

RUMSON-FAIR HAVEN REGIONAL HIGH SCHOOL
BOARD OF EDUCATION

FY 2023-2024 No.07
OFFICIAL MINUTES

November 20, 2023 Regular Meeting

“Our mission is to empower all of our students with the tools to find their passions and thrive as knowledgeable, confident, resilient, creative, and compassionate citizens of a global community.”

1. Call to Order

The Rumson-Fair Haven Regional High School Board of Education regular meeting was held in the Learning Commons. The meeting was called to order at 6:30 p.m. by Mrs. McGinty, Board President.

2. Salute the Flag

3. Statement of Compliance - Mrs. McGinty read the statement of compliance

Adequate notice of this meeting has been disseminated in accordance with NJSA 10:4-8 of the Open Public Meetings Act, specifying the date, time and place and filed with the Asbury Park Press, the Two River Times, the Borough Clerks, posted on the District website and in the Main Office.

4. Roll Call

Mrs. Halcrow	Absent	Mrs. Kiley	Present	Mr. Page	Present
Mrs. Hickey	Present	Mrs. McCabe	Absent	Mrs. Thompson	Present
		Mrs. McGinty (President)	Present	Mrs. Whitehouse	Present

Also in attendance:

Darren Groh, Superintendent

Sean Cranston, School Business Administrator

Athina Cornell, Board Counsel

5. Welcome of Visitors

Mrs. McGinty welcomed all visitors to the board meeting.

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6. Board Reports

- a. Student Representative Report - Hailey Blum & William Tencza
 - i. William spoke about upcoming events and fundraisers and gave an overview of the Fall sports season.
 - ii. Hailey spoke about the play and the Spain Trip this fall.
 - iii. William and Hailey exited the meeting

7. Special Presentation

- Acknowledgment of Mr. Joseph Kenney
 - Mrs. McGinty spoke her a few minutes about Mr. Kenney's arrival on the board and the accomplishments during his tenure on the board.

8. Nomination and Election for Office of Vice-President

The Board President calls for nominees for Vice-President.

Nomination for: Mrs. Thompson

By: Mrs. Whitehouse Second: Mrs. Kiley

Roll Call

Mrs. Halcrow	n/a	Mrs. Kiley	Yes	Mrs. McGinty	Yes	Mrs. Thompson	Yes
Mrs. Hickey	Yes	Mrs. McCabe	n/a	Mr. Page	Yes	Mrs. Whitehouse	Yes

9. Communications

- a. Mrs. Whitehouse ran into an alumni, C. Volker, before and after the football game on Friday night. He stated it was great to be back and excited to watch the game.
- b. Mrs. McGinty received a phone call about a Special Education student. She passed it onto Mr. Groh and Mrs. Cornell.

10. Board Reports

- a. Athletics & Activities - Mr.s Whitehouse reported - November 3, 2023
- b. Education - Mrs. Thompson reported. - November 1, 2023
- c. Finance & Facilities - Mrs. Whitehouse reported. November 13, 2023

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- d. Personnel - Mr. Page reported - November 14, 2023
- e. Referendum Ad-Hoc - Mrs. Whitehouse reported - November 17, 2023
- f. Superintendent's Report
 - i. Darren presented a slide show the progress of the district goals.

Drills

TYPE OF DRILL	DATE	TIME	DURATION
Bus Evacuation Drill	November 7	7:10 a.m.	
Lockdown	October 2	9:56 a.m.	38 minutes
Fire Drill	October 16	10:24 a.m.	11 minutes
Shelter in Place	October 24	11:46 a.m.	26 minutes

Enrollment - 860 as of October 31, 2023

11. Public Comment on Agenda Items - None

12. ACTION ITEMS

On a **MOTION** made by Mr. Page and seconded by Mrs. Whitehouse, the Board of Education approved action items 1-2 with the following roll call vote:

Mrs. Halcrow	n/a	Mrs. Kiley	Yes	Mr. Page	Yes
Mrs. Hickey	Yes	Mrs. McCabe	n/a	Mrs. Thompson	Yes
		Mrs. McGinty	Yes	Mrs. Whitehouse	Yes

ACTION ITEMS

1. Recommend Board approve the 23-24 SY Board Committee Goals, as attached:
Attachment A

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2. Recommend Board approval of the following meeting minutes:

- October 30, 2023 Regular Meeting Minutes
- October 30, 2023 Executive Session Meeting Minutes

PERSONNEL

On a **MOTION** made by Mr. Page seconded by Mrs. Kiley, the Board approved Personnel Items 3-11 with the following roll call vote:

Mrs. Halcrow	n/a	Mrs. Kiley	Yes	Mr. Page	Yes
Mrs. Hickey	Yes	Mrs. McCabe	n/a	Mrs. Thompson	Yes
		Mrs. McGinty	Yes	Mrs. Whitehouse	Yes

The superintendent recommends personnel items #3 through #11

Additional Assignments

3. Amend Dates of Sixth Assignments

Recommend Board approval to amend the dates of the following sixth assignments:

<u>NO</u>	<u>NAME</u>	<u>SUBJECT</u>	<u>FROM</u>	<u>TO</u>
1.	Nicholas Del Buono	Social Studies	9/27/2023 - 2/23/2024	9/27/2023 - 11/3/2023
2.	Mackenzie Hargrove	Social Studies	9/5/2023 - 11/2/2023	9/5/2023 - 11/3/2023
3.	Jennifer Sterk	Social Studies	9/5/2023 - 11/2/2023	9/5/2023 - 1/26/2024
4.	Robert Orrok	Phys. Education	9/27/2023-2/23/2024	9/27/2023-1/26/2024

4. Amend type of Sixth Assignment

Recommend Board approval to amend the type of sixth assignment, as listed:

<u>NO</u>	<u>NAME</u>	<u>SUBJECT</u>	<u>FROM</u>	<u>TO</u>
1.	Victoria Imperato	Special Education / Biology	11/6/2023 - 5/13/2024 4 additional labs	11/6/2023-5/13/2024 1 full sixth assignment BA +30 \$12, 630

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5. Amend end date for Dean of Student Affairs

Recommend Board approval to amend dates for the Dean of Student Affairs, as listed:

<u>NO</u>	<u>NAME</u>	<u>MONTHLY STIPEND</u>	<u>From</u>	<u>To</u>
1.	Eric Zullo	\$1,600	9-27-23 to 2-23-24	9-27-23 to 1-26-24
2.	Stephanie Pennetti	\$1,050	9-27-23 to 2-23-24	9-27-23 to 1-26-24

6. Amend approval of School Safety Specialist for the 2023-2024 School Year

Recommend Board approval of Meredith Brow as the School Safety Specialist for the 2023 - 2024 school year, effective July 1, 2023 - September 14, 2023 and January 29, 2024-June 30, 2024, at a prorated stipend of \$2,523.

7. Approval of School Safety Specialist for the 2023-2024 School Year

Recommend Board approval of Stephen Sarles as the School Safety Specialist for the 2023 - 2024 school year, effective September 15, 2023 - January 28, 2024, at a prorated stipend of \$1,477.

8. Approval of Paraprofessionals for Extracurricular Activities for the 2023 - 2024 School Year

Recommend Board approval for the following paraprofessionals to provide support during extracurricular activities for the 2023-2024 school year beginning November 8, 2023 and ending June 30, 2024:

NAME	STEP	SALARY
Tracy Cornette	Step 1	\$20.32/hour

Leaves of Absence

9. Ratify Change in Leave of Absence

Recommend Board approval for a change in leave of absence for the 23-24 SY as listed:

<u>NO.</u>	<u>EMPLOYEE</u>	<u>FROM</u>	<u>TO</u>
1.	5409	<u>Unpaid FMLA/NJFLA</u> 11/27/2023 - 2/23/2024	<u>Unpaid FMLA/NJFLA</u> 10/30/2023 - 1/26/2024

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		<u>Return Date</u> 2/26/2024	<u>Return Date</u> 1/29/2024
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Substitutes / Coaching/Advisor Appointments

10. Approval to Rescind Appointment

Recommend Board approval to rescind the following appointment:

CLUB	ADVISOR
Science National Honor Society Co-Advisor	Alexandra Chiodi

11. Approval to Amend Club Advisor

Recommend Board approval to amend the following club advisor appointment for the 2023-2024 school year, effective January 2, 2023.

CLUB	FROM CO-ADVISOR TO ADVISOR
Science National Honor Society Advisor	Michael Haughwout

FINANCE

On a **MOTION** made by Mrs. Whitehouse seconded by Mr. Page, the Board approved Finance Items 12-27 with the following roll call vote:

Mrs. Halcrow	n/a	Mrs. Kiley	Yes	Mr. Page	Yes
Mrs. Hickey	Yes	Mrs. McCabe	n/a	Mrs. Thompson	Yes
		Mrs. McGinty	Yes	Mrs. Whitehouse	Yes

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The superintendent recommends finance items #12 through #27

Board Secretary's Monthly Certification - September 2023

Pursuant to 6A:23A-16.10(c)3, I, Sean Cranston, School Business Administrator/Board Secretary, certifies that no line item has been over expended in violation of 6A:23A-16.10(c)3 and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

Sean S. Cranston

12. Approval of Bill List (Updated 11-17-23)

Recommend Board approval of the following bill lists dated **November 17, 2023**:

General Fund	\$ 675,400.51
Special Revenue Fund	\$ 49,414.82
Capital Projects Fund	\$ 49,257.78
Food Services Fund	\$ 119,241.30
Total	\$ 893,314.41
Payroll (10/31/23)	\$ 610,740.43
Payroll (11/15/23)	\$ 602,354.89
Total Expenditures	\$ 2,106,409.73

13. Approve Board Secretary's Report – September 2023

Recommend Board approval of the Board Secretary's report for **September 30, 2023**.

14. Approve Panda LLC, Cash Reconciliation Report– September 2023

Recommend Board approval of the **Panda LLC Cash Reconciliation** report for – **September 30, 2023**.

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15. Budget Transfers - September 2023

Recommend Board approval of the budget transfer report for **September 2023**.

16. Board of Education's Certification of Budgetary Major Account Fund Status

To approve that pursuant to 6A:23A-16.10(c)4, the Board of Education after review of the School Business Administrator/Board Secretary's monthly financial reports as of **September 30, 2023**, and upon consultation with the appropriate district officials, certifies to the best of their knowledge no major account or fund has been over-expended in violation of 6A:23A-16.10(b) and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

17. Approve of Use of Facilities - Non Chargeable

Recommend Board approval of the following applications For Use of School Facilities:

Date(s)	Time(s)	Organization	Event	Facility
Monday Thursday Saturday 11-27-23 through 3-2-24	6-9 PM 6-9 PM 8-11 AM	RFH Youth Lacrosse	Practice	Stadium Turf

18. Approve of Use of Facilities - Chargeable

Recommend Board approval of the following applications For Use of School Facilities:

Date(s)	Time(s)	Organization	Event	Facility
6-1-24	8AM - 5PM	Dance Plus Academy of Dance, LLC	EOY Production	Auditorium
12-9-23	1PM - 4PM	Track & Field Performance Clinics	Running Clinic	Track

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19. Approval of Attendance at Professional Conferences and or Workshops:

Recommend Board approval of the following staff to attend professional conferences and or workshops as recommended by the Superintendent of Schools:

Date	Name	Conference/Workshop (Budget Account #)	Registration	Estimated Travel	Location
11-2-23	Justin Langlois	Tri District Media Specialist Articulation	\$0	\$0	Rumson, NJ
1-19-24	Noelle Laufer	NJAPSA- updates in Assessment and Identification of SLD	\$149	\$4.23	Monroe, NJ
2-9-24	Noelle Laufer	Current and Hot Legal topics in Special Education	\$25	\$15.28	Monroe, NJ
1-11-24 4-11-24	Suzanne Fico	Monmouth County Traumatic Loss Coalition	\$0	\$0	Freehold, NJ
11-30-23	Mackenzie Hargrove, Thomas January, Alexis Marinov, Matthew Leddin	Monmouth County AI Conference	\$0	\$0	Red Bank NJ
12-14-23	Rosanne Hughes, Cassie Fallon, Thomas January, Aubrey Torta, James McConville, Jessica Olszewski, Suzanne Crowley	Tri-District Articulation	\$0	\$0	Rumson, NJ
11-30-23	Stephen Sarles	Advanced Behavioral Threat Training	\$0	\$0	Freehold, NJ
1-30-24	Sean Cranston	NJASBO Academy Budget Guidelines & Software	\$50	\$8.08	Robbinsville, NJ
3-26-24	Sean Cranston	NJASBO Purchasing Training	\$125	\$42.87	Mt. Laurel, NJ
11-29-23 to 12-1-23	Marisa Stefani	LEGAL ONE Anti-Bullying Specialist (ABS) Online Certificate Program	\$500	\$0	Virtual

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1-25-24	Yannell Maglione	AI Tools for the Language Classroom – for World Language & MLL Teachers	\$285	\$46.06	Ewing, NJ
12-6-23	Alyssa Trocchia, Elisa Verran	MCVSD Counselor Breakfast	\$0	\$0	Freehold, NJ
12-4-23	Kate Okeson	NJEA Consortium NJ School Librarians Assoc.	\$0	\$0	Atlantic City, NJ
12-7-23	Susan Shay	Foundations in Peer to Peer	\$0	\$0	Virtual

20. Approval Proposal - Spiezele Architectural Group - Roof Replacement

Recommend Board approval for Spiezele Architectural Group to provide professional services for a roofing replacement (Sections B,C,D and W,Y,Z) per proposal dated September 25, 2023 for a lump sum fee of \$67,425, plus reimbursable costs for printing and postage.

21. Approval of Budget Calendar

Recommend Board to approve 2024-2025 SY Budget Calendar as per Attachment B.

22. Approval to Accept Donation

Recommend Board approval to accept a Holiday Wreath donation from Rumson Garden Club with the approximate value of \$80.

23. Approval to Accept Donation

Recommend Board approval to accept donations from the Bulldog Booster Club, as listed:

Coxswain Box for the Rowing Team	\$ 1,109.50
Tent for the Girls and Boys Track Team	\$ 1,650.00
Whiteboard set for the Boys Swim Team	\$ 300.00

24. Approval to Accept Donation

Recommend Board approval to accept a donation in the amount of \$2,000 from the Bulldog Booster Club in order to support the Bulldog Girls Flag Football program.

25. Approval to Accept Donation

Recommend Board approval to accept a donation of various tech crew items with an estimated

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value of \$5,600 from the Performing Arts Society to support the tech crew.

26. Approve submission of Health and Safety Evaluation of School Buildings Checklist - Statement of Assurance

Recommend Board approval of the submission of the Health and Safety Evaluation of School Buildings Checklist - Statement of Assurance for the School Year 2023-2024 , to the Monmouth County Executive Superintendent of Schools.

27. Approval of Consulting Services for the the 2023 - 2024 School Year

Recommend Board approval of the following therapy and consulting service providers for the the 2023 - 2024 school year:

NAME	SERVICE	2023-2024 SY HOURS	HOURLY RATE
Ellen Vaccaro	Orton Gillingham	Not to exceed 3 hours per week	\$110.00/hour

EDUCATION

On a MOTION made by Mrs. Kiley seconded by Mrs. Whitehouse, the Board approved Education Items 28-32 with the following roll call vote:

Mrs. Halcrow	n/a	Mrs. Kiley	Yes	Mr. Page	Yes
Mrs. Hickey	Yes	Mrs. McCabe	n/a	Mrs. Thompson	Yes
		Mrs. McGinty	Yes	Mrs. Whitehouse	Yes

The superintendent recommends education items #28 through 32

28. Approval of Field Trip Request(s) for the 2023-2024 School Year as listed

Recommend Board approval of the following field trip request(s) for the 2023-2024 school year:

DATE	DESTINATION	CLUB/CLASS	ADVISOR/ CHAPERONES
November 29	Freehold High School	Athletics	Chris Lanzalotto

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December 20	Autumn Elise Gallery, Rumson	Art	Kristen Lanfrank
March 14	Forrestdale Knollwood	Math National Honor Society	Kristen DeMeter Chaperones TBD

29. Approval of Fundraising Request(s) for the 2023-2024 School Year as listed

Recommend board approve the following fundraising request(s) for the 2023-2024 school year:

DATE	CLUB	ADVISOR(S)	ACTIVITY
Week of November 27	Health Career Club	Lauren Butler	Bake Sale
November 27 - December 20	National Art Honor Society	Kristen Lanfrank	Hand Painted personalized ornaments
November - December	Habitat for Humanity	Kristen DeMeter	Lollipop Sale
December 1 - 11	Psychology Club	Kali Lerner	Toy Drive
December 7	National Art Honor Society	Kristen Lanfrank	Artist Holiday Market
December - January	Class of 2026	Alyssa Trocchia	Clothing Sale
December - January	Class of 2026	Alyssa Trocchia	Discount Card Sale
January - February	Habitat for Humanity	Kristen DeMeter	Supply Drive
March 14	National Art Honor Society	Kristen Lanfrank	Empty Bowls

30. Approval of Home Instruction

Recommend Board approval of home instruction for the 2023 - 2024 school year as listed:

STUDENT NO.	TIME FRAME	REASON	PROVIDER/COST
2400000026	October 3 -December 4 (previously approved through 10/27/2023) 5 hours per week	Medical	Facility \$76.81/hour

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31. Approve New Curriculum

Recommend Board approval of the new Dance curriculum as per Attachment C.

32. Approve Revised Curriculum

Recommend Board approval of the revised curriculum as per Attachment D.

ADDENDUM

On a **MOTION** made by Mrs. Hickey seconded by Mrs. Thompson, the Board approved Addendum Items 33-34 with the following roll call vote:

Mrs. Halcrow	n/a	Mrs. Kiley	Yes	Mr. Page	Yes
Mrs. Hickey	Yes	Mrs. McCabe	n/a	Mrs. Thompson	Yes
		Mrs. McGinty	Yes	Mrs. Whitehouse	Yes

To accept the resignation of Joseph Kenney, Rumson resident Board Member, effective 10-30-23.

PERSONNEL

33. Approval of New Staff for the 2023 - 2024 School Year

Recommend Board approval of the following new faculty for the 2023 - 2024 school year, pending completion of all required paperwork:

NO.	NAME	POSITION	SALARY STEP / GUIDE	EFFECTIVE
1.	Malleswari Ponnala	Chemistry Teacher	\$96,330 <i>prorated</i> Step 23/BA + 60 Guide	On or before January 22, 2023

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13. Public Comment - None

14. Executive Session

On a **MOTION** made by Mrs. Whitehouse, seconded by Mrs. Hickey, the Board by unanimous roll call vote, moved to Executive Session at 7:37 p.m.:

WHEREAS, the Open Public Meetings Act, N.J.S.A. 10:4-6 et seq., (the "Act") provides that the Rumson-Fair Haven Board of Education may hold an "Executive Session" from which the public is excluded to discuss matters that are one of the nine (9) subject matters listed Section 12(b) of the Act; and

WHEREAS, it is recommended by the Business Administrator that the Rumson-Fair Haven Board of Education go into Executive Session on **November 20, 2023** to discuss matters that are permissible for discussion in Executive Session; and

WHEREAS, the length of the Executive Session is estimated to be 45 minutes after which the public meeting of the Board may reconvene and proceed with business; and

WHEREAS, that the Board hereby declares that its discussion of the following subject(s) will be made public at a time when the public's interest in disclosure is greater than any privacy or governmental interest being protected from disclosure.

NOW, THEREFORE, BE IT RESOLVED by the Rumson-Fair Haven Board of Education that the Board shall go into Executive Session to discuss the following items:

- ❖ Student Matters
- ❖ Attorney/Client Privilege

15. Reconvene Public Session

On a **MOTION** by Mrs. Whitehouse seconded by Mr. Page, the Board by unanimous roll call vote returned to open Public Session at 7:43 p.m.

16. Discussion Items - Mrs. McGinty discussed the process for replacing Mr. Kenney.

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17. Adjournment

As there was no further business before the Board, on a **MOTION** by Mrs. Whitehouse seconded by Mrs. Kiley, and carried by unanimous roll call vote the Board adjourned the meeting at 7:47 p.m.

Respectfully submitted,

Sean S. Cranston

Sean S. Cranston
Business Administrator/Board Secretary
Rumson-Fair Haven Regional High School

2023/2024 Board Committee Mission and Goals

Our Mission is to empower all of our students with the tools to find their passions and thrive as knowledgeable, confident, resilient, creative, and compassionate citizens of a global community

Our Vision is to instill an enthusiasm for learning and the self-confidence needed for each student to reach their full intellectual, social, and creative potential

Board Committee Goals		
Committee	Mission	2023-2024 Goals
Personnel	The mission of the Personnel Committee is to review and advise upon all aspects of salary, benefits, terms of employment, and new hires through review of the recommendations of the superintendent.	• Provide input for mentoring of existing staff and prioritize resource allocation to attract and retain high-level professional staff (District Goal) • Review and advise upon all aspects of salary, benefits, terms of employment, and new hires through review of the recommendations of the superintendent and on the basis of updated job descriptions for Business Administrator and all Supervisors as well as twice annual reviews of tenured and non-tenured staff.

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Education	The mission of the Education Committee is to ensure all students receive an exemplary educational program through the review and advisement of new and existing programs and courses of study.	• Monitor the implementation of the new 4-day rotating Block Schedule and its enhancement of programming, instruction and curriculum offerings, in line with strategic plan and district goals to ensure academic and personal achievement for all students. • Monitor and audit in-class use of hardware and software to ensure that RFH is following best practices in educational technology. • Monitor current processes in place to ensure continued success of tridistrict articulation. • Regularly review special education programs to ensure that all areas of student need are met.
Policy	The Board Policy Committee serves as the Board's vehicle for the review and revision of policies to ensure they meet current legal requirements, meet the unique needs of the District and promote District goals.	• Continue review, update and audit of all policies through Strauss Esmay policy audit. • Maintain an awareness of the policies as the Board conducts business in ordinary course and highlight for change any inconsistencies with District actions and the related policies
Ad Hoc Referendum	The mission of the Ad Hoc Referendum Committee is to monitor referendum funded improvements to create exciting environments that help our students prepare academically and socially by creating a space for collaboration and discussion as well as improving facilities' functional abilities.	Referendum Project a) Conduct oversight of the Project, including i) review of plans, ii) referral of plans to the full Board for approval iii) reviewing and providing preliminary approval for Change Orders iv) monitoring completion of Project and,

		v) participating in Project Management/Construction meetings with Administration, architects and construction manager b) Conduct oversight of Referendum Project communication plan
Finance & Facilities	The mission of the RFH Finance and Facilities Committee is to oversee the financial health, physical plant and other district assets to ensure we provide our students, faculty, staff and community a safe, well maintained learning environment that meets the mission, values and long term strategic goals of our district.	Ensure the yearly fiscal budget is clear, transparent and aligned with the district's long term goals. Empower the fiscal prudence necessary to promote the flexibility to invest in the future demands of the academic environment. Maintain a well defined, disciplined, prioritized and realistic long range facility plan to preserve and enrich the integrity of the RFH learning environment, including the buildings, classrooms, athletic and activity facilities.
Student Wellness	The Mission of the RFH Wellness Committee is to promote the physical, social and emotional education, well being, and mental health of our students, staff, families, and community.	1) Review and modify the RFH website listing the mental health and wellness resources available for students and parents. 2) Schedule at least two presentations for students and parents on topics relating to student wellness. 3) Coordinate Peer Leaders/Student Ambassadors to reach out to Freshman to "check in" on their adjustment to RFH and for Peer Leaders/Student

		Ambassadors to provide helpful information and positive support to other classmates.
Activities & Athletics	The RFH Athletics and Activities Committee is committed to student growth by providing our students with opportunities to participate in a wide variety of sports and activities. Programs will place value on hard work, dedication, teamwork, sportsmanship, self-discipline, tolerance and ethical behavior so that students will develop socially, intellectually, physically and emotionally.	Committee members will continue to review the relative costs of each team and club in conjunction with the development of our Board of Ed's annual budget and in conjunction with analysis of advisability of athletic/activity fee(s).
Climate, Culture & Community Relations	The Climate, Culture & Community Relations Committee seeks to support the District's mission by promoting a partnership of healthy communication and fostering relationships within the community.	• Support the district communication plan that includes multiple formats for communicating and clear protocols for timing and content of all messages. • Ensure the public has easy access to what they need to know, including: board agendas, policy documents, financial data, referendum project updates, student achievement data and other information. Include the website as a standing agenda item for discussion and review at every meeting. • Keep the Board informed about upcoming activities or events at RFH, so they can support and attend.

Rumson-Fair Haven Regional High School District Board of Education

2024-2025 Budget Calendar

- November 2023 – Budget program open in Systems for Program Manager editing.
- November 2023 – Enrollment projections provided to Program Managers by Superintendent or designee.
- November 15 -30, 2023 – Business Administrator begins meetings with Program Managers to review staffing accounts, as they currently exist.
- December 15, 2023 - Supervisors and Asst. Principal budget due to Program Manager
- January 5, 2024 – Last day for account editing by Program Managers.
- January BOE Meeting - Budget Presentation #1
- January 16 thru February 9, 2023– Program Manager meetings with Superintendent, Business Administrator and Director of Curriculum.
- February BOE Meeting - Budget Presentation #2
- March 19, 2024 – Adoption of Tentative 2024-2025 Budget.
(Budget Presentation #3)
- March 20, 2024 – Filing deadline to the Executive County Superintendent of Schools of the 2024-2025 Tentative Budget.
- April 23, 2024 – Tentative Date for Public Hearing on 2024-2025 Budget and final adoption.
- April 24, 2024 – User-Friendly Budget Posted to District website.
- May TBD, 2024 – Deadline to adopt 2023-2024 Budget (No changes to the advertised budget which were not specifically discussed in detail at the public hearing can be made after the public hearing).

Rumson-Fair Haven Regional High School

Course: *Dance*

Staff Writers: Sarah Fitzgerald and Seth Herman

Supervisor: Seth Herman

Board Approval: November 2023

Section I: Course Description

Dance is a semester-long course that will focus on the elements of dance and movement, the history and influence of dance, and choreography and performance. Students will first analyze and practice kinesthetic movement. They will then study the history and influence of dance while learning different dance styles. Students will learn how dance is used to convey and express artistic meaning and the process of choreography and imitating dances. They will then learn and apply the processes, principles, and techniques of choreography by creating, producing, and performing their own choreography.

Section II: NJSLs: New Jersey Student Learning Standards/Learning Objectives

1. **2020 New Jersey Student Learning Standards – Visual and Performing Arts**
 - o The NJSLs-VPA reflect the National Core Arts Standards and emphasize the process-oriented nature of the arts and arts learning by: defining artistic literacy through a set of overarching philosophical foundations and lifelong goals that clarify long-term expectations for arts learning; placing artistic processes and anchor standards at the forefront of the work; identifying creative artistic practices as the bridge for the application of the artistic processes and anchor standards across all learning; and specifying enduring understandings and essential questions that provide conceptual through lines and articulate value and meaning within and across the arts discipline.
2. **2020 New Jersey Student Learning Standards: Comprehensive Health and Physical Education:**
 - o “Successful preparation of students for the opportunities, rigors, and advances of the 21st Century cannot be accomplished without a strong and sustained emphasis on the health and wellness of all students. Today’s students are continually bombarded with physical, mental, and social influences that affect not only learning in school, but also the lifelong health of the citizens that schools are preparing for graduation. To that end, the New Jersey Student Learning Standards - Comprehensive Health and Physical Education (NJSLs-CHPE) were revised to address the need for students to gain knowledge and skills in caring for themselves, interact effectively with others, and analyze the impact of choices and consequences.”
3. **Standard 8.1 (Computer Science) and 8.2 (Design Thinking) of the 2020 NJSLs:**
 - o “The ‘Intent and Spirit of the Computer Science and Design Thinking Standards’ is to focus on deep understanding of concepts that enable students to think critically and systematically about leveraging technology to solve local and global issues. Authentic learning experiences that enable students to apply content knowledge, integrate concepts across disciplines, develop computational thinking skills, acquire and incorporate varied perspectives, and communicate with diverse audiences about the use and effects of computing prepares New Jersey students for college and careers.”
4. **Standard 9.4 (Life Literacies and Key Skills) of the 2020 NJSLs:**
 - o “This standard outlines key literacies and technical skills such as critical thinking, global and cultural awareness, and technology literacy that are critical for students to develop to live and work in an interconnected global economy.”
***Climate Change:** The state of New Jersey has mandated instruction in, “Climate Change across all content areas, leveraging the passion students have shown for this critical issue and providing them opportunities to develop a deep understanding of the science behind the changes and to explore the solutions our world desperately needs.”
5. ***Amistad Law: N.J.S.A. 18A 52:16A-88:**
 - o The inclusion of lessons and resources/texts dealing with the African slave trade, slavery in America, the vestiges of slavery in this country and the contributions of African-Americans to our society will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall incorporate the information regarding the contributions of African-Americans to our country in an appropriate place in the curriculum of elementary and secondary school students.”
6. ***Holocaust Law: N.J.S.A. 18A 35-28:**
 - o The inclusion of lessons and resources/texts that enable pupils to identify and analyze applicable theories concerning human nature and behavior; to understand that genocide is a consequence of prejudice and discrimination; and to understand that issues of moral dilemma and conscience have a profound impact on life will be implemented in English and Social Studies courses in accordance with state law: “Every board of education shall include instruction on the Holocaust and genocides in an appropriate place in the curriculum of all elementary and secondary school pupils. The instruction shall further emphasize the

personal responsibility that each citizen bears to fight racism and hatred whenever and wherever it happens.”

7. ***LGBT and Disabilities Law: N.J.S.A. 18A:35-4.35:**
 - o A transformative approach to the inclusion of lessons and resources/texts on the contributions and issues concerning the LGBTQ+ population and people with disabilities will be implemented across all core subjects in accordance with state law: “A board of education shall include instruction on the political, economic, and social contributions of persons with disabilities and lesbian, gay, bisexual, and transgender people, in an appropriate place in the curriculum of middle school and high school students as part of the district’s implementation of the New Jersey Student Learning Standards (N.J.S.A.18A:35-4.36). A board of education shall have policies and procedures in place pertaining to the selection of instructional materials to implement the requirements of N.J.S.A. 18A:35-4.35.”
8. ***Asian American and Pacific Islanders Legislation: N.J.S.A 4021/A6100:**
 - o The inclusion of lessons and resources/texts on the history and contributions of Asian Americans and Pacific Islanders, will enable New Jersey’s schools to provide a curriculum that reflects the diversity of our state. In accordance with state law: “A board of education shall include instruction on the history and contributions of Asian Americans and Pacific Islanders in an appropriate place in the curriculum of students in grades kindergarten through as part of the school district’s implementation of the New Jersey Student Learning Standards in Social Studies.”
9. Acquisition/development/refinement of the higher-order critical thinking skills aligned with the *Revised Bloom’s Taxonomy of Cognitive Objectives*

Section III: Curriculum Modifications

The *Dance* curriculum is subject to case-by-case modifications to support/advance the needs of all students, including special education students, English language learners, gifted students and those at risk of school failure. These modifications are based on Individualized Learning Programs (IEPs), recommendations made by the district’s English Language Learners (ELL) coordinator, feedback from members of the Intervention & Referral Services Team (I&RS) for at-risk students, and 504 Plans.

Coursework and assessments will be modified on an individual basis for students when necessary. Modifications may include but are not limited to those outlined on the Modifications/Accommodations for Visual and Performing Arts Courses chart.

Section IV: Preparation for Standardized Testing

Instruction in *Dance* is aligned with the requirements of state and national standardized assessments, including the *NJSLA*, the *ACT*, the *PSAT* and the *SAT*.

Section V: Curriculum Pacing Guide

Curriculum Pacing Guide	
Course Title: <i>Dance</i>	Grade Level: 9-12
Unit I: Kinesthetic Movement in Dance	Weeks 1-5
Unit II: The History and Influence of Dance	Weeks 6-12
Unit III: Choreography and Performance	Weeks 13-20

Section VI: Primary Texts and Year Long Instructional Resources

The following texts and instructional resources are employed for all students in *Dance*:

- Google Classroom
- *Common Sense Education* (www.commonsense.org)
- KET.org - Dance Sense
- Youtube
- dance.lovetoknow.com
- <https://danceinteractive.jacobspillow.org/>
- <https://www.kennedy-center.org/education/resources-for-educators/classroom-resources/>
- <https://danceconsortium.com/features/>

Section VII: Grading Formula and Assessment Modes

Marking period grades in *Dance* are determined via a percentage weighting model. The specific grading categories and weightings of each will be determined prior to the start of each academic year and will be published in the posted/distributed course syllabi.

Assessments in *Dance* vary greatly in format, scope/content/skills assessed, and alternative assessments, differentiation in assessments and choice will be incorporated as appropriate. Preliminary assessments of each format will be used as benchmarks and summative assessments will be created/revised collaboratively each year and planned by members of the *Dance* instructional team to inform future learning and to measure student growth.

Section VIII: Unit Templates

The following unit templates have been established for the *Dance* curriculum by the *Dance* instructional team:

Unit I: Kinesthetic Movement in Dance		
Unit Summary		
In this unit, students will begin to develop vocabulary related to various styles of movement and begin their study of dance posture and alignment, spatial awareness and movement pathways and shapes. Students will also maintain ongoing paper or digital dance portfolios throughout the unit.		
Standards/Core Ideas/Performance Expectations/Progress Indicators		
The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in <i>Dance</i> :		
• 2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12 ◦ 1.1.12.A.1-2, 1.1.12.A.4, 1.4.12.B.2. • 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education ◦ 2.1.12.EH.1, 2.2.12.MSC.3, 2.2.12.PF.2, 2.2.12.PF.5, 2.2.12.LF.1, 2.2.12.LF.2, 2.2.12.LF.3, 2.2.12.LF.5 • 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking ◦ 8.1.12.1C.1, 8.2.12.1TH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1 • 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills ◦ 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2, 7-9, 9.4.12.GCA.1		
Unit Essential Questions		Unit Enduring Understandings
• How do dancers work with space, time and energy to communicate artistic expression? • How is the body used as an instrument for technical and artistic expression? • What must a dancer do to prepare the mind and body for artistic expression?		• Space, time and energy are basic elements of dance. • The way the body is developed, execution of movement, and movement quality vary in different dance styles, genres and traditions. • Dancers use the mind-body connection and develop the body as an instrument for artistry and artistic expression.
Evidence of Learning		
Formative & Alternative Assessments: • Dance routines • Dance improvisation • Peer critiques • Movement execution	Benchmark & Summative Assessments: • Technique and movement review (Benchmark) • Dance Deconstruction	Resources Needed: • Dance Sense: https://www.ket.org/education/resources/dancesense/ • Dance Warm Ups: https://dance.lovetoknow.com/dance-warm-ups

• Dance Vocab Quiz • Individual student check-ins with teacher	• Project (Benchmark) • Individual Benchmark choreography • Group Benchmark choreography	• Video - Repetition and Retrograde: https://www.youtube.com/watch?v=q90cM7fqpvY
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Unit II: The History and Influence of Dance

Unit Summary

In this unit, students will study the origins of dance forms within a historical and cultural context, as well as aesthetic movements, influence, and interrelationships. Students will begin to explore the interaction of artists and communal resources as well as study weight placement, partnering techniques, extended sequences, and cultural, religious, and mythical archetypes in dance.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Dance*:

- 2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12
 - 1.1.12.A.1-3, 1.4.12.A.1-2, 1.4.12.A.4, 1.4.12.B.3
- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - 2.1.12.EH.1, 2.2.12.MSC.3, 2.2.12.PF.2, 2.2.12.PF.5, 2.2.12.LF.1, 2.2.12.LF.2, 2.2.12.LF.3, 2.2.12.LF.5
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2, 7-9, 9.4.12.GCA.1

Unit Essential Questions

- How have dancers today been influenced by dancers of the past?
- How will students develop an appreciation and understanding of the importance of the arts within culture?
- *How do the arts represent the culture and time period that they come from?
- *What is the impact of the arts on culture and history?
- *How do the traits of different cultures influence the art that they produce?
- *How can engaging in dance lead to physical and emotional wellness?

Unit Enduring Understandings

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Modern dancers and choreographers often look to the past and a variety of cultures to inform new techniques, movements and combinations as well as overall effect.
- *Art provides a unique lens into a society's culture, counter-culture, norms and habits and provide a basis for cultural analysis and comparison.
- *Art is not only personal and limitless in a way that shares the perspectives of the artist within their context, society and world, but also often serves as social critique.
- *Dance provides an avenue for physical wellness and has many cognitive and mental health benefits as well.

Evidence of Learning

Formative & Alternative Assessments: • Dance routines • Dance improvisation • Peer critiques • Movement execution • Quizzes • Individual student check-ins with teacher	Benchmark & Summative Assessments: • Technique and movement review • Individual choreography • Group choreography • "Family Tree" of Dance project • Cultural Dance Analysis • Summative Unit test	Resources Needed: • Dance Spirit: https://www.dancespirit.com/ • "Kick up your heels – ballroom dancing offers benefits to the aging brain and could help stave off dementia" • "Understanding Different Cultures Through Dance" • Influential Dancers: https://www.dancemagazine.com/the-most-influential-people-in-dance-today-2440965004.html • Community Dance: https://www.communitydance.org.uk/DB/animated-editions/spring-2018
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Unit III: Choreography and Performance

Unit Summary

In this unit, students will present a detailed proposal for a dance and will demonstrate appropriate performance choices through practices of reflection, rehearsal, evaluation, and revision. Students will perform and publish an original piece of choreography.

Standards/Core Ideas/Performance Expectations/Progress Indicators

The state standards outlined below, and established by the New Jersey Department of Education, will guide instruction throughout this unit in *Dance*:

- 2020 New Jersey Student Learning Standards for Visual and Performing Arts: 9-12
 - 1.2.2.Cr3a: C, 1.2.2.Cr3a: C, 1.3.12.A.1, 1.3.12.A.2, 1.3.12.A.3
- 2020 New Jersey Student Learning Standards for Comprehensive Health & Physical Education
 - 2.1.12.EH.1, 2.2.12.MSC.3, 2.2.12.PF.2, 2.2.12.PF.5, 2.2.12.LF.1, 2.2.12.LF.2, 2.2.12.LF.3, 2.2.12.LF.5
- 2020 New Jersey Student Learning Standards: Computer Science and Design Thinking
 - 8.1.12.IC.1, 8.2.12.ITH.1-3, 8.2.12.ETW.1, 8.2.12.ETW.4, 8.2.12.EC.1
- 2020 New Jersey Student Learning Standards: Career Readiness, Life Literacies, and Key Skills
 - 9.4.12.CI.1-3, 9.4.12.CT.1-4, 9.4.12.IML.1-2,7-9, 9.4.12.GCA.1

Unit Essential Questions

- Where do choreographers get ideas for dances?
- How is a dance understood?
- How is dance interpreted?
- *How does dance deepen our understanding of ourselves, other knowledge, and events around us?
- *How does knowing about societal, cultural, historical, and community experiences expand dance literacy?

Unit Enduring Understandings

- Choreographers use a variety of sources as inspiration and transform concepts and ideas into movement for artistic expression.
- Dance is perceived and analyzed to comprehend its meaning.
- Dance is interpreted by considering intent, meaning and artistic expression as communicated through the use of the body, elements of dance, dance technique, dance structure, and context.
- *As dance is experienced, all personal experiences, knowledge and contexts are integrated and synthesized to interpret meaning.
- *Dance literacy includes deep knowledge and perspectives about societal, cultural, historical, and community contexts.

Evidence of Learning

Formative & Alternative Assessments:

- Dance routines
- Dance improvisation
- Peer critiques
- Movement execution
- "Performance Rubric" creation activity
- Individual student check-ins with teacher

Benchmark & Summative Assessments:

- Technique and movement review
- Individual choreography
- Group choreography
- Dance Performance Critique
- Solo "Personal Statement" Project
- Final performance

Resources Needed:

- <http://americandanceguild.org/>
- *NY Times* Dance: <https://www.nytimes.com/section/arts/dance>
- <https://www.dance.com/>
- Dance Pop Hits: <https://music.apple.com/us/playlist/dance-pop-hits/pl.02b98f9d97e54709be8272fc297636a4>

Section IX: Unit Reflection

The *Dance* instructional team must confer upon the completion of each instructional unit in the *Dance* curriculum and rate the degrees to which the instructional units meet performance criteria established by the New Jersey Department of Education using the Unit Reflection Form. Completed unit reflection forms must be submitted to the Department Supervisor for approval upon completion of curriculum implementation with a complementing list of suggested modifications to the *Dance* curriculum.

Unit Reflection Form: *Dance*

Lesson Activities:	Strongly	Moderately	Weakly
Foster student use of technology as a tool to develop critical thinking, creativity and innovation skills;			

Are challenging and require higher order thinking and problem-solving skills;			
Allow for student choice;			
Provide scaffolding for acquiring targeted knowledge/skills;			
Integrate modern, global perspectives, especially those regarding diversity, genocide, global issues, and historical ones regarding racial relations;			
Integrate 21 st century skills;			
Provide opportunities for interdisciplinary connection and transfer of knowledge and skills;			
Are varied to address different student learning styles and preferences;			
Are differentiated based on student needs;			
Are student-centered with teacher acting as a facilitator and co-learner during the teaching and learning process;			
Provide means for students to demonstrate knowledge and skills and progress in meeting learning goals and objectives;			
Provide opportunities for student reflection and self-assessment;			
Provide data to inform and adjust instruction to better meet the varying needs of learners.			

Appendix
Writing Instruction and the RFH Community

Writing instruction should happen across the RFH Community. Writing across the curriculum is a philosophy that advances the belief that writing is a method of learning. Since all departments are committed to helping students learn, writing must be used as a methodology to advance student learning.

Each academic discipline has its own unique conventions, formats and structures. It is the responsibility of each department to agree upon domain-specific writing praxes, model them for students, and require them to utilize them on a consistent basis. Students must understand that acceptable writing in one domain may not be acceptable writing in another area. The development of domain-specific writing skills supports the overall development of the student writer because all writing is grounded in the writing situation: audience, context, purpose, subject, and writer. Representatives from the academic disciplines must share their domain-specific writing praxes with each other, identify intersections, and determine how to address perceived gaps that limit student learning.

Students must experience writing situations that help them learn how to think creatively and critically and communicate effectively in the academic disciplines. Writing instruction, regardless of the academic discipline, must always reinforce student understanding of the writing situation. When students experience writing situations, they must study examples of domain-specific writing in order to understand how writers communicate in discipline-related contexts. This does not mean

information embedded in textbooks. Domain-specific writing is writing that is used to inform and influence readers as it draws them into an established circle of discourse. Students must use these non-fiction texts to develop the close reading skills that will shape their own writing. Focused engagement with domain-specific writing should not be limited to basic reading comprehension and topical understanding. It must also include the analysis of the writing situation that is represented in the text: audience, context, purpose, subject, and writer. The close reading of well-written texts—regardless of the domain—will show students the importance of writing mechanics, diction, and syntax. The development of close reading skills will also help the students grow in terms of their ability to construct and advance independent and original claims that are well-supported by evidence. Domain-specific writing is grounded in positioning of claims and the effective use of evidence.

The final written product is important; nevertheless, the learning that results in this production must not be devalued. The writing process is not limited to the basic steps of planning, drafting, revising, and editing/proofreading. It is a complex sequence of critical and creative thinking and writing that leads to the production of a text that provides evidence of learning and understanding. Students must ultimately develop the ability to self-assess the effectiveness of their writing as a representation of the writing situation. Without the use of models that evidence learning and understanding, students will not develop the ability to self-assess their own work—the true outcome of the writing process.

What types of writing situations should RFH students engage in?

RFH students should engage in writing situations across the curriculum that require them to:

- write to improve mechanical proficiency, diction usage, and syntactical sophistication
- write to narrate, describe, and reflect
- write to summarize and report
- write to classify and define
- write to explain how process leads to an outcome
- write to compare, contrast and evaluate
- write to speculate on cause and effect
- write to propose solutions and solve problems
- write to analyze

These writing situations should be positioned in a coordinated, developmental sequence that extends across the academic disciplines.

Upon Completion of Grade 12, RFH students must be ready to transition to the following writing situations:

- write to analyze
- write to persuade (argument)

The core foci of first-year college writing courses are analysis and argument. These courses orient the students to the demands and expectations of writing for the academic culture of college. At colleges/universities with carefully coordinated writing programs, students must demonstrate proficiency in analysis and argument before they transition to upper level courses that require them to engage in the following writing situation:

- write to investigate (research)

Curricula with Revisions for Board Approval-November 20, 2023

English	Social Studies	Mathematics	Science	World Languages	Visual & Performing Arts	Physical Education & Health	Technology & Design
- English I - English I Honors - English II - English II Honors - English III - English IV - LLD English 9 - LLD English 10 - LLD English 11/12 - Honors College English Composition - Honors College English Expository Writing - Drama	- United States History I - United States History I Honors - United States History II - AP United States History - World History - AP World History: Modern - Personal Finance - Positive Psychology	- Algebra - Algebra II - Algebra II Honors - Algebra II with Applications - Geometry - Geometry Honors - Pre Calculus - Honors College Calculus	- Physics - Physics 9 Honors - Biology/Biology Honors - Chemistry/Chemistry Honors	- Chinese I - Chinese II Honors - Chinese III Honors - Chinese IV Honors - French III Honors - French IV Honors - Spanish III Honors	- Foundations of Art I - Foundations of Art II - Music Appreciation - Music Ensemble	- Physical Education 9-12 - Health 9 - Health 10 - Health 11 - Health 12	- Woods Technology - Engineering I - Graphics Design I - Graphics Design II

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