

The business meeting of the Board of Education of the Borough of New Providence was called to order at 7:30 p.m. on September 24, 2020 at the HS/MS Media Center, 35 Pioneer Drive, by the Board President, Mrs. Bernadette Cuccaro.

Present on roll call were Rebecca Coniglio, Bernadette Cuccaro, Robert Dinerman, Jennifer Killea, Mary Misiukiewicz, Adam Smith and Joe Walsh. Also present were Dr. David Miceli, Superintendent of Schools; Mrs. Lauren Zirpoli, Assistant Superintendent of Educational Services; James E. Testa, School Business Administrator/Board Secretary; Jay Richter, Director of Curriculum, Instruction and Supervision; 13 members of the public and 70 members on Zoom.

Mrs. Cuccaro led in the salute to the flag.

Mrs. Cuccaro 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 actual 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.

The following change notice was posted on September 9, 2020.

The New Providence Board of Education will hold the regular Board meeting scheduled for Thursday, September 24, 2020 beginning at 7:30 p.m. at the High School/Middle School Center and via ZOOM.

In accordance with the Open Public Meetings Act, and in consideration of Executive Order No. 173, issued by Governor Murphy, the New Providence Board of Education does hereby notify the public that to protect the health, safety, and welfare of the community while ensuring the continued functioning of the Board, this meeting will be held in person and via Zoom.

The Board of Education will be presenting awards to Impact Teacher and Teacher of the Year recipients. As a result of social distancing guidelines, seating will only be available for the award recipients. **The public may participate in this meeting via Zoom only.**

Members of the public who wish to participate in the in meeting will be connected by conferencing software provided by Zoom.us. Members of the public are invited to view meetings live using Zoom, which allows them to participate and contribute with voice and video when they are invited to do so during the public portions of the meeting. Members of the public who wishes to ask questions should use the raise hand feature on ZOOM.

To join the meeting go to: <https://npsdnj.zoom.us>

Meeting ID: 968 6177 0956
Password: 281950

To join by phone: (929) 205-6099

When you join the meeting, your microphone will be off (muted). If you are a speaking participant, a moderator will enable your microphone and permit you to enable your video.

Mrs. Cuccaro commented, before we begin tonight's meeting, I would like to ask you all to join me in a moment of silence for Alex Schmitz and his family. Alex was a rising 7th grader who tragically lost his life just prior to school opening.

Thank you.

Mrs. Cuccaro thanked the counseling department for providing two great programs this week, "Healing from Sudden Loss" presented by George Scott and "Grieving and Loss During the COVID-19 Pandemic" with Lisa Athan of Grief Speaks. We are all reminded almost daily that things are not what we would like them to be. Now more than ever, it is important for us as parents to be checking in with our kids, keeping or establishing routines and staying positive. I would urge everyone to check out the counseling tab on each school's website for some great parent resources. Lastly, congratulations to our faculty and students as we finish up week three.

This is certainly a marathon not a sprint, but we are off to a great start! We want to see our kids continue in the classroom and on the athletic fields, so please remember that our behavior out of school is just as important as what we are doing in school. Wash your hands, wear a mask and keep six-feet apart. Beginning tomorrow, the New Providence Police Department will be downtown handing out gift cards to local businesses when they see kids who are wearing a mask and maintaining proper social distancing. Let's keep up the good work!

SUPERINTENDENT'S REPORT

Dr. Miceli thanked everyone for all their contributions, assistance and cooperations with all the protocols regarding COVID-19. He wanted to thank the entire school community. He commented that this evening, we want to recognize a number of teachers and staff members as well as a number of presentations that we are excited to share with the community, a sense of normalcy getting back to many of the things we were planning on doing before we closed our schools.

Enrollment:

Dr. Miceli reported on the District's enrollment. At Allen W. Roberts school we have 673 students and at Salt Brook we have 643 students. At the middle school we have 394 students and at the high school, 647 students. Additionally, we have 30 students receiving services outside of the district. The total District enrollment is 2,387 students.

Election Day- 11/3/2020:

Dr. Miceli commented on information regarding Election Day.

All public primary and secondary schools shall be closed to in-person instruction on November 3, 2020. Pursuant to N.J.S.A. 19:8-2, the authorities in charge of such schools shall not deny the request of county Boards of Elections for use of their buildings as polling places. All public primary and secondary schools shall work cooperatively with the county elections officials for the delivery of the necessary equipment for the November General Election.

Therefore, all New Providence School District students and teachers will be remote only on Tuesday, November 3rd. This is normally an "A" Day. Wednesday, November 4th will continue to be a "B" Day.

2020 High School Graduates:

Dr. Miceli reported on the number of students that graduated.

There were a total of 154 students in the class. 130 students passed both sections, using PARCC/NJSLA; 9 students passed using an alternative test; 8 students passed using alternate IEP requirements; 3 students had both pathways 'waived' due to pandemic; 3 students had both pathways 'waived' as a result of Executive Order for the 2019/2020 school year; and 1 student did not graduate.

Student Report- Madelyn LaMotta

Thank you Dr. Miceli for having me.

Hello, I'm Maddy LaMotta and this year the class of 2021 has voted me to be our class president and student representative so today I wanted to talk briefly about what the first few weeks of school have been like for us students and some things we are looking forward to in the near future.

First off, the hybrid schedule has been working very well. Teachers have been doing a great job being interactive with both the students who are in class and those who are at home. Our afternoon zoom sessions have been very beneficial and have provided us with an extra half an hour a week in each class. This allows the students to stay on track and get more time with each teacher.

Madelyn commented that she has heard quite a few teachers, especially the Physical Education teachers say to their classes that things are going a lot smoother this year than they had expected and people are really participating and are engaged whether they are in person or remote. To elaborate on physical education, it has been very nice to go outside and have the opportunity to get some fresh air, even if it is from at least six feet away, it's nice to see each other's smiles.

Madelyn talked about sports and extracurriculars. She has heard and seen that all of the teams are practicing, and being able to work and play together has been very exciting for the student body. Today was the first pioneer home scrimmage, the boys soccer team played Dayton. The rest of the

week, we have a home football scrimmage and a girls soccer scrimmage in Clark.

At football games, the band will be there! Unfortunately they will not attend competitions and they will not be marching, but will provide a fun environment! Their show is called "Vibin' in NP" where they have selected some very entertaining songs for the audience.

Clubs are also continuing this year. They will hold virtual meetings run by the club presidents and advisors

- A few of the many clubs that are returning this year include: Character Education, Future Civic Leaders, Environmental Awareness Club and much more
- A new non-sponsored club is being created this year called the Diversity Club. Their first meeting tomorrow!

Although this year has been quite crazy to say the least, the Pioneers have been resilient and all students and staff are committed to making it a safe and an enjoyable school year. We are excited to have more activities take place further on in the year and as seniors, we can all end high school together. Thank you for your time, have a nice evening everyone and have a great weekend!

Athletics

Mr. Carangelo commented that we had our first scrimmage outside and it was great to see our team out there. They had been working really hard over the summer with a modified workout. We have football at home tomorrow. We have been working tirelessly to ready our stadium. At any given football home game, we have 177 participants, between the marching band, football and the cheer team. We will sell the tickets online, a code will be sent out to the families and they will be able to purchase the tickets this way, we won't be able to do this in person. He commented that there were 200 tickets sold. Due to social distancing requirements, we are only able to have six people per bleacher. We put dots on the bleachers so that people know where they should sit. He was happy to report that we were able to provide one ticket per participant. Online ticketing, we send out a code per We will be livestreaming the game, so that we can offer it to a larger audience.

Mr. Carangelo commented that we are required to offer 40% of the tickets to the opposing team, however he is working with the Athletic Directors of those teams to accommodate each game. It will look different out there but fantastic that we can have that many people. If tickets do not sell out by Thursday morning, a code will be to the senior parents, so that they will have the opportunity to purchase another ticket. On regular games, we have a deadline for the tickets to be purchased. For those tickets not purchased, they will be released to the public.

Dr. Miceli thanked Mr. Carangelo.

Presentation of Golden Apples for Union County Teacher Recognition Program**Mr. Michael Niedziejko, New Providence High School, 2019/2020 Teacher of the Year**

Mrs. Zirpoli asked Mr. Niedziejko to join her.

It is my pleasure to speak about Mr. Michael Niedziejko, New Providence High School Teacher of the Year.

Mr. Niedziejko has been a teacher at the New Providence High School for the past 26 years. During this time, he has taught Concert Band, Music Theory and has provided our students with Lessons on an individual and group basis. Oftentimes, you can find "Mr. N." as his students call him, facilitating a lesson in the band room that is not only highly effective pedagogically, but also embedded with positive and supportive interpersonal relations with students as well. This is a gift of Mr. N.'s. Over his 26 years at NPHS, he has taken great pride in not only being committed to excellence in leading students musically to great heights, but also in shaping young people into confident, responsible, respectful young adults. Mr. N. inspires and motivates his students to prosper beyond their own limits, challenging them in ways to develop skills whether musically or personally that will help them to build self confidence and empower them.

Whether in Disney World, Virginia or competitions around the state, Mr. N. is recognized as an outstanding Band Director. Quite often, we hear from colleagues not only about the talents of our award winning marching band who year after year obtain the highest of accolades including state and national champions, but also the respect and class that our students carry themselves with. That starts and ends with Mr. N. and the program that he built.

Mr. Niedziejko's name is synonymous with pride, class and respect. Mr. N. models behaviors that epitomize a person of great character who cares and is genuine about his passion and dedication towards developing students. What Mr. Niedziejko has provided for our students of the past, present and those of the future is unrivaled. His expertise and passion for music and the commitment to developing our students into good citizens has been a value to our school district for many years. Mike, I am happy to call you my colleague and friend and to recognize you here tonight on the well deserved honor as the NPHS 2019/2020 Teacher of the Year. Congratulations!

Mr. Niedziejko thanked Mrs. Zirpoli, his colleagues, and administration. He is privileged and honored to have been selected as Teacher of the year. Thank you.

Mr. Scott Murphy, New Providence Middle School, 2019/2020 Teacher of the Year

Mr. Brian Henry, HS/MS Principal asked Mr. Murphy to join him.

It is my pleasure to speak about Mr. Scott Murphy, Physical Education and Health Teacher and Teacher of the Year at New Providence Middle School.

Mr. Murphy has been an integral leader in the Physical Education and Health Department in New Providence for many years. His excitement, enthusiasm, and love for teaching and his dedication

to helping others is genuine and admirable. He has always immersed himself in assisting his students in their growth and development as individuals and responsible citizens. Not only is this on full display in his daily teaching, but it is also evident in the many hours he spends outside of the classroom to work with and help students including as the girl's varsity soccer coach, assistant varsity girl's basketball coach, assistant golf coach, and Middle School Peer Leader advisor. Those that have worked with Mr. Murphy would tell you that he is an innovator, a true pioneer. He is always looking to modify his instruction, techniques, and delivery style to best meet the needs of his students. Mr. Murphy regularly attends professional development workshops and training opportunities in order to enhance and expand his repertoire of teaching strategies.

Mr. Murphy has always utilized a student first approach and works tirelessly to help his students to feel confident and realize the benefit of their own hard work. He is able to accomplish this by recognizing individual student successes and accomplishments often and by commending students on their individual improvement and growth.

Mr. Murphy is an excellent communicator who is able to effectively connect with and engage learners of all styles, abilities, and skills. His ability to build strong relationships with all of his students fosters a learning environment centered on trust and rapport. He is a caring and thoughtful educator and true motivator of students.

Mr. Murphy exemplifies the Pioneer spirit, approach, and attitude that is needed to advance our students and offer them fun and exciting learning opportunities. We couldn't be happier for you

Scott on this well-deserved honor. Congratulations on being the New Providence Middle School 2019-2020 Teacher of the Year!

Mr. Murphy thanked Mr. Henry. He thanked the support of the fellow teachers, the community and the Board.

Mrs. Maureen Bulger, Salt Brook School, 2019/2020 Teacher of the Year.

Mrs. Drexinger asked Mrs. Bulger to join her, she commented:

Maureen Bulger was a self-contained Kindergarten and first grade teacher at SB. Maureen retired at the end of the 2019 - 2020 school year and we are thrilled that she has returned tonight to be recognized as the SB Teacher of the Year.

When I first met Maureen, I was a relatively new 5th grade teacher and she was my room parent. Those of you that know Maureen would agree when I say that my 5th grade class had the best parties! Mrs. Bulger has always been a lot of fun! From the moment that I met her back in the early '90's up to the present there has never been a day that I didn't see Maureen laughing and smiling.

Maureen's classroom embodied a "Cheers" like atmosphere. Some of her students were with her for a year, while others may have stayed in her class for 2 years' however, Maureen made sure to know each one of them as learners as well as young people and welcome them with kindness

and open arms to her classroom.

Maureen strived to create a familial atmosphere. Whether you were a student, staff member or parent Maureen made you feel as if you were a part of something – her family. Everyone that walked into Maureen’s classroom was treated equally and with respect.

Maureen always lent a compassionate ear. Her students knew that they could always count on Mrs. Bulger to listen and help them. She was a great listener, gave great advice, knew just how far to push them, and guided each one of them to reach their academic potential.

Maureen cared deeply about her class and the SB community. Maureen’s students always felt comfortable and loved coming to her class because of the experience. They knew that she had their back and would ALWAYS be there for them. Maureen made learning fun and took her young students on many adventures! When Mrs. Bulger’s students were asked what made her so special, they replied “She is caring, funny, loving, loud, teaches us “good stuff” and makes a funny Donald Duck sound!”

The book, *ALL I REALLY NEED TO KNOW*, I Learned in Kindergarten truly sums up Mrs. Bulger’s class and her classroom environment. Over the years, she taught her students to:

Share everything.

Play fair.

Don’t hit people.

Put things back where you found them.

Clean up your own mess.

Don’t take things that aren’t yours.

Say you’re sorry when you hurt somebody.

Flush

Wash your hands before you eat.

Warm cookies and cold milk are good for you.

Live a balanced life—learn some and think some and draw and paint and sing and dance and play and work every day some. T

Take a nap every afternoon.

When you go out into the world, watch out for traffic, hold hands, and stick together.

Maureen’s teaching philosophy embraced all of that “good stuff”. She made her students feel important and valued and gave them the gift of “confidence”. Everyone in Mrs. Bulger’s class was a Rockstar and her students knew that they could accomplish anything!

Maureen as you conclude a fabulous career at SB and begin your retirement we thank you for all that you have given to our students and ask that you don’t forget, “When you go out into the world, it is best to hold hands and stick together.” Enjoy your cookies and milk at snack time and then lay down with your blankie for a nap.

Your SB family and your former students will do the same! Congratulations Maureen on being named the 2019- 2020 SB Teacher of the Year and best wishes for a wonderful retirement!

Mrs. Maureen Bulger thanked Mr. Drexinger for her wonderful comments. She commented that it has been the best years working at Salt Brook School, here in her hometown, New Providence.

Mr. Bulger thanked Mrs. Drexinger. She congratulated the other Teacher of the Year recipient. She commented that she has been so fortunate to work with the teachers and administrators in New Providence. She commented that she has been so lucky to have worked in this district for all these years.

Nhan Ngo, Allen W. Roberts School, 2019/2020 Teacher of the Year.

Mrs. Robyn Greenwald asked Mr. Nhan Ngo to join her.

Today we are here to honor Allen W Roberts 2020 teacher of the year, Mr. Nahn Ngo.

She commented that she is here for Mrs. Hansen, who could not attend the meeting. She feels honored to be speaking on her behalf.

Mr. Ngo has taught Physical Education at AWR since 2011, but has been part of the New Providence district for over 20 years in many different roles. No matter what his role, he always performs his duties with a strong ethical compass, and a goal to do what is best for his students. He performs these duties inconspicuously, never looking for recognition, and often asking to remain anonymous while working behind the scenes.

Mr. Ngo greets each person he meets with his larger than life smile and positive attitude! Whether he is assisting his students in the gymnasium, hallway, or playground, fixing a problem or solving a peer conflict, he does it with a calm voice, positive tone, and respectful manner. Ultimately, modeling for his students how to own a situation while providing them the skills they need to be resilient in the outcome. He communicates not only to his students but to everyone he encounters in a calm kind manner making each person feel heard and respected.

A student described Mr. Ngo saying "Mr. Ngo is always very nice to everyone, he treats everyone fairly, (meaning he doesn't have favorites). Another student said, "Mr. Ngo is a special teacher because he makes things that are hard..easy! His colleague said, "Nhan has a kind and approachable manner that fosters a warm and friendly physical education experience. He is dedicated to his students' success and consistently goes above and beyond the limits of the classroom."

Mr. Ngo is always there for students, parents, community members, colleagues, or administrators. And although his name may be Nhan Ngo, the word n - o is not in his vocabulary. Helping students, colleagues, and even parents, no matter where he is or the time of the day. He is a

person who is not afraid to take on a challenge and will not stop until he comes up with an efficient solution.

If there is something to be done or any type of situation comes up, he is the first person to roll up his sleeves and step in when assistance is needed. Mr. Ngo's norm is going above and beyond what is expected everyday. He has served as part of the AWR Tech Team, Safety Team, Character Education Committee, and Think Tank 2.0 Technology Sub-Committee, to name a few. He has Google 1 & 2 Certifications, and is working towards his Trainer Certification. He is also AWR "teacher in charge" and serves on the I&RS committee, where he took on the challenge of creating an online form for teachers to fill out which eliminated the need for paper, and enabled all

documents to be online, safe, and retrievable at all times. Mr. Ngo is a lifelong learner, constantly striving to improve his own skills.

When faced with the shortage of produce during the pandemic, he taught himself the art of hydroponic gardening, and over the summer built a huge raised garden in his yard. Another example of his thirst for knowledge and dedication to learning skills he can share with others.

Two years ago, when Mr. Ngo was asked to take on the role of teaching sixth grade health, he immediately saw it as an opportunity to introduce Google classroom to the sixth grade students and teachers. He also invited sixth grade students to explore a variety of iPad apps after school, highlighting their successes and giving them an opportunity to show what they know to their peers. He then taught google classroom to the parents as part of "Parent Tools for Students Success" night.

When a child with severe allergies moved to AWR and was starting public school for the first time, Mr. Ngo once again volunteered his knowledge and expertise with his colleagues and the student's parents making the transition to AWR safe and seamless. His unselfish drive to do what is best for all students at AWR is evident in Mr. Ngo's daily actions. He "talks the talk" and "walks the walk" every day, serving as the ultimate role model. He uses his classroom as a platform to incorporate life lessons into each encounter he has with his students.

His students wrote, "Mr. Ngo taught us to work together as a team. He taught us how to be good at sports."

A parent put it into these words, "Mr. Ngo consistently sets an excellent example for my children. He treats them with respect and compassion.....his classes have given my children confidence and teamwork skills that they can apply to every aspect of their lives."

Finally, Mr. Ngo's colleague wrote, "he volunteers his time well beyond the regular workday, putting others first, all while meeting the needs of his students."

Nhan, I have only scratched the surface of examples of your generous actions and teaching accomplishments. I am honored to have worked alongside you for the past twenty years, and

am a better person as a result. I want to conclude with a quote from your colleague who wrote, "Mr. Ngo exemplifies the true meaning of what New Providence is made of, and we should be proud he is part of the AWR family and community."

Mrs. Greenwald commented:

Nhan - for myself, I just would like to add that in the short time you and I have been working together, over the summer and into the beginning of this school year, I echo Mrs. Hansen's sentiments, and appreciate each day your dedication to our school community. Your skills and compassion are second to none, and I am very fortunate to have you on our team.

Congratulations as being named AWR 2020 "Teacher of the Year"

Mr. Ngo thanked Mrs. Greenwald. He thanked the teachers and the community for all their support.

Presentation: Impact Teacher Program- Dr. Miceli

**Anne Berardi
Lynn Kral
Michael Criscitello
Tina Revollar**

**Alex Menard
James McGeechan
Nhan Ngo**

**Robert Belliveau
Julie Spoel
Amy Nagle**

**Rob Zoppi
Kelley Fahey
Kim Thompson**

The "Impact Teacher" Program is designed to recognize teachers and staff who, through their actions, efforts and accomplishments, have made a significant impact on the lives of our students.

Impact...There are multiple definitions and usage of this term. Tonight, most appropriately, we will define impact as "The effect or impression of one person upon another". The 13 individuals represented here this evening have epitomized this sentiment.

Our colleagues have been working tirelessly over the past six months. They have enabled our district to execute instruction remotely, and subsequently implement its hybrid model of instruction. I could spend the better part of this evening sharing our tech team's efforts so that our teachers reach mastery of the resources and tools necessary to allow our hybrid model to flourish.

Our three nurses have spent countless hours reviewing New Jersey Department of Health guidelines as well as CDC guidelines, and then translating them into a healthy and safe environment for our students and staff. This has been a tremendous undertaking, and the most critical in our endeavor to reopen our schools. Collectively, their venture has provided a seamless instructional environment for our students and staff.

Each of you have made a significant impact on the success of our programs, and therefore, the success of our students. While many districts locally and nationally have continued to struggle with this new endeavor, we have been fortunate to ensure continuity of meaningful instruction. If not for your contributions, our teachers would not be able to engage their students virtually and in-person. Learning would not be achieved.

It is important to note your commitment and willingness to assist your colleagues beyond the call of

duty. Phone calls, text messages, zoom calls, in-person visits, early mornings, evenings, and weekends, you always make yourselves available. Your work day and work week no longer have boundaries, and yet you continue to persevere for the good of our school community.

On behalf of the Board of Education, we thank each of you for all that you have accomplished for the students of New Providence during this unprecedented time in education.

Mrs. Spoerl thanked the administration and the board for the award. She thanked the teachers as well, because without their efforts and time, the school year wouldn't have had such a great start to the year.

Think Tank 2.0 Presentations

ThinkTank 2.0: Social Emotional Learning

Committee Co-chairs:

Dr. Joseph Harvey, Director of Special Services

Mrs. Jillian Shadis, Director of School Counseling

What is SEL?

Social and emotional learning is the process by which adults and children develop and implement the knowledge, skills and abilities to set and achieve goals, develop and maintain positive relationships, and make responsible decisions. When we as educators talk about improving student self-discipline, decision making, and understanding the consequences and impact of actions so that they may become more productive adults, we are talking about improving SEL.

The more that we (and our students) are able to practice these skills, the better prepared we (and our students) will be to face the challenges of our ever-changing world.

Research

- Social and Emotional Learning (SEL) is how we learn to:
 - Set and achieve goals
 - Develop and maintain positive relationships
 - Make responsible decisions
- Dr. Harvey and Mrs. Shadis began this work in 2017-2018 with a collection of the district's mental health personnel
 - Noted an increase in student mental health needs
 - How do students cope with the stressors in their life
 - How do they build and maintain positive relationships
 - How do they improve their ability to learn independently and work collaboratively with others?
 - Noted an increase in risk assessments for students
 - These aligned with reported state and national increasing trends in anxiety and depression as well.
- 2 main findings:
 - Need for crisis intervention and support: for most impacted students
 - Also as need for additional intervention for all students to enhance coping, social and decision making skills.

- At this time, the district as a whole began to have wider conversations about the needs of Gen Z students, and we transferred our fact finding to answer the question: how can we support student growth from inside the classroom?

As we continued to work through the fall and into the winter, developing the ideas and strategies that we will discuss, we thought we understood well the impact of social and emotional skills on our kids performance.

And then came the pandemic. And in the midst of this pandemic, this community suffered tragic student losses.

- Suddenly, students were forced to learn in a brand new way, and educators were forced to teach in a new way.
- Students were suddenly isolated from friends, family loved ones
- stressors and impacts from the pandemic were everywhere.
- We, as parents and educators, were able to see how our kids fared during this time. And it reinforced for us just how important SEL is to the success of our students.
 - We saw how kids who had good social and emotional skills could cope better, and still function effectively in this academic environment
 - Students who did not have these skills struggled.
- As we work to better support all facets of the growth of our children, we have to make special efforts to enhance their Social and emotional learning, from the elementary school through high school.
- Asked teachers why they volunteered for the SEL subcommittee
 - Kids are stressed and they don't know how to help them.
 - They're seeing students who need a break, and especially at the elementary level, time to be a kid. More anxiety, more tears, more blame on others, more defiance (because it can manifest itself differently).
 - Board members also heard it directly from teachers at the Strategic Planning Forums last year about the need for additional counseling services.
- That data wasn't shocking based on the anecdotal experience of the counselors and teachers in the district, and it wasn't the first time school climate was considered in the district.
 - That's evidenced by the Character Education programs
 - More evident now that we have a better understanding of the Gen Z student, and today's world climate-- not just the district or school climate-- that we need to take the fragmented data, issues, programs and ideas, organize them, and deliver them in a way that focuses on prevention
 - Research shows that SEL over time is the way to do that.
- As we were working on this at the beginning of last year, we already had the SEL competencies that the state had charged schools with addressing, and last October, the first sample SEL module from the state was released.
 - We looked over that and it was really a canned module ready for any educator to open up and deliver, but a canned program is not right for us.

- We have a strong and unique community and we worked with our subcommittee how to tease out from this and other programs and initiatives what we felt could work and might not work, pros and cons, etc.
- Plus, we don't believe that SEL is completely this "stand alone" thing.
- SEL has to be infused into everyday actions and discussions led by adults that go on in school.
- As our discussions continued and were better informed by the research and from hearing one another's experiences, our beliefs as a committee started to develop.
 - Ultimately, what is the goal of our district: to prepare students for the real world, and not just academically. What skills do we want them to have?
 - Problem solvers, we want them to be able to build and maintain relationships and connections, and cope when things don't go their way, and those are all SEL skills.
- The committee also established that right now, our students are not learning those things naturally or through what we as a district are currently providing
- They are not going to be available to learn anything academic if their mental health needs are not addressed. Maslow before Bloom

School culture and climate directly impacts the ability to develop positive SEL skills

- Positive Social and emotional learning have to be infused throughout the school day.
- kids learn best when they are taught in a nurturing environment that supports growth and models strong prosocial behaviors.
- we already do a great deal of work to build character, empower kids, and promote community awareness, but a focus on SEL will help to order and orient these into a more cohesive manner

SEL enhances the ability to persevere, communicate effectively, remain goal oriented, and achieve balance

- These skills are what binds all of the learning and instruction together, and allows our students to make sense of it, and use it to their advantage as they move toward adulthood.

Adults are better able to meet the needs of their students when utilizing SEL practices in their own lives

- Part of our committee's emphasis was to find ways to encourage our faculty to utilize and enhance these skills for themselves.
 - This helps our staff to be better prepared for the challenges of teaching in our current circumstances, while simultaneously enabling them to be better models

With that, we move into the committee's recommendations.

- While it's important to infuse SEL skills on a daily basis and offer supplemental counseling lessons, the committee believes that students need specific instruction on MH that may be best tied into the Health & PE Curriculum.
- We are not going to immediately see results no matter what we implement, no matter when those results come, they aren't going to necessarily jump out at us, so we are going to need to formalize a way to measure student growth in SEL.
 - There are programs pre-designed to help do that that we would like to explore.

- Pre-pandemic, though, we did also have teachers both on and off the committee who had expressed interest in piloting some SEL lessons, and our intent was to move forward with a more formal pilot program with those volunteers as another way to gather data.
 - For obvious reasons that has been tabled for the moment but not scrapped all together. We just need to see how things are going to go over the next few months.

In regards to staff professional development: last October, we devoted the PD day to laying the SEL foundation for all staff, and following that in the committee, we worked on next steps:

- We considered things the teachers were already trying, the goal to infuse SEL into all aspects of students' lives, the obstacles we thought we'd encounter
- We put together the SEL Resource Guide that you now have as part one of staff PD.
- That resource guide was designed to stand-alone, but at the same time, was not and is not intended to stand alone.
- You could read through the different segments, the brain research, the self-care, etc. and then use the charts and explanations of strategies to begin to implement SEL lessons in your own classroom because we designed it in a way that breaks it down by grade level, and also by teacher level of comfort with SEL, from things that involve minimal effort, to lessons that take a lot of planning.
- Now the intention was to devote our September PD days entirely to SEL again and really walk folks through this because we wanted to give it the attention and importance it deserves because we want all faculty members to know we are serious about SEL.

COVID obviously shifted our PD plans a bit, and we ended up sharing the Guide with teachers in August to begin to support the staff so that they could be ready to support our students coming back, and so they could preview it in advance of the PD days.

- Dr. Harvey and Mrs. Shadis presented and went through this packet, the district's expectations for infusing SEL into day to day interactions in the classroom, and how-- both logistically and skill-based-- to do that in an abbreviated way than what we initially intended.
- As a second part, they invited psychologist George Scott to present to the district faculty and staff on mental health and trauma-- both perhaps their own, and students'-- to address both coming back to school during COVID, and in dealing with the student losses our community faced. He continued to emphasize the district's message of the importance of building relationships with students the first few days of class.
- That's where they are to date with teacher PD, but the district is committed to continuing throughout the year with additional SEL and MH programming for teachers, to provide them with additional support and resources and to address the currently unknown MH-related issues that could unfold during this hybrid year.

Ensure that SEL is infused into teaching practices, curriculum, evaluation tools, etc.:

- It is the responsibility of each adult to help infuse SEL practices into our students' daily lives
- This is why we designed the guide to be a starting point for whatever level of comfort that a teacher has with practicing SEL.

Conclusion: Moving forward, we are also appreciative of the opportunity to work on this important aspect of our students' lives in coordination with the other subcommittees who will be presenting. This serves to strengthen all of our groups, and enables the best outcomes for our students.

Think Tank 2.0 - Curriculum
Committee Co-chairs

Mr. Jon Keaney, MS Assistant Principal
Mrs. Katherine Blanco, Department Head

Generation Z: Curriculum

“A contemporary education should develop student understanding of conceptually big transferable ideas and processes so that they will be equipped to apply their learning to the new (and unpredictable) challenges and opportunities they face”

Albert Costa, 2020

What traits have been the most valuable in students and educators in the last 6 months?

- Flexibility
- Resiliency
- Communication
- Ability to use technology seamlessly

While the district began exploring the needs of the Gen Z learner 2 years ago, global events of the last 6 months are forcing us to address the changing landscape of education.

The Curriculum subcommittee began meeting last September, and was a team made up of principals, vice principals, department heads, and teachers with experience in grades K- 12 and across all disciplines.

Research

We began our research reviewing:

- Current curriculum framework
- Surveying the district staff in grades preK- 12

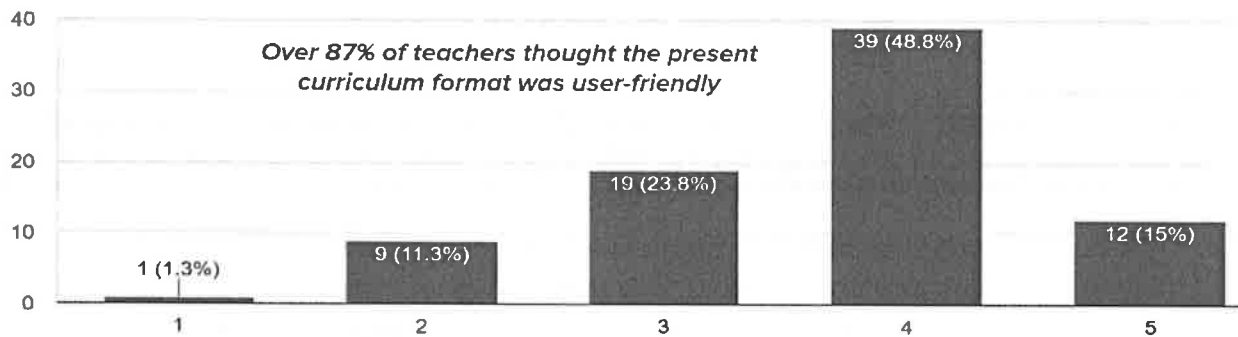
New Providence School District has been a pioneer in education, being an early adopter in NJ of the Understanding by Design Framework over 12 years ago.

Understanding by Design aligns standards, objectives, activities, and assessments, and focuses on transfer and application.

Pre K- 12 Staff Survey

How user-friendly is the format of the curriculum for your grade level/subject area?

80 responses



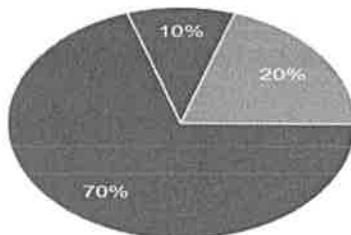
Survey

- 87% framework is user friendly and aided teaching

Most useful elements

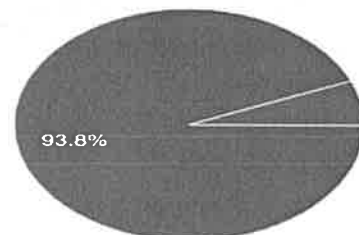
- Enduring understandings/Essential Qs
- Learning plan (suggested activities)
- Formative and summative performance tasks

Does the current curriculum help you teach long term transfer and deep understanding?



● yes
 ● no
 ● depends on the content area (Please explain further in the notes section.)

Does the curriculum allow for teacher flexibility in planning instructional activities and assessments?



● yes
 ● no

70% believe the present curriculum enables long term transfer and deep understanding

93.8% believe the present curriculum enables teacher flexibility and autonomy of teaching

Next reviewed process for curriculum writing, adoption, and revision.

Under current model;

- Revised every 5 years
- Rewritten during summer by one individual
- Board approved and implemented in September

Committee found that this current model

- Had limited collaboration
- did not address the rapid change of our world

Finally, the committee reviewed NJSLS and QSAC expectations when formulating a revised template. It is important especially in the present fluid educational framework that we are working in and the need to **apply learning to new unpredictable challenges and opportunities**.

So, as we have been doing in this district for over 15 years now, we **start with the end in mind**.

Desired Outcome:

How do we create a process that ensures that our curricula:

1. Address the needs of the Gen Z learner but also
2. Remains fluid and flexible enough to remain relevant in a period of rapid change and unpredictability as we see with the Fourth Industrial Revolution

After all the research, discussions and action research from the committee members we determined our **BELIEFS**, that to move forward effectively with the Gen Z learner we needed our educational program to **emphasize opportunities for students to become...**

- Critical thinkers
- Skilled collaborators
- Engaged citizens
- Creative problem solvers
- Effective communicators
- Self-directed learners

And to leverage these opportunities to enhance a student's

- positive attitude
- self image and
- responsible decision making.

(appears on the curriculum template)

Creating and implementing 'progressive, well designed curricula' for a number of years and a significant redesign was not necessary.

So with this in mind we started looking within the confines of what we already do...

What do we keep, what do we modify, what do we get rid of.

It was the modification where we spent most of our time, streamlining and tweaking (What already works, what do we need to emphasize , what do we need to change, is there something we could tweak that could make a significant difference, do we need to add anything. Streamline or get rid of anything?)

Decided to: We should keep and ensure alignment between the enduring understandings, essential questions, transfer tasks and assessments and reemphasize student performance in real world problem solving with, when possible, cross-curricular and SEL integration.

Recommendations 1

Create a user-friendly curriculum unit template aligning the essential questions and enduring understandings to transfer tasks and assessments.

Teachers use the EQ, EU, performance tasks and suggested activities. These were all present in the last curriculum but we identified a need to align these more closely to help the flow of instruction. We start with the big questions and the big conceptual ideas, linked to the mandated state standards and align everything around these

Recommendation 2:

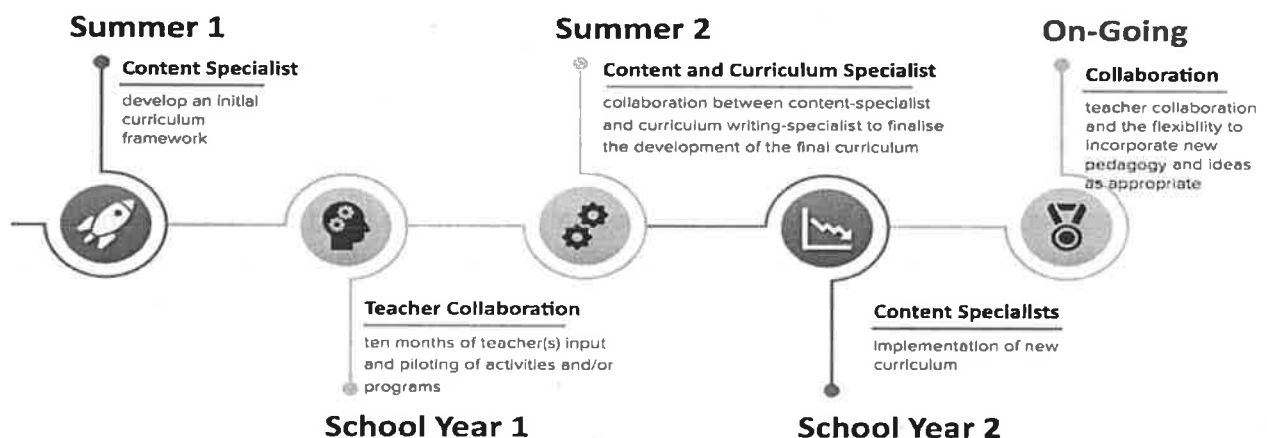
Ensure curriculum emphasizes higher-level thinking, real-world problem solving, student autonomy, self-pacing, and the development of a student-centered, learner-driven classroom environment.

*Streamlined the template to focus what teachers identified as most important

- Alignment of standards
- Objectives
- Activities
- Assessments

Students need to demonstrate their understanding by transferring information to a new, unknown situation. New curriculum template provides opportunities for this to take place in various ways - emphasis on student performance through authentic tasks and student centered activities. Emphasis should be on providing opportunities for students to become critical thinkers, skilled collaborators, engaged citizens, creative problem solvers, effective communicators, and self-directed learners. These opportunities should be leveraged to enhance a positive attitude toward self and others and encourage responsible decision making.

Recommendation 3: Revise the curriculum writing process to provide opportunities for multiple teacher input, the piloting of new programs, and collaboration between content and curriculum specialists.



How can we leverage the expertise of as many educators as possible? New timeline allows teachers to pilot, experiment and collaborate to create the best possible curriculum, incorporates the expertise of curriculum specialists and then allows for incorporation of new ideas and pedagogy overtime

New timeline for curriculum writing: 2 year

- More collaborative from inception to completion
- Summer of 1st year: create framework for course
- During next 10 months of teacher input and piloting
- Summer of 2nd year: Finalize changes to curriculum for board approval.

Continuing with the template we have combined the Assessment and Learning plan sections, to reemphasize the vital alignment between the two and **refocus student performance** in higher level thinking, real world problem solving that promotes student autonomy and self pacing. The movement is towards a **student- centered, learner driven classroom**. This is where the close collaboration with the Instructional Methodology Committee becomes particularly important.

Recommendation #4

Provide a structured process to the learning plan component of the curriculum that encourages teacher collaboration and the flexibility to incorporate new pedagogy and ideas as appropriate.

II. ASSESSMENTS & LEARNING PLAN
Emphasis should be on providing opportunities for students to become critical thinkers, skilled collaborators, engaged citizens, creative problem solvers, effective communicators, and self-directed learners. These opportunities should be leveraged to enhance a positive attitude toward self and others and encourage responsible decision making.

STUDENT PERFORMANCE

- Authentic Performance Tasks - multi-day real-life problem-solving challenges that drive learning and may include several graded benchmark assessments.
- Transfer Tasks - shorter tasks that ask students to apply what was learned to authentic and real-life novel situations and problems.
- Student-Centered Activities - Activities that lead students towards developing the enduring understandings or answering essential questions.

Please include any EO/IEU assignment as appropriate

<p><u>Suggested Student Performance #1</u></p> <p><u>Suggested activities/assessments aligned to performance</u></p>
<p><u>Suggested Student Performance #2</u></p> <p><u>Suggested activities/assessments aligned to performance</u></p>
<p><u>Suggested summative performance task(s):</u> A summative performance task is a timed and graded performance assessment used to measure higher levels of learning and transfer of knowledge. It is generally a post-assessment administered at the end of a unit of study.</p>
<p>Possible cross-curricular and social-emotional integration into performance task(s):</p>

Copy of Assessment and Learning Plan shared between teachers and dept head.

Teachers add ideas, suggestions, questions as appropriate.

Continual process to ensure development of the curriculum over time.

Copy of the Assessment and Learning Plan is shared with the course teachers and dept head who can add ideas, additional suggested activities and questions as appropriate and can help develop the curriculum over time, still based on the initial desired results which are centered around the mandated **NJSLS**, and maintain the relevance in this ever changing society we live in.

Many teachers are doing this already, we want to formalise it, move towards equity across schools and grades.

As an example, the middle school is looking at 3 branches of government, checks and balances to help them understand the Supreme Court Justice nomination, and reading articles on Ruth Bader Ginsberg.

Public Hearing - Mrs. Zirpoli

Mrs. Cuccaro, Board President, declares a Public Hearing on the Student Safety Data System, for incidents that occurred during Reporting Period 2- January 1, 2020 through June 30, 2020.

Mrs. Zirpoli reported on Student Safety Data System, Reporting Period 2, January 1, 2020 through June 30, 2020.

SSDS Report

Reporting Period 2

Jan 1, 2020 – June 30, 2020

District Summary:

- 2 Affirmed incidents of HIB
- 0 Incident of Weapons Possession
- 1 Incident of Violence (Simple Threat, Electronic)
- 0 Incident of Vandalism (Theft, less than \$10)
- 0 Incidents of Substance Abuse

Harassment, Intimidation & Bullying Statistics

Total # of HIB investigations district-wide: 8

- 2 HS - Investigations (0 affirmed)
- 2 MS - Investigations (1 affirmed)
- 3 SB - Investigations (1 affirmed)
- 1 AWR - Investigations (0 affirmed)

Status of all HIB investigations:	All investigations were completed within 10 days as required by law
Nature of HIB on protected categories:	Race and/or Color and Gender and/or Gender Identity & Expression
Names of Investigators:	Anti-Bullying Specialists in each school HS - Brian Henry MS - Jonathan Keaney SB - Jonathan Firetto AWR- Sue McGeechan

Type/nature of discipline: Detention, In-School Suspension
 Out of school suspension
 Any other measures imposed:
 Student/Parent conferences and Individual Counseling

Training conducted or programs implemented to reduce HIB :

HIB Policy Staff/Students/Contracted Service
 ABS training law/policy
 Social media/Cyberbullying training
 Health curriculum instruction and activities
 Character Education Program (Listen, Lift, Lead)
 Peer Relations/Conflict Resolution
 Social Emotional Learning Activities
 Red Ribbon Week Activities

Mrs. Cuccaro thanked Mrs. Zirpoli for her report and opened the hearing for comments from the public.

There were no public comments.

Mrs. Cuccaro declares the Public Hearing on the Student Safety Data System, for reporting Period 2- January 1, 2020 through June 30, 2020 closed at 9:11 p.m.

Public Comments

Mrs. Cuccaro opened the meeting for the opportunity for the Public to be heard (on specific agenda items) at 9:12 p.m.

There were no public comments.

APPROVAL OF MINUTES

Mrs. Misiukiewicz moved to approve the August 27, 2020 Board Meeting Minutes.

Business Meeting

August 27, 2020

Seconded by: Mr. Dinerman

Roll Call Vote:

Yea Mrs. Coniglio

Yea Mrs. Killea

Yea Mrs. Cuccaro

Yea Mrs. Misiukiewicz

Yea Mr. Dinerman

Abstain Mr. Smith

Yea Mr. Walsh

ACTION ITEMS
FINANCE ACTION

Mr. Walsh, Committee Chairperson moved to approve Items 1 through 9 as listed below:

Board Secretary and Treasurer Reports Accepted

1. After review, we hereby accept the Board Secretary and Treasurer reports for August 2020. No major account or fund has been overexpended in violation of financial obligations for the remainder of the fiscal year.

September 2020 Bills List Approved

2. Approve the payment of bills for September 2020, in the amount of \$3,293,965.77. Due to the COVID-19 pandemic, payment to vendors follows P.L. 2020, C.27 (A3904), Payments to Employees & Contractors.

Voided and Reissued Checks Approved

3. Approve the following voided check and re-issued checks:

Voided

<u>Check #</u>	<u>Date</u>	<u>Amount</u>	<u>Account</u>	<u>Reason</u>
356185	6/25/20	\$129.00	11-401-100-610-01	Lost

Reissued

<u>Check #</u>	<u>Date</u>	<u>Amount</u>	<u>Account</u>	
356439	9/24/20	\$129.00	11-401-100-610-01	Replacement

Transfers for the 2020/2021 School Year Approved

4. Ratify the action of the Superintendent in making the following transfers for the 2020/2021 school year:

August 2020

From:

Account	Description	Amount
11-000-219-104	CST – Salaries	\$12,993.60
11-000-221-110	Other Salaries	11,369.40

11-000-240-103	School Admin.- Salaries	8,120.50
11-000-291-260	Workers' Compensation Insurance	13,859.00
11-190-100-610	General Supplies	43,888.00

Total: \$90,230.50

To:

Account	Description	Amount
11-000-219-199	CST – Unused Vacation Pay	\$12,993.60
11-000-221-199	Other – Unused Vacation Pay	11,369.40
11-000-230-590	Other Purchased Services	12,491.00
11-000-240-199	School Administration – Unused Vacation Pay	8,120.50
11-000-262-520	Insurance – Property	209.00
11-000-270-593	Other Purchased Services	1,495.00
11-190-100-500	Purchased Services	43,552.00
		Total: \$90,230.50

Refund of 2020/2021 Preschool Tuition Deposit Approved

5. Approve the refund of 2020/2021 preschool tuition deposit in the amount of \$313.00 for Sara Ugino.

Bus Companies for Transportation in the Event the MUJC is Unable to Provide for the 2020/2021 School Year Approved

6. Approve the following bus companies for athletics, extra-curricular and field trip transportation in the event the Morris-Union Jointure Commission is unable to provide transportation for the 2020/2021 school year:

<u>Company</u>	<u>Town</u>	<u>2020/2021 Rates</u>	
First Student Inc.	Chatham	Bus Trip	\$412.69 (Round Trip)
		Van Trip	\$412.69 (Round Trip)
		Net per hour in excess of 4 hours	\$ 87.69
		Net per hour in excess of 4 hours	\$ 87.69

Additional Software and Subscriptions for the 2020/2021 School Year Approved

7. Approve the list of additional software and subscriptions for the 2020/2021 school year.
(Exhibit A)

Letter of Understanding, Emergency Procurement and Contract Modification due to COVID-19, between the District and Pomptonian Food Services Approved

8. Approve the Letter of Understanding, Emergency Procurement and Contract Modification due to COVID-19, between the District and Pomptonian Food Services. The agreement includes a fee of \$150.00 per day and continues until school reopens to full service but no later than June 20, 2021.

Generous Donations to the NPHS Class of 1960 Scholarship Fund Accepted

9. Approve to accept the generous donation to the New Providence High School Class of 1960 Scholarship Fund in the amount of \$1,035.00.

Seconded by: Mr. Dinerman

Roll Call Vote:

Yea Mrs. Coniglio

Yea Mrs. Killea

Yea Mrs. Cuccaro

Yea Mrs. Misiukiewicz

Yea Mr. Dinerman

Yea Mr. Smith

Yea Mr. Walsh

FACILITIES ACTION

Mr. Walsh, Committee Chairperson, moved to approve items 1 through 5 as listed below:

Generous Donation from NPHS Music Boosters, NPHS Athletic Boosters and PTSA

1. Approve to accept the generous donation to New Providence High School for 2020 Senior Class Banners for town display from the High School Music Boosters in the amount of \$2,100.00, High School Athletic Boosters in the amount of \$2,100.00, and Parent Teacher Student Association in the amount of \$1,050.00. Total value of the donation equals \$5,250.00.

Generous Donation of PPE from Kareena Kullar/Charipay Accepted

2. Approve to accept the generous donation of personal protective equipment which includes one-hundred sixty-four (164) face shields and one hundred (100) mask extenders to the New Providence School District in the amount of \$264.00 from Kareena Kullar/Charipay.

Board of Education School Safety Plan for the 2020/2021 School Year Approved

3. Approve the New Providence Board of Education School Safety Plan for the 2020/2021 school year, as per the Superintendent's Memo #3, in the hands of each board member.

Disposal of Clarke Carpet Machine at Salt Brook School Approved

4. Approve the disposal of one (1) Clarke Carpet Machine (BextPro 100H) at Salt Brook School as it is damaged and unrepairable.

2020/2021 Integrated Pest Management Plan for the New Providence School District Approved

5. Approve the 2020/2021 Integrated Pest Management Plan for the New Providence School District.

Seconded by: Mr. Smith

Roll Call Vote:

Yea Mrs. Coniglio

Yea Mrs. Killea

Yea Mrs. Cuccaro

Yea Mrs. Misiukiewicz

Yea Mr. Dinerman

Yea Mr. Smith

Yea Mr. Walsh

EDUCATION ACTION

Mr. Dinerman moved to approve Items 1 through 8 as listed below:

Curriculum Guides Approved

1. Approve the following curriculum guides as per Superintendent's Memo # 2 :

<u>Art</u>	
AP Studio Art	Revised

<u>Language Arts</u>	
Writing 5	Revised

<u>Math</u>	
Math 7	Revised

<u>Physical Education</u>	
Physical Education K-6	Revised

<u>Social Studies</u>	
Financial Literacy 8	New

<u>World Language</u>	
French B	New

2020/2021 Tuition for Student #11912 at DLC Warren and Rescind

2. Approve the 2020/2021 tuition for student #11912 in the amount of \$95,947.00 at DLC Warren, and rescind the approval of student #11912 to attend Academy 360 Lower School with a 1:1 aide for the 2020/2021 school year

Enrollment of Classified Springfield School District Student #1601147 in the Preschool Disabled Full-Day Program at AWR for ESY 2020 Approved

3. Approve the enrollment of classified Springfield School District student #1601147 in the Preschool Disabled Full-Day Program at Allen W. Roberts School for Extended School Year 2020 at a tuition of \$1,897.00 (related services included).

Clinical Affiliation Agreement Between Kean University and NPBOE Allowing Kean Graduate Nursing Students to Obtain Clinical Experience in NPSD Approved

4. Approve the Clinical Affiliation Agreement between Kean University and

the New Providence Board of Education allowing Kean University graduate nursing students to obtain clinical experience in the New Providence School District, effective 9/1/20 through 9/1/23.

Board of Education Goals for the 2020/2021 School Year Approved

5. Approve the Board of Education Goals for the 2020/2021 school year, copies in the hands of each board member.

September 2020 – September 2025 Board of Education Strategic Planning Goals Approved

6. Approve the September 2020 – September 2025 Board of Education Strategic Planning Goals:
 - a. Enhance district wide communication programs focusing on technological distribution of district information and continue to enable improved engagement with the community.
 - b. Enhance elementary student programming for early student development and to offer more resources and experiences to enhance student achievement.
 - c. Enhance secondary programming to continue to enable student achievement, while preparing students for career readiness and post high school academics.
 - d. Implement a robust Social Emotional Learning curriculum for the district.
 - e. Continue to monitor community housing development and proactively address the impact on the district from a facilities and instructional perspective.
 - f. Enhance the district facilities to develop a modern learning environment, considering collaboration, class size, grade configuration, and extracurricular activities.
 - g. Continue to develop an innovative, collaborative and modernized instructional framework focused on higher-level thinking, real-world problem solving, student autonomy, self-pacing, and the development of a student-centered, learner-driven classroom environment.
 - h. Develop and implement data driven decision making for teachers, parents and students enhancing student achievement K to 12.

Board of Education Mission Statement Approved

7. Approve the following Board of Education Mission Statement:

In partnership with students, teachers, parents and community, the mission of the New Providence School District is to prepare our students academically for their pursuits, to develop the appropriate social and emotional skills to be productive, empathetic, global citizens, and to stimulate a growth mindset for continued, life-long learning in a culturally diverse society.

Settlement Agreement for Student #10083 Approved

8. Approve the settlement agreement for Student #10083, copies in the hands of each Board member.

Seconded by: Mrs. Coniglio

Roll Call Vote:

Yea Mrs. Coniglio

Yea Mrs. Killea

Yea Mrs. Cuccaro

Yea Mrs. Misiukiewicz

Yea Mr. Dinerman

Yea Mr. Smith

Yea Mr. Walsh

PERSONNEL ACTION

Mrs. Misiukiewicz moved to approve Items 1 through 13 as listed below:

2020/2021 School Resource Officers Approved

1. Approve the following 2020/2021 School Resource Officers that are employed by the Borough of New Providence, and who will be partially funded by the Board of Education:

Thomas Hoppe	New Providence High School/Middle School
Michael Delia	Allen W. Roberts School
Dan Lorimor	Salt Brook School

Appointments for the 2020/2021 School Year Approved

2. 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 2020/2021 school year:
 - a. Holly Lessing, teacher aide, effective 9/1/20, \$21,785.00 (subject to criminal history review procedures)
 - b. Nicholas Webber, Soccer, Boys, First Assistant, effective 9/14/20, \$5,813.00 (salary pursuant to the Board approved Resolution by

- the New Providence Board of Education on July 23, 2020)
- c. Peter Soccodato, substitute custodian, \$20.38/hr, effective 9/8/20
 - d. Rebecca Schenker, long term substitute nurse, \$29,239.00 (base \$56,774.00), effective 9/8/20 thru 2/11/21
 - e. Natasha Clerihue, long-term substitute teacher, effective 9/8/20, to be paid on a per diem basis of \$283.87 (prorated Step 1, Column I, base of \$56,774.00)
 - f. Patricia Beemer, long-term substitute teacher, effective 9/1/20, to be paid on a per diem basis of \$283.87 (prorated Step 1, Column I, base of \$56,774.00)
 - g. Renee Daniello, for teaching (1) additional period/day, 9/1/20-10/9/20, \$540.00
 - h. Ingrid Kretschmann, for teaching (1) additional period/day, 9/1/20-10/9/20, \$540.00
 - i. Peter Schaefer, for teaching (1) additional period/day, 9/1/20-10/9/20, \$540.00
 - j. Rebecca De Celestino, for teaching (1) additional period/day, 9/1/20-10/9/20, \$540.00
 - k. Robert Romeo, for teaching (1) additional period/day, 9/1/20-10/9/20, \$540.00
 - l. Paula McGraw, for teaching (1) additional period/day, 9/1/20-9/30/20, \$400.00
 - m. Daniel Barletta, gameworker
 - n. Dylan Fox, part-time District technology support, \$15.00/hr, effective 9/21/20
 - o. Laina Magnani, teacher, effective 10/1/20, \$60,264.00 (base \$66,960.00) (subject to criminal history review procedures)
 - p. Nhan Ngo, teacher, summer technology work, 47.5 hours @\$54.87/hr.
 - q. Stephanie Kwiatkowski, HS Treasurer, Advisor for Non-Athletics, \$3,348.00 (salary pursuant to the Board approved Resolution by the New Providence Board of Education on September 24, 2020)
 - r. Daniel Dougher, home instructor
 - s. Michael Criscitello, STEM Department Head, \$6,106.00, effective 10/01/20

Stephanie Kwiatkowski, Anti-Bullying Specialist, per the Anti-Bullying Bill of Rights Act for the 2020/2021 School Year Approved

3. Approve, per the Anti-Bullying Bill of Rights Act, the following staff for the 2020/2021 school year:

Stephanie Kwiatkowski, Acting Assistant Principal, NPHS, Anti-Bullying Specialist

FFCRA Emergency Childcare Leave for the 2020/2021 School Year Approved

4. Approve, per the federal Families First Coronavirus Response Act (FFCRA) Emergency Childcare Leave, the following employees' requests for leave during the 2020/2021 school year.
- a. Paula Vieira, effective 9/1/20, to be used intermittently
 - b. Frank Riccio, effective 9/1/20, to be used intermittently

FFCRA Requests for Leave for During the 2020/2021 School Year Approved

5. Approve, per the federal Families First Coronavirus Response Act (FFCRA), the following employees' requests for leave during the 2020/2021 school year:

- a. Barbara Masterbone, playground/lunchroom assistant, 2 weeks Emergency Paid Sick Leave, 9/8/20-9/21/20, followed by 12 weeks of unpaid, job protected FMLA leave, 9/22/20-12/14/20
- b. Anita Torsiello, playground/lunchroom assistant, 2 weeks Emergency Paid Sick Leave, 9/8/20-9/21/20, followed by 12 weeks of unpaid, job protected FMLA leave, 9/22/20-12/14/20

Revisions for the 2020/2021 School Year due to FFCRA Approved

- 6. Approve the following revision for the 2020/2021 school year. Such revision is necessary as a result of procedures implemented and leaves taken under the Families First Coronavirus Response Act :
 - a. Rebecca Schenker, AWR substitute school nurse, to work an additional half hour each day at \$19.36, due to COVID related medical tasks.

Tina Bruce Resignation Accepted

- 7. Accept the resignation of the following employee:
 - a. Tina Bruce, secretary, effective 10/10/20

Revisions for the 2020/2021 School Year Approved

- 8. Approve the following revisions for the 2020/2021 school year:
 - a. Kristen Briceno, teacher, resignation effective 8/31/20
 - b. Lori Gallitelli, teacher aide, from High School to .5 AWR and .5 High School
 - c. Laurel Brockman, teacher aide, from AWR to Salt Brook
 - d. Janet Bronocco, teacher aide, from AWR to Salt Brook
 - e. Marc Willemsen, teacher aide, from the Middle School to Salt Brook
 - f. Matthew Manns, , teacher, from Step 4, Column II (\$59,817.00), to Step 4, Column III (\$61,694.00), effective 9/1/20, due to course credits
 - g. Jenna Giustino, teacher, from Step 5, Column II (\$60,826.00), to Masters, Step 5, Column IV (\$65,085.00), effective 9/1/20, due to course credits
 - h. Angela Egnozzi, teacher, from Step 5, Column IV (\$69,085.00), to Masters, Step 5, Column V (\$71,314.00), effective 9/1/20, due to course credits
 - i. Leah Bromley, teacher, from Step 14, Column IV (\$89,616.00), to Masters, Step 14, Column V (\$93,115.00), effective 9/1/20, due to course credits
 - j. Egil Rostad, teacher, from Step 6, Column I (\$60,274.00), to Step 6, Column II (\$61,864.00), effective 9/1/20, due to course credits
 - k. Joanna Silva, teacher, from Step 11, Column II (\$73,670.00), to Masters, Step 11, Column III (\$76,398.00), effective 9/1/20, due to course credits
 - l. William Hodroski, teacher, from Step 6, Column III (\$67,869.00), to Masters, Step 6, Column VI (\$74,829.00), effective 9/1/20, due to course credits

- m. Kristina Berrios, teacher, from Step 3, Column I (\$57,774.00) to Step 3, Column I (\$61,774.00), effective 9/1/20, due to extra teaching periods
- n. Nicholas Webber, teacher, from Step 3, Column I (\$57,774.00) to Step 3, Column I (\$61,774.00), effective 9/1/20, due to extra teaching periods
- o. Jody Khan, teacher, \$56,664.00 (base \$62,960.00), effective 10/1/20

Revision as per FFCRA During the 2020/2021 School Year Approved

- 9. Approve the revision of the following employee's request for leave during the 2020/2021 school year, as per the federal Families First Coronavirus Response Act (FFCRA) Emergency Childcare Leave:
 - a. Marla Malinauskas, effective 9/1/20-11/25/20 (original dates of leave as approved on 8/27/20 were 9/1/20-10/2/20)

Appointments for the 2020/2021 School Year Rescinded

- 10. Rescind the following appointments for the 2020/2021 school year:
 - a. Michael Giordano, teacher, extra teaching period stipend of \$2,000.00, new base salary \$98,404.00, effective 9/1/20
 - b. Joan Rykus, teacher, extra teaching period stipend of \$4,000.00, new base salary \$84,035.00, effective 9/1/20
 - c. Kathryn Axt, teacher, extra teaching period stipend of \$4,000.00, new base salary \$81,300.00, effective 9/1/20
 - d. Kelley Fahey, summer technology work, not to exceed 40 hours @ \$54.87/hr., as previously approved on August 27, 2020
 - e. Stephanie Kwiatkowski, as STEM Department Head, effective 9/1/20

Request for Jaimee Rothenberg for Unpaid Maternity Leave Approved

- 11. Approve the request for unpaid maternity leave for Jaimee Rothenberg, teacher, under the state Family Leave Act for a period of twelve weeks commencing 3/29/21 and ending 6/24/21, with continued health insurance benefits pursuant to law. (Based on 3/5/21 due date. Dates subject to adjustment by actual birth.)

Request for Michelle Testa for Unpaid Maternity Leave Approved

- 12. Approve the request for unpaid maternity leave for Michelle Testa, teacher, under the state Family Leave Act for a period of two weeks commencing 1/19/21 and ending 1/29/21, with continued health insurance benefits pursuant to law. (Based on 11/23/20 due date. Dates subject to adjustment by actual birth.)

Resolution For Coaches, Advisors, and Co-Curricular Staff For the 2020/2021 School Year Sports/Activities Approved

13. Approve the following Resolution for the 2020/2021 school year.

NEW PROVIDENCE BOARD OF EDUCATION

RESOLUTION FOR COACHES, ADVISORS, and Co-CURRICULAR STAFF FOR THE 2020/2021 SCHOOL YEAR SPORTS/ACTIVITIES

WHEREAS, the New Providence Board of Education seeks to appoint Co-Curricular staff (including Coaches, Advisors, any other Co-Curricular positions) for sports/activities during the 2020-2021 school year; and

WHEREAS, the New Providence Board of Education will pay the full stipend associated with the coaching of, advising of, or participation in, a particular sport/activity in the event that the sports/activities season is conducted in full; and

WHEREAS, the New Providence Board of Education will not pay the amount of the stipend, or pay a prorated amount of the stipend, associated with the coaching of, advising of, or participation in a particular sport/activity in the event that all or a portion of the sport/activity is not conducted due to a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure or a directive from the appropriate representative of the New Jersey Department of Education or a directive from the Governor or designee or the New Jersey Legislature or designee, or should the New Providence Board of Education adopt a permissible virtual or remote learning platform or that the school year itself might be modified; and

WHEREAS, in the event that a sports/activities season is either cancelled or reduced or modified, the stipend will not be paid or will be prorated to be commensurate with the percentage of the sports/activities season that is actually conducted; and

Now, BE IT RESOLVED, that the New Providence Board of Education approves the appointments listed in Exhibit B, contingent on the sports/activities season being conducted, and with the stipend not to be paid if the sports/activity season is cancelled or prorated should the sports/activity season not be completed because of a declared state of emergency, declared public health emergency, or a directive by the appropriate health agency or officer to institute a public health-related closure or a directive from the appropriate representative of the New Jersey Department of Education or a directive from the Governor or designee or the New Jersey Legislature or designee, or should the New Providence Board of Education adopt a permissible virtual or remote learning platform or that the school year itself might be modified.

Seconded by: Mrs. Coniglio

Dr. Miceli commented that many of our teachers have taken on additional responsibilities to help out the District for various reasons. We appreciate all the cooperation to ensure that learning in all of our classrooms continues. Dr. Miceli congratulated Mr. Criscetello for his new position as STEM department head.

Roll Call Vote:

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

BOARD POLICY

Mrs. Cuccaro, Committee Chairperson, moved to approve items 1 and 2 as listed below:

1. Approve the following Bylaws and Policies and Administrative Regulations on the first reading:

Bylaws and Policies

- | | | |
|--------------------------------|---|-----------|
| 1. Policy 1649a
(Mandated) | Employee Return from Travel - COVID-19
(Cuccaro) | (New) |
| 2. Policy 2431.3
(Mandated) | Heat Participation Policy for
Student-Athlete Safety (Cuccaro) | (Revised) |
| 3. Policy 5610
(Mandated) | Suspension
(Cuccaro) | (Revised) |
| 4. Policy 5620
(Mandated) | Expulsion
(Cuccaro) | (Revised) |

Administrative Regulations

- | | | |
|----------------------------------|------------------------------------|-----------|
| 1. Regulation 5610
(Mandated) | Suspension Procedures
(Cuccaro) | (Revised) |
| 2. Regulation 6620
(Mandated) | Petty Cash
(Cuccaro) | (Revised) |

2. Approve the following Bylaws and Policies and Administrative Regulations on the second reading:

Bylaws and Policies

- | | | |
|------------------------------|--|-------|
| 1. Policy 1648
(Mandated) | Restart and Recovery Plan
(Cuccaro) | (New) |
| 2. Policy 1649
(Mandated) | Federal Families First Coronavirus
Response Act (Cuccaro) | (New) |

Seconded by: Mr. Dinerman

Roll Call Vote:

Yea Mrs. Coniglio

Yea Mrs. Killea

Yea Mrs. Cuccaro

Yea Mrs. Misiukiewicz

Yea Mr. Dinerman

Yea Mr. Smith

Yea Mr. Walsh

Committee Reports

Curriculum, Instruction, and Technology

Mr. Dinerman, Committee Chairperson, read their committee goals:

- Continue to monitor the digital transformation of technology in the classroom while at the same time monitoring the social and emotional impact of teaching
- Evaluate the middle school schedule and propose changes for the 2021/2022 school year
- Professional development for SEL growth as well as technology support to implement successfully
- Development and implementation of a hybrid instructional model for K-12 with special consideration to students with special needs due to COVID-19
- Monitor the revised on-line learning plan during 2020/2021 due to COVID-19
- Provide a community presentation of the Think Tank 2.0 outcomes
- Evaluate the implementation of curriculum due to COVID-19

Finance, Facilities, and Safety/Security

Mr. Walsh, Committee Chairperson, read their committee goals:

- Review enrollment projections and results of the demographic study report related to facilities

- Present the 2021/2022 budget within State mandated cap
- Create facility plans focusing on the classrooms and learning environment to align with curriculum objectives
- Review and enhance the District's cybersecurity risk management program and plan
- Continue to evaluate and monitor health and safety protocols and execute a post crisis assessment, as applicable
- Perform a cost assessment and feasibility analysis of strategic planning goals
- Evaluate and approve the use of remaining bond proceeds

Personnel, Management, and Communication

Mrs. Misiukiewicz, Committee Chairperson, read their committee goals.

- Continue to discuss the demographic study and potential development as it relates to personnel and staffing
- Maintain communication with parents and community members regarding schedule changes and instructional models due to COVID-19 pandemic
- Monitor and consider alternative personnel strategies based on developing educational models due to COVID-19 pandemic

Old Business

Board Goals 2020/2021

Mrs. Cuccaro reviewed the Board Goals for 20/21 School Year, they are:

- Continue to monitor potential developments and the associated educational impact to our community
- Complete the fiscal year 2021/2022 budget process in a timely and compliant manner
- Review the middle school schedule and any proposed changes
- Complete and approve the District's five-year strategic goals process
- Continue to evaluate and monitor health and safety protocols, instructional models and personnel related to the COVID-19 pandemic
- Monitor and work towards ending the hybrid and remote learning platforms to have all students return to full day school program
- Implement a robust Social Emotional Learning curriculum for the district

Strategic Planning Goals 2020 - 2025 and Mission Statement

Mrs. Cuccaro read the Strategic Planning Goals 2020-2025 and Mission Statement into the record.

Strategic Planning Goals 2020-2025

- 1) Enhance district wide communication programs focusing on technological distribution of district information and continue to enable improved engagement with the community.
- 2) Enhance elementary student programming for early student development and to offer more resources and experiences to enhance student achievement.

- 3) Enhance secondary programming to continue to enable student achievement, while preparing students for career readiness and post high school academics.
- 4) Implement a robust Social Emotional Learning curriculum for the district.
- 5) Continue to monitor community housing development and proactively address the impact on the district from a facilities and instructional perspective.
- 6) Enhance the district facilities to develop a modern learning environment, considering collaboration, class size, grade configuration, and extracurricular activities.
- 7) Continue to develop an innovative, collaborative and modernized instructional framework focused on higher-level thinking, real-world problem solving, student autonomy, self-pacing, and the development of a student-centered, learner-driven classroom environment.
- 8) Develop and implement data driven decision making for teachers, parents, and students enhancing student achievement K to 12.

New Providence Board of Education Mission Statement

In partnership with students, teachers, parents, and community, the mission of the New Providence School District is to prepare our students academically for their pursuits, to develop the appropriate social and emotional skills to be productive, empathetic, global citizens, and to stimulate a growth mindset for continued, life-long learning in a culturally diverse society.

Mrs. Cuccaro thanked the many parents, families, residents, teachers and staff who participated in the Strategic Planning Forums during the 2019-2020 school year. She commented that the goals will be on the District website starting Monday, September 28th.

New Business

The Board had a discussion of Policy and Regulation 5520, Disorder and Demonstration and Policy and Regulation 2240, Controversial Issues.

Dr. Miceli commented that these two policies and regulations need to be reviewed because we have had a number of issues have come up in the district as well as they have not been updated in some time. As you are aware, we have been dealing with the loss of life the last couple of months. Not only do we want to revisit these two policies, but also create a new policy on memorials. The Board discussed the policies. The Board decided to create a committee to review the policies and make a recommendation to the full board. The committee members are Mrs. Conglio, Mrs. Killea and Mrs. Misiukiewicz. Mrs. Cuccaro thanked the three board members for volunteering to be part of the committee.

Mr. Smith congratulated Mrs. Cuccaro on her hiring as the New Providence Borough Administrator.

PUBLIC COMMENTS

Mrs. Cuccaro opened the meeting to the Public for comments at 9:40 p.m.

There being no other public comments, Mrs. Cuccaro declared the public portion of the meeting closed at 9:41 p.m.

CLOSED SESSION

Mr. Walsh moved to adopt the following resolution:

This body shall on September 24, 2020, at 9:44 p.m., in the HS/MS Media Center, 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
- Litigation
- 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.

Mr. Dinerman seconded the motion, which was carried unanimously.

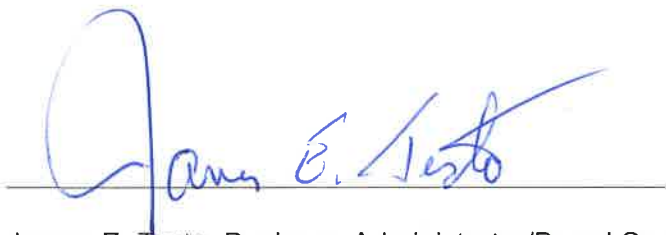
Return to Public Session

The Board reconvened to public session at 10:21 p.m. Mrs. Cuccaro called the Board to order.

Members present were Mrs. Coniglio, Mrs. Cuccaro, Mr. Dinerman, Mrs. Killea, Mrs. Misiukiewicz, Mr. Smith and Mr. Walsh.

Adjournment

There being no other business before the Board, on a motion by Mrs. Misiukiewicz, seconded by Mr. Walsh, and carried unanimously, Mrs. Cuccaro declared the meeting adjourned at 10:22 p.m.



James E. Testa, Business Administrator/Board Secretary
9/24/2020 Board Meeting

