

The business meeting of the Board of Education of the Borough of New Providence was called to order at 7:00 p.m. on April 27, 2023, at the New Providence High School/Middle School Media Center, 35 Pioneer Drive, by the Board President, Mrs. Misiukiewicz.

Present on the 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 Testa, School Business Administrator/Board Secretary; Lauren Zirpoli, Assistant Superintendent of Educational Services; Jonathan Keaney, Director of Curriculum, Instruction, and Supervision; seventy-eight (78) 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 a 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 greeted everyone and welcome all the students and families attending tonight. We look forward to celebrating all of your achievements this evening. I hope everyone had a relaxing Spring Break and feels refreshed to tackle the home stretch of the school year with just a mere eight weeks until promotions and graduation, this home stretch also includes a nice long six-day weekend over a memorial day due to our very mild winter here in New Jersey. I do not have many comments this evening. However, I do want to recognize our entire music department for receiving the designation "Best Communities for Music Education". This is our program's eleventh consecutive year and the twelfth year overall. This achievement is recognized by the NAMM Foundation which is a national organization. Congratulations. I also want to mention that Mrs. Kirkland, Department Head of Music Education and Performing Arts, has announced a full lineup of performances in the Spring Concert series. The recitals include vocal, choral, strings, orchestra, jazz band, and band. Please reference the New Providence School District website or the Board of Education News Letter that is sent out electronically on Thursdays.

As mentioned, our promotions and graduations will be upon us shortly as the end of the year is approaching, this is a special time of year when we recognize and celebrate student achievement. Two of our many celebrations took place this week, the World Language Honor

Society Induction as well as the National Honor Society Induction, every year, the Board is honored to attend these events and we would like to congratulate our students that achieved these designations publicly. Congratulations.

Before I turn the meeting over to Dr. Miceli, I want to mention the last Superintendent forum of this school year is scheduled for Tuesday, May 16 at 7:00 p.m. here in the media center. The topic will encompass the Bond Referendum update and a review of the projects that are scheduled for the summer months. As always, we encourage all our community members to join us for this informal Q&A session.

### **STUDENT REPORT**

Dr. Miceli thanked Mrs. Misiukiewicz and asked Ms. Marzynski to give her student report and he congratulated her on being accepted to the University of North Carolina Chapel Hill.

Ms. Marzynski began her report by thanking Dr. Miceli and began talking about the successful Tricky Tray Fashion Show. It was a fun night and we want to thank everyone who worked hard to make this happen. Several Honors Induction Ceremonies have happened recently like the Art, World Language, and National Honors Society! It is great that we have so many students that can use their artistic and academic hard work to join these societies and help continue their mission. From painting wellness murals for the nurse's office to tutoring fellow students, these honors societies all work to make our school a better place by using student talent. AP Exams will start May 1st through 12th. Students study hard to prepare themselves. Many of my teachers are holding daily study sessions for students, sending out extra material, and posting study guides to help get us ready for these challenging exams! A positive change we have had at our school this year is that if students take the AP test, they do not have to take the final. My classmates and I like this change because we study extremely hard for the exam in early May, and a month and a half later had to study extremely hard for the final, so it was a lot of extra pressure. Students had a fun and successful trip to Disney for the entire Music Department, congratulations! The band, orchestra, and chorus ensembles all had incredible performances. The marching band marched down Main Street and thousands of people were cheering them on. They said kids and parents were chasing them around to get photos. Athletic updates are:

Track has had a couple of smaller meets at our home track and away to prepare for the county and state tournaments to come.

Baseball has a Senior Day on Saturday at the Somerset Patriots field vs Ridge. This is going to be a great game with a fun atmosphere.

Softball has had a successful season, sitting at 9-3.

Boys lacrosse has had tough competition, as they played some of the best teams in the state, they are on a three-game win streak. both boys and girls lacrosse have been playing tough competition all season, and it will continue as the union county tournament began today and

won 15-2. Union County is one of the toughest lacrosse counties for both teams. Specific players on the girls' team have had great success. Last week, senior Grace Kelly and junior Cara Lawton both hit 100 career goals on the lacrosse team

Boys tennis has an impressive 5-3 record, with two of their losses being to teams ranked top 10 in the state. They are currently ranked number 2 in the Group 1 rankings

Senior Breakfast Sponsored by the PTSA is tomorrow, Friday, April 28th! This is a great event our school runs to allow seniors to celebrate and decompress before the AP exams. Many students also plan on wearing their future college merch to share their decision with their classmates.

Today was bring your kid to work day! It was fun to see all the kids around the school and great for the kids to see all the hard work their parents (teachers) do for our students.

Can't wait for May and hope everyone has a great rest of the year.

Dr. Miceli thanked Ms. Marzynski and encouraged everyone that has come out tonight to stay after the certificates of excellence to see all the very interesting presentations planned for tonight.

### **ENROLLMENT**

Mrs. Zirpoli gave the enrollment report for the following schools; Allen W. Roberts currently has 676 students, Salt Brook currently has 611 students, Middle School has 398 students, High School has 661 students, 39 out-of-district students, giving a grand total of 2,385 students.

### **CERTIFICATES OF EXCELLENCE**

Mrs. Gunderman was happy to recognize the 2022/2023 school year recipients of the Certificate of Excellence. She invited the following students Lily Liu, Maggie Liu, Isabella Torsiello, Steven Parker, and Thomas Kaspereen to receive their certificates. We recognize Lily, Maggie, Isabella, Steven, and Thomas for their artistic achievements during the 2022/2023 school year. Students who excel in art and design routinely think "outside the box" to create new and exciting works. These skills in creativity and innovation are essential for success in college and the workplace. The Scholastic Art and Writing Awards, a national competition, awards regional recognition to students who exhibit originality, technical skill, and the emergence of a personal vision through their works. For the year 2023, over 4,000 works of art were submitted in the Northern New Jersey region. This year, high school sophomore Lily Liu was awarded an Honorable Mention for her two photographs, "Dancing Tree" and "The Flying Flamenco Bailaora", and a Silver Key Award for her photo, "Braids". We also honor freshman student Maggie Liu who was awarded an Honorable Mention for her photo "All About Ham". Also receiving Honorable Mention for photography is junior Steven Parker for his work "Mash of Cultures through Souls". Finally, we recognize two seniors who have both been awarded a Silver Key Award for their work. Isabella

Torsiello for her "Untitled" mixed media self-portrait and Thomas Kaspereen for his drawing "Skull Reflection". New Providence is very proud of their achievements and encourages them to continue with their arts education.

Mrs. Gunderman then invited Audrey Cai, Ronan Flanagan, Julia Halldorson, Audrey Lee, Daniel Ruzicka, Jasmyn Srinivasan, Michael Tan, Emma Timpone, Natalie Tom, Lauren Venturella, and Lillian Yu to receive their certificates. Students who excel in music exhibit a high level of motivation and work ethic to develop their talents. Those who perform in ensembles become outstanding team members and experts at collaboration. New Providence takes pride in providing opportunities for young musicians to fully develop this musical potential within the school program, as well as in auditioned honors ensembles. The New Jersey Music Educators Association divides the state into three regions. The central region, CJMEA, sponsors auditioned Honors Bands, Orchestras, and Choirs at the intermediate and high school levels every year. Hundreds of students throughout the region, who are sponsored by their home school music teachers, prepare and audition. Only the highest-scoring applicants are accepted. The New Jersey Association for Jazz Education (NJAJE), provides similar performance opportunities for students who audition and are accepted into their Honor Jazz Bands and Jazz Choirs. This year, Daniel Ruzicka and Lauren Venturella were selected for the CJMEA High School Symphonic Band; Ronan Flanagan, Julia Halldorson, Jasmyn Srinivasan, and Emma Timpone were selected for the CJMEA High School Chorus; Michael Tan, Natalie Tom, and Lillian Yu were selected for the CJMEA Intermediate Orchestra. Audrey Cai was selected for CJMEA Intermediate Wind Ensemble, and Daniel Ruzicka and Michael Tan were selected for the NJAJE Region II Junior High Jazz Band. Last year, Audrey Lee was selected for CJMEA Intermediate Symphonic Band. These students have earned special recognition for excellence in music performance. New Providence is very proud of their achievements and encourages them to continue with their music education.

Mrs. Gunderman then invited Albert Chen, Ronan Flanagan, Alex Krautheim, Samyukta Krishnan, Maria Lopez Kuri, Hannah Priolo, Nitya Raimugia, Shreya Rao, Sophia Scott, Siena Shah, Akshat Sharma, Samvit Singhal, Michael Tan, Emma Timpone, Natalie Tom, Daniel Yoo, and Rachel Zack to receive their certificates. Along with regional ensembles, the New Jersey Music Educators Association (NJMEA) sponsors auditioned all-state honors ensembles at the elementary, middle, and high school levels every year. Hundreds of students throughout the entire state, who are sponsored by their home school music teachers, prepare and audition. Only the highest-scoring applicants are accepted. Membership is hard-won and prestigious. In collaboration with NJMEA, the New Jersey chapter of the American Choral Director's Association (NJACDA) sponsors auditioned all-state honor choirs at the elementary and junior high school levels every year. This year, Ronan Flanagan and Ema Timpone were selected for NJMEA High School Mixed Chorus; Samvit Singhal was selected for NJMEA High School Jazz Combo, Michael Tan and Natalie Tom were selected for NJMEA Intermediate Orchestra; ten students: Albert Chen, Alex Krautheim, Samyukta Krishnan, Maria Lope2 Kuri, Hannah Priolo, Nitya Raimugia, Sophia Scott, Siena Shah, Daniel Yoo, and Rachel Zack were selected for the NJ Junior High Honor Choir; and Shreya Rao and Akshat Sharma were selected for the NJ Elementary All-State Honor Choir. These students have all earned special recognition for

excellence in music performance. New Providence is very proud of their achievement and encourages them to continue with their music education.

Mrs. Gunderman then invited Ronan Flanagan, Carmen Houstma, and Samvit Singhal up to receive their certificates of achievement. On behalf of the entire ensemble, Drum Majors, Samvit Singhal and Ronan Flanagan along with Color Guard Captain, Carmen Houtsma are representing the 120 members of the New Providence High School Marching Band. These students, along with their peers, worked each Wednesday evening from the end of June 2022 through daily rehearsals beginning on August 8, 2022, in order to learn and perform this year's field production entitled "FORM-ation". The band competed in USBands and finished in 1st place in Group 5A at The Ludwig-Musser Classic held at MetLife Stadium on Saturday, October 8, 2022, 1st place in Group 5A at New Jersey State Championships at South Brunswick High School on Saturday, October 29, 2022, and 1st place at A-Class National Championships at J. Birney Crum Stadium in Allentown Pennsylvania on Saturday, November 5, 2022. The band thanks the Board of Education for the support given each and every year along with the parent support of the New Providence High School Bandwagon without which none of what the band did would have been possible.

#### **LIFELINES SUICIDE RESPONSE AND PREVENTION PROGRAM IN NEW PROVIDENCE SCHOOL DISTRICT**

Ms. Marney Rohda began her presentation by thanking the school for welcoming the suicide response and prevention program over the past year and a half. This program is a nationally recognized best practice for suicide prevention that New Providence has adopted starting last November of 2021. Ms. Rohda works with the Mental Health Association of Monmouth County, through a federally funded grant. The New Jersey Department of Health opened the opportunity for schools to participate in this program. New Providence was the first in adopting this program and in joining hundreds of schools across the country.

What lifelines? Lifelines is a comprehensive youth suicide postvention, intervention, and prevention program for schools, it is very public health focused versus mental health focused. While rolled out to the District, our focus was on best-practice public health prevention versus diagnosing mental illness or discussing mental health in any way, best practice prevention for suicide works as best practice prevention for all the things we are preventing in our youth. By using this prevention program, we are not just preventing suicide but we are preventing all the dangerous or risky behaviors that our youth has and we do this by enhancing protective factors.

To give some context, presented on slide two are national high school numbers from the CDC. Ms. Rohda emphasized how bleak these numbers are, in the year 2021, 22% of high school students seriously considered suicide, this is more than 1 in 5 students. This is why suicide prevention is important, and that is why as a school we want to build our ability to respond to people who are suicidal and prevent suicide in our schools. When Ms. Rhoda got to New Providence she states that it was already a great district and that she didn't need to start from scratch with the District. New Providence was one of the first out the gate to start implementing

this program. The New Jersey Department of Health is very happy to see New Providence finish this process. Lifelines is not a new program, it has been around since the 1980s but through this new federal funding in New Jersey, New Providence is the first to complete the program and set the model for other districts to follow. Three to five schools are embarking on this journey every year.

The slide presented was the timeline of implementation for the 2021-2022 school year. Lifelines began on November 19, 2021, this process was not short, it was not completed by taking one class. As you can, see this process took up until June 17, 2021, with school staff attending various meetings, training, and presentations. Then in the 2022-2023 school year, there were workshops that community members, parents, and caregivers could attend; there was also additional faculty and staff training. In the winter of 2022 through the spring of 2023, the student curriculum started to be taught at the schools.

The outcome that came from finishing this program is that New Providence already had a very strong crisis response teams so taking the training and practicing simulations of crisis response they were able to work their any kinks in the process in case anything were to happen in the future. School counseling and support staff in all buildings received training on working with students who are in crisis and/or have thoughts of suicide, what this did was give more tools for having a hard conversation about suicide. Students in grades 5, 8, and 11 have received suicide prevention lessons as mentioned before and these lessons will continue to be taught in these grades as part of their health or physical education classes. Faculty and staff in buildings have participated in workshops on suicide prevention, warning signs, and district preparedness, going back to the idea of a competent community that suicide is everyone's responsibility.

There are three parts of the trilogy, the first part is postvention. There was a survey that was done on readiness before the training process in November and then, a year and a half later, the results were incredible, for example, the question asking "Are procedures in place to brief and debrief staff members in the event of a crisis?" showed that at the end of the program 90% said that yes, we have procedures in place. What is important about this is that communication when you have a crisis is critical. Intervention is the next part of the trilogy, this is where we help students at risk for suicide. What is very remarkable is that the question asked in a survey "Does the crisis response plan have written protocols on how to manage suicidal (student and/or staff) behavior?" went up to 96% that responded yes, we have written procedures in place after the training and are prepared to help. The final part is prevention and the results here were amazing due to the student curriculum being implemented going really well. One of the questions that stands out from the survey is "Do students know whom to go to in the school if they are worried about suicidal friends?", 96% of staff members now can say that students do know what signs to look for in their friends and know where and who to talk to.

Dr. Harvey reviewed the risk assessment process for parents and caregivers. If a parent, family member, staff member, or other student has concerns about the safety of a student while at school, this should be reported to the building counseling staff or administration. If there is a student determined to potentially be at risk of harm to themselves or others, they will be seen by

the Crisis Counselor District School Psychologist or Social Worker and they will conduct a risk assessment interview with the student and a person that is familiar with the student and this is designed to determine whether an additional emergency evaluation is necessary to be performed. The Crisis Counselor will contact the family immediately following the assessment of risk regardless of the outcome, whether something has come up and we've determined that yes, an emergency evaluation is necessary or we've had that determination to know an emergency evaluation is not necessary. If a student requires an emergency evaluation, a clearance will be required to enable their return to school. Upon being cleared to return to school, the crisis counselor will facilitate a reentry meeting with the student, family, and building administration so a plan can be created to support the student as they return to school.

Mrs. Shadis went on to speak about the resources available to families and community members. In school, any teacher, cafeteria worker, staff member, and faculty member you reach out to has been trained in Lifelines. They will get you or your child to one of our mental health professionals here on the board, they know what to do, they know what to listen for, and they know how to give a warm handoff off to a school counselor, case manager or student assistance counselor, mental health crisis counselor, etc. If you are not sure where to turn, certainly you can turn to your child's teacher, especially in the elementary grades that tends to be the first line and then if necessary they'll turn it over to the school counselor. If it is after school hours or over the summer you can always contact the New Providence Police Department and they'll do a wellness check if you are really concerned about your child harming themselves or someone else they will come over and they will assess the situation and if necessary they will help you transport your child to the emergency room. Children's Mobile Response is through the State of New Jersey Department of Children and Family Services has a 24/7 hotline and part of that hotline is the Children's Mobile Response, it is not 24/7, but the hotline itself is 24/7. They will come to your home and do an assessment right there on the spot and clear your child if necessary to go back to school or help you find resources in the community as well, this service is free to every person in New Jersey. Children's Specialized Hospital and Trinitas Regional Medical Center are two places that have specific child mental health departments that you can take your child to that are local. All these resources are linked to the counselor's website.

Dr. Miceli thanked Ms. Rohda, Dr. Harvey, and Mrs. Shadis for coming to present and for keeping the District on track with the Suicide Prevention Program for two years.





## Lifelines Suicide Response and Prevention Program in New Providence School District

April 27, 2023, 7:00pm

Building Skills and Knowledge to Prevent Suicide

The Readiness to Stand United Against Youth Suicide: A New Jersey Public Health Community Initiative (New Jersey R25 Challenge) is funded by the Garrett Lee Smith State/Tribal Youth Suicide Prevention Grant through the Department of Health and Human Services, Substance Abuse and Mental Health Services Administration.



## What is Lifelines?

- Comprehensive Youth Suicide Response and Prevention Program for Schools
- Trilogy Approach: Postvention, Intervention and Prevention
- Public Health Focused vs Mental Health
- Embraces the Competent Community
- Prevention program enhances protective factors

## CDC Youth Risk Behavior Survey

The Percentage of High School Students Who:*	2011 Total	2013 Total	2015 Total	2017 Total	2019 Total	2021 Total	Trend
Experienced persistent feelings of sadness or hopelessness	28	30	30	31	37	42	
Experienced poor mental health†	–	–	–	–	–	29	–
Seriously considered attempting suicide	16	17	18	17	19	22	
Made a suicide plan	13	14	15	14	16	18	
Attempted suicide	8	8	9	7	9	10	
Were injured in a suicide attempt that had to be treated by a doctor or nurse	2	3	3	2	3	3	



## **Lifelines Implementation Timeline: 2021-2022 School Year**

- November 19, 2021: Kick Off Meeting
- December 6, 2021: 1st Administrator Meeting
- January 24, 2022: 2nd Administrator Meeting
- February 10, 2022: Postvention Training (34 attendees)
- February 16, 2022: Meeting with PTSA/Alliance
- March 3, 2022: Check in Meeting
- April 7, 2022: Intervention Training (23 attendees)
- June 17, 2022: Prevention Training (21 attendees)



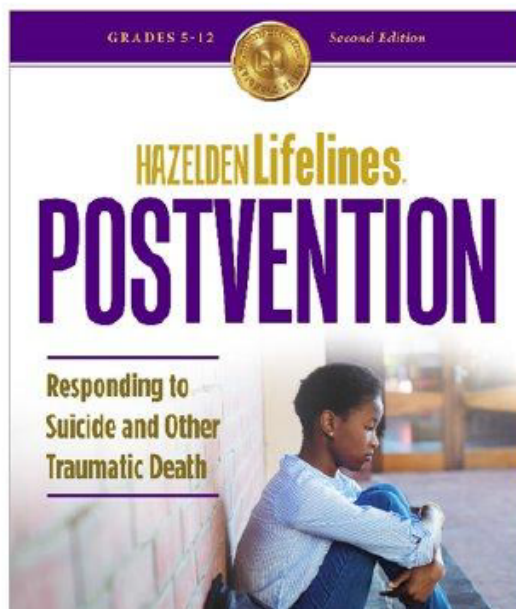
## **Lifelines Implementation Timeline: 2022-2023 School Year**

- September 8, 2022: Parent & Caregiver Workshop (7 attendees & presentation recorded)
- September 16, 2022: Faculty & Staff Training (270 attendees)
- Winter 2022 – Spring 2023: Student Curriculum Taught
- January/February 2023: New Staff attended Lifelines training on Zoom
- March 20, 2023: 3rd Administrator Meeting



## Outcomes from Your Successful Lifelines Implementation

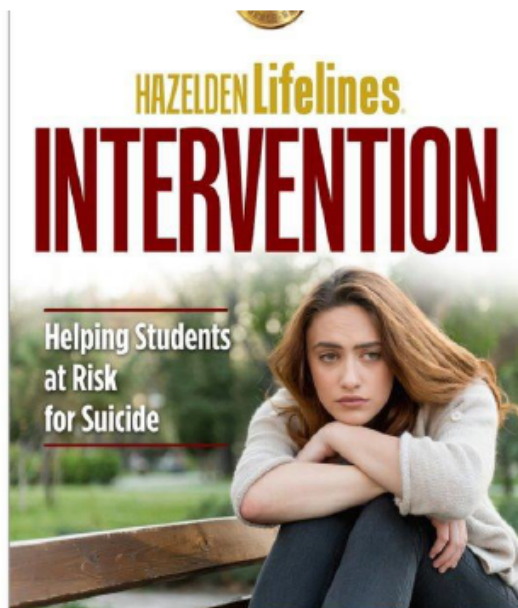
- Postvention Crisis Response Teams in all buildings have been trained on the most up to date best practice and have had the opportunity to practice a response
- School counseling and support staff in all buildings have received training on working with students who are in crisis and/or have thoughts of suicide
- Students in grades 6, 8, and 12 have received suicide prevention lessons. These lessons will continue in these grades
- Faculty and staff in all buildings have participated in a workshop on suicide prevention, warning signs and district preparedness



## Lifelines Postvention: Responding to Suicide and Other Traumatic Death

## Results: Pre and Post Readiness Surveys Lifelines Postvention

Q17-Are crisis team members provided with training?	65%	92%	+27
Q16-Are individuals from both the school and the community involved in the crisis team?	40 (40)	25 (60)	20
Q20-Do crisis team members meet and practice tabletop (simulation) exercises on a regular basis?	40 (17.5)	25 (36)	18.5
Q62-Are procedures in place to brief and debrief staff members in the event of a crisis?	57.5%	90%	+32.5

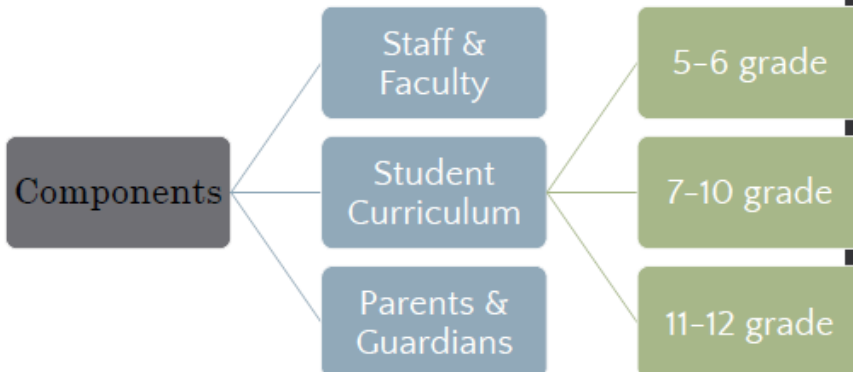
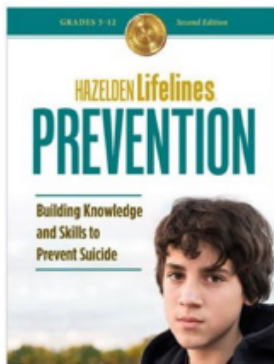


**Lifelines  
Intervention  
: Helping  
Students at  
Risk for  
Suicide**

## Results: Pre and Post Readiness Surveys Lifelines Intervention

Q12-Does the crisis response plan have written protocols on how to manage suicidal (student and/or staff) behavior?	65%	96%	+31
Q25-Is someone designated to track the number of suicides, suicide attempts, and/or referrals for suicidal behavior?	57.5%	91.67%	+34.17
Q40-Does the school provide information to parents/guardians about the importance of removing lethal means (dangerous items that could be used in a suicide act) from the home?	28.95%	66.67%	+37.72

## Lifelines Prevention: Building Knowledge and Skills to Prevent Suicide



## Results: Pre and Post Readiness Surveys Lifelines Prevention: Students

Q30-Has an effective student suicide prevention program been incorporated into the school's comprehensive health education program?	15%	91.67%	+76.67
Q31-Does the prevention education program focus on building help seeking skills? (Note: the student component should be introduced only after protocols have been established, MOAs are in place, staff education has occurred, and key staff have been identified as those who can help with suicidal behavior.)	17.5%	91.3%	+73.5
Q67-Are students educated about suicide and how to help a troubled friend?	26.32%	92%	+65.68
Q69-Do students know whom to go to in the school if they are worried about a suicidal friend?	71.05%	96%	+24.95

## Results: Pre and Post Readiness Surveys Lifelines Prevention: Parents and Guardians

Q63-Are opportunities provided for parents/guardians to learn about suicide prevention?	65.79%	92%	+26.21
Q64-Are there efforts to actively communicate with parents/guardians about risk factors, warning signs, and the importance of restricting access to lethal means?	52.63%	88%	+35.37
Q65-Have parents/guardians been told what the school is doing to prevent and address the issue of suicide, what will be done if their son or daughter is thought to be at risk of suicide, and what will be expected of them?	39.47%	87.5%	+48.03



## Risk Assessments: What Parents & Caregivers Can Expect

- If a parent, family member, staff member, or other student has concerns about the safety of a student while at school, this should be reported to the building counseling staff or administration.
- If a student is determined to potentially be at risk of harm to self or others, they will be seen by the Crisis Counselor or District School Psychologist or Social Worker
- A risk assessment interview will be conducted to determine whether an emergency evaluation is required for the student
- The crisis counselor will contact parents immediately following the assessment of risk, regardless of the outcome
- If a student requires a emergency evaluation, a clearance will be required to enable a return to school. Upon being cleared to returned to school, the crisis counselor will facilitate a reentry meeting with the student, family, and building administration.

## Resources Available to Families Concerned About Risk

### Full Lifelines Program Presentation

#### In School



[NPSD MH  
Personnel Contacts](#)

School Counselors  
Case Managers  
Student Assistance Counselor  
District Mental Health/Crisis Counselor

#### Community



[Union County  
Resource Directory](#)

New Providence Police Department  
Children's Mobile Response  
Children's Specialized Hospital  
Trinitas Regional Medical Center



**ELEMENTARY MATH PROGRAM**


Jon Keaney  
Director of Curriculum  
and Instruction

Michelle Testa  
K-6 Mathematics  
Department Head

Kate Lemerich  
K-6 Mathematics  
Coach

Kathleen Joyce  
Grade 4 Teacher  
AWR

**K - 6 Mathematics**  
April 27, 2023

NP

**Math Committee 2018**

- Vision Statement
- Vertical Alignment
- Focus moving forward
  - Thinking and writing math
  - Math Practices
  - K-6 Math Department Head

**Historical Information**

For 12 years the New Providence School District has implemented Houghton Mifflin Harcourt's Go Math Program to meet the New Jersey Student Learning Standards. While this instructional resource has met our needs and helped us achieve success on the NJSLA in mathematics in comparison to the state and surrounding districts, it will no longer be published for the 2023-2024 school year.

Equally important, it was time for us to conduct an elementary program evaluation to find a rigorous program in alignment with our district's mathematics vision and the support necessary so that will continue to meet our needs and ensure we are performing at the highest levels.

**Math Department Vision**

The vision of the New Providence Mathematics Program is to challenge students to become independent thinkers who understand that risk, struggle, and perseverance are all integral parts of the learning process.

We will empower students to be confident mathematicians and will nurture their curiosity, thus preparing them to be critical thinkers and effective problem solvers in a 21st-century society.

**NEW JERSEY  
STUDENT LEARNING STANDARDS FOR  
Mathematics**

The NJSLs call for rigor, depth, and coherence in order to prepare our students to compete successfully in college and in the workforce.

**New Providence's Commitment to High Quality Math Instruction**

1. Goal 1: Provide the Support of an Elementary Math Coach
2. Goal 2: Conduct a Program Evaluation to Select and Implement a New K-6 Math Program

**Elementary Mathematics Coaching**

**Kate Lemerich**  
New Providence School District

**What is the Role of a Math Coach?**

Using the NP vision of mathematics, my role is to provide job-embedded support by:

- Facilitating professional learning opportunities
- Modeling, co-teaching, and/or providing feedback on lessons and strategies
- Listening, brainstorming and sharing ideas and resources
- Supporting math content knowledge and implementation
- Supporting a learning environment that values problem-based learning experiences, strong number sense, conceptual understanding and fluency



## Partnership Opportunities



Intervention Strategizing	Data Review	Rubric Development
Modeling / Co-Teaching	Problem-Based Learning Development	Math Content Support
Student Observation / Evaluation with Discussion	Coaching Cycle	Math Strategy Support
Brainstorming	Listening / Idea Sharing	Resource Sharing

## Why Is a Coaching Model Important?

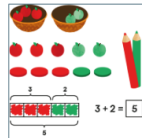
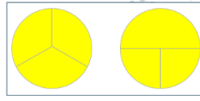
- Demands of the NJSLs
- Complexity of elementary mathematics
- High expectations for high-quality mathematics instruction



## Demands of the NJSLs

- Focus** strongly where the standards focus.
- Coherence:** Think across grades and link to major topics within grades.
- Rigor:** In major topics, pursue *conceptual understanding, procedural skill and fluency, and application with equal intensity.*

2010 CCSS  
2016 NJSLs  
2023 NJSLs (revised)



## Complexity of Mathematics

"The fact is, there's a lot more to teaching math than teaching how to do calculations. And getting children to understand important ideas ... is hard indeed."

AMERICAN EDUCATOR | FALL 2009

"Understanding mathematics is only one component of effective or 'ambitious' teaching...The challenge is to create robust learning environments that support every student in developing not only the knowledge and practices that underlie effective mathematical thinking, but that help them develop the sense of agency to engage in sense making."

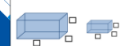
WHY ARE LEARNING AND TEACHING MATHEMATICS SO DIFFICULT? ALAN H. SCHOENFELD

Volume of Rectangular Prisms  
• 5.MD.5  
Find the volume of a rectangular prism with side lengths of 3, 7, and 4 units.

Using the digits 1 through 9, at most one time each, place a digit in each box to create two rectangular prisms where the larger one has double the volume of the other.



Using the digits 1 through 9, at most one time each, place a digit in each box to create two rectangular prisms where the larger one has the greatest possible volume and is double the volume of the other.



## High Expectations for Math Instruction

Effective mathematics educators:

- Establish mathematics goals to focus learning
- Implement tasks that promote reasoning and problem solving
- Use and connect mathematical representations
- Facilitate meaningful mathematical discourse
- Pose purposeful questions
- Build procedural fluency from conceptual understanding
- Support productive struggle in learning mathematics
- Elicit and use evidence of student thinking



(NCTM, 2014)

## What Has It Looked Like Thus Far?

- Implementation of *coaching cycles* with collaborative goal development, demonstration of differentiated strategies/approaches, co-teaching, and/or observation and feedback/idea sharing



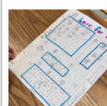
## What Has It Looked Like Thus Far?

- Professional development (workshops, content videos, strategies)
- Elementary PTA presentations



## What Has It Looked Like Thus Far?

- Opportunities to infuse *high-yield routines and strategies* in the classroom to build conceptual understanding, coherence between concepts and cross-curricular connections
- Opportunities to build a love of math!



## What Will It Look Like Next Year?

- Support of the implementation of the new mathematics program for teachers and administrative team, including structure of the math lesson, math content knowledge, and instructional strategies
- Ongoing professional development for teachers and administrative team
- Implementation of a coaching model for teachers
- Parent support and education

## Program Evaluation and Selection of Elementary Math Program



Michelle Testa  
New Providence School District

## The Elementary Math Committee

### Allen W. Roberts

Joanna Silva, Grade 2  
Kathleen Joyce, Grade 4  
Jennifer Daly, Grade 5  
Sue Shallcross, Grade 6  
Maria Malinauskas, Special Education  
Maria Halkias, Basic Skills

### Salt Brook

Krissy Hubert, Grade 1  
Brittany Heaslip, Grade 3  
Kristin Salsberry, Grade 3  
Natasha Feliciano-Allen, Grade 4  
Jim Vopal, Grade 5  
Cap Pazdera, Grade 6

Natasha Feliciano-Allen - Vice Principal  
Michelle Testa - K-6 Math Department Head  
Kate Lemerich - K-6 Math Coach

## The Work of the Committee

1

Established a goal and action plan in alignment with the district's vision

2

Surveyed teachers and students on the strengths and weaknesses of the current math program

3

Reviewed 8 programs through a variety of lenses and narrowed down to 3 that met the instructional goals and vision of the district

4

Vendor presentations were provided from i-Ready Classroom, enVision, and Big Ideas with evaluation and the programs were narrowed down to 2

5

Committee members piloted enVision Mathematics and i-Ready Classroom and visited one another's classrooms with rubric evaluations done for both programs

6

Committee recommendation made to purchase and utilize i-Ready Classroom as the primary math instructional resource

Goal: To adopt a new math program that is aligned with the vision of the New Providence Mathematics Department, include the district vision for classroom instruction and initiatives and includes best practices in mathematics instruction.

## The Work of the Committee

1

Established a goal and action plan in alignment with the district's vision

2

Surveyed teachers and students on the strengths and weaknesses of the current math program

3

Reviewed 8 programs through a variety of lenses and narrowed down to 3 that met the instructional goals and vision of the district

4

Vendor presentations were provided from i-Ready Classroom, enVision, and Big Ideas with evaluation and the programs were narrowed down to 2

5

Committee members piloted enVision Mathematics and i-Ready Classroom and visited one another's classrooms with rubric evaluations done for both programs

6

Committee recommendation made to purchase and utilize i-Ready Classroom as the primary math instructional resource

## Lenses of focus for evaluating programs

Personalized Learning

Differentiation

Assessment

Technology

Rigor

Presentation of Material

## The Work of the Committee

1

Established a goal and action plan in alignment with the district's vision

2

Surveyed teachers and students on the strengths and weaknesses of the current math program

3

Reviewed 8 programs through a variety of lenses and narrowed down to 3 that met the instructional goals and vision of the district

4

Vendor presentations were provided from i-Ready Classroom, enVision, and Big Ideas with evaluation and the programs were narrowed down to 2

5

Committee members piloted enVision Mathematics and i-Ready Classroom and visited one another's classrooms with rubric evaluations done for both programs

6

Committee recommendation made to purchase and utilize i-Ready Classroom as the primary math instructional resource

## Evaluating the Remaining 3 Programs 4

Categories		Mathematics Instructional Materials Evaluation Rubric	
1. Mathematics Content		Your Name: _____	School: _____
2. Instructional Design		Publisher: _____	Program: _____
3. Student Experiences		Grade Level: _____	
4. Instructional Materials			
5. Assessment			

Note the program in each category, where "1" represents less evidence of criteria for the category and "4" represents much evidence to support criteria.

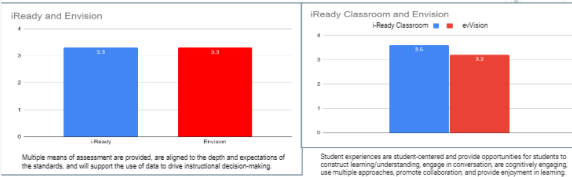
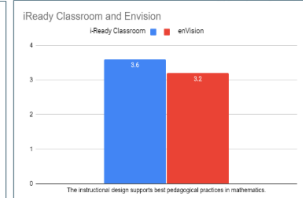
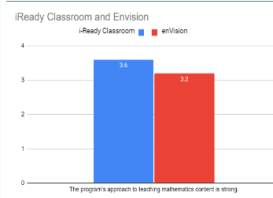
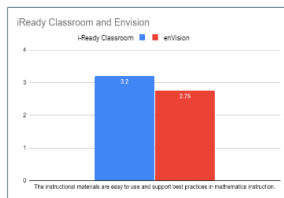
Category	1	2	3	4
1. Mathematics Content				
2. Instructional Design				
3. Student Experiences				
4. Instructional Materials				
5. Assessment				

Scoring Rationale:

## The Work of the Committee

- Established a goal and action plan in alignment with the district's vision
- Surveyed teachers and students on the strengths and weaknesses of the current math program
- Reviewed 8 programs through a variety of lenses and narrowed down to 3 that met the instructional goals and vision of the district
- Vendor presentations were provided from i-Ready Classroom, enVision, and Big Ideas with evaluation and the programs were narrowed down to 2
- Committee members piloted enVision Mathematics and i-Ready Classroom and visited one another's classrooms with rubric evaluations done for both programs
- Committee recommendation made to purchase and utilize i-Ready Classroom as the primary math instructional resource

## Evaluation Results 5



## The Work of the Committee

- Established a goal and action plan in alignment with the district's vision
- Surveyed teachers and students on the strengths and weaknesses of the current math program
- Reviewed 8 programs through a variety of lenses and narrowed down to 3 that met the instructional goals and vision of the district
- Vendor presentations were provided from i-Ready Classroom, enVision, and Big Ideas with evaluation and the programs were narrowed down to 2
- Committee members piloted enVision Mathematics and i-Ready Classroom and visited one another's classrooms with rubric evaluations done for both programs
- Committee recommendation made to purchase and utilize i-Ready Classroom as the primary math instructional resource

## Committee Recommendation: i-Ready Classroom 6



**i-Ready Classroom Mathematics**

## Committee Feedback

I observed **students engaged** in group work which helped to **build students' conceptual knowledge** and mathematical reasoning. The group work was relevant, fun, and interactive.

I found my students enjoyed the program and the various components to the programs. I was able to **meet my students needs at different levels** and offer some engaging activities for the higher level thinkers. i-Ready has a strong tech component offering a lot of online support.

Overall, I was more impressed with i-Ready because it provided more **in-depth learning** since a skill was covered over multiple days and I happened to see more **hands-on learning opportunities**.

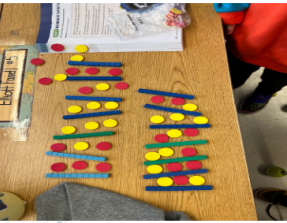
My special education students loved the online lessons and review questions. They called it, "Extremely fun!" I did see growth in the 3 weeks I used it but most of all I saw them more **excited to learn using this program**.

This program **allows for lots of student ownership and leadership** during the lesson. They are able to make sense of the math on their own to show their background knowledge on a topic and use **critical thinking skills** and **peer collaboration** to **build upon this knowledge to develop new understandings**. Students are able to be leaders in the classroom by sharing their methods and students are able to learn from one another.

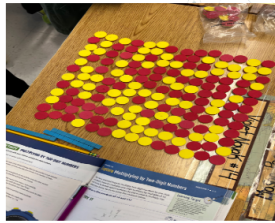


## i-Ready in Action

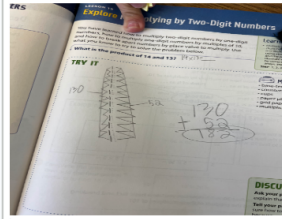
What is the product of 14 and 13?



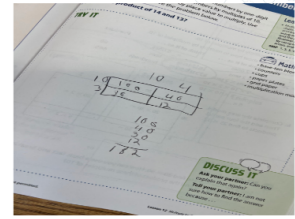
Place Value blocks



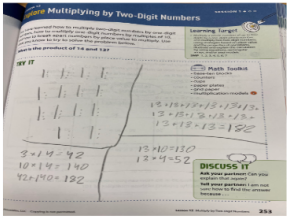
Array



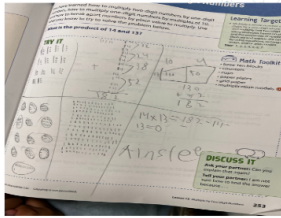
Splitting into tens and ones



Area model

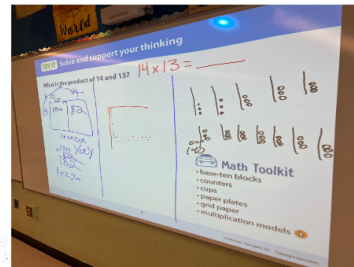


Repeated addition, expanded form, equal groups



48 total slides

## Peer Sharing



## Three Beliefs of i-Ready Classroom Mathematics

1. Meaningful discourse around rich mathematical tasks is essential for building student understanding and ownership.
2. Evidence of student thinking should drive decision making about when and how to differentiate instruction.
3. Rigorous instruction and meaningful practice are necessary to deepen students' conceptual and procedural understanding.

## Program Philosophy

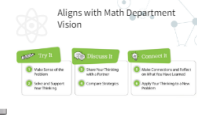
### NJSLS Mathematical Practices

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

### NCTM's Effective Teaching Practices

1. Establish mathematics goals to focus learning
2. Implement tasks that promote reasoning and problem solving
3. Use and connect mathematical representations
4. Facilitate meaningful mathematical discourse
5. Pose purposeful questions.
6. Build procedural fluency from conceptual understanding
7. Support productive struggle in learning mathematics
8. Elicit and use evidence of student thinking

## i-Ready Aligned to Instructional Best Practices



## Personalized Learning

### Goal Setting and Reflection

Each lesson has target statements in kid friendly language that will allow students to reflect on their learning. Each unit has beginning and end of unit statements for goal setting and reflection.

### Teacher Toolbox

The teacher has a variety of resources for teachers to provide a flexible path and pace for student learning.



### My Path

The diagnostic assessment provides lessons that meet students' next steps in learning in all domains within the standards.

### Student Discourse

The Try It - Discuss It - Connect It routine promotes students to show how they approach a problem and showcases their mathematical thinking in low stakes ways with a partner.

## Comprehensive Data to Drive Instruction and Support Differentiation

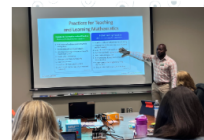
Prerequisite Groups	Unit Group A 14 Students	Unit Group B 4 Students	Unit Group C 3 Students
Count with understanding to 10	✓	Additional Support	In-depth Review
Make ten numbers	✓	Additional Support	In-depth Review
Fluently add and subtract within 20	✓	Additional Support	In-depth Review
Use strategies to add	✓	Additional Support	In-depth Review

Standard Code	Standard Description	✓	✓	✓
3.OA.A.1	Interpret products of whole numbers, e.g., interpret $5 \times 7$ as the total number of objects in 5 groups of 7 objects each.	17	0	4

## Next Steps

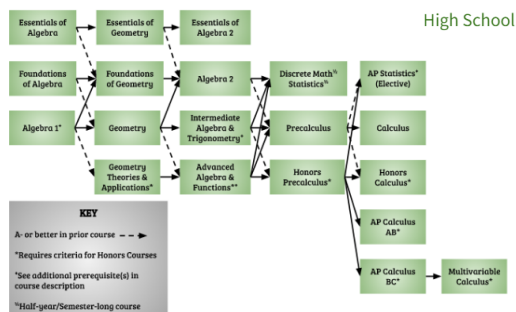
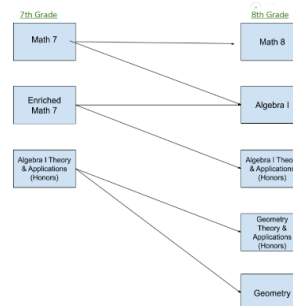
- Implement i-Ready Classroom in K-6, 2023-2024
- Provide all teaching staff with a three-part training on i-Ready Classroom
  - Part 1: Introduction to i-Ready Classroom, April 2023
  - Part 2: Prepare to teach, June 2023
  - Part 3: Developing Mathematical Thinkers, Fall 2023
- Math coach to provide support and professional development, 2023-2024
- Parent support and resources



## K-12 Math Committee - 2018

- Recommended changes to the math course progression to allow for more students to take Calculus
- Included the introduction of Algebra in 8th grade and reorientation of the middle school courses

### Middle School



- i-Ready has developed **'The Arc of Arithmetic to Algebra'**
  - develop number sense and algebraic thinking
  - to identify essential mathematics principles students should aim to master in each grade level
  - prepare all students for middle school math
- We are now seeing high numbers of students in Precalculus and Honors Precalculus classes and are predicting higher numbers of students in Honors and AP Calculus classes in the upcoming years.

Thank you

## CREDITS

Presentation Template: [SlidesMania](#)  
 Images: [Unsplash](#)

Mr. Keaney began his presentation by referring back to 2018 when a K-12 math committee was made, the objective behind this committee was to research present trends in mathematical education, to come up with a vision statement, look at the vertical articulation within the courses throughout all grade levels in the District to make sure we have progressions through math practices and skills. The committee determined that the District needed to focus on moving forward on thinking and writing math, math discourse, and on math practices. The committee also recommended that there be a K-6 math department head.

Mrs. Testa, K-6 math department head, addressed the state of the elementary math program and shared historical information as follows; for 12 years the New Providence School District has engaged in a program called Go Math Program, this program has been highly successful in our school district. In 2021/2022, Houghton Mifflin, the company that published Go Math, said that they no longer were going to publish Go Math; this led to the formation of the math committee and the search for a new program to move forward to. Equally important, it was time for us to conduct an elementary program evaluation to find a rigorous program in alignment with our District's mathematics vision and the support necessary so that will continue to meet our needs and ensure we are performing at the highest levels. In 2019, the math department created a vision around mathematics, this vision is central to everything done by the elementary math committee this year. We knew that the New Jersey Student Learning Standards called for rigorous, deep, and coherence in their standards and that will be central to what we are presenting tonight. The goals of the elementary math committee were twofold, first, to provide the support of an elementary math coach, and second, to provide a program revelation to select and implement a new K-6 math program.

Mrs. Lemerich, Elementary Math Coach, explained what a math coach is, she provides a job-embedded support for teachers by:

- Facilitating professional learning opportunities
- Modeling, co-teaching, and/or providing feedback on lessons and strategies
- Listening, brainstorming, and sharing ideas and resources
- Supporting math content knowledge and implementation
- Supporting a learning environment that values problem-based learning experiences, strong number sense, conceptual understanding, and fluency

This math coach role is important because the demands of the NJSLS are high, teachers need to focus strongly where the standards focus for their grade level, coherence: thinking across grades and linking to major topics within grades, and rigor in major topics, to pursue conceptual understanding, procedural skill and fluency, and application with equal interests. For example, on slide eleven an image of two yellow circles was presented to a third-grade class and they were asked how the circles were the same and how they were different and students gave various responses causing a math discourse. In slide twelve Mrs. Lemerich explained the process of breaking down a math problem, figuring out the volume of a shape, and how the students can work on figuring out the problem. Mrs. Lemerich then showed a list taken from the NCTM, 2014 of what makes an effective mathematics educator. This list is very extensive and a math coach's job is to help our teachers to pose purposeful questions and use and connect mathematical representations. In slides thirteen through sixteen, Mrs. Lemerich shared the various pictures of other teachers implementing her coaching, students' work, professional development she has done, and instructional videos she has created as a resource for teachers. Next year, as a math coach, Mrs. Lemerich will continue to support the implementation of the new mathematics program for teachers and the administrative team, ongoing professional development, implementation of the coaching cycle, and parent support and education.

Mrs. Testa mentioned that in the 2021/2022 school year the elementary math committee began and consisted of twelve teachers in both Allen W. Roberts and Salt Brook, Mrs. Lemerich and herself. The committee established a goal and action plan in alignment with the District's vision. This goal was to adopt a new math program that is aligned with the vision of the New Providence Mathematics Department, including the district vision for classroom instruction and initiatives and includes best practices in mathematics instruction. Secondly, teachers and students were surveyed on the strengths and weaknesses of the current Go Math program and essentially we wanted to make sure that we took all the strengths of the Go Math program and sure that they were included in the new math program. Then, eight programs were reviewed through a variety of lense and narrowed down to three that met the instructional goals and vision of the district. The lenses used to review these eight programs consisted of personalized learning, differentiation, assessment, technology, rigor, and presentations of material. After narrowing down the programs, the committee heard vendor presentations were provided from i-Ready Classroom, enVision, and Big Ideas with evaluation and the programs were narrowed down to two programs. After that, committee members piloted enVision Mathematics and i-Ready Classroom and visited one another's classrooms with rubric evaluations done for both programs. Finally, the committee recommendation was made to purchase and utilize i-Ready Classroom as the primary math instructional resource. Teachers were given the opportunity to pilot i-Ready and enVision, at the end of the pilot teachers were surveyed and i-Ready came out on top. On slide thirty two, it shows some of the committees' feedback for the i-Ready program

Ms. Joyce came up to share her and her students' experience with i-Ready. From hearing the company pitch, and diving deep into teacher manuals, teacher guides, and student workbooks it was very clear that this program had really strong aspects to it. Once working with the students, the first thing that jumped out is that i-Ready takes their time to be able to go wide with math content. Often as math teachers, it feels like we are on a relay race trying to get through all the content that needs to be taught. The positive thing about i-Ready is that teachers will have the opportunity to be able to have a wide-spanning approach with the students. This will allow students to have the time to really understand the content. The program is divided into Discover, Develop, and Refine days, which allows students to lessen the anxiety of we are learning one thing one day and then the next day it's something new.

On slide thirty three, Ms. Joyce showed a picture of what a Discover Day would look like for students figuring out the product of fourteen and thirteen on their own way using place value blocks and counting chips, using paper and pencil to draw out their math problems. It's great to see that even students with basic skills can show their knowledge and own their knowledge. Once we implement this program it will be great to see how students' knowledge grows from kindergarten to sixth grade and how they can discuss with classmates how to use math, and math vocabulary, be comfortable with taking risks, making mistakes, and learning from one another, not just learning from teachers themselves. At the end of the pilot, the students were given a survey and all twenty-one students were happy with i-Ready and even cheered when they found out that i-Ready was chosen as the new program to be recommended to the Board. So the students and Ms. Joyce are very excited and happy with i-Ready.



Mrs. Testa continued by emphasizing the student and teacher shift from student-to-student discourse and conversation. The three beliefs of i-Ready are:

- The meaningful discourse around rich mathematical tasks is essential for building student understanding and ownership.
- Evidence of student thinking should drive decision-making about when and how to differentiate instruction.
- Rigorous instruction and meaningful practice are necessary to deepen students' conceptual and procedural understandings.

In this new program you will not see a worksheet with forty problems where in class you do the odd numbers and then for homework, you do the even numbers and then you check your answers in the back of the book like we had done years ago. The students have fewer problems because less is more and they are meaningful problems. The program's philosophy is based on the NJSLS for mathematical practices, they took these practices and built the program around them. Whereas with Go Math, it's around standards, and have to learn how to fit it in the mathematical practices. I-Ready is also aligned to instructional best practices; personalized learning, and data-driven instruction, aligns with Math Department Vision, student discourse, differentiated instruction, and is student-centered. My Path is a very interesting feature that i-Ready provides. Students take a diagnostic assessment will do is that it will students a score but will let the teacher know what a student needs to learn next, also it will let the teacher know how many students in the class have understood the standard that needed to be taught and what students still need additional help.

The next step moving forward is to implement i-Read in classrooms K-6 in the 2023-2024 school year. To provide all teaching staff with a three-part training on i-Ready Classroom:

- Part 1: Introduction to i-Ready Classroom, April 2023- that concluded today, for the past three days seventy-one teachers attended i-Ready training
- Part 2: Prepare to teach, June 2023
- Part 3: Develop Mathematical Thinkers, Fall 2023

Mrs. Lemerich will provide support and professional development in the 2023-2024 school year and we will have parent support and resources.

Mr. Keaney wanted to touch upon Part 2, originally i-Ready likes to implement its program in the Fall, in September, but he thanked Mrs. Testa and Mrs. Lemerich for being insistent that our teachers got it in June, that way our teachers come in starting the new school year feeling more comfortable to teach the new program. Referring back to the 2018 Math Committee recommendations, they recommended changes to the math course progression to allow for more students to take Calculus and the introduction of Algebra in 8th grade, and reorientation of the middle school courses in the 8th grade. What we have seen with the great progress of students in elementary school with i-Ready, students going into middle school will be more prepared, therefore making the previously mentioned recommendations achievable.

Lastly, i-Ready has developed 'The Arc of Arithmetic to Algebra' to develop number sense and algebraic thinking to identify essential mathematics principles students should aim to master in each grade level to prepare all students for middle school math. We are now seeing high numbers of students in Precalculus and Honors Precalculus classes and are predicting higher numbers of students in Honors and AP Calculus classes in the upcoming years.

Mr. Keaney complimented Mrs. Lemerich, Mrs. Testa, and Ms. Joyce for all their hard work.

Dr. Miceli echoed Mr. Keaney's compliments to Mrs. Lemerich, Mrs. Testa, and Ms. Joyce. He also mentioned that one of the Board's Goals this year is to identify and evaluate potentially advanced level math at the elementary levels. Dr. Miceli invited Mr. Richter or Mrs. Drexinger to speak on their thoughts on the i-Ready program.

Mrs. Drexinger commented that she has had the opportunity to see a little of i-Ready in the classrooms that have piloted it and already we are starting to see the children being leveled out. What is very interesting about My Path is that based on the diagnostic assessments. The teachers can put the students in certain lessons to help strengthen their weaknesses. We are looking forward to great success with this program.

Mrs. Misiukiewicz asked when this program is expected to become obsolete, since Go Math eventually became unavailable, what is i-Ready's philosophy are they seeing this as a ten-year program?

Mrs. Testa responded by saying that i-Ready has been very responsive to meeting our needs, so if standards change there are some proposals for standard changes coming. They are very minor and i-Ready will work on adjusting them. Also, every five years the District does a review of the curriculum and will evaluate the program and see if it is still successful and if it is fulfilling the needs of our Districts.

Mrs. Coniglio commented that she was very thankful for the presentation.

### **2023/2024 BUDGET PRESENTATION**

Mr. Walsh, Mrs. Killea, and Mrs. Marano came up to present the 2023/2024 Budget.

Mr. Walsh began by stating that the budget goals presented are consistent with every previous year. A couple of goals to highlight is to support student achievement first and foremost. Mrs. Killea and Mrs. Marano will go over the budget highlights and Mr. Walsh will walk through what that means in the overall perspective.

Mrs. Marano reiterated that everything the Board does goes hand in hand with the objectives and the strategic planning goals set forth by the administration and the Board. The first three of budget highlights are full-day kindergarten, implementing i-Ready Math for grades K-6, and

continuing updating and writing the curriculum. As you previously saw, we are constantly doing a thorough evaluation of what is best for our students and the needs of the community, we are fortunate enough to have very active teachers and administrators that can put together different curriculum goals and with that we not only took a look at how we can continue to make our students into global citizens, which is what we are trying to achieve with everything we do. Within the High School, we will be offering AP Environmental Science, French 4, and Marketing and Wellness Physical Education, and within the Middle School, Mod Courses in Art, Language Arts, Music, Social Studies, and STEM updates. Additionally, we will continue to fund software and apps that enhance student achievement, purchase iPads/cases for the class of 2027, will be upgrading classroom teacher technology to align with the new furniture, continue to replace projectors in classrooms, and also replace network switches.

With all of these updates, there are always full-time staffing increases; will be adding three additional kindergarten teachers, one special education teacher, one middle school teacher for Spanish, one Child Study Team member, .8 ESL teacher, and one teacher's aide.

Mrs. Killea commented that from capital items perspective there are three areas; facilities, maintenance, transportation, and musical instruments. For Salt Brook School, there will be an installation of exterior fencing, refinishing cabinetry, and replacement sink/counters in one classroom. For Allen W. Roberts there will be an installation of electrical ceiling drops in the STEM classroom. Both Allen W. Roberts and Salt Brook School will be purchasing Play All in One set for full-day Kindergarten classrooms. At the High/Middle School, one of the big items will be the replacement of HVAC units, the high school gym floor resurfacing, and the replacement of soccer goals. Regarding maintenance and transportation, a new tractor replacement, a new van replacement, and a 54-passenger school bus replacement. Lastly, from an instructional perspective at Allen W. Roberts, we will be purchasing a brass clarinet, Salt Brook School will purchase risers, at the Middle School there will be a purchase of a basso and English horn, and lastly, at the High School, we will be purchasing four euphoniums and two saxophones.

Mr. Walsh went on to explain that slide ten summarizes the percentages of different parts of the budget. Everything looks similar to the previous year other than classroom instruction which went up about 1.2% and transportation went up from 3.9% to 4.6%. The major increases in the budget are the full-day kindergarten program, transportation which was due to additional need for transportation from a special education perspective, and lastly the special education introduction and tuition which is driven by rates of tuition due to demand and the need for teachers and resources.

Slide twelve shows the favorable comparison of New Providence with other schools. Last year, New Providence was second to Chatham, we were \$15,441.00 last year and Chatham was \$15,282.00. What is taken away from this slide is that we compare very favorably to other schools near us. The 2023/2024 proposed tax levy has increased by \$1,463,730.00 from 2022/2023 to 2023/2024.

Cap Banking is when the District does not spend up to the tax levy that is related to the 2% allowable increase or any additional adjustments, like health care costs. This allows us to use Cap Bank and gave us \$285,739.00 to take to the next year and we have to use that within three years. State aid increased by 5.9% receiving \$2,504,074.00 in the 2022/2023 school year. The rateables increased by \$7,333,407.00, last year they increased by \$11,000,000.00 which is good and helpful to the District, but did not increase as much as the previous year.

To summarize, the 2023 average home market value of \$700,124.00 brings the tax increase to \$199.00 or 2.9%. You can see how it is split up in the first two halves of the budget: 1st half of the 2023/2024 budget: \$116.00 and the 2nd half of the 2022/2023 budget: \$83.00.

**NEW PROVIDENCE BOARD OF EDUCATION**

**2023/2024  
BUDGET  
PRESENTATION**

**BOARD BUDGET GOALS**

- ▶ Maintain educational programs and goals to support student achievement
- ▶ Review and analyze staffing needs
- ▶ Maximize operational efficiencies
- ▶ Continue to enhance security, facilities and equipment
- ▶ Consider burden on taxpayers
- ▶ Maintain the culture of the District

**BUDGET HIGHLIGHTS**

- ▶ Offer full day kindergarten
- ▶ Implement new math program for K-6
  - iReady Math
- ▶ Continue to update and write curriculum

**BUDGET HIGHLIGHTS**

**New course offerings:**

High School- AP Environmental Science, French 4, Marketing and Wellness Physical Education

Middle School- Mod courses in Art, Language Arts, Music, Social Studies and STEM

**BUDGET HIGHLIGHTS**

**TECHNOLOGY ITEMS**


- ▶ Continue to fund software and apps that enhance student achievement
- ▶ Purchase of iPads/cases for class of 2027
- ▶ Upgrade classroom teacher technology to align with the new furniture
- ▶ Continue the replacement of projectors in classrooms
- ▶ Replacement of network switches

**BUDGET HIGHLIGHTS**

**STAFFING**

▶ 7.8 FTE increase in staff

- Three kindergarten teachers
- One special education teacher
- One middle school teacher- Spanish
- One CST member (internship)
- .8 ESL teacher
- One teacher aide



**BUDGET HIGHLIGHTS**

**CAPITAL ITEMS - FACILITIES**

**Salt Brook School**

- ▶ Installation of exterior fencing
- ▶ Refinish cabinetry and replace sink/counter in one classroom

**Allen W. Roberts**

- ▶ Installation of electrical ceiling drops in STEM classroom

**Allen W. Roberts and Salt Brook**

- ▶ Purchase of Play All in One sets for full day kindergarten classrooms

**High/Middle School**

- ▶ Installation of electrical ceiling drops in STEM classroom
- ▶ Replacement of three HVAC units
- ▶ Cleaning/Recharging of acid neutralization tanks
- ▶ Replacement of auditorium lecterns
- ▶ High school gym floor resurfacing
- ▶ Replacement of soccer goals

**BUDGET HIGHLIGHTS**

**CAPITAL ITEMS - FACILITIES**

**Maintenance/Transportation Department**

- ▶ Tractor replacement
- ▶ Van replacement
- ▶ 54 passenger school bus replacement

**BUDGET HIGHLIGHTS**

**CAPITAL ITEMS - INSTRUCTIONAL (MUSICAL INSTRUMENTS)**

**Allen W. Roberts School**

- ▶ Purchase of bass clarinet

**Salt Brook School**

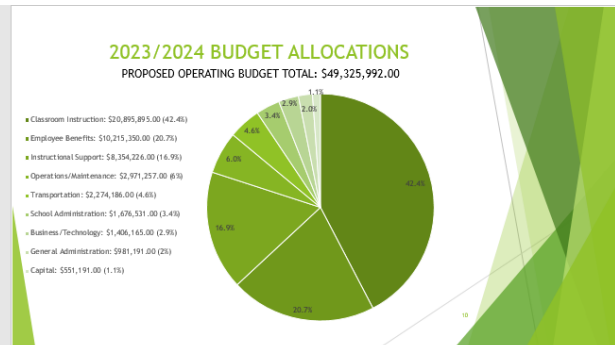
- ▶ Purchase of Wenger risers

**MIDDLE SCHOOL**

- ▶ Purchase of a bassoon and English horn

**HIGH SCHOOL**

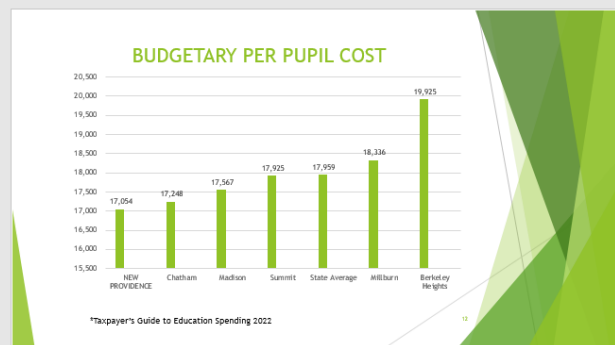
- ▶ Purchase of four euphoniums and two saxophones



**MAJOR BUDGET EXPENDITURE INCREASES**

Full Day Kindergarten	Transportation
\$520,630.00	\$496,374.00
Special Education Instruction & Tuition	
\$557,409.00	

The increase in general fund expenditures from the 2022/2023 original budget to the 2023/2024 proposed budget is \$3,963,868.00 or 8.74%.





Mrs. Misiukiewicz declared a public hearing for the proposed 2023/2024 school budget.

There being no public comments, Mrs. Misiukiewicz declared the Public Hearing on the proposed 2023/2024 school budget closed.

Mrs. Misiukiewicz said no was the opportunity for the Public to be heard (on specific agenda items). There being no public comments, Mrs. Misiukiewicz declared the public portion of the meeting closed.

### **APPROVAL OF MINUTES**

Mrs. Marano moved to approve the minutes for:

Board Minutes:	March 13, 2023
Business Meeting:	March 13, 2023

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

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>Abstain</u>	Mrs. Misiukiewicz
<u>Yea</u>	Mr. Walsh

Mrs. Coniglio moved to approve the minutes for:

Board Minutes:	March 23, 2023
Business Meeting:	March 23, 2023

Mr. Walsh seconded the motion and it was carried on the following vote:

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>Abstain</u>	Mr. Walsh

### **ACTION ITEMS**

Mr. Walsh, Finance Chairperson moved to approve items 1 through 9 as listed below:

### **BOARD SECRETARY AND TREASURER REPORT APPROVED**

1. After review, we hereby accept the Board Secretary and Treasurer reports for March 2023. 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 April 2023, in the amount of \$ 4,655,523.14.

**2022/2023 NPEF GRANT AWARDS APPROVED**

3. Approve the updated 2022/2023 Grant Awards amount, \$80,307.05, from the New Providence Education Foundation.

**ADOPTION OF THE FINAL BUDGET APPROVED**

4. Adoption of the final budget as approved by the Executive County Superintendent:

WHEREAS, the New Providence Board of Education adopted a TENTATIVE budget on March 13, 2023, and submitted it to the Executive County Superintendent of Schools for approval, and

WHEREAS, the TENTATIVE budget was approved by the Executive County Superintendent of Schools, and

WHEREAS, the TENTATIVE budget was advertised in the legal section of the Courier News on April 11, 2023, and

WHEREAS, the FINAL BUDGET was presented to the public during a public hearing held in the New Providence High/Middle School Media Center, 35 Pioneer Drive, New Providence, NJ on April 27, 2023.

<b><u>2023/2024 School Year</u></b>	<b><u>General Fund</u></b>	<b><u>Revenues</u></b>	<b><u>Special Service</u></b>	<b><u>Debt Total</u></b>
Total Expenditures	\$49,325,992.00	\$570,736.00	\$2,092,356.00	\$51,989,084.00
<b>Less:</b>				
Anticipated Revenues	\$ 7,192,652.00	\$570,736.00	\$ 537,634.00	\$ 8,301,022.00
Taxes to be Raised	\$42,133,340.00	\$0.00	\$1,554,722.00	\$43,688,062.00

**2023/2023 SAFETY GRANT PROGRAM APPROVED**

5. Approve the grant application submission of the 2023/2024 Safety Grant Program through the New Jersey School Insurance Group's Underwriting Surplus Fund for the replacement of sidewalks at Allen W. Roberts Elementary School, in the amount of \$2,959.00.

**SUBMISSION OF NJDOE NO. 3560-050 PROJECT APPROVED**

6. Approve the following resolution:

The New Providence Board of Education authorizes the School Business Administrator/Board Secretary to submit:

- NJDOE Project No. 3560-050  
HVAC Replacement Project  
New Providence High/Middle School



to the New Jersey Department of Education for review and approval. The District is submitting these applications as a Level One School Facilities Project. The New Providence Board of Education is seeking 40% state funding for the project under the ROD grant program.

### **NEW PROVIDENCE HIGH SCHOOL CLASS OF 1962 DONATION APPROVED**

7. Approve the generous donations to the New Providence High School Class of 1962 Scholarship Fund in the amount of \$300.00.

### **VOIDED AND REISSUED CHECKS APPROVED**

8. Approve the following voided and reissued checks:

**Voided**

<u>Check #</u>	<u>Date</u>	<u>Amount</u>	<u>Account</u>	<u>Reason</u>
361062	3/23/23	\$49.99	11-000-216-600-13	Lost
361528	4/5/23	\$1,098.60	11-000-262-610-00	Lost

**Reissued**

<u>Check #</u>	<u>Date</u>	<u>Amount</u>	<u>Account</u>	<u>Reason</u>
361845	4/27/23	\$1,098.60	11-000-262-610-00	Replacement

### **DONATION TO HIGH SCHOOL PHOTOGRAPHY CLASS APPROVED**

9. Approve the generous donation of a 12" RGB Ring Light Tripod Stand, LED Ring Light with Camera Holder and Wireless Remote, and three CCT Mode & 39 Color Modes Ring Light from Mr. David Hall to the New Providence High School photography class.

Mrs. Misiukiewicz thanked again the New Providence Education Foundation for the grants.

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, the Facilities Chairperson, moved to approve Items 1 and 2 as listed below:

**DISPOSAL OF AN ITEM APPROVED**

1. Approve the disposal of the following item as they are outdated and no longer necessary for school use:

Quantity	School	Item Description	Model/ISBN #	BOE#/Ser.#	Reason for Disposal
1	SB	<del>Yahama-</del> U1 Upright Piano- Polished Ebony	U1 Upright Piano	Serial # 5896303	Piano does not stay in tune and has been replaced with digital models

**DISPOSAL OF TEXTBOOKS APPROVED**

2. Approve the disposal of the following textbooks as they are outdated and no longer necessary for school use:

Quantity	School	Item Description	Model/ISBN #	BOE#/Ser.#	Reason for Disposal
95	SB	Houghton Mifflin Reading Anthology: Wonders, 2001	0-618-01230-3		Outdated. No longer used for classroom instruction

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

**EDUCATION ACTION**

Mrs. Coniglio, Education Chairperson, moved to approve Items 1 through 5 as listed below:

**RECOMMENDATIONS OF THE SUPERINTENDENT OF SCHOOLS REGARDING HIB INVESTIGATIONS APPROVED.**

1. Per the 2011 Anti-Bullying Bill of Rights Act, approve the recommendations of the Superintendent of Schools regarding the following 2022/2023 Harassment, Intimidation, and Bullying investigations:

<u>School</u>	<u>Incident Report Number(s)</u>
Allen W. Roberts:	7, 8
Salt Brook:	4, 5

**TEACHER RECOGNITION OBSERVANCE RESOLUTION APPROVED**

2. Approve the following resolution in observance of Teacher Recognition Week May 7<sup>th</sup> through May 13<sup>th</sup>.

**WHEREAS,** the week of May 7<sup>th</sup> through May 13<sup>th</sup> has been declared Teacher Recognition Week throughout the State of New Jersey; and

**WHEREAS,** the faculty of the New Providence School District continues to provide excellent instruction, tutoring, encouragement, counseling, and understanding to the students who pass through their classrooms; and

**WHEREAS,** in addition to the regular educational programs many of the staff provide advice, direction, coaching, and sponsorship to extra-curricular activities;

**NOW, THEREFORE, BE IT RESOLVED**

that the Board of Education acknowledges with pride and sincere appreciation the efforts of all of the teachers and its staff; and

**BE IT FURTHER RESOLVED**

that the members of the Board extend to these teachers their best wishes for the future, firm in the belief that they will always perform in the same fine fashion.

APPROVED THIS 27<sup>TH</sup> DAY OF APRIL, 2023, and signed by the order of the New Providence Board of Education.

**REVISED 2022/2023 SCHOOL CALENDER APPROVED**

3. Approve the revised 2022/2023 School Calendar.

**(EXHIBIT A)**

**HIGH SCHOOL ITALY TRIP APPROVED**

4. Approve the H.S. trip to Italy, Tour of the Classics: Destination Italia, scheduled for June 19, 2023, through June 27, 2023.

**AMENDMENT TO THE FISCAL YEAR 2022/2023 EVERY STUDENT SUCCEEDS ACT GRANT APPROVED**

5. Approve the amendment to the Fiscal Year 2022/2023 Every Student Succeeds Act Consolidated Grant Application for Title IIA funds to transfer \$8,000.00 from account 20-270-200-590-00 to account 20-270-200-320-00.

Mrs. Coniglio read Item 2, the resolution to approve the observance of Teacher Recognition Week.

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

**PERSONNEL ACTION**

Mrs. Cuccaro, the Personnel Chairperson, moved to approve Items 1 through 3 as listed below.

**2022/2023 APPOINTMENTS APPROVED**

1. Approve the appointment of the following people with the recommendation of the Superintendent of Schools subject to the requirements of Chapter 116 of P.L. 1986 for the 2022/2023 school year:
  - a. Heather Formon, H.S. vocal music, director, \$1,992.00 (base \$6,640.00), effective 4/5/23 through 6/30/23
  - b. Leonard Thomas, bus driver, \$392.25 (base \$1,457.00), effective 3/27/23 through 6/30/23
  - c. Walter Kempner, H.S. Fitness Center Monitor, \$18.00/hr. (not to exceed a total of 520 hours for the 2022/2023 school year for all combined fitness monitor hours for all monitors)
  - d. Emily Mellow, secretary, \$10,208.00 (base \$49,764.00), effective 4/17/23

- through 6/30/23
- e. Cassidy Marston, substitute teacher, teacher aide, secretary (subject to criminal history review procedures)
  - f. Amanda Cavaliere, substitute teacher, teacher aide, secretary
  - g. Michael Kelly, substitute teacher, teacher aide, secretary (subject to the issuance of certification)
  - h. Alyssa Machado, substitute teacher, teacher aide, secretary (subject to criminal history review procedures)
  - i. Victoria Aloia, substitute teacher, teacher aide, secretary (subject to the issuance of certification)
  - j. Maria DeLuca, teacher, \$13,950.00 (base \$56,939.00), effective 4/18/23
  - k. Joan Agresto, secretary, \$4,402.00 (base \$44,594.00), effective 5/22/23

**2022/2023 RESIGNATIONS APPROVED**

2. Accept the resignations of the following employees:

- a. Erika Vanadia, teacher, effective 6/30/23
- b. Nicholas Webber, teacher, effective 6/30/23
- c. Jennifer Daly, teacher, effective, 6/30/23

**2022/2023 REVISIONS APPROVED**

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

- a. Pamela Van Nostrand, H.S. vocal music, director, \$4,764.20, effective 9/1/22 through 3/31/23
- b. David April, long-term substitute teacher, \$57,939.00, effective 9/1/22 through 6/30/23
- c. Amanda Srey, Secretary I, 12 mos., 7.5 hrs./day, \$9,385.00 (base \$44,372.00), effective 4/17/23
- d. Jennifer Morra, AWR winter program teacher, not to exceed 60 hours @ \$75.00/hr.

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:** The committee met regarding the proposed middle school bell schedule, and will present the proposed schedule at the next board meeting.

**2. Finance, Facilities, and Safety/Security:** No comments

**3. Personnel, Management, and Communication:** No comments

**OLD BUSINESS**

Mrs. Misiukiewicz referred back to January's meeting about forming an ad hoc committee where the school calendar will be discussed and discuss professional development. The first meeting will be set up shortly.

Dr. Miceli thanked Mrs. Zirpoli and Mr. Keaney for all their work on the Equity Landscape.

**NEW BUSINESS**

Mrs. Misiukiewicz reminded everyone that the Memorial Day parade is coming up and she will be marching in the parade and invited any additional board members to join.

Mrs. Coniglio commented that she will be at the parade with Mrs. Misiukiewicz. She also commented on the Disney music trip and how wonderful the students performed and it was wonderful to have all the parents support the students.

**OPPORTUNITY FOR THE PUBLIC TO BE HEARD**

Mrs. Misiukiewicz opened the meeting for the Public to be heard.

There being no public comments. Mrs. Misiukiewicz, Board President, declared the public portion of the meeting closed.

**CLOSED SESSION**

Mrs. Marano moved to adopt the following resolution:

This body shall on April 27, 2023, at 8:53 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.

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

### **RETURN TO PUBLIC SESSION**

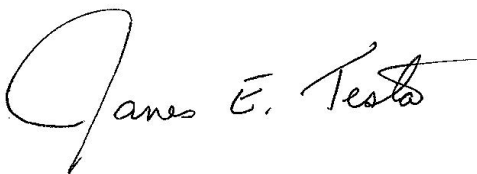
The Board reconvened to a public session at 9:32 p.m.

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 9:33 p.m.



---

**James Testa, School Business Administrator/Board Secretary**