jumbled up letters.

It is overwhelming and I start to panic and worry I will get everything wrong.

Sometimes I feel so alone, like no one understands me. I want to cry or scream but mostly I just smile because I do not want anyone to know.

My teacher Mrs. Silva is the best. She reads my tests to me, she made me a "crunching folder" so that I can cover up the page and just focus on one question at a time and she helps calm me down when I get upset. She even printed everything in our classroom in dyslexia friendly font. It means the world to me that she understands I learn differently - my brain is wired differently than non-dyslexic kids and she tells me to ask for help when I need it.

1 in 5 kids has dyslexia – that's a lot of kids like me in New Providence who have diagnosed or undiagnosed dyslexia. I think every child in Kindergarten or 1st grade should be screened for dyslexia. I also think all kids, not just kids with dyslexia, can benefit from learning to read in a multi-sensory structured way that is phonics based. That's the way my tutor has been teaching me since Kindergarten.

Dyslexia is a gift - we are really creative and I like to say it gives me superpowers.

Just because I think differently doesn't mean I am dumb ... I'm actually really smart!

There are many famous people with dyslexia - we rock and are changing the world!

One of Lilly's greatest talents is drawing. She handed everyone a piece of her art.

Mrs. Mallon thanked everyone.

Lilly handed out her drawings to each of the board members and administrators present.

Mr. Smith thanked Lilly on behalf of the whole Board. She did a wonderful job! He commented that he learned something about Dyslexia, so that was fantastic.

Amy Barbato and Brandon Barbato, Parent and Salt Brook School Student

Mrs. Barbato commented that their presentation is going to be a bit different. She is going to do an interview setting with Bradon:

Mrs. Barbato: Brandon Barbato, what grade are you in?

Brandon: Third grade.

Mrs. Barbato: Who are your current teacher?

Brandon: Mrs. Heaslip and Mrs. Dynak.

Mrs. Barbato: Are you having a good year so far?

Brandon: Yes.

Mrs. Barbato: What do like to do outside of school?

Brandon: Baseball

Mrs. Barbato: I heard you hit your first home run last week? What is your favorite subject in school?

Brandon: Gym

Mrs. Barbato: What does it mean to be Dyslexic?

Brandon: It's hard to learn. Your brain works differently than other people.

Mrs. Barbato: How does it make you feel that you're Dyslexic.

Brandon: Happy. I guess.

Mrs. Barbato: It is so cool to be Dyslexic. I'm Dyslexic, you're Dyslexic, we have lots of people in our family that's Dyslexic. It's a good thing, isn't it? Who is somebody famous that's Dyslexic, that inspires you?

Brandon: Albert Einstein.

Mrs. Barbato: We've learned that we've been Dyslexic a couple of years now. In our research, we were both very impressed with everybody out there that is Dyslexic. What's the last thing you want all your friends and teachers to know about Dyslexia and being Dyslexic?

Brandon: A lot.

Mrs. Barbato: It is your superpower and you are one of the most creative and smartest people I have ever seen.

Brandon and Mrs. Barbato handed out information packets on Dyslexia.

Mr. Smith thanked both Brandon and Lilly and was so happy to hear that they love their teachers. He commented that he was happy to hear that their teachers understand and help them a great deal.

Dina Rubbio, New Providence Resident

Mrs. Rubio started by thanking the administrators and the Board for all the hard work they do for the children in the District. Over the past several months, Mr. Richter and herself have been speaking about the curriculum. She wanted to share some of their conversations they have had publically. He has been so responsive, helpful, and open to suggestions. She could not thank him enough for his time. She commented that Mr. Richter is a gift to New Providence. Their conversations and the time he has taken to speak with her is unbelievable.

Mrs. Rubbio commented that one topic they discussed was the availability of the curriculum to the parents. She suggested that the curriculum should be online and available to the parents via one of the electronic platforms. He informed her after discussing with his colleagues and teachers, the curriculum will not be available online. Instead, they will continue the practice of requiring parents to go to the Board Office and pay \$.05/copy. One of the main reasons of this practice is to prohibit their work for being stolen. Quite frankly she was not certain of the empirical data to insure the security of the work being performed. She commented that it lacks transparency and restricts parents from being involved in their child's education. Instead of fearing plagiarism of the curriculum, we should leverage the technology that we have and use it as an opportunity to make parents more aware of what is being taught in the classroom and getting them involved in their child's education. As an educator herself, the District where she is employed, the curriculum is available online. She encourages parents to look at the curriculum. With an open and transparent access, parents can enhance their child's learning outside the classroom. Having more knowledge of the curriculum empower parents to expand upon their concepts and lessons taught in the classroom, then perhaps take their child to a museum or by reading a book with them that is relevant to what is being taught. She checked a large number of districts in the area and in New Jersey, we are one of the only district that does not have our curriculum accessible via online in some way. This could be such a positive connection between home and school. We are truly missing an opportunity to make a positive change for the future. She urges the District to consider this practice and leverage technology to make the curriculum more transparent and accessible to the parents. She knows they are doing their best to bring this to a platform. She is hoping this conversation does not die here and that this can be something we look forward to. She feels very passionate about this. She knows the concerns but she thinks this is something they will consider.

Mr. Smith thanked Dina. He commented that the Board will have conversations with Dr. Miceli and Mr. Richter. He commented that this is the first time he had heard the request. Mr. Smith commented that they will get back to her. Thank you.

CLOSED SESSION

Mr. Krauss moved to adopt the following resolution:

This body shall, on October 17, 2019 at 8:35 p.m., in the New Providence High/Middle School, 35 Pioneer Drive, discuss in closed session, pursuant to Section 7 of the Open Public Meetings Act, specific matters which may generally be described as follows:

- Student Matters related to HIB
- Personnel

The minutes of the discussion in closed session of the aforementioned matters may be disclosed to the public after final determination of action has been reached.

Mrs. Misiukiewicz seconded the motion, which was carried unanimously.

RETURN TO PUBLIC SESSION

The Board reconvened to public session at 9:05 p.m. Mr. Smith called the Board to order.

Members present were Rebecca Coniglio, Bernadette Cuccaro, Mr. Krauss, Mary Misiukiewicz, and Mr. Smith.

There being no other business before the Board, on a motion by Mrs. Cuccaro and seconded by Mr. Krauss, the President declared the meeting adjourned at 9:06 p.m.



James E. Testa
School Business Administrator/Board Secretary
10/17/19