

The business meeting of the Board of Education of the Borough of New Providence was called to order at 7:00 p.m. on September 29, 2022, at the New Providence High School/Middle School Media Center, 35 Pioneer Drive, by the Board President, Mrs. Misiukiewicz.

Present on roll call were Rebecca Coniglio, Bernadette Cuccaro, Stacey Gunderman, Jennifer Killea, Amanda Marano, Mary Misiukiewicz, and Joseph Walsh. Also present were Dr. David Miceli, Superintendent of Schools, James E. Testa, School Business Administrator/Board Secretary; Lauren Zirpoli, Assistant Superintendent of Educational Services; Jonathan Keaney, Director of Curriculum, Instruction, and Supervision; twenty-one (21) members of the public.

Mrs. Misiukiewicz led in the salute to the flag.

Mrs. Misiukiewicz 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 9:30 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.

Mrs. Misiukiewicz welcomed student representative Reese Marzynski. In full transparency, I had the pleasure of speaking to Reese yesterday about tonight's meeting and told Reese that the board is always anxiously awaiting the student report because they want to know what is happening in the classrooms, on the fields, on the stage, in the STEM wing, in the foods rooms, club activities, everything and anything you can tell us! We are our students' biggest fans right here at this table. Mrs. Misiukiewicz went on to explain that the board tries their best to attend events and support all students throughout the school year, but it is tremendous to get a monthly update. She thanked Reese in advance for the time she is carving out to be with the board and to prepare her reports; we know that fall semester Senior year is the busiest one, thank you and we look forward to your report shortly.

Mrs. Misiukiewicz moved onto the excitement and hype around the bond referendum; it has certainly been a busy September for everyone and she wanted to take a minute and publicly thank the Board members, Dr. Miceli, Mr Testa, Mrs Zirpoli, and Katie Mangel for their time and support on the "Road Show". To put context around this, we have only had twenty school days and in that twenty day window and collectively we have covered an additional fifteen events on top of our regular board commitments and regularly scheduled family and work commitments. Thank you all so much for your time and support to ensure the residents of New Providence

fully understand the scope of the proposed projects and understand the question that they will vote on in-person on November 8th or by mail. For the members of the public, I would like to share a little bit about our road show journey to date. On September 8th, the NP Education Foundation invited us to their Kindergarten mixer where we were able to give a presentation to our newest parents in our school community. The Board then had the opportunity to meet with parents of all grade levels at the four back to school nights. Salt Brook, Allen W. Roberts, Middle School, and High School PTA's invited us to their meetings to present our slide deck, and spend time on Q&A. Dr. Miceli, Mrs. Cuccaro, Mr. Walsh, and Mrs. Misiukiewicz enjoyed two early morning "Coffee talks" at Dunkin Donuts and Starbucks where they were able to connect with community members and distribute FAQ fliers. This coming weekend Mrs. Gunderman and possibly Mrs. Marano will host "Coffee talk" at Bagel cafe from 8am-10am. This past week we visited the residents at Lantern Hill, and on Tuesday evening we presented at the Borough Council meeting. Last night Dr. Miceli and Mr. Testa hosted an on-line Zoom meeting for all our community members, this was an opportunity for voters to submit questions prior to the meeting and then have the opportunity to walk through the bond referendum presentation from the comforts of their own home. We will have our second Zoom presentation on Monday, October 17th at 7:30pm. In October, we look forward to our meetings with the Athletic Boosters, the Marching Band Bandwagon, and a meeting at the DeCorso center with our Senior Citizens and our continued collaboration with the NP Ed Foundation at their Fall Festival on October 8th at Untied Brewery here in New Providence. I urge anyone seeking out additional dates, the easiest way to find Bond Referendum information is on the NPSD website as we have a dedicated tab or we share similar links and information in our NPSD Newsletter sent out on Thursdays.

The roadshow planning and all the promotional advertising on our website and social media outlets is due in large part because of the work behind the scenes from our communication coordinator, Katie Mangel. Katie, thank you for keeping the Board on task and the entire New Providence Community informed with up to date information. We appreciate your expertise, creativity and coordination of all these events.

Tonight we are excited to hear from the Director of School Counseling, Mrs. Shadis. It appears from our board packets, Mrs. Shadis took a journey on I-95 through the Northeast corridor visiting several colleges/universities, we look forward to hearing your report.

We are also eager to hear from Mr. Henry and Mrs. Florencio on the language and cultural immersion trip planned for our Junior and Senior students enrolled in AP Italian and /or AP Studio Art and/or AP Art History and our last presentation tonight will be given by Mr. Keaney and Mr. Carangelo regarding the Physical Education and Health standards.

REPORT OF THE SUPERINTENDENT OF SCHOOLS

Dr. Miceli introduced Reese Marzynski as the student representative asked for her report.

Ms. Marzynski began her report by thanking Dr. Miceli and Mr. Henry for allowing her to be this year's student representative. Ms. Marzynski gave a full summary of the first couple of weeks of

the beginning of the school year. Seniors are excited to have started the school year early, this means more summer time before they all go off to college. First day of school with the no drop schedule gave the opportunity for students to meet all their teachers. Last week the band had their fall preview, giving the community an opportunity to hear the show for the first time for this year without stopping, excited to hear them at the football game and their competitions. The club fair gave the freshmen an opportunity to get acclimated and get involved in clubs, this fair was held by the Peer Leaders and Representatives of each club. New Providence is having their first chapter of the Science National Honor Society, we already have the Art National Honor Society, the National Honor Society and World Language. We are very excited to now have a science club started by one of the Seniors, Aiden Barth, and Mrs. Bromley. The High School has already had a successful sports session. It's only October and tomorrow will be the 4th football game. Last home game, New Providence won 21-20, the student section, team, and band had such great energy and was super fun. Tomorrow's football game is very special since it will be the black out game for the Wounded Warrior Project. Last week, the boy's soccer team played Governor Livingston, and won 1-0. Krystian Kornacki, Senior, scored the winning goal, assisted by Colin Healey. A special shout out to goalie, Steven Parker, who had twelve saves this game. Girl's tennis had counties last week, which we placed 3rd. Fall play had been having their auditions, cast has been finalized and should be seeing play in November.

Dr. Miceli thanked Ms. Marzynski and said that he is sure she is very busy with college applications and class work, and is more than welcomed to leave.

ENROLLMENT

Mrs. Zirpoli gave the enrollment report for the following schools; Allen W. Roberts currently has 673 students, Salt Brook currently has 605 students, Middle School has 399 students, High School has 665 students, 32 out of district students, giving a grand total of 2,374 students.

OPENING OF SCHOOLS

Dr. Miceli thanked the whole community for the opening of schools. This year it was a pleasure to open our doors without the restrictions of COVID. All staff, parents and students have been working hard through the summer to make this possible and the past couple of weeks have demonstrated everyone's efforts in spirit have been great in all our buildings. Much of the feedback received regarding the school calendar has been very successful by having the soft opening prior to Labor Day. There were a lot of great experiences for students and staff members to simply welcome students back and get to know them without the pressure of the curriculum to start the first day of school. We will continue to look into this as we develop future calendars.

BOND REFERENDUM

Dr. Miceli reiterated what Mrs. Misikiewicz commented about being busy promoting the referendum and echoed her sentiments to thanking everybody that has put time into also promoting the referendum. We would like to share the latest video that is on our website that has consistent information with the prior presentation. (video was presented) The information presented in the video is the same information that has been presented in the slide deck last month, this video will be posted on social media, on the website and sent to families. The additional renders in respect to each of the schools regarding the mobile furniture, we will be receiving a board with those images this week and will be placed in each school.

REDISTRICTING PROJECT

Dr. Miceli mentioned that information about the redistricting project has been sent out to the entire community with respect to the changes. Each of the individual families in zones A and through D have also been notified. Two correspondences have gone out, changes do not begin until September 2024, two years out. There have been emails sent from families expressing their thoughts and considerations, we will take into account these comments. The purpose of this project is to create equity in between both of the elementary schools over the next 5 to 10 years. Our goal is to not disrupt any of the students and their education. Students that are currently in Allen W. Roberts or Salt Brook will not be switched to the other school due to this redistricting project. Only new students entering into the district starting in 2024 and continuing into 2026.

FULL-DAY KINDERGARTEN

The third project that the District is working on is full-day kindergarten. Next month, Dr. Miceli will be sending out a letter with details regarding full-day kindergarten. In November, there will be a Board of Education presentation to share all details of the program, subsequent to that kindergarten registration will open for September 2023.

COMMUNICATION SURVEY RESULTS

Last week a communication survey was sent out to the community, this was one of the Board goals, to see how the District is doing in regards to communication. This survey went live last week and continues to collect results over the past seven days. Dr. Miceli pulled up a slideshow to share results.

Overview

635 total responses = 503 families responded

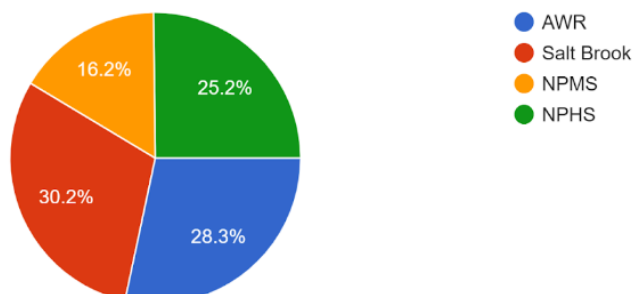
Approximately 1526 total families in the District.

Approximately 33% of all families responded.

Dr. Miceli commented that we had a great response rate overall, we received 635 responses which equated to 503 families. Some families responded for each student that they have and responded to their respective school. 33% response to the survey.

School

Child's School
635 responses

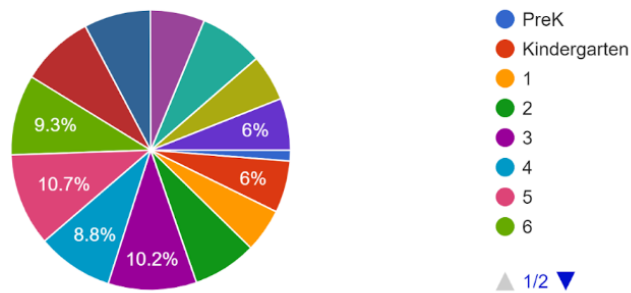


Responses are relatively equal in all four schools relative to the population.

Grade

Child's Grade

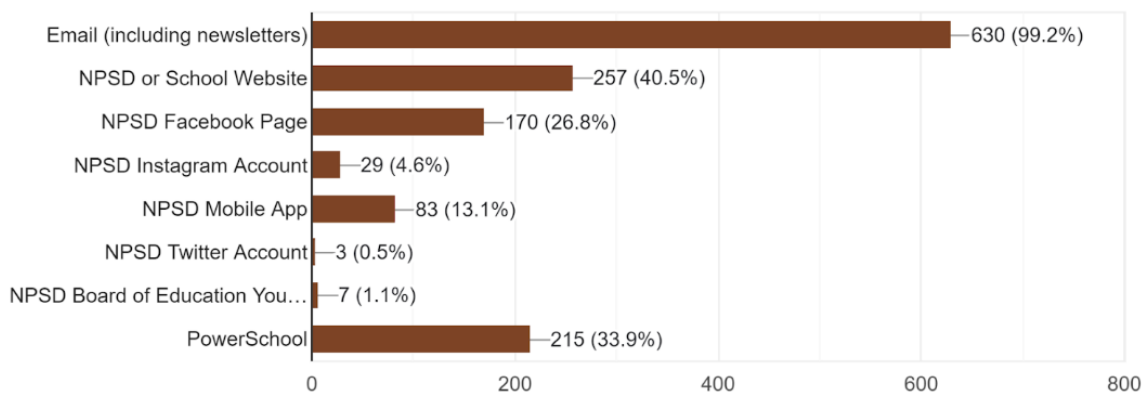
635 responses



Similar results were seen in all the grades, fair representation through the District K-12.

How do you currently receive/retrieve non-emergency information from the New Providence School District and/or your child's school? (Check all that apply)

635 responses

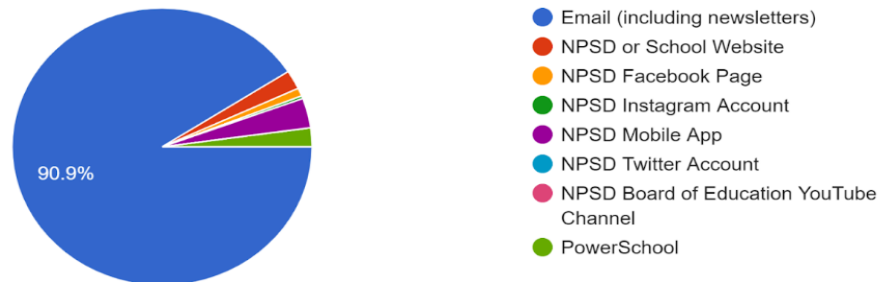


One of the first questions on the survey was “how do you currently receive/retrieve non-emergency information from the New Providence School District and/or your child’s school? Check all that apply.” Predominantly families are receiving information and utilizing it via email, Second would be getting information from our district website, Third, would be PowerSchool.

Preferred Methods of Communication

Please rank your top 3 preferred methods for receiving/retrieving non-emergency information from the New Providence School District and/or your child’s school? FIRST PREFERRED METHOD

635 responses



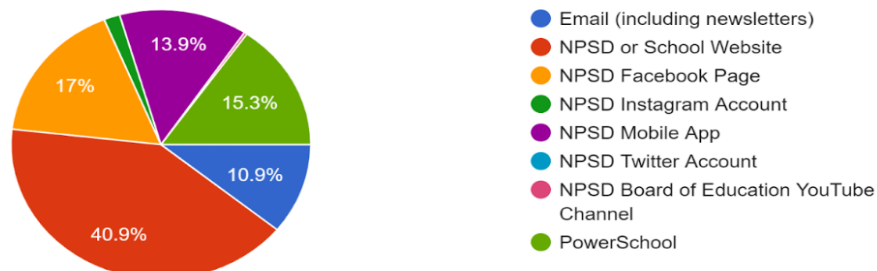
Email - 90.9%; Mobile App - 3.5%; Website - 2.2%; Powerschool - 2.2%; Facebook - 0.9%; Instagram - 0.3%

Next, the community was asked to rank the method of communication. They were given three options; the number one (90.9%) preferred method of communication is email, the second method was mobile app at 3.5%, PowerSchool 2.2%, website was next at 2.2%, Facebook 0.9%, Instagram 0.3%.

Preferred Methods of Communication

SECOND PREFERRED METHOD

635 responses



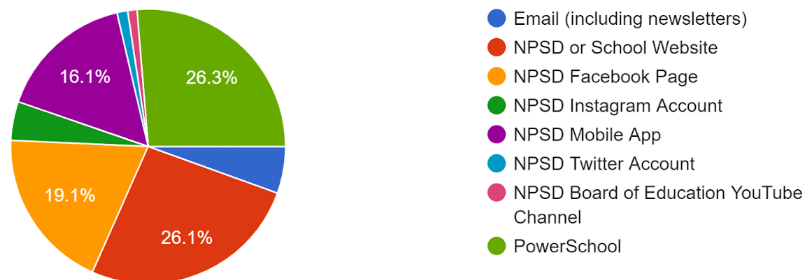
Website - 40.9%; Facebook - 17%; PowerSchool - 15.3%; Mobile App - 13.9%; Email - 10.9%; Instagram - 1.7%; Youtube - 0.3%

Second preferred method of communication was the website at 40.9% and Facebook being next at 17%.

Preferred Methods of Communication

THIRD PREFERRED METHOD

635 responses

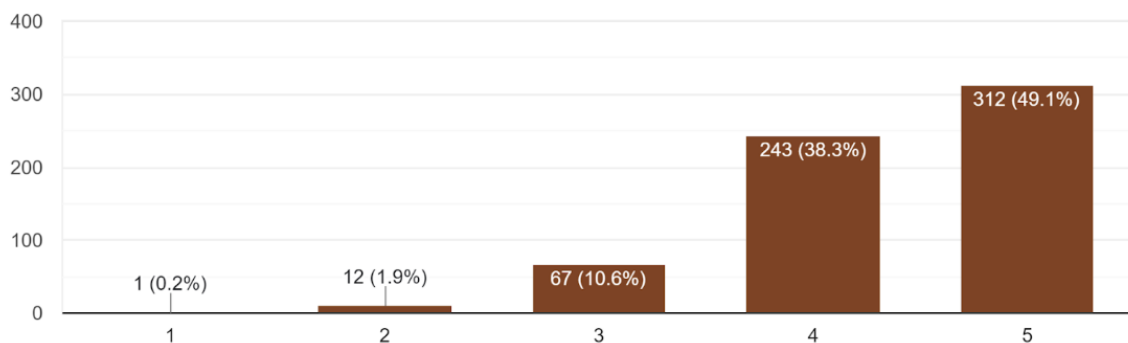


Powerschool - 26.3%; Website - 26.1%; Facebook - 19.1%; Mobile App - 16.1%; Email - 5.5%; Instagram - 4.6%; Twitter - 1.3%; Youtube - 1.1%

Third preferred method of communication was PowerSchool at 26.3%.

Are you satisfied with the current frequency of communication from the New Providence School District? (5 being very satisfied, and 1 being least satisfied)

635 responses



Next, the community was asked to share with the district their satisfaction with respect to the current frequency of communication and if they are not currently satisfied or scored 3 or lower to

give us some anecdotal information as well. The large majority of members of the community that responded to this survey are satisfied with the frequency of communications from the District. The 4 and 5 range here is the highest significantly. The members of the board were provided with packets with this particular data as well as all the comments that we took with respect to this question and the prior question so they can have an opportunity to review that feedback.

Dr. Miceli that he is very pleased with the survey. Next steps after revealing this information is to take this information back to the communications committee and review it accordingly as per the board goals and have a good dialogue with Mrs. Mangel. Mrs. Mangel can give her input as well and then we will get back to the board and take a look at things from a communications perspective the remainder of the year. Dr. Miceli then asked if any board members had any questions or comments.

Mrs. Misiukiewicz commented that since the board just received the packet tonight they will need time to review and get back to the committee.

PUBLIC HEARING

Mrs. Zirpoli reported on the Student Safety Data System for the incidents that accrued for reporting period 2 from January 1, 2022 through June 30, 2022. During that period of time there were 6 affirmed incidents of HIB, 0 incidented of weapons possession, 9 incidents of Violence (simple threat, electronic), 0 incidents of Vandalism (theft, less than \$10), and 1 incident of substance abuse. There was a total amount of investigations District wide of Harassment, Intimidation and Bullying of 17; 5 were at the High School (1 affirmed), 2 were at the Middle School (1 affirmed), 1 was at Salt Brook (0 affirmed), and 2 at Allen W. Roberts (0 affirmed). The status of all HIB investigations were that they were all completed within 10 days as required by law. The nature of HIB were on Race and/or Color and Gender and/or Gender Identity & Expression/Mental Physical/or Sensory Disabilities. The names of our Anti-Bullying Specialists at each of the schools during this period of time was; at the High School- Mrs. Kwiatkowski, at the Middle School- Mr. Keaney, at Salt Brook- Mr. Firetto, and at Allen W. Roberts- Mrs. McGeechan. The types of disciplines were Out of School and In School Suspension as well as student and parent conferences and individual counseling.

Mrs. Misiukiewicz opened the floor for any comments from the board. No comments were made by the Board. Mrs. Misiukiewicz moved to close the public hearing.

SUMMER COLLEGE VISITS

Dr. Miceli explained that over the past eight or so years one of the expectations of the Director of School Counseling is to visit some colleges over the summer and to be able to bring that information back to our student body. This has been a successful program that our students and parents have both benefited from. Every year we eagerly wait for Mrs. Shadis presentation in September.

Mrs. Shadis commented that she took a small road trip up I-95 to the following states; Vermont, New Hampshire, and Maine. Mrs. Shadis was able to see a variety of schools in terms of size, surroundings, and specialties. She would share the highlights of the schools she saw. (presented the following slides)



Landmark College

- Designed for students who learn differently
- Offers 2- and 4-year degrees, as well as post-grad/gap year programs
- Professors undergo extensive teacher training
- Alternative admissions applications available

Although a lot of colleges offer programs for students with disabilities and other learning challenges, Landmark College is one of the only accredited colleges in the United States designed exclusively for students who learn differently, including students with learning disabilities such as dyslexia, ADHD, and autism. Mrs. Shadis was able to meet one on one with an admission representative and then have a personal tour with a current student at Landmark. Landmark only has 450 students. 98% of students live on campus. Landmark has a wide variety of programs that cater to the postsecondary needs of all their learning disavbled students. Most students transfer after receiving their associates degree because they have learned the skills that need to be successful in a more traditional college campus. 65-70% of students that enroll in a bachelor's degree graduate in 4 years. There are transition to college programs for students that have ADHD and who are unsure if college is the right choice for them, or want a slower transition from High School to college with more one on one support. The Bridge Experience is also a post high school program that is a standalone program you don't necessarily have to enroll at the university itself. Those with executive functioning challenges can better understand their learning style, advocacy skills, and learn how to juggle the demands of college courses. Professors at Landmark college are hired not only because of their expertise but because of their willingness to learn how to teach and accommodate students with learning disabilities. They undergo a full semester of training before they even begin teaching a class there. During her tour one of the librarians she was introduced to pointed out the professor that was sitting in their Neurodiversity Collection section of the library. He said it's not a very uncommon sight as

many of the professors will just head over there to learn more about a particular student that is in their class that semester.

The Neurodiversity Collection is also a big part of the students' introduction to Landmark, as every first year student is required to take a course to research their own disability, understand how they learn best and how to communicate those needs to others. So while there is the traditional admissions application that most students use for Landmark; they make accommodations for that if need be. For instance if a student has a documented writing disorder he may be allowed to record their personal statement instead of writing it. Students do need to be in college prep programming and or reducing their level of accommodation in high school to be accepted to Landmark but this is definitely a great option for students who may not otherwise think that they can be successful on a college campus due to their learning disability.



Middlebury College

- Part of the town/community
- “Febs” program
- Commitment to Environmental Studies & World Language
- “Be who you are”
- Need blind
- Admissions considerations

After leaving Landmark, Mrs. Shadis took the scenic route up the back roads of Western Vermont to Middlebury College, which has about 2500 students. She almost didn't realize when was on Middlebury's campus because there are no gates or signs or indications that tell you you're crossing over into college property. She was able to sit in on a really informative information session given by the Director of Admissions himself and he focused on six things that separate Middlebury from other small liberal arts colleges. The first was the location in Vermont and all the environmental opportunities in green initiatives, the second, one is that there is a 4.1.4 class structure, meaning that students take four classes in the fall, four in the spring and then one intense class in January where they can take a deeper dive into an academic interest. The third one is a February admission or as they call it the “Febs” admission program, it's a concept of a gap year before starting at Middlebury in February for the spring term.

The fall gap year portion isn't governed by Middlebury so students can travel, work, or do anything except enroll in another college or university. Middlebury runs the same orientation program that they would for traditional freshman in January and it's almost an in-between cohort who don't identify as freshman or sophomore; they identify as their own "Febs" cohort each year. Students graduate in January, four years later and they get to ski down the mountain into the graduation ceremony in full cap and gown.

Other things that set Middlebury apart from similar colleges are its commitment to environmental studies and world languages. They not only have the oldest environmental studies major in the country but are interdisciplinary so they focus on social, political and economic issues as well as just the environmental science portion of it. Taking a world language at Middlebury isn't a requirement. Most 3/4 of the students residing on campus for the summer pledge to speak their target language 100% of the time and there were signs everywhere on campus indicating that.

A final point the Director of Admissions mentioned was the most telling of the Middlebury philosophy: their slogan is being who you are, try something new without fear of judgment. They want you to follow your interests and feel free to explore. Middlebury is looking for curious and intellectual students in admissions. They look for three things on the transcript: the person you're becoming, how you challenge yourself, and your story and how you're living it.



University of Vermont

- Location, location, location
- 6 core values
- Admissions looking for diversity
- Self-advocating is a must
- Residential/student life activities abound... all year
- Focus on wellness

The University of Vermont prides itself on its location and being an academic ecosystem that encompasses the campus, city, lake, and the mountains. They are a research university with a land grant mission and despite it being a state school, 3/4 of their students come from out of state and there are about 10,500 undergraduates there. Their information session started by discussing 6 core values: respect, integrity, innovation, openness, justice and responsibility. Tour

guides were very honest and open. They don't shy away from winter activities, physical or otherwise, but if you are not interested in that you can milk cows, or join in any of the hundreds of clubs they offer..

The University of Vermont wholeheartedly invests in student wellness physical and mental. There's state of the art gyms, there is a hospital with a trauma center right on campus. They offer a broad spectrum of services; they have a LivingWell center which has yoga, meditation, community based events and seminars. They have 15 minute drop in sessions for a quick evaluation or just check-ins. They also have more traditional counseling. Students get six free sessions per semester and beyond that they do the work at the centers to connect you with Burlington resources that will work with your insurance to connect with a therapist outside if you need one.



Dartmouth University

- **Short, superficial tour**
- **Tradition**
- **Up to 3 majors/minors**
- **Modified major**
- **Cultivating relationships is key**
- **No admissions information**

Dartmouth University offered no in person admission presentations nor an opportunity to speak with admissions reps, and it was only a very short and superficial tour. The tour was mostly exterior, as school policy prevented visitors from going inside any of the classrooms or dorms, but they were allowed to walk through the library and the student center. A good portion of that tour was spent standing on the green as a tour guide talked about the various Dartmouth traditions: homecoming bonfire, winter carnival, the polar plunge, etc. Students have a limit of no more than three majors or minors combined. The tour guide was not able, or more likely not allowed, to answer any questions that students had about the admissions process, even from her own perspective or experience. That tour lasted about 45 minutes.




University of New Hampshire

- Environmental Studies
- Large, but walkable campus
- OK to be undeclared!
- Inclusive
- Hockey is life
- Out-of-state-student scholarship

**Here, you belong
and all are welcome.**

The University of New Hampshire is an R1 research institution with about 12,000 undergraduate students. It's about 20 minutes from the beach and even closer to an estuary. UNH is ranked number one in the nation for marine science and second for ecological science and they have funding for land and space research. The large but very manageable and walkable campus is only a block away from downtown Durham and there's no shortage of things to do both on an on-campus. Hockey is life there and their students are huge supporters of all their D-I teams. They are a very school spirited and an active and engaged community. The University of New Hampshire not only has services and programs to assist undeclared students but they actually encourage students not to declare a major right away. You can apply undeclared to the school if you're totally unsure, or you could apply undeclared within one of the colleges there if you have a general area of interest but you're not really sure what you want to focus or concentrate on within that subject.

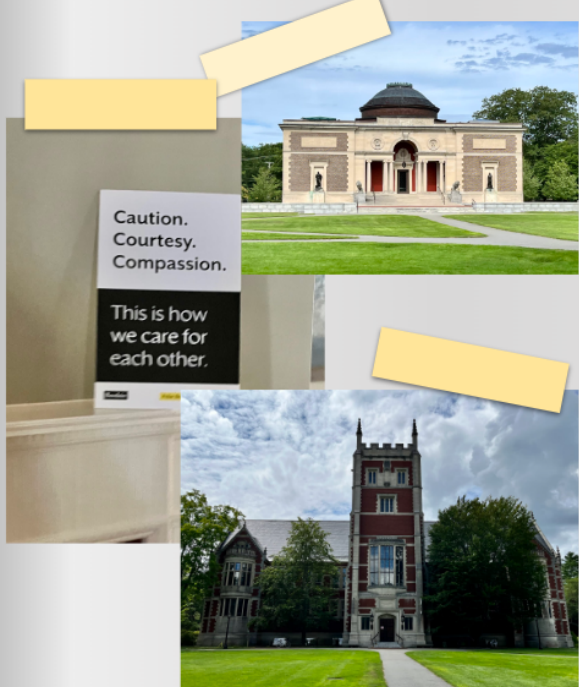
UNH is an incredibly inclusive campus, as various aspects of diversity were not only the focus of the tour but their overall campus. Things like *where you belong* and *all are welcome* are seen on the walls in the student center. The last important thing for families to know is that the University of New Hampshire also offers an out-of-state student scholarship that makes the price comparable to what an in-state student there would pay.



Bates College

- Can't hide!
- Focus on exploration
- Even split of STEM and Humanities majors
- Strong support in all aspects
- Academic and environmental extracurriculars emphasized

Bates College has about 1,800 undergraduates. Mrs. Shadis was able to have a personalized tour with another family. You can not hide in Bates College; faculty and staff will get to know you and make sure you have a good transition. Academically, there's a 10 to 1 professor to student ratio and every 100 and 200 level course has an assigned tutor for it so you don't even have to go to the tutoring center to get that extra help. They have three different types of advisors assigned to students; freshman advisor, a major advisor, and a peer advisor. There are various checks and balances in place to make sure that no one falls through the cracks and everyone gets the assistance they need to be successful. Like the University of New Hampshire, Bates encourages students to not declare a major until after their second year so that they have some more time to explore. The campus is about evenly divided with students who end up majoring in STEM fields versus something in the humanities area. They want you to love what you're doing and feel like you're doing purposeful, intentional work both during your time on campus as well as after you graduate.



Bowdoin College

- Liberal Arts school that is strong in sciences
- Arctic Studies
- Social Houses instead of Greek life
- Best. Admissions. Presentation. Ever.
- Need-blind with no loans

Bowdoin College has under 2,000 students. Bowdoin is a liberal arts school that has one of the best, diverse science programs. They have top ranked environmental and marine science programs, as are common for the area, but they also have environmental and arctic studies, and they're expanding that program and adding a whole new Arctic studies building. Bowdoin has a Social House system, dorms whose residents are selected by res life staff to live there for an assortment of reasons. It's not like the living learning communities in many colleges, but more of a peer leader type of thing where upperclassmen build connections with freshman and sophomores.

In regards to the admissions presentation, it was truly one of the best that I've ever sat through and it's because of Bowdoin's overall philosophy and approach to building their community. It happened to be given that day by the New Jersey rep. She started off the whole thing by saying college applications are not supposed to be stressful, they are supposed to be celebratory and no matter what happens, you are good enough.

They believe that your abilities are independent of your socioeconomic status. They are 1 of 7 colleges in the country that meet 100% of demonstrate a financial need without loans.



While on vacation Mrs. Shadis was able to visit the University of Hawaii at Manoa. She did not take a tour, but drove around and took pictures of the outside facilities. This was the cheapest college, not including travel costs. Out of state students pay just under \$52,000 a year including room and board and supplies. Mrs. Shadis wrapped up her presentation with a fun little game about facts mentioned about colleges presented.

Dr. Miceli thanked Ms. Shaid and then continued on with the next presentation . He wanted to give some insight before beginning. Over the past decade there have been a number of world language department trips and unfortunately some of the exchange programs had to be canceled due to financial reasons with some of our sister schools, those particular ones are in France, Spain and Italy. The Japanese exchange program with Fukui still exists. Over the years we have tried to bring back some of those trips without the exchange and still have that experience in the different countries and the last time we went out it was right prior to Covid if you remember back in January and then early February 2020 we were about to approve some trips and students were preparing and then we had to cancel those trips to the Covid. No we are looking to rebrand our Italian trip and so Mr. Henry and Mrs. Florencio are here this evening to talk to us about Destination Italia



Mr. Henry began by thanking Dr. Miceli and the Board for allowing them to present tonight the new destination trip which we're referring to as the Tour of the Classics, Destination Italia. Mr. Santoro is the High School Italian teacher and the World Language Department Head, he was not able to attend but has worked very closely with Mr. Henry and Mrs. Florencio. There are three things that we are focusing on with regard to setting up this trip. One, is working with relation to our Portrait of a Graduate, working towards building our students skills and knowledge such as global citizenship, cultural awareness, etc. This trip would help our students achieve said skills. The second is that we are looking towards making this trip something different then other trips, we are looking at this as a cross curricular stand point in a number of areas. Mrs. Florencio is here as our Art Department Head, to look and see what classes students are taking in the arts and how to incorporate that into this trip. Finally, the opportunity to afford our students memorable experiences that allow them to connect and apply and learn content to real world applications. This trip would be a 9 day trip that would begin right after graduation.

Overall Goal

To reinforce the *Global Citizenship, Social Skills, & Growth Mindset* attributes we are looking to develop in our students at New Providence High School.

Essential Questions:

- How do we guide our students to embrace global citizenship in an authentic and immersive way?
- How do we instill a growth mindset in our students so they become lifelong learners, broaden their horizons and creativity?
- How do we strengthen our students so they leave New Providence as leaders who can be role models wherever life leads them?

ACADEMIC PREPARATION

- Content and Skills Mastery
- Transfer of Knowledge
- Complex Problem Solving
- Independence
- Digital Citizenship
 - Literacy
 - Responsibility
 - Security

A PLAN FOR THE FUTURE

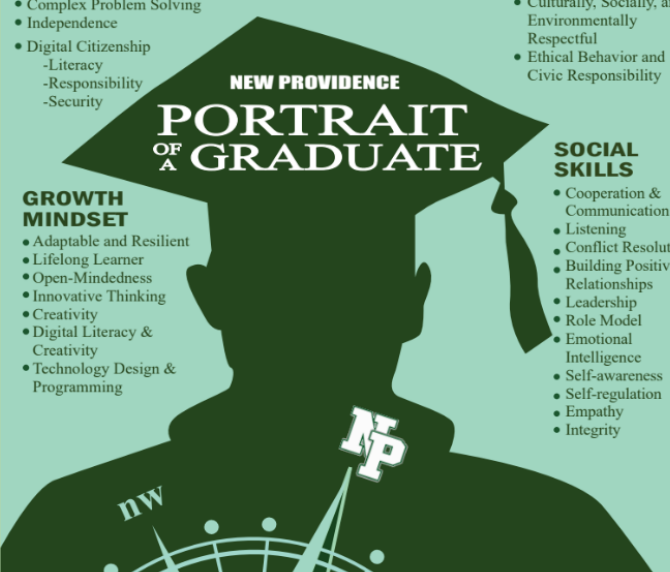
- Setting and Achieving Goals
- College, Career, and Life Readiness

GLOBAL CITIZENSHIP

- Positively Contributes to Society
- Culturally, Socially, and Environmentally Respectful
- Ethical Behavior and Civic Responsibility

NEW PROVIDENCE

PORTRAIT OF A GRADUATE



GROWTH MINDSET

- Adaptable and Resilient
- Lifelong Learner
- Open-Mindedness
- Innovative Thinking
- Creativity
- Digital Literacy & Creativity
- Technology Design & Programming

SOCIAL SKILLS

- Cooperation & Communication
- Listening
- Conflict Resolution
- Building Positive Relationships
- Leadership
- Role Model
- Emotional Intelligence
- Self-awareness
- Self-regulation
- Empathy
- Integrity

Mrs. Florencio commented that she and Mr. Santoro met last year and began to talk about cross curricular content and things they could do with his Italian classes and world language classes and the visual arts classes. They ended up deciding to connect different classes and programs that already existed at the high school to focus and reinvigorate the Humanities. The overall goal is to reinforce the global citizenship, social skills, and growth mindset attributes we are looking to develop in our students at New Providence High School. With the new program students will be more likely to enroll in AP Programs, World Languages, and Art programs.

Long term vision...

The long term vision for the World Language & Visual & Practical Arts Department is to work together to develop a course of interdisciplinary study, that students can take in the elective area that would emphasize **Global Humanities**. This would include all the world languages offered, the visual arts courses and some of the English and social studies courses.

Universities regionally and nationally have degree programs that emphasize Global Studies for industries such as Business, Hospitality, Marketing, Medical, Technology and Public Affairs, International Relations and Policy.

[Watson Institute at Brown University](#)

[Carnegie Mellon](#)

[Ramapo College](#)

[Brandeis University](#)

And other well respected [universities](#).

Mrs. Florencio read the slide above.

What other districts are doing....



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Humanities Magnet Program

Students curious about the world around them and thirsty for knowledge are who you will find in the Scholars' Center for the Humanities at Howell High School.

Students in the Humanities program desire an in-depth learning atmosphere and are challenged to expand their educational experience through class discussions, critical thinking, and creative projects. This enriching program provides a curriculum that is both broad in scope and comprehensive in content. Students develop advanced research techniques, writing acuity, and sophisticated verbal communication skills. In addition, this Magnet Program provides students with an opportunity to explore the liberal arts in an intensive, issues-oriented, interdisciplinary approach. Areas of study in the curriculum include government, history, anthropology, philosophy, literature, and the arts.

Graduates of the Humanities program have praised its multifaceted aspects.

"People always say, 'what actually is humanities?' and that's because it's a difficult thing to define, which is what makes the program so great. It means so many things. It allows us to branch off in so many different directions," one past student commented.

Students take classes in world cultures, art and philosophy through the program, areas that they might not have been exposed to otherwise. The camaraderie that forms between the students in the Humanities Magnet Program is key. Students feel welcome and comfortable to express their opinions on various topics even if they may differ from their classmates. These types of conversations in the classroom always showcase mutual respect. The discussion-based aspects of the program's curriculum creates an environment similar to what students experience in a college setting. Alumni consistently report back that this structure has helped them tremendously when they enter college.

Humanities students across grade levels come together during their school year to participate in debates on various topics. Incoming freshmen to the program will take part in the new Honors Media & Technology Literacy course where they will analyze historical and modern trends in mass media to evaluate their ethical ramifications. Another recent addition to the program is an AP Capstone project which equips students with independent research skills. AP Capstone is a College Board program that combines two AP courses - AP Seminar and AP Research.

New Providence will be taking its place among other top schools to reinvigorate the humanities by eliminating a path that already exists through our current courses.

Mrs. Florencio read the following four slides verbatim.

Tour of the Classics - Destination Italia Educational Travel Proposal

Who? All students registered for AP Italian and/or AP Studio Art in the upcoming school year.

What? An annual interdisciplinary international travel experience to serve as a springboard for the above courses

When? End of June 2023 prior to starting the course in September 2023

Where? Italy with a focus on Rome, Florence, & Venice with other day-trips

How? Department Heads Michael Santoro & Jennifer Florencio in partnership with the American Council for International Studies (ACIS)



Participation Criteria

#1: Curricular Requirement

Students must register for and remain in *at least one* of the following New Providence High School courses:

- AP Art or
- AP Italian Language & Culture

#2 Upperclassmen Requirement

Students must be entering grade 11 or 12 in 2023-24

#3 Conduct Requirement

Students must be in good disciplinary standing with the school.





Partnership with ACIS (A Shared Philosophy)



Why ACIS? Sightseeing and museums are only the tip of the iceberg when it comes to educational travel with ACIS. ACIS works with teachers to identify key learning objectives and weave them into the itinerary, bringing culture and history to life through our knowledgeable, enthusiastic Tour Managers. They also introduce students to unique cultural experiences, like French cooking lessons, Spanish bull ranches, Globe Theatre acting workshops, and Costa Rican dancing.



Partnership with ACIS Key Benefits

- Centrally-located hotels
- Authentic local cuisine
- Exceptional tour managers
- More inclusions (reaching for your wallet less!)
- Timed entrances
- Transportation
- Evening activities
- Payment plans & scholarship opportunities for students
- Small student to chaperone ratio (6 to 1)






















Partnership with ACIS General Inclusions

 <p>Round-Trip Flights Leave the airlines to us.</p>	 <p>3- or 4-Star Hotels After a busy day, comfort is key.</p>	 <p>Centrally Located Hotels Save the commuting time, beat the morning crowds and keep right on exploring after dark when your hotel is in the heart of the city.</p>	 <p>Daily Breakfast and Dinner (unless otherwise noted) Delicious, authentic, multi-course dinners at local restaurants with meal times tailored to maximize your experience.</p>
 <p>24-Hour Tour Manager Part guide, part educator, part engineer, part mind-reader, part magician—ACIS Tour Managers are your travel partner.</p>	 <p>Start Exploring Never wait hours at the airport to share a transfer with other later groups.</p>	 <p>Service Guarantee We're so sure you're going to love your tour, we guarantee it!</p>	 <p>Global Network 24/7 on the ground support whenever and wherever you need it.</p>
 <p>All Local Transportation Urban transportation is on us, allowing you to explore each destination with ease.</p>	 <p>Personal Headsets Included Throughout Tour Participants will have unlimited access to personal headsets so that local guides and ACIS Tour Managers can more easily communicate with the group along the way.</p>		

Mrs. Florecio explained the above slide. She stated that the trip would start with an overnight flight, they would be staying at 3 or 4 star hotels that are centrally located in their destination. Trip tuition also includes daily breakfast and dinner. They would have a 24 hour tour manager, exploring opportunities, service guarantee, global network, all local transportation, and personal headsets included throughout the tours.



Partnership with ACIS Trip-Specific Inclusions

 <p>Pizza Making Lesson and Dinner</p>	 <p>Gelateria Tour and Tasting in Rome</p>	 <p>Rome Tour with Guide</p>	 <p>Vatican Museums with Guide and Reservation</p>
 <p>St. Peter's Basilica</p>	 <p>Colosseum with Guide and Reservation</p>	 <p>Rome Dinner Voucher</p>	 <p>Basilica of St. Francis of Assisi</p>
 <p>Florence Tour with Guide</p>	 <p>Santa Croce</p>	 <p>Accademia with Guide and Reservation</p>	 <p>Florence Dinner Voucher</p>
 <p>Venice 48-Hour Vaporetto Pass</p>	 <p>Doge's Palace</p>	 <p>Glassblowing Demonstration</p>	

Specific to the trip, because it is an art and culture and language experience there would be the following activities as shown in the above slide.



Partnership with ACIS Tentative Itinerary Overview



Map & Route

OVERNIGHT FLIGHT

Depart — **1** — Night

ROME

3 — Nights


FLORENCE

2 — Nights

VENICE

2 — Nights

Return






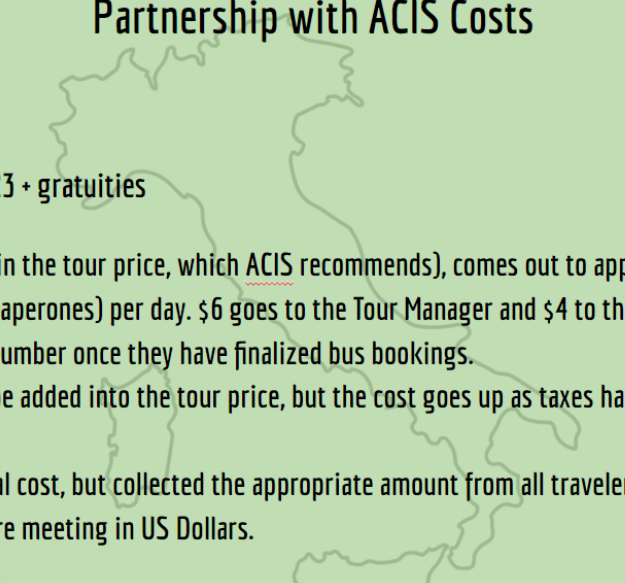



Mrs. Florencio went on to explain the route detailed on the slide. They would start with an overnight flight to Rome, then to Florence, and lastly to Venice and then return back home.

Mrs. Florencio read the following slide verbatim.



Partnership with ACIS Costs







Base Cost per student: \$4,923 + gratuities

- Tipping (if not included in the tour price, which ACIS recommends), comes out to approximately \$10 per person (including chaperones) per day. \$6 goes to the Tour Manager and \$4 to the bus driver.
- ACIS provides an exact number once they have finalized bus bookings.
- Option: These tips can be added into the tour price, but the cost goes up as taxes have to be factored in or
- Not included in the initial cost, but collected the appropriate amount from all travelers at the New Providence pre-departure meeting in US Dollars.

Partnership with ACIS "Nitty Gritty"



ACIS Student to Included Chaperone Ratio: 6:1

Rooming: 2 to 3 NPHS students of the same gender per room

[Itinerary in Detail - Personalized New Providence Website](#)

[Insurance Options](#)

- Trip price includes "Basic Protection Plan"
- Parents may choose to upgrade to "Ultimate" or "Ultimate Plus" for a fee
- Insurance Broker Review (Mr. Joyce)

[Full School Board Informational Packet](#)

Mr. Henry went on to speak about the insurance options for this trip. Mr. Paul Joyce, the district's insurance broker, has reviewed the insurance options from ACIS and given his opinion on the best options.

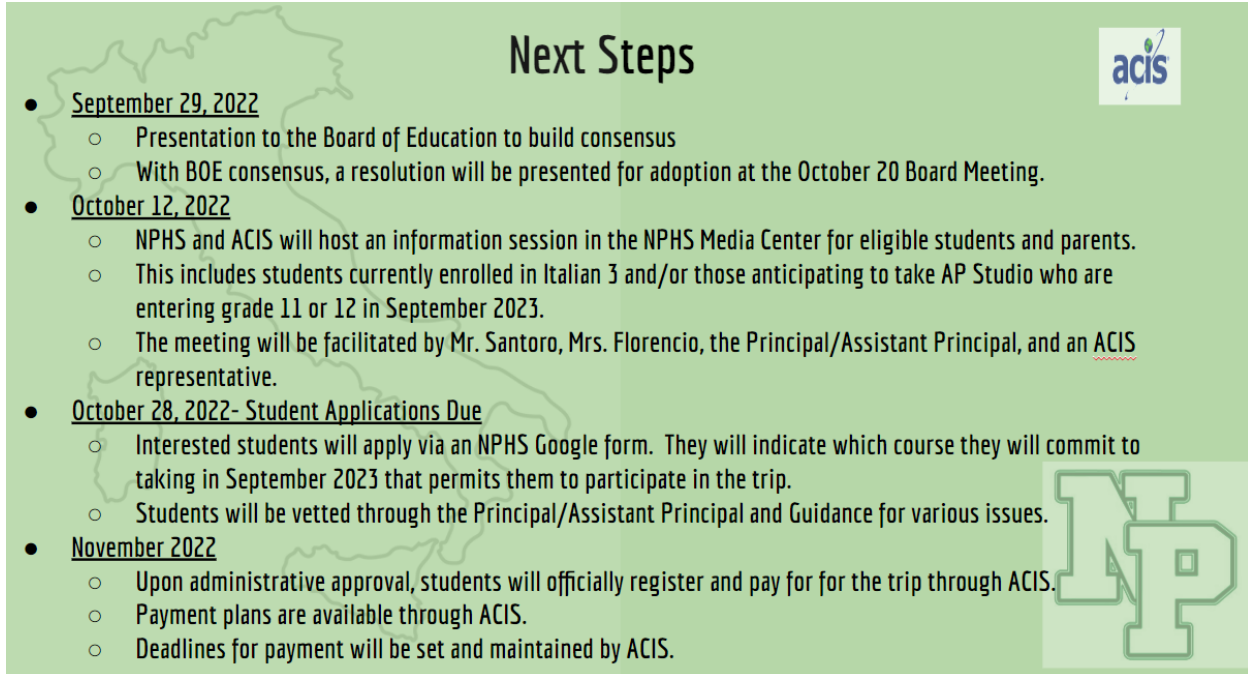
Upgrade your protection plan

At ACIS, we consider the safety of participants to be our top priority. That's why all travelers are automatically enrolled, at no extra charge, in our Basic Protection Plan. But for complete peace of mind, we recommend upgrading to one of our paid plans, like more than half of our travelers do each year. Our Ultimate plans provide increased on-tour coverage plus the ability to cancel for any reason and receive a full refund. Compare the plans for yourself!

[LEARN MORE](#)

	INSURANCE COVERAGE	CANCELLATION REFUND POLICY
ULTIMATE-PLUS PROTECTION PLAN <i>Best!</i>	MOST ENHANCED health coverage, program interruption, baggage delay/loss and travel delay/quarantine protection while on tour. Health coverage up to \$50,000. No deductible.	MOST ENHANCED cancellation refund policy. Cancel for any reason and receive a 100% cash refund (less the cost of the protection plan itself).
ULTIMATE PROTECTION PLAN <i>Better</i>	ENHANCED health coverage, program interruption, baggage delay/loss and travel delay/quarantine protection while on tour. Health coverage up to \$50,000. No deductible.	ENHANCED cancellation policy. Cancel for any reason and receive a full refund (less the cost of the protection plan itself). Note: Some of your refund will come as a future travel voucher.
BASIC PROTECTION PLAN <i>Good</i>	STANDARD health coverage, program interruption, and travel delay/quarantine protection while on tour. No baggage delay coverage. Health coverage up to \$15,000. \$200 deductible.	STANDARD cancellation policies apply in all cases. No special exceptions for medical or job loss-related cancellations.

Each person is required to have at least the basic protection plan. There are three options available as seen above, parents will have the opportunity to review the additional options. When looking at all three plans, the difference between them in regards to trip cancellations, it varies on the percent of reimbursement families will receive back.



Next Steps

- September 29, 2022
 - Presentation to the Board of Education to build consensus
 - With BOE consensus, a resolution will be presented for adoption at the October 20 Board Meeting.
- October 12, 2022
 - NPHS and ACIS will host an information session in the NPHS Media Center for eligible students and parents.
 - This includes students currently enrolled in Italian 3 and/or those anticipating to take AP Studio who are entering grade 11 or 12 in September 2023.
 - The meeting will be facilitated by Mr. Santoro, Mrs. Florencio, the Principal/Assistant Principal, and an ACIS representative.
- October 28, 2022- Student Applications Due
 - Interested students will apply via an NPHS Google form. They will indicate which course they will commit to taking in September 2023 that permits them to participate in the trip.
 - Students will be vetted through the Principal/Assistant Principal and Guidance for various issues.
- November 2022
 - Upon administrative approval, students will officially register and pay for the trip through ACIS.
 - Payment plans are available through ACIS.
 - Deadlines for payment will be set and maintained by ACIS.

Mr. Henry emphasized that the next steps will go rather quickly, there are a few things that need to be covered such as trip registration, getting information out to families. He began to read off the important dates and processes shown above. October 12th, there will be an information session that will provide more in depth details about the trip.

Dr. Miceli opened the floor for any questions from the Board.

Mrs. Cucarro asked if there was a minimum number of students that needed to be registered for the trip in order for the program to run, and if so what happens to the registered students if the program doesn't meet that requirement.

Mrs. Florencio responded that since the ratio is 6 students to 1 teacher, the minimum would need to be 18 students for the program to run with the chaperones at the mentioned price.

Mrs. Cucarro followed up to ask if this program will be opened up to other students if that minimum is not reached.

Mr. Henry answered that first they would need to confirm the exact minimum number of students. We would work with ACIS to see if there is a need for a minimum, but he is confident that we can get to the minimum since this program is open to juniors and seniors and various other courses.

Mrs. Killea asked if there was a target number of people that are interested in registering as of today? Were you thinking 25-30 people?

Mr. Henry responded that yes, they have about 25 people. We are hoping that the price does not deter anyone from wanting to experience this trip. The trip cost being just under \$5,000 covers everything needed. The goal is to get into the 20s.

Dr. Miceli said that they feel comfortable with these trips since we have always done trips like this in the past. But the cross-curricular aspect of the trip is what we are really excited about. We are looking to build consensus with the board tonight and come to a resolution to be approved at the October agenda.

Dr. Miceli explained that during the summer the board budgets for summer curriculum writing, those documents are written and sent to our education committee for review, and then typically, approve the curriculum in August and September, then disseminate that to our teacher accordingly. Tonight, they wanted to spend a little more time on the new standards with respect to comprehensive health and physical education. They have gotten a lot of press in the media and there have been a number of controversial comments to respect these new requirements and standards. Due to the sensitive nature of it we wanted to give the board and the community a little opportunity to get some exposure to it before they approved this evening. We will be talking about our plan with respect to sharing the information on an ongoing basis without community. Next, Dr. Miceli invited Mr. Keaney, Director of Curriculum, and Mr. Carangelo, Department head and Director of Athletics, to present the curriculum writing presentation.

Mr. Keaney stated that the objective of presenting to the Board the Comprehensive Health and Physical Education Standards, how they may have changed, the implications of curriculum design, and the next steps for informational sessions for parents to ensure everyone is on the same page. Mr. Keaney began to go over the process that the district has been through and give some background information as seen below:



Comprehensive Health and Physical Education Standards 2020

Timeline

2020 - NJ State Board of Education adopted new standards in 7 different subjects. (Adoption due in 2022-2023)

2021-2022 - We started our examination of the new standards and the comparison between the 2014 and 2020 standards.
New or update curricula? K-6, 9-12 updated, 7- 8 new curricula.

Spring 2022 - Media scrutiny, news reports, educational supply companies release resources, some confusion. Governor Murphy provides further clarification

Summer 2022 - Start of curriculum writing process. Collaboration between curriculum writers and dept head. Lessons adapted, redesigned or created.

Due to the pandemic, in 2020 every school district was given time to develop these standards which were not due to be implemented until the start of this school year.

During the course of the 2021-2022 school year, physical education and department of health teachers, under the guidance of Mr. Carangelo, spent time during department meetings and development sessions to take a deep dive down into the new strands looking for a comparison between the 2014 standards and the 2020 standards. The decision was made to update the K-6th curricula, and 9-12th curricula, and re-write the 7-8th grade curricula because it was last rewritten in 2010 and was already due to be rewritten.

Spring 2022- the new health standards came under a lot of scrutiny in the media.

Summer 2022- curriculum process begins via our curriculum writers. During this time Mr. Keaney and Mr. Carangelo look over the updated curricula and make any necessary adjustments and then send it to the committee for review.



Comprehensive Health and Physical Education Standards 2020

Overview - The 2020 NJSLS-CHPE were
“designed to address the needs of each student
to *gain knowledge and skills* in

- ❑ *caring for themselves*
- ❑ *interacting effectively, respectfully and safely with others, and*
- ❑ *analyzing the impact of health choices.”*

NJ Broadcast memo April 14th, 2022.

When writing a curriculum, the above three points are the big ideas that umbrella the Health curriculum.



Comprehensive Health and Physical Education Standards 2020

Reorganized into three comprehensive standards.

- ❑ Standard 2.1 Personal and Mental Health
- ❑ Standard 2.2 Physical Wellness
- ❑ Standard 2.3 Safety

There were four sets of health standards in 2014, they were rearranged into the above three standards.

This is what the state mandates us to incorporate into the curriculum. We have a choice on where we put it in the curricula, how we put it in the curricula, where we teach it, and how we teach it.



Comprehensive Health and Physical Education Standards 2020

Under each standard are a number of **Disciplinary Concepts**:

- ❑ **Standard 2.1 Personal and Mental Health**
 - ❑ Personal Growth and Development (PGD)
 - ❑ Pregnancy and Parenting (PP)
 - ❑ Emotional Health (EH)
 - ❑ Social and Sexual Health (SSH)
 - ❑ Community Health Services and Support (CHSS)
- ❑ **Standard 2.2 Physical Wellness**
 - ❑ Movement Skills and Concepts (MSC)
 - ❑ Physical Fitness (PF)
 - ❑ Lifelong Fitness (LF)
 - ❑ Nutrition (N)
- ❑ **Standard 2.3 Safety**
 - ❑ Personal Safety (PS)
 - ❑ Health Conditions, Diseases, and Medicines (HCDM)
 - ❑ Alcohol, Tobacco, and other Drugs (ATD)
 - ❑ Dependency, Substance Disorder, and Treatment (DSDT)

Each **Disciplinary Concept** is divided into a number of:

- a. **Core Ideas** - the most essential information for students to learn,
- b. **Performance Expectations** - what students should know and be able to do.

The **Performance Expectations** are organized in four grade bands:

- ❑ By the end of Grade 2
- ❑ By the end of Grade 5
- ❑ By the end of Grade 8
- ❑ By the end of Grade 12

Three mandatory standards are in blue, and for every standard, there is a disciplinary concept in red.

Then each of these disciplinary concepts is then split up into core ideas and performance exceptions. Performance exceptions are where what students should know and be able to do.

Mr. Carangelo commented on the performance expectations, one of the things that have changed is that there are now three new standards for health and physical education, Mr. Keaney mentioned in the past there were four for health and there was one for fitness but with the performance expectations from prior standards were split up into five grade bands and now are condensed into 4 grade bands as seen above.

Mr. Keaney commented that the state also mandates by what grade these performance expectations need to be taught.



Comprehensive Health and Physical Education Standards 2020

Standard 2.1 Personal and Mental Health

Disciplinary Concept

- ❑ Personal Growth and Development (PGD)

Core Ideas

- ❑ Individuals enjoy different activities and grow at different rates

Performance Expectation

- ❑ 2.1.2.PGD.1: Explore how activity helps all human bodies stay healthy.

Explained that the 2.1.2.PGD.1 is the following; 2.1 is the standard, 2 is the grade that this needs to be addressed by, PGD is the personal growth and development, 1 is the core idea, and then lastly the performance expectation which is, Explore how activity helps all human bodies stay healthy.

With these new standards, we have to find a balance in how this information is taught. We have to be sensitive to every member of the community who might feel this information is sensitive and would prefer for it not to go too in-depth but also sensitive to members of the community that would like for us to go into more depth. It's all about finding a good balance so parents can choose to have additional conversations if needed.



Comprehensive Health and Physical Education Standards 2020

Generally the new content includes performance expectations related to

- ❑ boundaries and consent
- ❑ sexual orientation and gender identity
- ❑ sexual health services and applicable laws

Mr. Carangelo went on to explain the above new content in the standards.




Comprehensive Health and Physical Education Standards 2020

NEW K-2 Standards 2020	
2.1 Social and Sexual Health	2.1.2.SSH.1: Discuss how individuals make their own choices about how to express themselves. (covered in Unit 4 of 2018 Grade 2 Health curriculum and Unit 2 of Grade 1 Health curriculum)
2.1 Social and Sexual Health	2.1.2.SSH.2: Discuss the range of ways people express their gender and how gender-role stereotypes may limit behavior. (covered in Unit 4 of 2018 Grade 2 Health curriculum)
2.1 Social and Sexual Health	2.1.2.SSH.7: Explain healthy ways for friends to express feelings for and to one another (covered in Unit 4 of 2018 Grade 2 Health Curriculum and Unit 2 of Grade 1 Health curriculum)
2.1 Social and Sexual Health	2.1.2.SSH.8: Demonstrate healthy ways to respond to disagreements or conflicts with others (e.g., leave, talk to trusted adults, tell a sibling or peer). (covered in Unit 1 of 2018 Grades 1 and 2 Health curriculum)
2.1 Social and Sexual Health	2.1.2.SSH.9: Define bullying and teasing and explain why they are wrong and harmful. (covered in Unit 1 of 2018 Grade 1 Health curriculum)
2.1 Personal Growth and Development	2.1.2.PGD.5: List medically accurate names for body parts. (Previously covered Unit 1 of 2018 Grade 2 Health curriculum)
2.1 Pregnancy and Parenting	2.1.2.PP.1: Define reproduction. (NOTE that Life Cycle is covered in Unit 1 of 2018 Grade 2 Science curriculum)
2.1 Pregnancy and Parenting	2.1.2.PP.2: Explain the ways in which parents may care for their offspring (e.g., animals, people, fish). (NOTE that is covered in Unit 2 of 2018 Grade 1 Science curriculum)


The standards highlighted are theoretically new standards that were not included in prior health curricula. However, grades K-2 since have taught these concepts as they are included in our current science curricula in grades 1 and 2 respectively.

Mr. Keaney went on to explain how the 2.1.2 SSH.2 standard about gender roles has been in place in our prior health curriculum. In the 2nd grade, the students continue to read a story

called *A Fire Engine for Ruthie*, which spoke about Ruthie liking fire engines and how it is okay for girls to like cars. The discussion with the students is whether or not it is okay for Ruthie to like cars etc. This starts the discussion for students regarding gender stereotypes.

 Comprehensive Health and Physical Education Standards 2020	
NEW 3-5 Standards 2020	
2.1 Social and Sexual Health	2.1.5.SSH.1: Describe gender-role stereotypes and their potential impact on self and others. (covered unit 4 of grade 5 2018 Health curriculum)
2.1 Social and Sexual Health	2.1.5.SSH.2: Differentiate between sexual orientation and gender identity.
2.1 Personal Growth and Development	2.1.5.PGD.2: Examine how the body changes during puberty and how these changes influence personal self-care. (covered unit 4 of grades 4 and 5 2018 Health curriculum)
2.1 Personal Growth and Development	2.1.5.PGD.4: Explain common human sexual development and the role of hormones. (covered unit 4 of grades 4 and 5 2018 Health curriculum)
2.1 Personal Growth and Development	2.1.5.PGD.5: Identify trusted adults, including family members, caregivers, school staff, and health care professionals, whom students can talk to about relationships and ask questions about puberty and adolescent health. (covered unit 2 of grades 3 & 4 2018 Health curriculum)
2.1 Pregnancy and Parenting	2.1.5.PP.1: Explain the relationship between sexual intercourse and human reproduction (covered unit 4 of grades 4 & 5 2018 Health curriculum)

The highlighted standard will be included in the Family life curriculum, which would continue to be taught by our school nurses.

 Comprehensive Health and Physical Education Standards 2020	
NEW 6-8 Standards 2020	
2.1 Social & Sexual Health	2.1.8.SSH.2: Develop a plan for the school to promote dignity and respect for people of all genders, gender identities, gender expressions, and sexual orientations in the school community. (covered in Unit 1 of 2018 Grade 7 Health curriculum)
2.1 Social & Sexual Health	2.1.8.SSH.3: Demonstrate communication skills that will support healthy relationships (covered in Unit 4 of 2019 Grade 6 Health Curriculum, Unit 1 of 2018 Grade 7 Health curriculum)
2.1 Social & Sexual Health	2.1.8.SSH.7: Identify factors that are important in deciding whether and when to engage in sexual behaviors. (covered in Unit 3 of 2019 Grade 6 & Unit 3 of 2018 Grade 8 Health curriculum)
2.1 Social & Sexual Health	2.1.8.SSH.8: Identify factors that can affect the ability to give or perceive consent to sexual activity (e.g., body image, self-esteem, alcohol, other substances)
2.1 Social & Sexual Health	2.1.8.SSH.9: Define vaginal, oral, and anal sex.

Mr. Carangelo explained the terms used in standards 2.1.8.SSH.9 are only going to be used as definitions. Though these terms have never been specifically laid out and written into a curriculum, they have always been discussed with students so students understand the risks associated with all forms of sexual activities. That is the lens that has been taught and will continue to be taught.



Comprehensive Health and Physical Education Standards 2020

NEW 6-8 Standards 2020	
2.1 Personal Growth & Development	2.1.8.PGD.3: Describe the human reproductive systems, the external and internal body parts and their functions, and the natural variations that exist in human bodies. (covered in Unit 3 of 2019 Grade 6 Health curriculum)
2.1 Community Health Services & Support	2.1.8.CHSS.2: Describe the state and federal laws related to age of consent, minors' ability to consent to health care, confidentiality in a healthcare setting, child pornography, sexting, safe haven and sex trafficking. (previously covered in grade 8 via health presentations by school counselors)
2.1 Community Health Services & Support	2.1.8.CHSS.3: Identify the state and federal laws related to minors' access to sexual healthcare services, including pregnancy and STIs/HIV prevention, testing, care, and treatment (covered in Unit 3 of 2018 Grade 8 Health curriculum)
2.1 Community Health Services & Support	2.1.8.CHSS.4: Identify community resources and/or other sources of support, such as trusted adults, including family members, caregivers, and school staff, that students can go to if they are or someone they know is being sexually harassed, abused, assaulted, exploited, or trafficked. (covered in Unit 4 of 2019 Grade 6 Health curriculum)
2.1 Community Health Services & Support	2.1.8.CHSS.5: Identify medically accurate sources of information about STIs, including HIV, such as local STIs / HIV prevention, steps to obtain PrEP and PEP, testing, and treatment resources. (covered in Unit 3 of 2018 Grade 8 Health curriculum)


The next slide once again presents the new standards; however, as shown above, the vast majority of this content has always been taught in our prior NPSD health curricula.



Comprehensive Health and Physical Education Standards 2020

NEW 9-12 Standards 2020	
2.1 Social and Sexual Health	2.1.12.SSH.2: Advocate for school and community policies and programs that promote dignity and respect for people of all genders, gender expressions, gender identities, and sexual orientations. (covered in Unit 2 of 2018 Grade 9 Health Curriculum)
2.1 Social and Sexual Health	2.1.12.SSH.3: Analyze current social issues affecting perceptions of sexuality, culture, ethnicity, disability status and make recommendations to address those issues. (covered in Unit 2 of 2018 Grade 9 Health Curriculum)
2.1 Social and Sexual Health	2.1.12.SSH.5: Demonstrate ways to show respect for the boundaries of others as they relate to intimacy and sexual behavior. (covered in Unit 1 of 2018 Grade 9 Health Curriculum and Unit 3 of 2018 Grade 12 Health Curriculum)
2.1 Social and Sexual Health	2.1.12.SSH.9: Analyze the personal and societal factors that could keep someone from leaving an unhealthy relationship (covered in Unit 1 of 2018 Grade 9 Health Curriculum)
2.1 Social and Sexual Health	2.1.12.SSH.8: Describe the human sexual response cycle, including the role of hormones and pleasure (covered in Unit 2 of 2018 Grade 9 Health Curriculum)
2.1 Social and Sexual Health	2.1.12.SSH.10: Analyze the state and federal laws related to minors' ability to give and receive sexual consent and their association with sexually explicit media. (covered in Unit 3 of 2018 Grade 12 Health Curriculum)

In the curriculum we always talked about trusted adults, however, it was never explicitly laid out in the curriculum, which is why it is now highlighted. Safe Haven Law has also been expanded.

 Comprehensive Health and Physical Education Standards 2020	
NEW 9-12 Standards 2020	
2.1 Pregnancy and Parenting	2.1.12.PP.1: Compare and contrast the advantages and disadvantages of contraceptive and disease prevention methods (e.g., abstinence, condoms, emergency contraception, dental dams). (covered in Unit 3 of 2018 Grade 9 Health curriculum)
2.1 Pregnancy and Parenting	2.1.12.PP.2: Develop a plan to eliminate or reduce risk for unintended pregnancy and/or STIs (including HIV) and identify ways to overcome potential barriers to prevention. (covered in Unit 3 of 2018 Grade 9 Health curriculum)
2.1 Pregnancy and Parenting	2.1.12.PP.3: Identify trusted adults, including family members, caregivers, school staff, and health care professionals to ask questions and discuss pregnancy and other health topics.
2.1 Pregnancy and Parenting	2.1.12.PP.7: Analyze the emotional, social, physical, and financial effects of being a teen or young adult parent. (covered in Unit 2 of 2018 Grade 9 Health curriculum)
2.1 Pregnancy and Parenting	2.1.12.PP.8: Assess the skills needed to be an effective parent. (covered in Unit 2 of 2018 Grade 9 Health curriculum)
2.1 Community Health Services & Support	2.1.12.CHSS.3: Explain the purpose of the Safe Haven Law and identify locations in your community. (covered in Unit 2 of 2018 Grade 9 Health curriculum)
2.1 Community Health Services & Support	2.1.12.CHSS.4: Identify medically accurate sources of information and local services that provide contraceptive methods (including emergency contraception and condoms) and pregnancy options (including parenting, abortion, safe haven, adoption, and prenatal care). (covered in Unit 3 of 2018 Grade 9 Health curriculum)

After doing this deep dive into the standards, the vast majority of what we are teaching has been addressed before in previous health curricula and has been in our health curricula for the past six years or so and we are modifying and adjusting some things as we go along.

 Comprehensive Health and Physical Education Standards 2020	
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Most of the above new performance expectations address topics and core ideas that were already present in some form in our prior curricula (2014 NSJLS Standards) but in most cases are adding more specificity.

What did the District do when rewriting the curriculum, when going back to look at how they had previously done it there are three different things that the District did to address this. Adapted present resources that we had been using for many years, adjusted them (if needed) so they can address the performance exceptions that are required, and designed some additional resources - did not go out and get packets of resources from outside educational consulting.



Comprehensive Health and Physical Education Standards 2020

How did we address the new standards?

- a. *Adapted present resources*
- b. *Designed additional resources*
- c. *Restructured projects*

Overall - New lessons added but with no major wholesale changes

Mr. Keaney went over the next steps by sharing the new curriculum with the teacher nurses and providing them with professional development to ensure that they understand the curriculum and what they will be teaching. 4th/5th/6th Grade Family Life Night will be scheduled for the family to attend (as is consistent with our normal procedures). Parents also have the option to come to the board office and read over the curriculum if they wish and reach out to Mr. Carangelo with any additional questions they may have. Later on, feedback will be collected from teachers and students to see if we taught these topics in the best way and if there is any need for adjustments.

Mr. Carangelo then went on to explain that the Family Life nights have been very essential in regard to teaching some of these more sensitive topics to our elementary aged students. The only difference is that one additional lesson will be added moving forward.



Comprehensive Health and Physical Education Standards 2020

What's Next?

- a. **Professional Development** with teachers and nurses
 - how to best design lessons in the most age appropriate manner to address student needs
 - how best to answer student questions on the more sensitive topics
- b. **Schedule for 4th/5th/6th Grade Family Life Night**
- c. **Collect feedback**

There is an option for families to opt out of their students. We want to provide parents with all the information for them to make informed decisions for their families. Nurses will provide information to be shared with students with parents.

Mr. Keaney and Mr. Carangelo made it clear that they are more than happy to address any concerns or questions parents may have. Mr. Keaney clarified that students can be opted out of the family life or sexual education lesson but not health as a whole course. Parents will need to fill out a specific form to opt-out.

Dr. Miceli wanted to reiterate Mr. Keany's point, family life and sexual education have always been in the curriculum. We have had parents over the years come with concerns about the standards and have always been given the option to opt-out. This will continue.

Dr. Micieli opened the floor for questions from the Board.

Mrs. Coniglio wanted to thank the curriculum committee for all the work done. Thank you for making all this information very clear.

Mrs. Gunderman echoed Mrs. Coniglio's words, thank you for all the work you have done. Wanted to get clarification on the Family Life Nights, wanted to understand if these were just for parents to be able to get a review of the curriculum before the curriculum is taught to students.

Mr. Carangleo confirmed this. Mrs. Kral, Salt Brook nurse, teaches this presentation. She will provide parents with possible questions students may ask, what type of questions may be answered and what questions will be handed over to parents to answer.

Mr. Keaney emphasizes that no family life curriculum will be taught before these Family Life nights are held.

Dr. Miceli added that this curriculum will be taught after parents have an opportunity to attend the Family Life Nights and after the winter break. To give parents time to discuss.

Mrs. Marano would like to thank the committee as well and she had an opportunity to also sit in the Family Life Night and appreciates how clear the information has been presented.

Mrs. Killea wanted clarification on when the Family Life nights would be held.

Mr. Keaney explained that they wait up to eight months into the school year before teaching students this information.

Mrs. Killea asked that the time frame is between the Family Life Nights and when the curriculum is actually taught to the students.

Mr. Carangelo answered that it can vary. Before any of those lessons are taught after the Family Life night, the school will send out letters to families letting them know beforehand.

Mrs. Killea followed up by asking if the students who opt-out will be taken to the media center or separate room, not missing the whole day of school.

Mr. Carangelo and Mr. Keaney confirmed this. Said that there would be an alternate activity still regarding health for these students who opt out.



Comprehensive Health and Physical Education Standards 2020

Parent Choice

Pursuant to N.J.S.A. 18A:35-4.7, if parents/guardians feel that any part of instruction in health, family life education or sex education is in conflict with their conscience or sincerely held moral or religious beliefs they can contact the building principal and complete a form for their child to be excused from that portion of the course without penalty.

PUBLIC COMMENTS

Mrs. Misiukiewicz opened the meeting for the Public to be heard (on specific agenda items) at 8:46 p.m.

Hi, my name is Glen Robertson. I am the president of the New Providence Education Association, so I usually give my address as 35 Pioneer Drive. I wanted to take an opportunity to speak on the referendum and as always it's an honor to get the opportunity to speak for the faculty and staff and members of the association and express our appreciation and hard work, Mr. Testa, I know you have carried this one a long way on this proposal. Such a large percentage of which is dedicated to the health and safety of the students and staff in the building and it would be disingenuous if I didn't tell you how excited the faculty is with the idea that they might be teaching in an air conditioned space within a year or two. And also to reiterate, it's going to be a nice option not to have to consider whether I want the air exchanged in my room whenever on a regular basis or do I want to have to open the windows in January, so from a climate control standpoint I think it's gonna be wonderful. Big boost to the morale of not only the faculty and staff but the students as well. But as a teacher, I hate to miss a teachable moment, or the opportunity to comment on something, it seems readily obvious but which I have not heard talked about yet, maybe because I didn't attend every meeting. But one of the viable lessons I think we have learned over the 3 years is how in-person instruction time is an unbelievably precious and finite resource and we have all seen the results of when we had to limit that due to things that were going on outside of our control and I'll tell you that faculty and staff when they are designing lesson plans spend all their time thinking about the most effective way to reach these kids all the time and it will be a huge relief I think, for teachers to not have to consider what the weather is going to be like the next day when they are trying to think about what their kids are capable of handling in a class, after lunch, is it before lunch, how will my kids have just come in from recess, will they be exhausted. So given the fact that we have the opportunity now to do this in place and the cost seems to be reasonable and given what we have lived through in these three years, with not being able to be in person. I think it would be a missed opportunity if the community didn't examine real deeply the opportunity to move forward with this way and make the students and the staff not only more comfortable but make the instructional time more effective and take advantage of every minute we have with these kids and the opportunity to teach them. Thank you for your time.

Nick Schultz, 6 Candlewood drive, I do support the bond referendum. I think you're losing votes on messaging, in the presentation tonight there were five slides on furniture. In the flyers that are going out there are three words on here that allude to air conditioning but don't actually say air conditioning, 80% of this referendum was going towards air conditioning and those words weren't even used in the video presentation. I agree with everything the previous speaker said, but what we are not seeing is this being advertised for air conditioning. My daughter's first grade classmates were being sent home in June for heat exhaustion and not a single one of them got sent home for an uncomfortable chair, but we saw many slides and a lot of information on furniture which is a very small amount. I want to see you guys win this, I support it. I'm having to convince retirees that it's more than just furniture; they think we're spending \$20 million on furniture. And I think it's bad messaging, I'm not sure who came up with it but I think it needs to be redone before the November 8th election because I'm trying to convince people it's not about furniture, that it's about air conditioning and how we're putting some of these kids to inhumane situations in 2022. 40 years ago I was in the same grade as my daughter and I had air conditioning. It's unbelievable we're at this point, but I think the messaging needs to be focused

on air conditioning and it needs to be said specifically in the flyers we're putting air conditioning in our schools that's what \$18 million or \$17.5 million is going towards and we need to let the community know that's the majority of this proposal not furniture, not roofs, not tracks but air conditioning that needs to be the focus that's the priority, thank you.

Alan Swanson, I'm on 47 Over Hill Road. I'm also the chair of the Lawanica group of the Sierra Club which represents Morris and Union County. I'm on the state board of directors of the Sierra club and I'm here today in response to the previous meeting where the presentation was made on the referendum. I jumped up because I want to follow up on the issue that the presentation where over 50 minutes were spent on the furniture which constitutes \$2.1 million of the bond and under two minutes for the entire heating and cooling, the aspect of the bond which represents over 17 million. I absolutely agree with the focus on the heating and cooling systems, but I would like to look at it and then reason I bring it up for the board is that I want you to keep this in mind, when you're looking at the system in the future; I am a senior citizen and I happen to support the bond. I will be voting for it. I agree that it's important to present the issues with regard to the heating and cooling, from my perspective and from the perspective of the Sierra Club it's important to be sure that the systems that are considered are going to be consistent with the New Jersey commitment to net zero fossil fuel usage by 2050. I know that your systems have been in existence for 60 years, so then the decisions that you're going to be making as a board are going to have an impact on the environment for a very long time, much longer than in the current student population and so what really all that I'm asking is that it's important to look at the extensive number of resources and information that's available and the technologies that are available today in order to make sure that you are taking advantage of those technologies in order to have the best possible system for the environment and for the future thank you. On a personal comment, I want to tell you I have a rather significant hearing loss. You all as a Board of Education get an A for the system that you have here and the usage of it, in terms of everyone speaking into the microphones and the use of it. It's refreshing to be in a meeting where everyone is aware of this and where I am not straining. Please pass this on to the council.

Ben Meira, 78 Charnwood Road. Getting back to the health curriculum, we attended the fourth, fifth, and sixth grade family life sessions. They were very informative. Would there be a 7th and 8th grade session? I think it would be very beneficial when making our decision.

Dr. Miceli said that they could take a look at this option.

Mrs. Misiukiewicz declared the public portion of the meeting closed at 8:51 p.m.

APPROVAL OF MINUTES

Mrs. Coniglio moved to approve the minutes for:

Board Minutes:	September 29, 2022
Business Meeting:	September 29, 2002

Mrs. Marano seconded the motion and it was carried on the following vote:

Roll call vote:

<u>Yea</u>	Mrs. Coniglio
<u>Abstain</u>	Mrs. Cuccaro
<u>Yea</u>	Mrs. Gunderman
<u>Yea</u>	Mrs. Killea
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Misiukiewicz
<u>Yea</u>	Mr. Walsh

ACTION ITEMS

Mr. Walsh, Finance Chairperson moved to approve items 1 through 8 as listed below:

BOARD SECRETARY AND TREASURER REPORT APPROVED

1. After review, we hereby accept the Board Secretary and Treasurer reports for August 2022. No major account or fund has been over expended in violation of financial obligations for the remainder of the fiscal year.

BILL LIST APPROVED

2. Approve the payment of bills for September 2022, in the amount of \$ 3,374,576.54.

PRESCHOOL TUITION REIMBURSEMENT APPROVED

3. Approve the refund of 2022/2023 preschool tuition deposit in the amount of \$1.06 to Avinash Takale.

JOINTURE TRANSPORTATION AGREEMENT APPROVED

4. Approve the Joint Transportation Agreement between the Morris Union Jointure Commission and the New Providence School District for the 2022/2023 extended school year as stated below:

<u>Route</u>	<u>Total Route Cost</u>	<u>Aide Per Diem</u>
903s	\$ 4,999.13	\$ 87.23
906s	\$ 4,414.57	\$ 0.00
908s	\$12,297.96	\$ 142.74
938s	\$ 6,883.30	\$ 95.16
940s	\$ 8,383.68	\$ 63.43
942S	\$ 5,982.79	\$ 51.55

**NEW PROVIDENCE PRESBYTERIAN PRESCHOOL & KINDERGARTEN NONPUBLIC
TECHNOLOGY INITIATIVE PROGRAM SPENDING PLAN APPROVED**

5. Approve the Nonpublic Technology Initiative Program spending plan for the participating school located within the District, New Providence Presbyterian Preschool & Kindergarten, for the 2022/20223 school year.

**ACADEMY OF OUR LADY OF PEACE NONPUBLIC TECHNOLOGY INITIATIVE PROGRAM
SPENDING PLAN APPROVED**

6. Approve the Nonpublic School Security Initiative Program spending plan for the participating school located within the District, Academy of Our Lady of Peace, for the 2022/2023 school year.

**ANONYMOUS DONATION TO THE NEW PROVIDENCE ATHLETIC DEPARTMENT
APPROVED**

7. Approve the anonymous donation to the New Providence Athletic Department for the Girls Volleyball team in the amount of \$848.00 for the purchase of an Edge Pro Volleyball Trainer.

PURCHASE OF ATHLETIC SUPPLIES APPROVED

8. Approve the purchase of athletic supplies through Educational Data Services, Inc., in an amount not to exceed \$2,456.94.

Mrs. Marano seconded the motion.

Roll call vote:

<u>Yea</u>	Mrs. Coniglio
<u>Yea</u>	Mrs. Cuccaro
<u>Yea</u>	Mrs. Gunderman
<u>Yea</u>	Mrs. Killea
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Misiukiewicz
<u>Yea</u>	Mr. Walsh

FACILITIES ACTION

Mr. Walsh, Facilities chairperson, moved to approve Item 1 as listed below:

DISPOSAL OF ITEMS APPROVED

1. Approve the disposal of the following items, as they are outdated and no longer deemed necessary for school use.

Asset Number	Site	Room	Asset Description	Manufacturer	Model Num	Serial Number
105203	HS	505	Projector	Epson	696Ui	X3VJ740733L
104458	HS	210	Firewall	Palo Alto Networks	PA-3020	1801017420
N/A	HS	210	Firewall	Palo Alto Networks	PA-3020	1801054442

Mrs. Cuccaro seconded the motion.

Roll call vote:

<u>Yea</u>	Mrs. Coniglio
<u>Yea</u>	Mrs. Cuccaro
<u>Yea</u>	Mrs. Gunderman
<u>Yea</u>	Mrs. Killea
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Misiukiewicz
<u>Yea</u>	Mr. Walsh

EDUCATION ACTION

Mrs. Coniglio, Education chairperson, moved to approve Items 1 through 12 as listed below:

NEW PROVIDENCE SCHOOL DISTRICT GUIDANCE FOR CHAPTER 27 EMERGENCY VIRTUAL OR REMOTE INSTRUCTION PROGRAMS FOR THE 2022/2023 SCHOOL YEAR APPROVED

1. Approve the New Providence School District's Guidance for Chapter 27 Emergency Virtual or Remote Instruction Programs for the 2022/2023 school year and approve the submission of same to the NJDOE.

ADDITIONAL FIELD TRIP DESTINATIONS FOR 2022/2023 SCHOOL YEAR APPROVED

2. Approve the following additional field trip destinations for the 2022/2023 school year in

accordance with N.J.A.C. 6A:23A-5.8:

- a. Escapology, Garwood, NJ
- b. Maritime Aquarium, Norwalk, CT

CURRICULUM GUIDES AND RECOMMENDATIONS FROM SUPERINTENDENT APPROVED

3. Approve the following curriculum guides with the recommendation of the Superintendent of Schools. Each of these curricula has been written by a District teacher and revised by the appropriate Department Head according to the New Jersey Student Learning Standards and District expectations, including UbD format. The Director of Curriculum, Instruction, and Supervision has reviewed and approved each curriculum, and each one has been reviewed and approved by the Board of Education Curriculum Committee.

Health and Physical Education

Health Education (Grade7)	New
Health Education (Grade 8)	New
Health Education (Grades K-6)	Updated
Health Education (Grades 9-12)	Updated

Language Arts

AP Language and Composition (Grade 11)	New
World Literature (Grade 9)	Revised

Social Studies

AP World History (Grade 9)	New
Social Studies and Civics (Grade 7)	New
Entrepreneurship (Grades 9-12)	New

STANDARD 9 AND CLIMATE CHANGE CURRICULA UPDATES APPROVED

4. Approve the attached Standard 9 and Climate Change curricula updates made according to the New Jersey Student Learning Standards. **(EXHIBIT A)**

ENROLLMENT OF STUDENT AT NEWMARK HIGH SCHOOL APPROVED

5. Approve the enrollment of Student #10507 at Newmark High School, Inc., for the 2022/2023 school year, at a tuition cost of \$62,220.60, effective 9/7/22.

ENROLLMENT OF STUDENT AT NEW DAWN ACADEMY APPROVED

6. Approve the enrollment of Student #11093 at New Dawn Academy, for the 2022/2023 school year, at a tuition cost of \$53,028.00, effective 9/7/22.

ENROLLMENT OF STUDENT AT NEW DAWN ACADEMY APPROVED

7. Approve the enrollment of Student #10770 at New Dawn Academy, for the 2022/2023 school year, at a tuition cost of \$53,028.00, effective 9/7/22.

ENROLLMENT OF STUDENT AT PHOENIX CENTER, INC. APPROVED

8. Approve the enrollment of Student #19134 at the Phoenix Center, Inc., for the 2022/2023 school year, at a tuition cost of \$69,950.68, effective 9/19/22.

COURSES FOR THE 2022/2023 SCHOOL YEAR APPROVED

9. Approve the courses with enrollment of under 10 students for the 2022/2023 school year. (EXHIBIT B)

STUDENT SETTLEMENT AGREEMENT APPROVED

10. Approve the settlement agreement for Student #12116, copies in the hands of each Board member.

STUDENT SETTLEMENT AGREEMENT APPROVED

11. Approve the settlement agreement for Student #10446, copies in the hands of each Board member.

INTEGRATED SPEECH PATHOLOGY, LLC APPROVED

12. Approve Integrated Speech Pathology, LLC for Speech and Language Therapeutic services, at a rate of \$130.00 an hour.

Mrs. Gunderman seconded the motion.

Roll call vote:

<u>Yea</u>	Mrs. Coniglio
<u>Yea</u>	Mrs. Cuccaro
<u>Yea</u>	Mrs. Gunderman
<u>Yea</u>	Mrs. Killea
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Misiukiewicz
<u>Yea</u>	Mr. Walsh

PERSONNEL ACTION

Mrs. Cuccaro, the Personnel Chairperson, moved to approve Items 1 through 4 as listed below:

2022/2023 APPOINTMENTS APPROVED

Dr. Miceli introduced all new staff members:

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 2022/2023 school year:
 - a. Laura Freeman, substitute teacher/teacher aide
 - b. Shawna Damon, Title III teacher, 30 hours @ \$54.87/hr.
 - c. Shawna Damon, after hours translation work to be paid at a rate of \$30.00 per half hour and \$50.00 per hour, effective 9/30/22
 - d. Christian Rizzo, substitute teacher/teacher aide
 - e. Rachel Fintz, summer work to maintain and monitor the Touch-Tank at the high school, not to exceed 30 hours @ \$54.87/hr., effective 7/1/22
 - f. Julie Triana, playground/lunch assistant, (3.0 hrs./day), \$9,504.00 (base \$10,560.00), effective 10/1/22 (subject to criminal history review procedures)
 - g. Barbara Pryer, playground/lunch assistant, (3.0 hrs./day), \$9,504.00 (base \$10,560.00), effective 10/1/22 (subject to criminal history review procedures)
 - h. Conceicao Da Silva, playground/lunch assistant, (3.0 hrs./day), \$9,504.00 (base \$10,560.00), effective 10/1/22 (subject to criminal history review procedures)
 - i. Irma Steinfeld, playground/lunch assistant, (3.0 hrs./day), \$8,808.00 (base \$10,560.00), effective 10/24/22 (subject to criminal history review procedures)
 - j. Christina Gerace, student teacher, effective 9/30/22 through 6/30/23
 - k. Ben Ruben-Schnirman, MS stage band, director, \$863.20, effective 9/1/22-10/31/22
 - l. Brittany Spina, MS stage band, director, \$3,452.80.00, effective 11/1/22-6/30/23
 - m. Hala Ebedo, substitute teacher/teacher aide
 - n. Geraldine Fletcher, substitute teacher/teacher aide
 - o. Grace Gillott, substitute teacher/teacher aide (subject to criminal history review procedures)
 - p. Alexa Graham, substitute teacher/teacher aide (subject to criminal history review procedures)
 - q. Alyssa Machado, substitute teacher/teacher aide
 - r. Nicole Mortola, substitute teacher/teacher aide
 - s. Emily Mellow, substitute teacher/teacher aide
 - t. Yvette Way-Hawkins, substitute teacher/teacher aide (subject to criminal history review procedures)
 - u. Elizabeth Bland, secretary II, 12 mos., 7.5 hrs./day, \$59,227.00, for the entire 2022/2023 school year
 - v. Erin Siek, HS diversity club, advisor, \$2,064.00
 - w. Susan Rembetsy, HS computer programming club, advisor, \$2,064.00
 - x. Benjamin Ruben-Schnirman, HS music club, advisor, \$2,064.00

2022/2023 REVISIONS APPROVED

2. Approve the following revisions for the 2022/2023 school year:

- a. Jacqueline Henriques, teacher, from Step 8, Column III (\$67,149.00), to Master's, Step 8, Column IV (\$69,637.00), effective 9/1/22, due to course credits and receipt of Master's degree
- b. Kristin Jakubowski, teacher, from Step 11, Column III (\$74,898.00), to Master's, Step 11, Column IV (\$78,119.00), effective 9/1/22, due to course credits and receipt of Master's degree
- c. Christian Rizzo, teacher, \$45,551.00 (base \$56,939.00), effective 11/1/22
- d. Christian Rizzo, MS, for teaching one (1) additional period, \$6,400.00, effective 11/1/22
- e. Benjamin Ruben-Schnirman, teacher, from Step 4, Column I (\$58,439.00), to Step 4, Column II (\$59,982.00), effective 9/1/22, due to course credits
- f. Scott Rahner, teacher, from Step 3, Column II (\$59,480.00), to Master's, Step 3, Column IV (\$63,625.00), effective 9/1/22, due to course credits and receipt of Master's degree
- g. Brandon Hilf, teacher, from Step 3, Column II (\$59,480.00), to Step 3, Column III (\$61,355.00), effective 9/1/22, due to course credits
- h. Kathleen Fahey, teacher, from Step 13, Column IV (\$85,505.00), to Master's, Step 13, Column V (\$88,768.00), effective 9/1/22, due to course credits
- i. Laura Freeman, long term substitute teacher, \$31,646.00 (base \$65,250.00), effective 9/6/22 through 1/27/23.

2022/2023 RESCINDED APPOINTMENTS APPROVED

3. Rescind the following appointments for the 2022/2023 school year:

- a. Sophia Pasquariello, student teacher, effective 9/1/22-12/31/22
- b. Todd Craft, student teacher, effective 9/1/22-6/30/23
- c. Alyssa Cook, speech language pathology practicum student, to work in the District with special services, effective 9/1/22-6/30/23
- d. Stephen Voelker, MS Stage Band, director, \$5,478.00
- e. Peter Schaefer, HS math team advisor, \$2,064.00
- f. Marc Willemsen, tennis (spring), boys, first assistant, \$5,088.00

JOB DESCRIPTIONS APPROVED

4. Approve the following Job Descriptions, copies in the hands of each Board member.

<u>Job No.</u>	<u>Job Title</u>	
131A	Assistant Athletic Coach	New
131	Athletic Coach	Revised
301	Volunteer Athletic Coach	Revised

Mrs. Coniglio seconded the motion.

Roll call vote:

<u>Yea</u>	Mrs. Coniglio
<u>Yea</u>	Mrs. Cuccaro
<u>Yea</u>	Mrs. Gunderman
<u>Yea</u>	Mrs. Killea
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Misiukiewicz
<u>Yea</u>	Mr. Walsh

BOARD POLICY

No Board Policy for approval

COMMITTEE REPORTS

1. Curriculum, Instruction, and Technology: No comments
2. Finance, Facilities, and Safety/Security: No comments
3. Personnel, Management, and Communication: Mrs. Cucarro commented that the only update is to get the word out regarding bond referendum and work

OLD BUSINESS

No old business to discuss.

NEW BUSINESS

No new business to discuss.

OPPORTUNITY FOR THE PUBLIC TO BE HEARD

Mrs. Misiukiewicz opened the meeting for the Public to be heard at 9:01 p.m.

Jennifer Neiderhoffer, 32 Club Lane, members of the board my comment tonight is to ask the board to consider a pay increase for the substitute teachers working in the New Providence School District. As you know, our district is facing a shortage of substitutes due to a number of factors but among them right now is the low rate of pay which is currently \$100 per day or \$50 for a half day. I recently attended the Board of Education meeting at UCVTS where Superintendent Ryan announced that the district will be raising the rate to \$125 per day, to fall in

line with other districts in Union County. I believe New Providence should look into doing the same, the current rate of \$100 per day for substitutes, myself included, can make more money working at Target. Berkeley Heights and Chatham pay \$120 per day, Summit \$125. In addition to a bonus for working a certain percentage of available days as well as offering a recruiting bonus to staff members who bring in new substitutes. New Providence current rate is not high enough to compete with these neighboring districts. We are losing subs to them. The lack of substitutes is a major headache for our school secretaries who've spent countless hours calling and texting subs, trying to find other teachers to cover classes. Sometimes even resorting to combining classes into a room if there's not enough staff. When reading specialists have to be pulled into sub the students who need their help the most miss out on their lessons. When there are not enough subs, teachers have to miss out on their PD days, not to mention the additional cost to the district as have to pay teachers who lose their prep. There are dozens of unfilled teacher absences sitting on the Frontline system. Additionally, I would suggest the board look into covering some of the costs of becoming a Substitute. A friend, who I recruited and is being approved by the board tonight just paid over \$210 for all the paperwork and other costs to become a sub. As for me, a dedicated sub in the district for the past five years, I just had to pay \$128 to renew my sub certificate that's well more than one days pay before taxes. As someone who completed over 75 jobs last year in the district, I would love to see the district consider covering these costs. Thank you for your consideration.

Mrs. Misiukiewicz, Board President, declared the public portion of the meeting closed at 9:05 p.m.

CLOSED SESSION

Mr. Walsh moved to adopt the following resolution:

This body shall on September 29, 2022 at 9:06 p.m. in the New Providence High/Middle School 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
- 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. Coniglio seconded the motion, which was carried unanimously.

RETURN TO PUBLIC SESSION

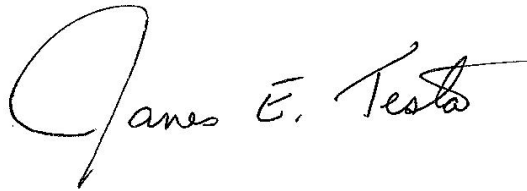
The Board reconvened to a public session at 9:48 p.m.

Mrs. Misiukiewicz called the Board to order.

Members present were Mrs. Coniglio, Mrs. Cuccaro, Mrs. Gunderman, Mrs. Killea, Mrs. Marano, Mrs. Misiukiewicz and Mr. Walsh.

ADJOURNMENT

There being no other business before the Board, on a motion by Mrs. Coniglio, seconded by Mrs. Marano, and carried unanimously, Mrs. Misiukiewicz declared the meeting adjourned at 9:49 p.m.

A handwritten signature in black ink that reads "James E. Testa". The signature is written in a cursive style with a large initial "J" and a long horizontal line extending from the end of the name.

James E. Testa, School Business Administrator/Board Secretary