

The business meeting of the Board of Education of the Borough of New Providence was called to order at 7:00 p.m. on May 28, 2026, at the New Providence High School/Middle School Media Center, 35 Pioneer Drive, by Mrs. Marano, Board President.

Present on the roll call were Laura Castellano, Dr. Kristen Empson Hayden, Stacey Gunderman, Rupa Kale, Amy Lepre, Amanda Marano, and Donna Zane. Also present were Dr. Lauren Zirpoli, Superintendent of Schools, Jonathan Keaney, Director of Curriculum, Instruction, and Supervision, James Testa, School Business Administrator/Board, and forty-eight (48) members of the public.

Mrs. Marano in the salute to the flag.

Mrs. Marano 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 notice was made in conformance with Section 13 of the Act.

Whenever the business of the Board requires it to convene in a Closed Session, the session will begin no later than 9:30 p.m. At the conclusion of the need for a Closed Session, the Board will reconvene for 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.

BOARD PRESIDENT COMMENTS

Mrs. Marano welcomed attendees to the final Board meeting of the school year. She thanked the district's teachers, administrators, and staff for their continued dedication and commitment to students throughout the year. She also acknowledged the evening's presentation on technology use in schools and recognized the ongoing discussion about the role of technology in students' lives, both in school and at home. She commended Dr. Zirpoli and the administrative team for their thoughtful work over the past year, including research, community input, and collaboration with teachers. Community members were encouraged to review the information presented and attend the upcoming community forum for further discussion and questions.

Lastly, she congratulated students reaching important milestones at the end of the school year, including those moving on from elementary, middle, and high school, as well as graduating seniors. Recognized and thanked Mr. Ariel Brenner for his hard work and wished him success in his future endeavors at the University of Florida.

STUDENT REPORT

Ms. Babbitt, in the absence of the student representative, presented the following student report: Good evening, and thank you, Dr. Zirpoli and the rest of the board for having me tonight.

May

- On Friday, May 1st, the PTSA hosted the Senior Breakfast, where many Seniors wore the apparel of the school they have committed to. Congratulations to all of our Seniors!
- Many of our students participated in AP Exams from May 4th through the 15th. Congratulations to everyone for all of their hard work and efforts in the lead-up to their AP Exams.
- On May 12th was the Spring Choral Concert, and on May 14th was the Spring Instrumental Concert. A special congratulations to Mr. Ziegler (Zig-ler), Mr. N., and Mr. Rubens, as well as all of the student performers. The concerts were outstanding!

- On May 13th, the HS/MS Arts Festival. A thank you to Ms. Eriksen and the entire Visual and Practical Arts Department, and congratulations to all of the students who participated. The work displayed showed off the incredible creativity and innovation of our students.
- We wrapped up state testing for our 9th and 11th-grade students with NJSLA on May 18th through May 20th.
- Senior Awards Night was held on May 18th, and 63 Seniors walked away with 107 scholarships totaling over \$81,000. Congratulations to all!
- This week, on May 27th and today on the 28th, we held the Every 15 Minutes Program here at the HS with several student participants and support through many of our local response teams and departments. This critical program highlights the dangers of driving under the influence and the importance of safe, sound decision-making.
- Tomorrow, Friday, May 29th, is the Senior/Junior Prom at Brooklake Country Club. We look forward to a fun and exciting event together as a group!

June

- Looking ahead to June, we have a High Honors Breakfast Ceremony for some Senior students on June 4th.
- We have a fun Class Clash event on June 5th, where all grade levels compete against each other for final team point totals for the school year, before one grade is ultimately named champions!
- We have a STEM Showcase event on June 10th, where students enrolled in STEM courses will showcase some of their incredible work.
- Finally, we have some other end-of-the-year events for our seniors, including the Senior Barbecue on June 11th, before Final Exams for everyone June 12th-17th, and ultimately the graduation ceremony on June 17th. Congratulations to this amazing group of seniors and the Class of 2026!

Spring Sports

We are in full swing with state playoffs for our teams!

Boy's Lacrosse- Boy's Lacrosse was in action this evening at 5:00 pm against Delaware Valley in the state playoffs. The boys have the fifth seed in the South Jersey Group 1 section, and they got the win to advance. Up next, they will face Glen Ridge early next week.

Girls' Lacrosse- Our Girls' Lacrosse team was also in action this afternoon, where they played Middle Township in the South Jersey Group 1 section. The girls have secured the three seed, and they advanced with an impressive win this afternoon. They will be back in action early next week.

Baseball- The baseball team got off to a great start in their playoffs, beating Newark Tech on Tuesday afternoon. They are back in action in the second round of states tomorrow at 2:00 pm at the two-seed Whippany Park.

Softball- Our softball team also won their first round state sectional defeating Verona on Tuesday, and this evening took down the number one seed in their section- Wood-Ridge. Congratulations to the team on this huge win!

Boy's Tennis- Boy's Tennis beat ALJ in their first round matchup, but had a tough loss this afternoon to Edison Magnet. Congratulations to the Boys' Tennis team on a great season!

Track and Field- The Track and Field team will be competing tomorrow and Saturday in the Group 1 Championships in Franklin.

We wish all of our teams the best with their state playoffs!

Thank you, and that is it for this month's student representative report! Wishing everyone a successful conclusion to the school year! Thank you!

Dr. Zirpoli thanked Ms. Babbitt, wished her luck, and asked where she was attending college.

Ms. Babbitt responded that she was going to attend the University of Tennessee.

ENROLLMENT

Dr. Zirpoli gave a summary of the current enrollment. Allen W. Roberts School has 606 students; Salt Brook School has 602 students; New Providence High School has 657 students; New Providence Middle School has 387 students; and, lastly, 39 out-of-district students, for a total of 2,291 students.

SUPERINTENDENT REPORT

Dr. Zirpoli introduced the evening's presentation on the district's "Balance by Design" guiding principles for thoughtful technology integration, which was presented to the full Board of Education. She thanked the district's teaching staff for their collaboration in developing a framework that reflects classroom practices, shared values, and the expertise of staff across grade levels and experience. Dr. Zirpoli noted that the framework reflects the district's thoughtful, student-centered approach to teaching and learning. She also thanked the evening's presenters for their participation. She also took some time to recognize Mr. Alex Menard, Manager of Information Services, for his ongoing support in managing district technology and devices, and thanked him for his contributions to the development of the framework.

In addition to the previously presented enrollment report, Dr. Zirpoli provided an update on incoming kindergarten enrollment for the 2026–2027 school year. As of the meeting date, 77 students were registered at Salt Brook School, and 62 students were registered at Alan W. Roberts School, with three students on the exception list.

In accordance with Board Policy 2312 and the Board-approved redistricting plan, she explained that the optimal kindergarten class size at Allen W. Roberts School is 20 students per class. Since Allen W. Roberts School will maintain three kindergarten sections for the 2026–2027 school year, the maximum enrollment under the district's optimal class size policy is 60 students. As enrollment currently exceeds that number, incoming kindergarten students on the exception list will attend Salt Brook School and remain there through sixth grade. The projected enrollment totals for the 2026–2027 school year will be 80 students at Salt Brook School across four sections and 65 students at Allen W. Roberts School across three sections. She further noted that, in accordance with the redistricting plan, older siblings of incoming kindergarten students assigned to Salt Brook School may request to attend Salt Brook School for the 2026–2027 school year, pending available space in their grade level.

Dr. Zirpoli stated that official notification letters regarding kindergarten placement for families on the exception list would be sent via email and regular mail the following morning. She also shared that all incoming kindergarten families had received a save-the-date notice for kindergarten orientation, scheduled for Wednesday, June 3, 2026, and families receiving placement notifications should plan to attend orientation at Salt Brook School. Families with questions were encouraged to contact their respective schools.

BOARD GOALS UPDATE**Balanced by Design: Guiding Principles for Thoughtful Technology Integration.**

Dr. Zirpoli explained that the framework reflects a year of reflection, research, stakeholder engagement, and examination of technology use across the district's schools. The initiative is centered on intentionality and ensuring that technology supports learning. She explained that the framework aims to align instructional practices with research on child development, cognition, student wellness, and effective teaching practices. The initiative is not intended to reduce the use of technology, but rather to promote student learning through thoughtful implementation. She noted that technology remains an important instructional tool with the ability to expand access, encourage creativity, provide timely feedback, and support personalized learning. She further stated that the framework seeks to establish an appropriate balance between digital tools and the human interactions that remain essential to effective teaching and learning.

This evening's presentation will review the research, thought process, and implementation of the district's *Balanced by Design* framework. She noted that the initiative aligns directly with the Board of Education's five-year strategic plan and committee goals focused on balanced technology integration to enhance teaching, support student learning, and foster student agency. The district is committed to examining classroom technology use through a developmental and instructional lens, not only student access to technology, but also how technology can be used most effectively at different stages of learning. She explained that *Balanced by Design* was developed to provide practical guidance for classroom technology use across grade levels.

She provided a brief overview of the district's technology history, noting that the district began a one-to-one technology initiative in grades 9–12 in 2012 and gradually expanded access to all grade levels, ultimately moving to a K–12 one-to-one model during the pandemic and explained that while this expansion met instructional needs at the time, the district now has an opportunity to refine technology use based on research, classroom experience, and evolving student needs.

Lastly, she stated that the timing of this work is important due to advances in educational technology, increased research on screen use and student wellness, and feedback from teachers, families, and administrators seeking clearer expectations for classroom technology use. She also let the public and the Board know that this presentation will be posted on the District website tomorrow. There will also be a Q&A on Monday and Tuesday evening, held at the high/middle school media center. On Monday, June 1, 2026, we will host parents in grades 7 through 12. And on Tuesday, June 2, 2026, we will host parents in grades K through 6.

Dr. Zirpoli then invited Mr. Keaney to present.

Mr. Keaney's presentation is as follows:

Mr. Keaney provided an overview of the development of the district's *Balanced by Design* technology framework. He explained that the process began in summer 2025 with district administrators reading *The Anxious Generation*. A book study was later extended to faculty and staff, with more than 80 participants. The district also partnered with Mindful Generation to host a three-part community series focused on technology use and student wellness, which provided valuable community feedback. The district conducted extensive research, including reviewing educational technology reports, articles, podcasts, and community recommendations. In addition, staff surveys, student focus groups, and iPad usage data were collected to better understand the relationship between face-to-face instruction and technology use in classrooms.

He noted that draft grade-level technology guidelines were shared with teachers for feedback through faculty meetings, grade-level meetings, and professional development sessions. Teacher input played an important role in refining the framework.

Guiding Beliefs and Instructional Approach

The framework is grounded in several core beliefs, including the importance of human interaction in learning, strong teacher-student relationships, and prioritizing foundational skills such as reading and writing. He noted that teachers remain the instructional experts and are encouraged to make thoughtful decisions regarding when technology meaningfully supports learning.

He stated that the district's approach focuses on intentional technology use, ensuring digital tools are used to support or enhance instruction rather than replace effective teaching practices. He made it a point to state the importance of balancing technology use with student wellness.

Mr. Keaney shared that teachers will use the EdTech triangle, an instructional decision-making framework to determine when technology should be used to support or transform learning. He provided examples of transformative technology already used in the district, including STEM applications, flight simulation programs, instructional chatbots, and accessibility tools that support multilingual learners and students with special needs.

Technology Expectations by Grade Level

Mr. Keaney reviewed immediate changes to classroom technology use by grade level. Kindergarten classrooms will not use individual iPads, with technology limited to teacher-directed instruction through classroom Smart Boards. In grades 1–3, iPads will no longer be assigned one-to-one and will instead be available in classroom carts for teacher-directed use when technology supports learning. Devices will remain in school. In grades 4–6, students will continue to have access to iPads; however, devices will remain stored in classroom carts and used only when intentionally incorporated into instruction. iPads will remain at school. In grades 7–8, students will continue participating in the one-to-one iPad program, though classroom protocols will be implemented to support more intentional use. iPads may be taken home at these grade levels. In grades 9–12, the district will continue its existing one-to-one iPad initiative, with purposeful use of technology in instruction.

Healthy Habits and Student Wellness

Additional changes intended to promote healthy habits and student wellness. Across grades K–6, iPads will not be used during lunch, recess, or snack time, with an emphasis on social interaction and play. At the middle school level, iPads will not be permitted during lunch, and physical binders will be introduced to support student organization and executive functioning. The district will also implement overnight iPad shutdowns with Middle School students from 12:00 a.m. to 6:00 a.m. to encourage healthy sleep habits and time management.

Mr. Keaney invited Mrs. Jackie Kaufmann and Mrs. Michelle Testa to present the various changes that will be taking place in each grade level and different subjects.

Mrs. Kaufmann discussed instructional adjustments to adaptive learning platforms at the elementary and middle school levels, specifically *MyPath*, a component of i-Ready. *Math MyPath* provides personalized practice and targeted skill reinforcement at the elementary level. Its use will be reduced and limited to designated instructional periods during the school day to ensure a more balanced approach to technology use.

At the middle school level, *Math MyPath* will be eliminated to increase opportunities for teacher-led instruction, problem-solving, and collaborative learning experiences, and *Reading MyPath* will be discontinued across all grade levels. She explained that the decision reflects the district's belief that literacy development is best supported through direct instruction, authentic reading experiences, teacher feedback, and meaningful human interaction.

Mrs. Kaufmann noted that these changes are not intended to reduce student intervention or support, but rather to align instructional practices with what is developmentally appropriate and educationally effective for students.

Mrs. Testa discussed the district's developmental approach to technology integration beginning at the kindergarten level. She explained that kindergarten instruction will prioritize foundational child development, including oral language, fine motor skills, social development, early literacy, and foundational learning behaviors. Kindergarten classrooms will be intentionally device-free for student use, with instruction remaining teacher-led, interactive, and centered on direct human engagement. Students will engage in print-based reading materials, early writing activities, and hands-on math instruction using manipulatives to develop foundational skills.

She confirmed that technology may still be used by teachers to support instruction, such as through Smart Board use; however, devices will not be part of students' independent classroom routines and explained that this approach reflects the district's belief that young learners benefit most from direct interaction and hands-on learning experiences.

Mrs. Testa invited Mr. Richter, Allen W. Roberts School Principal, and Mrs. Felciano-Allen, Salt Brook School Principal, to present.

Mr. Richter began by discussing the technology integration in grades 1 through 3, explaining that the district's priority at these grade levels remains foundational academic development, including literacy, numeracy, handwriting, communication, and learning routines. Technology will serve a supporting role and be used in a targeted and purposeful manner. Students will have access to classroom iPad carts; however, devices will remain at school and only be used when there is a clear instructional purpose.

He explained that reading instruction will remain print-centered, writing instruction will begin with handwritten drafting, and keyboarding skills will be introduced gradually in a developmentally appropriate manner. Math instruction will continue to use manipulatives, classroom discussion, and direct teacher interaction.

Mr. Richter also noted that *Math MyPath* use will be reduced and limited to designated instructional periods during the school day, while *Reading MyPath* will be eliminated at these grade levels. He commented that the district's approach is intended to support student independence while ensuring technology is used purposefully to enhance learning.

Mrs. Felciano-Allen discussed technology integration in grades 4 through 6, explaining that students at these grade levels are developing greater independence, organizational skills, and academic responsibility. Students will continue to have access to one-to-one devices during the school day; however, devices will remain at school and will not be taken home. She noted that instruction will shift toward a print-first approach when appropriate, with reading centered on print materials to strengthen reading comprehension and long-form reading habits.

She explained that writing instruction will continue to put importance on handwritten planning and brainstorming, while allowing digital drafting when appropriate. In mathematics, instruction will prioritize student discussion, collaborative problem-solving, and hands-on learning experiences.

She further noted that digital adaptive supports will remain available but will be used in a targeted and time-bound manner. Technology will continue to be incorporated for purposeful instructional activities, including research, simulations, and content creation.

Mrs. Felciano-Allen invited Mr. Criscitello, New Providence Middle School Principal, to present the Middle School guidelines.

Mr. Criscitello explained the district's middle school approach to technology integration, explaining that the focus at this level shifts toward building executive functioning skills, independence, and academic responsibility. He noted that while technology remains an important instructional tool, middle school students are also developing habits related to focus, organization, and self-management.

The middle school approach is centered on several key principles, including a paper-first approach for long-form reading, note-taking, planning, and deeper thinking when appropriate. He stated the importance of collaborative discussion and peer interaction in supporting student learning. He further commented that the district will intentionally support executive functioning skills through organizational systems, including subject-specific binders for core academic classes alongside structured digital tools. Technology will continue to be used purposefully for activities such as creation, feedback, research, simulations, and enhancing instruction, rather than passive use. The district's approach is intended to create balance in technology use.

Mr. Criscitello introduced the district department supervisors to present subject-specific guidelines, including Mrs. Winard, Language Arts 7–12; Mrs. DeAngelo, Mathematics 7–12; Mrs. Marano, Science K–12; Mr. Tracey, Social Studies and World Language K–12; and Mr. Carangelo, Physical Education and Health K–12.

Mrs. Winard stated that in middle school ELA and Mathematics, we are intentionally balancing strong traditional instructional practices with modern tools. In ELA, students will continue engaging deeply with physical texts, annotation, collaborative discussion, and structured writing development. Technology becomes especially valuable when students are creating, producing, analyzing media, or demonstrating understanding in dynamic, transformative ways.

Mrs. DeAngelo commented that in Mathematics, foundational reasoning remains central. Students need to be able to show written evidence of their thinking, to engage in collaborative problem-solving, and to develop their mathematical discourse. Technology supports this work through flexible note-taking tools, instant formative feedback, and targeted digital checks for understanding. The key shift here is that technology supports rigorous learning. It does not replace the core instructional experience.

Mrs. Marano discussed technology integration within STEM and science instruction, explaining that while technology can be a valuable instructional tool, hands-on learning experiences remain essential. She noted that students benefit from both digital and physical design experiences, including coding, CAD, and 3D modeling, while also engaging in design challenges, problem-solving, and collaborative learning. Instruction will continue to emphasize phenomenon-based inquiry, experimentation, scientific journaling, and authentic problem-solving. She explained that technology will be used purposefully to enhance instruction by helping students visualize abstract concepts, analyze data, and engage in simulations when a real-world application is not practical.

Mr. Tracey explained that in Social Studies, students are encouraged to engage with historical materials through collaboration, discussion, debate, and authentic learning experiences. Technology supports instruction by providing students with easier access to historical documents and resources while maintaining active engagement with content. In world language instruction remains centered on human communication, including face-to-face interaction, collaboration, receptive language, and speaking skills. He noted that technology can support language development and communication; however, instruction remains focused on meaningful language use rather than isolated vocabulary practice.

Mr. Tracey ended by saying that the district's goal is to use technology thoughtfully to enhance learning in a more effective and efficient manner while maintaining a balance between digital tools and authentic learning experiences.

Mr. Carangelo commented that in electives, the same balance philosophy applies. In Music and Performing arts, technology can support recording, reflection, composition, and creative production. But, performance,

collaboration, and live interaction remain central. In Visual and Practical arts, digital tools absolutely have transformative value. Particularly in design and in production work. At the same time, tactile creation, physical materials, and the direct artistic processes remain essential. In physical education and health, face-to-face learning, collaboration, movement, and discussion remain primary. Technology may support instructional delivery, research, or student-created projects. It does not replace the active human experience.

Mr. Carangelo then invited Mr. Henry, New Providence High School principal, to present.

Mr. Henry discussed the district's approach to technology integration at the high school level, explaining that instructional expectations shift as students develop greater independence, academic responsibility, and organizational skills. The district's high school approach is centered on intentional technology use and student agency rather than reduced access. He explained that, as students prepare for college, careers, and life beyond high school, technology will remain an important part of the learning experience.

He noted that balanced technology use continues to be a priority, with students benefiting from instructional environments that promote deep thinking, live discussion, authentic collaboration, and sustained attention. Technology will continue to be available to support learning, while allowing students to make purposeful decisions about how digital tools can best enhance their educational experience.

Mr. Henry concluded by stating that the department heads would provide additional information regarding digitally-driven learning practices and balanced instruction use for their content areas.

Mrs. Winard reviewed examples of current digitally driven learning practices used during the post-COVID period and compared them to the district's future vision for balanced instructional use.

It was explained that in both English Language Arts and mathematics, the district's goal is to preserve academic rigor while strengthening intentional technology use. In English Language Arts, digital tools will continue to be used for drafting, revision, collaboration, and multimedia projects. At the same time, students will continue to engage with physical texts, handwritten annotations, seminar-style discussions, and direct peer interaction to support deeper comprehension and richer analysis.

Mrs. DeAngelo discussed the district's approach to mathematics instruction, explaining that technology will continue to support learning through tools that assist with graphing complex data, providing immediate feedback, enhancing visualization, and offering digital checks for understanding.

It was noted, however, that mathematical reasoning continues to require students to demonstrate their thinking, communicate problem-solving strategies through face-to-face discussion, and engage collaboratively with peers. The district's approach aims to balance the benefits of technology with opportunities for direct interaction and deeper mathematical understanding.

Mrs. Pasuit reviewed the district's shift from digitally driven learning practices to a more balanced instructional approach in STEM and science at the high school level. It was noted that face-to-face instruction remains the primary instructional tool while continuing to prepare students for future academic and career opportunities.

In STEM courses, students will continue to engage in programming, design, modeling, and technology-based creation; however, instruction will continue to emphasize hands-on building, engineering, and real-time problem-solving experiences.

In science courses, students will continue to participate in authentic laboratory investigations using real lab equipment to prepare for future work in the sciences. At the same time, technology will be used purposefully through simulations, data models, and digital analysis tools to enhance and support instruction where appropriate.

Mr. Tracey went over the technology integration in grades 9–12 within social studies and world language instruction, explaining that the district takes a thoughtful approach to technology use at the high school level as students prepare for future academic and career opportunities.

In social studies, students are encouraged to engage in discussion, collaboration, debate, and authentic learning experiences through programs such as Model UN and Youth and Government. Technology is used to support and enhance learning across disciplines while maintaining a focus on student engagement and communication.

In world language courses, technology-based applications are used as instructional tools to strengthen language acquisition and communication skills. The presenter noted that these tools are intended to support students in becoming more effective communicators in other languages.

It was further noted that across both subject areas, the district remains focused on using technology thoughtfully to enhance student learning and support effective instruction.

Mr. Carangelo discussed the technology integration within specialized elective courses, noting that instruction continues to emphasize face-to-face learning while incorporating more creation-based and transformative technology.

It was explained that students may engage with industry-standard graphic design software, 3D printing, and programs such as Apple GarageBand to create unique and personalized projects. As an example, the presenter shared that a student-created musical composition was performed during the previous year's high school spring concert, highlighting how technology can support student creativity, collaboration, and authentic learning experiences.

To end the presentation, Dr. Zirpoli reviewed the implementation plans for the district's *Balanced by Design* framework. She explained that the district has carefully considered operational factors, including budget implications, instructional materials, classroom logistics, storage, accessibility needs, and digital assessment readiness. While technology continues to provide important benefits related to accessibility, personalization, and feedback, the framework seeks to maintain those strengths while ensuring a balanced approach to instruction. She stated that implementation will require ongoing support, flexibility, and refinement.

In the beginning, the following week, the district would provide professional development for staff focused on balanced instructional design, including coaching, collaborative planning, and strategies to support students in areas such as organization, executive functioning, and academic routines.

The district has also created a teacher guidebook organized by grade level, which includes classroom examples, instructional suggestions, technology guidelines, and practical recommendations from district teachers. Dr. Zirpoli stated that the district will continue monitoring implementation through classroom visits, feedback from students, staff, and families, and review of implementation data to make adjustments as needed.

Balanced by Design is intended to remain a flexible and evolving framework that supports intentional, balanced, and developmentally appropriate technology use while maintaining strong teaching and learning practices. She thanked faculty and staff for their work throughout the year and stated that the framework reflects the district's commitment to preparing students for the future while preserving foundational learning experiences.

Dr. Zirpoli also announced upcoming parent forums to discuss the initiative and answer questions. Sessions for grades 7–12 families and grades K–6 families will be held on Monday, June 1, and Tuesday, June 2, respectively, at 7:00 p.m. in the High School–Middle School Media Center.

Mrs. Marano thanked the administration and staff for their work in developing the *Balanced by Design* framework, acknowledging that the initiative represented a lengthy and thoughtful process. She wanted to know how the district plans to support students through the transition, particularly in developing organizational skills and adapting to systems such as the use of physical binders.

Dr. Zirpoli responded that the administrative team has already begun planning for implementation and student transition at all grade levels. She explained that building-specific supports will be introduced during the first week of school to help students adjust to the changes. She did note that the middle school transition may be more significant due to the introduction of physical binders. She added that Mr. Criscitello plans to use student orientation and the opening weeks of school to teach organizational skills, including how to use binders, planners, and track assignments.

Mrs. Zane voiced concern regarding the introduction of binders and asked Mr. Criscitello to ensure that students' binders are not overloaded with materials, particularly for students who walk or bike home from school.

Mrs. Castellano thanked the administration and staff for the significant work, collaboration, and research involved in developing the *Balanced by Design* framework and expressed appreciation for the district's focus on prioritizing student learning. She also requested clarification regarding the district's plan for iPad use in grades 7 and 8, specifically whether students would continue to take devices home.

Dr. Zirpoli responded that the district carefully considered whether iPads for grades 7 and 8 should remain at school or continue to go home. She explained that the decision was guided by the district's instructional framework and professional development efforts focused on ensuring technology is used in supportive and transformative ways. She noted that homework is considered an extension of classroom instruction and that iPads should only be used outside of school when they meaningfully support learning. She stated that teachers expressed strong support for allowing devices to go home in certain subject areas, given the challenges of managing access across multiple classes.

At this time, Dr. Zirpoli reported that the district anticipates iPads in grades 7 and 8 will most likely continue to go home, while also providing students with the option to store devices overnight in secured classroom carts or lockers.

Dr. Empson Hayden thanked the administration, faculty, and staff for the extensive time and effort dedicated to developing the *Balanced by Design* framework. She expressed support for the increased emphasis on student communication and discourse, noting the importance of helping students develop face-to-face communication skills, navigate uncomfortable conversations, and work collaboratively with others.

She also asked whether changes to student supply needs, including increased use of notebooks and binders, would be communicated in time for families ordering materials through School Tool Box and other school supply programs.

Dr. Zirpoli confirmed that this will be communicated to families.

Dr. Empson Hayden then asked for clarification regarding the "time-bound" use of technology referenced in the elementary school presentation. Specifically, the Board member asked for further explanation of how technology would be implemented within classrooms and what limitations or designated timeframes would guide its use during instruction.

Dr. Zirpoli clarified that the district's use of technology at the elementary level will be both targeted and time-bound. She explained that teachers use student data to personalize instruction and provide technology-based support for specific instructional purposes, including intervention for struggling students or enrichment for students who are advancing more quickly. The technology will no longer be used as a

default activity for students who finish work early. Instead, device use will be intentional, based on identified student needs and instructional data, and limited to specific periods of time tied to learning goals.

Mrs. Kale thanked the faculty, administration, and Mr. Testa for the significant time and effort dedicated to developing the *Balanced by Design* framework and expressed appreciation for the team's willingness to consider Board feedback throughout the process. She also requested additional information regarding the executive functioning component of the initiative, specifically how executive functioning skills will be integrated into the middle school program and introduced beginning in sixth grade, beyond the use of folders and binders.

Dr. Zirpoli responded that the district partnered with Pollak Tutors in Town during the previous school year to provide professional development for middle school teachers focused on executive functioning skills. She explained that the training helped teachers better understand executive functioning and how to incorporate related strategies into classroom instruction.

The district plans to continue building upon this work in the upcoming school year and expand professional development to upper elementary teachers. She further explained that the district hopes to eventually develop an executive functioning elective at the middle school level for all students; however, implementation will require additional planning and scheduling. In the meantime, the district plans to continue supporting executive functioning through teacher training, student orientation activities, and mini-lessons at the start of the school year focused on organization, planning, and related skills.

Mrs. Lepre echoed everyone's sentiments and asked if the implementation of Google Classroom would begin in third grade.

Dr. Ziproli confirmed this.

Mrs. Lepre then went on to ask whether the district anticipates any challenges related to digital testing as part of the transition to a more balanced technology approach. The Board member further inquired about proactive measures being considered to support students in adapting to digital assessments and managing the transition successfully.

Dr. Zirpoli acknowledged that implementation of the framework will be new in the upcoming school year, but stated that the district has considered the impact on digital testing. She explained that the district recognizes students in grade 3 must be prepared to complete NJSLA assessments on iPads and will intentionally introduce technology skills in grades 1 and 2 to support that transition. Students must learn specific technology-related skills required for digital assessments, such as typing, drag-and-drop functions, and other assessment tools used on the NJSLA. She stated that the district will ensure students receive the instruction and preparation needed to be successful with digital testing.

Mrs. Lepre commented that students have become accustomed to relying on digital tools such as spell check and grammar support and inquired about how the district plans to address those changes from an instructional standpoint.

Dr. Zirpoli acknowledged concerns regarding students' handwriting skills and noted that increased technology use has contributed to challenges in handwriting development for many students. She stated that teachers have expressed concerns about the readability of student work as the district increases opportunities for handwritten assignments. The district plans to provide support to help students strengthen handwriting skills and noted that assistive technology tools may also be available to help interpret handwritten work when needed.

Mr. Keaney commented that the district will be developing a cursive writing curriculum for students in grades 3 through 5 over the summer in accordance with state requirements. He noted that Mrs. Kaufman will lead the curriculum development and stated that the district is also exploring opportunities to introduce foundational handwriting skills at earlier grade levels, including grades 1 and 2.

2024-2025 HIB SCHOOL SELF-ASSESSMENT PUBLIC HEARING

Mrs. Marano declared a public hearing on the 2024-2025 School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act open.

Dr. Zirpoli reported that the Anti-Bullying Bill of Rights requires each school to complete an annual self-assessment measuring implementation of the Act's required components. She explained that the results are submitted to the New Jersey Department of Education in the fall and finalized in the spring. Once finalized, district officials are required to post the grades on each school's homepage and the district website and review the results at a public Board of Education meeting.

Dr. Zirpoli stated that the maximum score for the self-assessment is 78 points and shared the district's official scores for the 2024–2025 school year as follows: Allen W. Roberts School – 76; Salt Brook School – 71; New Providence Middle School – 75; New Providence High School – 70; and a district average of 73.

Mrs. Marano declared the public hearing on the 2024-2025 School Self-Assessment for Determining Grades under the Anti-Bullying Bill of Rights Act closed.

PUBLIC COMMENTS

Mrs. Marano opened the meeting to the public at 8:15 p.m.

Steve Rossi, 843 Mountain Avenue

I want to sincerely thank the district for all its hard work on these changes. There is a lot of good stuff in here, and this is a good day. I'd like to outline why I believe these reforms are definitely an important first step.

These one-to-one programs persisted across the country because they felt like the future. But knowing what we know now, would we have ever begun them in the first place? In my view, the answer is no. No one is judging those who made the decision with the best of intentions over a decade ago, along with 90% of other districts. But today, the course correction begins.

I am an advocate for the right technology in our schools. What I'm critical of is technology replacing notebooks and screens replacing printed textbooks. I'm also deeply concerned about our youngest students having iPads loaded with video games masquerading as educational apps, and tools like i-Ready, which promise tailored instruction while delivering no meaningful benefit to learning. These are neither transformative nor supportive. Sadly, they are mostly a waste of time.

Every minute a student spends on them is a minute taken away from something else that we know works. Putting an iPad on every desk does not mean we are delivering technology to our students any more than having electricity in the classroom does. There is no risk of children falling behind if we have fewer iPads than students. To be ready for the coming decades, children need durable knowledge, not dependence on a tool from the 2010s.

For nearly two decades, we allowed smartphones in schools because it felt inevitable. When we made the change last fall, a thousand flowers bloomed. The benefits came so quickly that it is obvious we should have done it sooner. We are at the same point with one-to-one programs. We should do whatever is best for both student learning and student health. There is more work to do, but I am hopeful this is the first step in making that happen. Thank you.

Dr. Sandy Polu, 44 Pittsford Way

Thank you all for this important first step in recognizing the science of how kids learn best. There is, however, one critical component missing in the technology plan: parental consent for apps collecting children's personal data. Tech vendors take advantage of the public's perception that schools are safe in order to sell products that may be unsafe.

The internet cannot be fully locked down. Chatbots may produce harmful content. You cannot stop the profiling of our children through school apps. In the Curriculum Associates lawsuit, expert forensic analysis revealed that i-Ready online products generate, record, and transmit information about students to third parties, including Google, in real time as students use its products.

The Chicago Board of Education recently reached a settlement with PowerSchool regarding a lawsuit alleging the electronic eavesdropping of students' confidential and sensitive communications via its Naviance platform. PowerSchool has over 100 third-party partners in its data ecosystem. It is a key player in the EdTech data economy, in which our children are the product.

Given the recent spate of EdTech data breaches and the numerous lawsuits alleging the disclosure of student data, parental consent should be a prerequisite for the use of any one-to-one EdTech products. In fact, consent is required under federal law for children under 13.

This summer, my husband and I will be exercising our rights under the Children's Online Privacy Protection Act to direct tech vendors to cease using, collecting, and storing data on our child through school apps.

To be clear, we are not opting out of the curriculum, but like all children, our child is entitled to a public education that does not come at the cost of his privacy. I trust that the district will cooperate with tech vendors in deleting our child's accounts and data. I trust that the district will not penalize our child in any way. And I trust that the district will not interfere with the exercise of our rights under federal law. Thank you.

Dr. Amy Santiago, 16 Second Street

Good evening to everyone, to the parents, board members, and teachers.

The reason I am speaking today is that I am the mother of what will soon be three students in the New Providence School District this fall. I have an incoming kindergartener who was on our exception list for consideration this year, with the hope that she would be joining her brother at AWR. Based on today's decision, that will not happen.

My oldest child will be a seventh grader next year, joining many of our students here as an incoming seventh grader. This means that my family will have three students across three different schools for the next three years, as my son will be a third grader.

I want to be fully transparent that I am not here to debate the need for redistricting. I see the growth happening in our town, and I realize this is a requirement and must happen.

I think the reason I am speaking today is that the process for exceptions has been incredibly clear, and I commend the district for that. What has been less clear, however, is how to go about transferring my current AWR student to Salt Brook. My requests for information and answers have been deflected or delayed, and it remains unclear how I can proceed with this process.

As an impacted family member, I am here to ask for clarity and transparency regarding the criteria and process for transferring my current AWR student to Salt Brook. I also ask the district to examine how delays in decisions, or the lack of information, impact families who are trying to balance both work and family responsibilities at the same time.

Thank you for your time and for allowing me the opportunity to raise the concerns I have shared today. I look forward to seeing the district address the concerns I have raised.

Dr. Zirpoli responded to Dr. Santiago, letting her know she will receive information tomorrow regarding how to specifically transfer your student from AWR to Salt Brook, if that is what you choose to do. The district will also provide information about early care and drop-off, as we understand that there may be families with two elementary students attending different schools.

Ben Wolfe, 476 South Street

I was one of the families potentially impacted by a similar situation in the district last year. I just want to speak up and say that I am deeply disappointed in the application of the policy.

It appears that we are going to be above optimal class sizes in both elementary schools, with the exception of three students. To me, this does not seem to put families first.

I know that we worked very hard to put a policy together that would be fair and equitable. However, this does not seem to be a fair and equitable application of that policy, given that we know enrollment may continue to grow over the summer and we do not yet have the full picture.

I wanted to share this information, show my support for the impacted families, express my disappointment, and bring this concern to the community. Thank you.

Gautham Chari, 101 Commonwealth Avenue

Thank you for the opportunity to speak, and thank you very much for your time today.

I have been meaning to ask this question for some time now, and I would love to hear from the Board on this topic. Today's presentation was great, but it focused heavily on philosophy and process.

I would be interested in hearing what outcomes the Board of Education had in mind when iPads were first introduced as part of the educational approach, and how those outcomes ultimately played out. It was also mentioned that a great deal of research went into this change in direction.

With that in mind, what outcomes improved, and what outcomes worsened? Additionally, what outcomes does the district expect to see with the implementation of this more balanced approach moving forward?

Mrs. Marano responded that Dr. Zirpoli would be answering his question, but that she encouraged him to attend the two Q&A sessions that would be held next week on Monday and Tuesday.

Dr. Zirpoli shared that in 2012, the district implemented a one-to-one iPad initiative to become "future ready." At the time, the district sought to proactively prepare students for a technology-driven economy and believed it was important for students to develop an understanding of technology as it continued to evolve. During that period, the district learned a great deal about the use of iPads in education. She noted that, as a high school principal in 2014, she completed an extensive report on iPad implementation and found that the devices supported students' development of critical thinking, collaboration, creativity, and other 21st-century learning skills.

She further explained that one key difference between then and now is the availability of research. At the time the one-to-one initiative was implemented, there was limited research regarding the intended outcomes and broader impacts of one-to-one technology programs. Now that more research exists, the district is hopeful that reducing technology use in classrooms will lead to deeper thinking and improved academic and personal outcomes for students.

Dr. Zirpoli noted that research suggests students process information differently when reading physical texts and writing with pen and paper than when working on screens. As a result, the district is hopeful that students will experience academic growth, as well as personal benefits, through a more balanced approach to technology use. She also referenced the district's decision in August to eliminate student cell phone use during the school day, including possession of students' persons in classrooms, noting that the district took this step before many neighboring districts had done so. According to Dr. Zirpoli, the district observed a significant positive shift in both the middle school and high school following the change.

At the middle school, she shared that the cafeteria has become noticeably more social, with students playing games such as Uno, checkers, and other board games. Similarly, at the high school, students have reportedly been engaging in more face-to-face conversations and meaningful discourse with one another. She added that students have shared positive feedback regarding these changes with Mr. Henry. She also stated that teachers have expressed appreciation for no longer needing to manage classroom distractions related to social media platforms such as Snapchat and Instagram. She acknowledged that, as with any policy change, implementation is not perfect, and noted that Mr. Henry and Mr. Criscitello continue to reinforce expectations to ensure students adhere to the policy.

Dr. Zirpoli concluded by stating that these are some of the outcomes the district hopes to continue seeing as changes to classroom technology use are implemented.

Danielle Gargiulo, 2 Green Circle

I am not sure if I will be able to attend next week's Q&A sessions, so I wanted to take this opportunity to express a sincere thank you. I think this is all wonderful.

I believe the executive functioning component is especially valuable. As parents, many of us are seeing the effects of increased neurodiversity, ADHD, and the ways in which technology may contribute to challenges with focus and sustained attention.

One area that I believe many students, including my own children, are struggling with is studying. I think it would be incredibly beneficial to include study skills as part of the executive functioning component being discussed. Many students have come to rely heavily on digital studying methods. For example, my children will say, "I did a Blooket," and feel that they have adequately studied.

I believe instruction on note-taking, studying strategies, and best practices for learning — integrated into the executive functioning course — could be tremendously helpful for students. Studying has become a challenge in the digital environment, and I believe this would provide meaningful support. Thank you.

Sujatha Sivakumaran, 14 Stone Ridge Road

I would also like to say that, for next week's Q&A sessions, I would appreciate a better understanding of the topic raised by Dr. Sandhya Polur regarding data sharing.

Specifically, I would like to better understand what research the school district has conducted regarding what student data is being shared, how it is being shared with third-party applications, and what safeguards are in place. I noticed that i-Ready will continue to be used, although the amount of time allocated has changed to approximately 15 to 30 minutes for students in grades four through six. I was not able to determine what other applications may still be used in grades seven, eight, and beyond.

I would appreciate additional clarity regarding what research has been done, how the district is addressing concerns related to data sharing and profiling, and what options may exist for parents if such profiling is occurring. Specifically, I would like to understand what options are available for families who do not want their children to have an online profile created through educational applications. Thank you.

Nathan Howell, 10 Willow Street

Great presentation — there was a lot of valuable information shared.

You outlined six core beliefs, and in conjunction with what many others have expressed, I would love to see data showing how the district is progressing toward those goals. How can we connect guiding principles such as these to measurable outcomes and track the progress being made?

Technology is a wonderful tool, and I appreciate its value. However, it requires a strong foundation of critical thinking skills and executive functioning in order to be used effectively. I believe some of the steps being taken to scale back technology use in the earlier grades, in order to build that foundation first, are a great initial step.

That said, without data and meaningful communication around progress, it is difficult for the community to have a clear understanding of where we are headed. I think most, if not all, of us are aligned around these core beliefs. I doubt anyone in this room would disagree with them — they are excellent guiding principles.

I would simply appreciate more information regarding how progress will be measured. You mentioned a significant amount of research and supporting information, and I am hopeful that this will be published alongside the report and related materials. I believe that transparency would be foundational in helping the community better understand the direction being taken and move forward together. Thank you.

Mrs. Marano declared the public portion of the meeting closed at 8:29 p.m.

2026/2027 SCHOOL YEAR ANNUAL RESOLUTIONS

Mrs. Castellano moved to approve Items 1 through 23 as listed below:

2026/2027 PUBLIC AGENCY COMPLIANCE OFFICER APPROVED

1. Approve the designation of James Testa, School Business Administrator/Board Secretary as the Public Agency Compliance Office (P.A.C.O.) for affirmative action for the 2026/2027 school year.

2026/2027 PURCHASING AGENT APPROVED

2. Approve the designation of James Testa, School Business Administrator/Board Secretary as the purchasing agent (N.J.S.A. 18A:18A-2 and 18A:18A-3) for the 2026/2027 school year.

2026/2027 COORDINATOR FOR INTEGRATED PEST MANAGEMENT COORDINATOR APPROVED

3. Approve the designation of Elias Leader, Maintenance Foreman, as Coordinator for Integrated Pest Management services for the 2026/2027 school year.

2026/2027 APPOINTMENTS APPROVED

4. Approve the following appointments in accordance with the N.J. Statutes 18A:18A-5 for the 2026/2027 school year:
 - a. Donohue, Gironda, Doria & Tomkins, LLC as school auditors, on a fee basis, not to exceed \$42,500.00.
 - b. Energy for America as consulting management engineers and monitors, on a fee basis, not to exceed \$33,342.00.
 - c. Methfessel and Werbel as attorney for the Board of Education, on a fee basis, at a rate of \$185.00 per hour.

CITIZENS BANK APPOINTMENT APPROVED

5. Approve Citizens Bank as the official depository institution for funds, investments, certificates of deposit, and to honor the facsimile signatures of the Superintendent of Schools, and the School Business Administrator/Board Secretary for the 2026/2027 school year.

NJ/ARM APPOINTMENT APPROVED

6. Approve NJ/ARM as an additional depository institution for the investment of funds and to honor the facsimile signatures of the Superintendent of Schools, and the School Business Administrator/Board Secretary for the 2026/2027 school year.

AFFINITY FEDERAL CREDIT UNION APPOINTMENT APPROVED

7. Approve Affinity Federal Credit Union as an additional depository institution for scholarship funds and to honor the facsimile signatures of the Superintendent of Schools, and the School Business Administrator/Board Secretary for the 2026/2027 school year.

2026/2027 BOARD MEETING SCHEDULE APPROVED

8. **BE IT RESOLVED** by the Board of Education of the Borough of New Providence that:

The following schedule of regular session meetings of this public body for the period of July 23, 2026, to June 24, 2027, is adopted:

Please check the District's website at www.npsd.k12.nj.us for any meeting changes throughout the school year.

<u>DATE</u>	<u>TIME</u>	<u>MEETING</u>	<u>LOCATION</u>
July 23, 2026	7:00 p.m.	Regular	MS/HS Media Center
August 31, 2026	7:00 p.m.	Regular	MS/HS Media Center
September 24, 2026	7:00 p.m.	Regular	MS/HS Media Center
October 15, 2026	7:00 p.m.	Regular	MS/HS Media Center
November 19, 2026	7:00 p.m.	Regular	MS/HS Media Center
December 17, 2026	7:00 p.m.	Regular	MS/HS Media Center
January 7, 2027	7:00 p.m.	Regular/Reorganization	MS/HS Media Center
January 21, 2027	7:00 p.m.	Regular	MS/HS Media Center
February 25, 2027	7:00 p.m.	Regular	MS/HS Media Center
March 11, 2027	7:00 p.m.	Regular	MS/HS Media Center
March 22, 2027	7:00 p.m.	Regular	MS/HS Media Center
April 29, 2027	7:00 p.m.	Regular	MS/HS Media Center
May 6, 2027	7:00 p.m.	Regular	MS/HS Media Center
May 20, 2027	7:00 p.m.	Regular	MS/HS Media Center
June 24, 2027*	7:00 p.m.	Regular	MS/HS Media Center

All above meetings are on a Thursday, with the exception of August 31, 2026 and March 22, 2027.

New Providence High School/Middle School
Allen W. Roberts School
Salt Brook School

35 Pioneer Drive
80 Jones Drive
40 Maple Street

The Regular meetings are public. The public will have an opportunity to speak before and after the Board's business is conducted. The Board will take action at these meetings.

*Pursuant to N.J.S.A. 18A:11-11, Public Notice for hearing with regards to discussions and/or actions of employment contracts. Copies of proposed contracts will be available for review prior to, or at the public hearing.

A copy of the foregoing schedule shall be:

- a. Posted and maintained throughout the year at the following locations which have been reserved for public announcements:

Borough Hall
Board of Education Office
All Public Schools in the Borough of New Providence
Memorial Library
District Website
TAPinto New Providence

- b. Sent to the following newspapers:
The Courier News
The Star-Ledger
- c. Filed with the Clerk of the Borough of New Providence.
- d. Sent, at no cost to the Board, to any persons who have requested notices of meetings.

TAPINTO NEW PROVIDENCE, THE STAR-LEDGER AND THE COURIER NEWS APPOINTMENT APPROVED

9. Designate TAPinto New Providence, District website, The Star-Ledger and The Courier News as official sources providing publication of legal notices for the 2026/2027 school year.

OMNI & TSACG APPOINTMENT APPROVED

10. Approve the agreement between OMNI & TSACG and the New Providence School District, which was established on November 1, 2023 to provide Third Party Administrator Services for the District's voluntary retirement plans for the 2026/2027 school year.

RE-ADOPTION OF MANUALS, PLANS, PROCEDURES, AND PROGRAMS APPROVED

11. Approve the re-adoption of the following manuals, plans, procedures, and programs for the 2026/2027 school year:
 - Chemical Hygiene Plan
 - Food Service Biosecurity Management Plan
 - Indoor Air Quality Plan
 - Integrated Pest Management Plan
 - Internal Controls and Standard Operating Procedures
 - Purchasing Manual

- Written Hazard Communication Program
- Cyber Incident Response Plan

SIGNATORIES DESIGNATED TO ACCOUNTS APPROVED

12. Approve to designate the following as signatories for the accounts listed for the 2026/2027 school year:

<u>Account/Fund</u>	<u>Signatories</u>
General Account	Board President, School Business Administrator/Board Secretary, Superintendent of Schools
Net Payroll Account	School Business Administrator/ Board Secretary, Superintendent of Schools
Payroll Agency Account	School Business Administrator/ Board Secretary, Superintendent of Schools
Food Service Fund Account	School Business Administrator/ Board Secretary, Superintendent of Schools
Unemployment Insurance Fund	School Business Administrator/ Board Secretary, Superintendent of Schools
Capital Reserve Account	School Business Administrator/ Board Secretary, Superintendent of Schools
Referendum Account	School Business Administrator/ Board Secretary, Superintendent of Schools
Bond Proceeds Account	School Business Administrator/ Board Secretary, Superintendent of Schools

<u>Petty Cash Funds</u>	<u>Amount</u>	<u>Custodian</u>
Allen W. Roberts	\$100.00	School Principal
Central Office	\$350.00	School Business Administrator/ Board Secretary
High School	\$200.00	School Principal
Middle School	\$100.00	School Principal
Salt Brook School	\$100.00	School Principal

School Activity Funds

<u>School</u>	<u>Use</u>	<u>Signatories</u>
New Providence High School	Student Activity/ Athletics	Any two (2) of the following: Principal/HS Treasurer/ Athletic Director
	Student Activity	Any two (2) of the following: Principal/HS Treasurer/ Secretary to the Principal
New Providence Middle School	Student Activity	Principal and Secretary to the Principal
Allen W. Roberts School	Student Activity	Principal and Secretary to the Principal
Salt Brook School	Student Activity	Principal and Secretary to the Principal

Scholarship Accounts**Signatories**

Allen W. Roberts Scholarship Fund Savings Account (#816625565)	School Business Administrator/ Board Secretary, Superintendent of Schools
Dr. Edward W. Kilpatrick Family Scholarship Fund Savings Account (#816625573)	School Business Administrator/ Board Secretary, Superintendent of Schools
Milton Anderson Family Scholarship Fund Savings Account (#816625606)	School Business Administrator/ Board Secretary, Superintendent of, Schools
Badgley Memorial Scholarship Fund Savings Account (#816625515)	School Business Administrator/ Board Secretary, Superintendent of Schools
Edward H. Lieder Scholarship Fund Savings Account (#816625557)	School Business Administrator/ Board Secretary, Superintendent of Schools
NPBS Class of 1960 Scholarship Fund Savings Account (#816625523)	School Business Administrator/ Board Secretary, Superintendent of Schools
The John O'Neill Memorial Scholarship Fund Savings Account (#816625531)	School Business Administrator/ Board Secretary, Superintendent of Schools

NPHS Class of 1962
Louis DiParisi Jr.
Scholarship Fund
Savings Account
(#816625599)

School Business Administrator/
Board Secretary, Superintendent of
Schools

Affinity Federal Credit Union
Membership Eligibility
(#816625458)

School Business Administrator/
Board Secretary, Superintendent of
Schools

Investment Account

NJ/ARM
Bond Proceeds Account
#335-00

School Business Administrator/Board
Secretary, Superintendent of Schools

NJ/ARM
General Account
#335-02

School Business Administrator/Board
Secretary, Superintendent of Schools

TREASURER OF SCHOOL MONEYS RESOLUTION APPROVED

13. Adopt the following Resolution

WHEREAS, Chapter 39, P.L. 2010 makes the position of treasurer of school moneys optional; and

WHEREAS, it was the wish of the New Providence Board of Education to abolish the position of treasurer of school moneys, effective July 1, 2011; and

WHEREAS, the School Business Administrator/Board Secretary possesses the proper certifications and qualifications to assume the duties of the treasurer of school moneys

NOW, THEREFORE, BE IT RESOLVED, BY THE NEW PROVIDENCE BOARD OF EDUCATION, IN THE COUNTY OF UNION, IN THE STATE OF NEW JERSEY, AS FOLLOWS:

- a. The School Business Administrator/Board Secretary and/or designee shall continue to handle the job responsibilities of the treasurer of school moneys for the 2026/2027 school year.
- b. The School Business Administrator/Board Secretary shall be bonded in such amount and with surety as required by the law.
- c. The School Business Administrator/Board Secretary shall comply with all provisions of the law.

TAX SHELTER ANNUITY COMPANIES APPROVED

14. Approve the following companies to provide Tax Shelter Annuity salary reduction agreements during the 2026/2027 school year:

403(b) Plan, 457 Plan, and Roth IRA
Corebridge Financial (AIG Retirement/Valic)
Equitable
Fidelity Investments
Lincoln Investment Planning, Inc.
MetLife
Security Benefit

AMERIFLEX AGREEMENT APPROVED

15. Approve the agreement between Ameriflex and the New Providence School District, which was established on January 1, 2012, to continue providing Third Party Administrator services regarding the Health/Dependent Care Flexible Spending Account Plans for the 2026/2027 school year.

PUBLIC SCHOOL CONTRACTS BID THRESHOLD RESOLUTION APPROVED

16. Adopt the following resolution for the 2026/2027 school year:

WHEREAS, the Public School Contracts Law gave boards of education the ability to increase their bid threshold up to \$53,000.00; and

WHEREAS, N.J.S.A. 18A:18A-3a, permits an increase in the bid threshold if a Qualified Purchasing Agent is appointed as well as granted the authorization to negotiate and award such contract below the bid threshold; and

WHEREAS, N.J.A.C. 5:34-5 et seq. establishes the criteria for qualifying as a Qualified Purchasing Agent; and

WHEREAS, James Testa possesses the designation of Qualified Purchasing Agent as issued by the Director of the Division of Local Government Services in accordance with N.J.A.C. 5:34-5 et seq.; and

WHEREAS, New Providence Board of Education desires to increase the bid threshold as provided in N.J.S.A. 18A:18A-3; and

WHEREAS, New Providence Board of Education authorizes that all contracts that are in the aggregate less than 15% of the bid threshold may be awarded by the purchasing agent without soliciting competitive quotations as provided in N.J.S.A. 18A:18A-37;

NOW, THEREFORE, BE IT RESOLVED, that the governing body of the New Providence Board of Education, in the County of Union, in the State of New Jersey hereby increases its bid threshold to \$53,000.00 and be it further

RESOLVED, that the governing body of the New Providence Board of Education, in the County of Union, in the State of New Jersey, hereby authorizing the purchasing agent to award contracts that are in the aggregate of less than 15% of the bid threshold without soliciting competitive quotations, as needed; and be it further

RESOLVED, for contracts in the aggregate that are less than the bid threshold but more than \$3,500.00, the School Business Administrator/Board Secretary shall award contracts after soliciting at least two competitive quotations. The School Business Administrators/Board Secretary, pursuant to N.J.S.A. 10A:18A-37 (c), is authorized to award contracts that are in the aggregate less than \$3,500.00 without soliciting competitive quotations; and be it further

RESOLVED, that the governing body of the New Providence Board of Education, in the County of Union, in the State of New Jersey, hereby appoints James Testa as the Qualified Purchasing Agent to exercise the duties of a purchasing agent pursuant to N.J.S.A. 18A:18A-2b, with specific relevance to the authority, responsibility, and accountability of the purchasing activity of the Board of Education; and be it further

RESOLVED, that in accordance with N.J.A.C. 5:34-5.2 the Board of Education Secretary is hereby authorized and directed to forward a certified copy of this resolution and a copy of James Testa's certification to the Director of the Division of Local Government Services.

DIVISION OF PURCHASE AND PROPERTY ITEM APPROVED

17. Approve the following item:

WHEREAS, Title 18A:18-10 provides that “A board of education, without advertising for bids or after having rejected all bids obtained pursuant to advertising therefore, by resolution may purchase any goods or services pursuant to a contract or contracts for such goods or services entered into on behalf of the State by the Division of Purchase and Property”, and

WHEREAS, the New Providence Board of Education has the need, on a timely basis, to procure goods and services utilizing state contracts, and

WHEREAS, the New Providence Board of Education desires to authorize its purchasing agent for the 2026/2027 school year to make any and all purchases necessary to meet the needs of the school district throughout the school year.

NOW, THEREFORE, BE IT RESOLVED that the New Providence Board of Education does hereby authorize the District purchasing agent to make purchases of goods and services entered into on behalf of the State by the Division of Purchase and Property utilizing various vendors that have state contracts.

2026/2027 COOPERATIVE AGREEMENT APPROVED

18. Approve the following resolution for the 2026/2027 school year:

WHEREAS, the New Providence Board of Education is authorized to use State and County contracts and New Jersey and National Cooperative Purchasing Agreements, and

WHEREAS, the New Providence Board of Education, upon the recommendation of the Superintendent of Schools, authorizes the School Business Administrator/Board Secretary to use New Jersey and County Purchasing Contracts and New Jersey and National Cooperative Purchasing Agreements whenever it is determined to be in the best interest of the school district, and

NOW, THEREFORE BE IT RESOLVED, the New Providence Board of Education will participate in the following cooperatives

New Jersey Cooperatives

- Bergen County Cooperative # CK04/New Jersey Cooperative Purchasing Alliance
- EdgeMarket Cooperative Pricing System (NJEdge)
- Educational Data Services, Inc.
- Educational Services Commission of New Jersey Cooperative
- Hunterdon Educational Services Commission
- New Jersey Educational Computing Cooperative (NJECC)
- New Jersey School Board Association’s TEC Cloud E08801-ACES-CPS

National Cooperatives

- E&I Cooperative Services
- Keystone Purchasing Network
- OMNIA Partners, previously National Cooperative Purchasing Alliance (NCPA)
- PEPPM Purchasing
- Sourcewell
- State of New Jersey National Association of State Procurement Officials (NJ NASPO)

NEW JERSEY STATE INTERSCHOLASTIC ATHLETIC ASSOCIATION MEMBERSHIP APPROVED

19. Approve membership in New Jersey State Interscholastic Athletic Association (NJSIAA) in accordance with their Constitution, Bylaws, Rules, and Regulations.

DISTRICT MEMBERSHIP WITH NEW JERSEY COOPERATIVE BIDDING PROGRAM APPROVED

20. Approve District Membership in conjunction with the New Jersey Cooperative Bidding Program using Educational Data Services, Inc. for the 2026/2027 school year. The licensing and maintenance fees for this program will be \$8,980.00.

ASSETWORKS, INC. APPROVED

21. Approve Assetworks, Inc. as a fixed asset appraiser for the 2026/2027 school year, on a fee basis not to exceed \$1,700.00.

BOOK-IT- DISTRIBUTION APPROVED

22. Approve the use of Educational Data Services, Inc. cooperative purchasing agreement, Textbook Freight Consolidation, awarded to Debjo Sales Limited Liability Company (Book-It-Distribution) for the 2026/2027 school year.

RE-ADOPTION OF THE BYLAWS, POLICIES & REGULATIONS APPROVED

23. Approve the all adopted Bylaws, Policies & Regulations, Job Descriptions, Field Trip Destinations, Curriculum guides, approved textbooks, and Gifted & Talented Program of the Board of Education, on file in the Office of the Board of Education.

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

<u>Yea</u>	Mrs. Castellano
<u>Yea</u>	Dr. Empson Hayden
<u>Yea</u>	Ms. Gunderman
<u>Yea</u>	Mrs. Kale
<u>Yea</u>	Mrs. Lepre
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Zane

APPROVAL OF MINUTES

Ms. Gunderman moved to approve the minutes for:

Business Meeting:	May 29, 2026
Closed Meeting:	May 29, 2026

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

<u>Yea</u>	Mrs. Castellano
<u>Yea</u>	Dr. Empson Hayden
<u>Yea</u>	Ms. Gunderman
<u>Yea</u>	Mrs. Kale
<u>Yea</u>	Mrs. Lepre
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Zane

ACTION ITEMS
FINANCE ACTIONS

Ms. Gunderman, Finance Chairperson, moved to approve Items 1 through 16 as listed below:

BOARD SECRETARY REPORT APPROVED

1. After review, we hereby accept the Board Secretary and Treasurer reports for April 2026. 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 May 2026, in the amount of \$3,266,880.91.

DISTRICT TAX PAYMENT SCHEDULE APPROVED

3. Approve the schedule for payment of District taxes for July 1, 2026, to June 30, 2027.

(EXHIBIT A)**VOIDED AND REISSUED CHECKS APPROVED**

4. Approve the following voided and reissued checks:

Voided				
<u>Check #</u>	<u>Date</u>	<u>Amount</u>	<u>Account</u>	<u>Reason</u>
367444	01/22/26	\$2,800.00	11-000-252-340-99	Lost
Re-issued				
<u>Check#</u>	<u>Date</u>	<u>Amount</u>	<u>Account</u>	
368081	05/28/26	\$2,800.00	11-000-252-340-99	

PURCHASE OF IPADS AND ACCESSORIES APPROVED

5. Approve the sale of Gen 9 iPads and keyboards/cases, sold as a set, to the 2026 senior class and staff with a purchase price of \$75.00 for each set.

PURCHASE OF IPADS AND ACCESSORIES APPROVED

6. Approve the sale of Gen 7 iPads and keyboards/cases, sold as a set, to staff with a purchase price of \$60.00 for each set.

UNION COUNTY EDUCATIONAL SERVICES COMMISSION TRANSPORTATION AGREEMENT APPROVED

7. Approve the transportation agreement between the Union County Educational Services Commission and the New Providence School District for the 2026/2027 school year.

2026/2027 POMPTONIAN FOOD SERVICE AGREEMENT

8. Approve the Food Service Agreement with Pomptonian Food Service for the 2026/2027 school year. In addition to the costs of operation, a management fee of \$0.042 for each \$1.00 of sales to compensate the FSMC Food Service Management Company for administrative and management costs is approved. This fee shall be billed monthly as a cost of operation. The District guarantees the payment of such costs and fees to the Food Service Agreement. The Food Service Management Company guarantees the District a no-cost of operation for the District for the 2026/2027 school year.

DONATION APPROVED

9. Approve the generous donation from the Salt Brook PTA to support the following clubs: SWAT Club in the amount of \$500.00; SWAG Club in the amount of \$1,000.00; Multicultural Club in the amount of \$500.00; Art Club in the amount of \$500.00; Garden Club in the amount of \$5,000.00; Broadcasters Club in the amount of \$500.00; and STEM Clubs in the amount of \$1,500.00.

DONATION APPROVED

10. Approve the generous donation from the Salt Brook PTA to support the following offices: Salt Brook Nursing Office in the amount of \$250.00 and the Salt Brook Counseling Office in the amount of \$500.00.

PURCHASE OF IPAD AND ACCESSORIES APPROVED

11. Approve the purchase of three hundred (300) Generation 11 iPad Wi-Fi 128GB-Silver and three hundred- thirty (330) Logitech Rugged Combo 4 Cases through the PEPPM Purchasing Cooperative Contract # 535802, in an amount not to exceed \$130,183.50, for the 2026/2027 school year.

DONATION APPROVED

12. Approve the generous donation from the New Providence PAL towards the softball field renovation, in the amount of \$3,365.76.

DONATION APPROVED

13. Approve the generous donation from the New Providence Tennis Association to fully fund a new three-piece custom windscreen for the tennis courts, in the amount of \$3,610.08.

2026/2027 JAG-ATC AGREEMENT APPROVED

14. Approve the agreement between the New Providence School District and JAG-ATC, LLC for substitute athletic trainer services at a rate of \$85.00 per hour for the 2026/2027 school year.

2026/2027 AMERICAN FAMILY CARE AGREEMENT APPROVED

15. Approve American Family Care (AFC), to provide services of medical inspector physicals and sports physician, on a fee basis, not to exceed \$39,000.00 for the 2026/2027 school year.

DONATION APPROVED

16. Approve the generous donation from the New Providence Athletic Booster Club to purchase and install a new scoreboard on Lieder Field, in the total amount of \$32,145.00.

Mrs. Lepre seconded the motion. It was carried on the following vote.

Roll call vote:

<u>Yea</u>	Mrs. Castellano
<u>Yea</u>	Dr. Empson Hayden
<u>Yea</u>	Ms. Gunderman
<u>Yea</u>	Mrs. Kale
<u>Yea</u>	Mrs. Lepre
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Zane

FACILITIES ACTIONS

No facilities items for approval.

EDUCATION ACTIONS

Mrs. Castellano, Education Chairperson, moved to approve Items 1 through 3 as listed below:

2026/2027 HARASSMENT, INTIMIDATION, BULLYING RECOMMENDATIONS

1. Per the 2011 Anti-Bullying Bill of Rights Act, approve the recommendations of the Superintendent of Schools regarding the following 2025/2026 Harassment, Intimidation, and Bullying investigations:

<u>School</u>	<u>Incident Report Number(s)</u>
High School:	6 and 7
Middle School:	6
Allen W. Roberts:	8

SETTLEMENT AGREEMENT FOR STUDENT #12444 APPROVED

2. Approve the settlement agreement for Student #12444, copies in the hands of each Board Member.

MUSIC DEPARTMENT TRIP APPROVED

3. Approve the H.S. music department trip to Orlando, Florida scheduled for Tuesday, 3/30/27 through Saturday, 4/3/27.

Dr. Empson Hayden seconded the motion. It was carried on the following vote.

Roll call vote:

<u>Yea</u>	Mrs. Castellano
<u>Yea</u>	Dr. Empson Hayden
<u>Yea</u>	Ms. Gunderman
<u>Yea</u>	Mrs. Kale
<u>Yea</u>	Mrs. Lepre
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Zane

PERSONNEL ACTIONS

Dr. Empson Hayden moved to approve Items 1 through 19 as listed below:

2025/2026 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 2025/2026 school year:
 - a. Taylor Barrineau, summer technology work, \$15.25/hr., effective 6/19/26
 - b. Nikolas Ruzicka, summer technology work, \$15.25/hr., effective 6/19/26
 - c. Max Celler, summer technology work, \$15.25/hr., effective 6/19/26
 - d. Daniel Ruzicka, summer technology work, \$15.25/hr., effective 6/19/26
 - e. Demir Hocaoglu, summer technology work, \$15.25/hr., effective 6/19/26

- f. Shawn Niederhoffer, summer technology work, \$15.25/hr., effective 6/19/26
- g. Elizabeth Tedesco, substitute teacher, teacher aide, and secretary
- h. Brady O'Day, substitute teacher, teacher aide, and secretary
- i. Aiden Lavey, summer custodian, \$15.25/hr., effective 6/19/26
- j. Ryan Walsh, summer custodian, \$15.25/hr., effective 6/19/26
- k. Rutger Houtsma, summer custodian, \$15.25/hr., effective 6/19/26
- l. Patrick Davies, summer custodian, \$15.25/hr., effective 6/19/26

2026/2027 APPOINTMENTS APPROVED

2. Approve the appointment of the following people with the recommendation of the Superintendent of Schools subject to the requirements of Chapter 116 of P.L. 1986 for the 2026/2027 school year:

- a. Jaclyn Kaufmann, summer department head work, not to exceed 20 hours @ \$57.09/hr.
- b. Melissa Marano, summer department head work, not to exceed 20 hours @ \$57.09/hr.
- c. Morgan Eriksen, summer department head work, not to exceed 20 hours @ \$57.09/hr.
- d. Rachel Winard, summer department head work, not to exceed 20 hours @ \$57.09/hr.
- e. Jennifer Pasuit, summer department head work, not to exceed 20 hours @ \$57.09/hr.
- f. Kathleen DeAngelo, summer department head work, not to exceed 20 hours @ \$57.09/hr.
- g. Michelle Testa, summer department head work, not to exceed 20 hours @ \$57.09/hr.
- h. Byron Tracey, summer department head work, not to exceed 30 hours @ \$57.09/hr.
- i. Scott Ziegler, summer department head work, not to exceed 20 hours @ \$57.09/hr.
- j. Melissa Marano, summer curriculum review work, not to exceed 9 hours @ \$57.09/hr.
- k. Morgan Eriksen, summer curriculum review work, not to exceed 5 hours @ \$57.09/hr.
- l. Jennifer Pasuit, summer curriculum review work, not to exceed 3 hours @ \$57.09/hr.
- m. Byron Tracey, summer curriculum review work, not to exceed 7 hours @ \$57.09/hr.
- n. Rachel Winard, summer curriculum review work, not to exceed 5 hours @ \$57.09/hr.
- o. Scott Ziegler, summer curriculum review work, not to exceed 3 hours @ \$57.09/hr.
- p. Kathleen DeAngelo, summer curriculum review work, not to exceed 6 hours @ \$57.09/hr.
- q. Russell Anderson, District summer technology work, not to exceed 80 hours @ \$57.09/hr.
- r. Kelley Fahey, AWR summer technology work, not to exceed 60 hours @ \$57.09/hr.
- s. Kristin Jakubowski, HS/MS summer technology work, not to exceed 40 hours @ \$57.09/hr.
- t. Nicola Zipeto, Salt Brook summer technology work, not to exceed 60 hours @ \$57.09/hr.
- u. Brandee Conover, AWR media center summer hours, not to exceed 20 hours, \$1,575.10
- v. Jessica Leon, AWR nurse summer hours, not to exceed 3 days, \$1,287.00
- w. Michelle Demich, Salt Brook media center summer hours, not to exceed 20 hours, \$1,397.20
- x. Lynn Kral, Salt Brook nurse summer hours, not to exceed 3 days, \$1,615.04
- y. Taylor Barrineau, summer technology work, \$15.25/hr., effective 7/1/26
- z. Nikolas Ruzicka, summer technology work, \$15.25/hr., effective 7/1/26
- aa. Max Celler, summer technology work, \$15.25/hr., effective 7/1/26
- bb. Daniel Ruzicka, summer technology work, \$15.25/hr., effective 7/1/26
- cc. Demir Hocaoglu, summer technology work, \$15.25/hr., effective 7/1/26
- dd. Shawn Niederhoffer, summer technology work, \$15.25/hr., effective 7/1/26
- ee. Denise Thompson, science chemical hygiene monitor, not to exceed 15 hours at \$57.09/hr., effective 7/1/26-6/30/27
- ff. Laina Magnani, science chemical hygiene monitor, not to exceed 15 hours at \$57.09/hr., effective 7/1/26-6/30/27
- gg. Rachel Fintz, touch tank monitor, not to exceed 30 hours at \$57.09/hr., effective 7/1/26-6/30/27

- hh. Lindsay Gnudi-Sztybel, summer HS school counseling, not to exceed 6 days, \$3,072.45, effective 7/1/26
- ii. Christine Noppenberger, summer HS school counseling, not to exceed 6 days, \$2,650.56, effective 7/1/26
- jj. Kristy McCauley, summer HS school counseling, not to exceed 6 days, \$3,365.07, effective 7/1/26
- kk. Jenna Stickle, summer MS school counseling, not to exceed 10 days, \$4,417.60, effective 7/1/26
- ll. Kim Chrisostomides, summer MS school counseling, not to exceed 10 days, \$5,847.75, effective 7/1/26
- mm. Amelia Nagle, HS/MS media center summer hours, not to exceed 8 days, \$4,486.76
- nn. Andrea Wright, HS/MS nurse summer hours, not to exceed 13 days, \$6,258.20
- oo. Holly Lessing, secretary I, 12 months, 7.5 hrs./day, \$51,938.00, effective 7/1/26
- pp. Aiden Lavey, summer custodian, \$15.25/hr., effective 7/1/26
- qq. Ryan Walsh, summer custodian, \$15.25/hr., effective 7/1/26
- rr. Rutger Houtsma, summer custodian, \$15.25/hr., effective 7/1/26
- ss. Lisa Landosca, teacher, \$102,415.00, effective 9/1/26 (subject to criminal history review procedures)
- tt. Patrick Davies, summer custodian, \$15.25/hr., effective 7/1/26

2026/2027 ESY APPOINTMENTS APPROVED

3. 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 2026/2027 school year. The following personnel will participate in the Extended School Year (ESY) Program.
 - a. Gina Bellitti, extended school year LLD2 program teacher, not to exceed 20 half days, \$5,120.75
 - b. Carine Rubinetti, extended school year LLD3 program teacher, not to exceed 20 half days, \$3,007.70
 - c. Glen Robertson, extended school year LLD4/5 program teacher, not to exceed 20 half days, \$5,120.75
 - d. Jennifer McSweeney, extended school year PSD program teacher, not to exceed 20 half days, \$3,561.50
 - e. Leah Russo, extended school year PSD program teacher, not to exceed 30 half days, \$6,388.20
 - f. Grace Gillott, extended school year LLD1 program aide, not to exceed 20 half days, \$1,443.68
 - g. Marc Willemsen, extended school year LLD3 program aide, not to exceed 20 half days, \$1,768.19
 - h. Lori Gallitelli, extended school year LLD4/5 program aide, not to exceed 20 half days, \$1,654.07
 - i. Brenda Debski, extended school year PSD program aide, not to exceed 20 half days, \$1,443.68
 - j. Laurel Brockman, extended school year PSD program aide, not to exceed 30 half days, \$2,481.10
 - k. Laurel Brockman, extended school year program summer transportation aide, \$23.63/hr.
 - l. Lori Gallitelli, extended school year program summer transportation aide, \$23.63/hr.
 - m. Marc Willemsen, extended school year program summer transportation aide, \$25.26/hr.
 - n. Grace Gillott, extended school year program summer transportation aide, \$20.62/hr.
 - o. Brenda Debski, extended school year program summer transportation aide, \$20.62/hr.
 - p. Christina Piccirillo, summer CST work, not to exceed 8 days, \$3,898.96, effective 7/1/26

- q. Ruth Orozco, summer CST work, not to exceed 10 days, \$4,417.60, effective 7/1/26
- r. Kira Shmuler, summer CST work, not to exceed 8 days, \$4,678.20, effective 7/1/26
- s. Victoria Hinz, summer CST work, not to exceed 8 days, \$2,809.56, effective 7/1/26
- t. Joseph Route, summer CST work, not to exceed 8 days, \$4,486.76, effective 7/1/26
- u. Carol Zimmerman, summer speech evaluations, not to exceed 7 days, \$3,792.81
- v. Vadim Rud, summer occupational therapy, not to exceed 6 days, \$2,650.56
- w. Colby Roebuck, for program based behavioral supports, not to exceed 12 half days, \$3,001.56
- x. Jessica Leon, extended school year program nurse, not to exceed 30 half days, \$6,435.00

ESY PROGRAM SUBSTITUTE TEACHERS APPROVED

- 4. Approve all New Providence School District teachers as substitute teachers and teachers for IEP meetings, for the Extended School Year (ESY) Program in the District, as assigned by the Director of Special Services, for the 2026/2027 school year. Each teacher will be paid on a pro-rated daily or hourly rate as calculated using the 2026/2027 school year teachers' salary guide in the teachers' negotiated contract.

RESIGNATIONS APPROVED

- 5. Accept the resignations of the following employees:
 - a. Alexandra Martin, effective 6/30/26, due to retirement
 - b. Dena Di Rocco, secretary, effective 6/30/26
 - c. Brian Ryu, teacher, effective 6/30/26

2025/2026 REVISIONS APPROVED

- 6. Accept the revision for the 2025/2026 school year:
 - a. David Aprill, long term substitute teacher, \$36,149.00 (base \$60,754.00), effective 1/5/26 through 6/30/26

UNPAID MATERNITY LEAVE APPROVED

- 7. Approve the request for unpaid maternity leave for Sydney Marciano, teacher, under the state Family Leave Act for a period of twelve weeks commencing 8/31/26 and ending 11/20/26, with continued health insurance benefits pursuant to law. (Based on 7/16/26 due date. Dates subject to adjustment by actual birth.)

2026/2027 NEW PROVIDENCE SCHOOL DISTRICT'S HOMELESS LIAISON

- 8. Approve the appointment of Joseph G. Ugliodoro as the New Providence School District's Homeless Liaison for the 2026/2027 school year.

2026/2027 NEW PROVIDENCE SCHOOL DISTRICT'S AFFIRMATIVE ACTION OFFICER

- 9. Approve the appointment of Joseph G. Ugliodoro as the New Providence School District's Affirmative Action Officer for the 2026/2027 school year.

2026/2027 NEW PROVIDENCE SCHOOL DISTRICT'S SCHOOL SAFETY SPECIALIST

- 10. Approve the appointment of Joseph G. Ugliodoro as the New Providence School District's School Safety Specialist for the 2026/2027 school year.

2026/2027 ANTI-BULLYING COORDINATOR AND SPECIALISTS APPROVED

- 11. Approve, per the Anti-Bullying Bill of Rights Act, the following staff members for the 2026/2027 school year:

Joseph G. Uglialoro, Anti-Bullying Coordinator
 Tania Kelly, Anti-Bullying Specialist, NPHS
 David Chango, Anti-Bullying Specialist, NPMS
 Lyndsay Wittenberg, Anti-Bullying Specialist, AWR
 Stephanie Kwiatkowski, Anti-Bullying Specialist, SB

2026/2027 DISABILITY SERVICES RESOURCE FOR PARENTS APPROVED

12. Approve the appointment of Joseph Route as the New Providence School District's Disability Services Resource for Parents for the 2026/2027 school year.

2026/2027 APPOINTMENT OF TEACHERS APPROVED

13. Approve the appointment of the teachers, including non-tenured teachers, with the salaries as noted on file with the Board Secretary per the recommendation of the Superintendent of Schools for the 2026/2027 school year, copies in the hands of each Board member.

2026/2027 IN-DISTRICT HOME INSTRUCTION RATE APPROVED

14. Approve the hourly rate for In-District home instruction for the 2026/2027 school year at \$60.00/hr.

2026/2027 APPOINTMENT OF DISTRICT TEACHERS AND LONG-TERM SUBSTITUTE TEACHERS AS HOME INSTRUCTORS APPROVED

15. Approve all New Providence School District teachers and long-term substitute teachers as home instructors in the District as assigned by the Director of Special Services, for the 2026/2027 school year.

2026/2027 APPOINTMENT OF STAFF APPROVED

16. Approve the appointment of the following, including non-tenured staff, with the salaries as noted on file with the Board Secretary per the recommendation of the Superintendent of Schools for the 2026/2027 school year, copies in the hands of each Board member. This group includes: secretaries, maintenance/custodial, directors, principals, assistant principals, teacher aides, bus drivers, hall monitors, playground/lunch assistants, department heads, and co-curricular personnel.

2026/2027 NON-UNIT SALARIES APPROVED

17. Approve the Non-Unit salaries for the 2026/2027 school year, copies in the hands of each Board member.

2026/2027 NEW PROVIDENCE GAME WORKER'S FEES APPROVED

18. Approve, upon the recommendation of the Superintendent of Schools, the fees for the New Providence Game Workers for the 2026/2027 school year, copies in the hands of each Board member. (EXHIBIT B)

2026/2027 OFFICIALS COMMITTEE FEE RECOMMENDATION APPROVED

19. Approve, upon the recommendation of the Superintendent of Schools, the UCC Officials Committee Fee Recommendations for the 2026/2027 school year, copies in the hands of each Board member. (EXHIBIT C)

Mrs. Castellano seconded the motion.

Dr. Zirpoli recognized Mrs. Martin for her years of service and wished her well on her retirement.

It was carried on the following vote.

Roll call vote:

<u>Yea</u>	Mrs. Castellano
<u>Yea</u>	Dr. Empson Hayden
<u>Yea</u>	Ms. Gunderman
<u>Yea</u>	Mrs. Kale
<u>Yea</u>	Mrs. Lepre
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Zane

BOARD POLICY

Mrs. Zane moved to approve Items 1 and 2 as listed below:

FIRST READING POLICIES AND REGULATIONS APPROVED

1. Approve the following policies and regulations on first reading:

Bylaws and Policies:

Policy 0142.1 (Mandatory)	Nepotism	Revised
Policy 0174 (Mandatory)	Legal Services	Revised
Policy 0177 (Mandatory)	Professional Services	Revised
Policy 1220 (Mandatory)	Employment of Chief School Administrator	Revised
Policy 1620 (Mandatory)	Administrative Employment Contract	Revised
Policy 9320 (Mandatory)	Cooperation with Law Enforcement Agencies	Revised

Regulations:

Regulation 9320 (Mandatory)	Cooperation with Law Enforcement Agencies	Revised
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SECOND READING POLICIES AND REGULATIONS APPROVED

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

Bylaws and Policies:

Policy 1636.01 (Recommended)	Notification of Promotion, New Job, And Transfer Opportunities	New
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Policy 2270 (Recommended)	Religion in the Schools	New
Policy 6111 (Mandatory)	Special Education Medicaid Initiative (SEMI) Program	Revised
Policy 7450 (Mandatory)	Property Inventory	Revised
Policy 5339.01 (Mandatory)	Student Sun Protection	New

Regulations:

Regulation 6111 (Mandatory)	Special Education Medicaid Initiative (SEMI) Program	Revised
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Mrs. Lepre seconded the motion. It was carried on the following vote.

Roll call vote:

<u>Yea</u>	Mrs. Castellano
<u>Yea</u>	Dr. Empson Hayden
<u>Yea</u>	Ms. Gunderman
<u>Yea</u>	Mrs. Kale
<u>Yea</u>	Mrs. Lepre
<u>Yea</u>	Mrs. Marano
<u>Yea</u>	Mrs. Zane

COMMITTEE REPORTS

Curriculum, Instruction, and Technology: None.

Finance, Facilities, and Safety/Security: None.

Personnel, Management, and Communications: None.

OLD BUSINESS

No old business.

NEW BUSINESS

No new business.

PUBLIC COMMENTS

Mrs. Marano opened the meeting to the public for comments
Glen Robertson, 35 Pioneer Drive

Good evening. My name is Glen Robertson, and for my address, I'd like to say that my heart lives on Pioneer Drive.

For those of you who do not know me, I am the President of the New Providence Education Association. I was asked by the members of the association to come before the Board and address the community as we conclude the 2025–2026 school year.

Many of us, like many of you, are having a hard time believing that we are this close to ending another successful academic year. There is a flurry of activity as our sports teams continue to excel, our students balance college decisions, work, and leisure, celebrate academic triumphs, and prepare for prom — the only time of year when it feels like there are not enough nail salons in town to get everyone ready.

At this time of year, it is natural to reflect with pride on the schools we have here in New Providence. That pride may even be strengthened by the fact that newspaper stories discussing turmoil in public education often do not mention our district. Districts across Union County and throughout the state are reducing staff through reductions in force (RIFs), adding participation fees, and eliminating programs. New Providence has avoided many of these challenges thus far, due in no small part to the work of the Board seated before me.

However, what has happened more quietly is that New Providence has reduced staff over the last two years through attrition. Rather than lay employees off, the Board has chosen not to replace certain positions when opportunities arise. This approach is fiscally responsible and certainly preferable to layoffs. However, it also carries the risk of going unnoticed by the community at large, especially when so much else occurring in our district is worth celebrating.

I am here because my members wanted to make the community aware of the very real challenges we face in our schools. Fewer teachers mean that the educators who remain are working harder. There are fewer staff members available to provide class coverage and perform supervisory duties. Reduced staffing also leaves us more vulnerable to unforeseen circumstances, including teacher absences due to illness or emergencies.

The time when truly difficult decisions may need to be made is quickly approaching.

Tonight, we watched a thoughtful presentation grounded in pedagogy. We understand that fiscal constraints are always part of educational decision-making. However, we would like to avoid a future where financial concerns become the primary — or only — factor guiding those decisions.

We remain committed to working with the Board to ensure that this district continues to be a truly special place to learn as a student, support as a parent, and work as an employee. We look forward to beginning negotiations next year and partnering with the Board to find a truly sustainable path forward.

The entire state is facing challenges, but we are Pioneers. We will find a way forward. It may not be the standard path, but we are committed to working together to find it. Thank you very much.

Jeannie Pate, 160 Woodbine Circle

Good evening. My name is Jeanie, and I am a New Providence resident and parent. My daughter, Violet, will be attending the Academy for Performing Arts at UCVTS next year for dance.

I am here tonight because I have concerns about a policy that I believe is unfair to a very small and specific group of students.

The policy bars APA students from auditioning for or performing in onstage roles in New Providence High School productions. I spoke with both Dr. Zirpoli and Mr. Henry today, and I appreciate the time they made for me. However, I still do not feel that I have answers to the core questions, which is why I am here tonight. I would like to raise three specific concerns.

First, families were not informed of this policy during the application process. At every open house and informational meeting we attended, we were specifically told that students attending UCVTS would still be able to participate in sports, band, and musicals at New Providence High School. Violet made her decision to attend APA in part because of that assurance.

I was told today that this is not a new policy, but rather an existing one that is now being enforced. Whether the policy is new or newly enforced, the impact on families who were never informed is exactly the same: we made decisions based on the information we were given.

Second, performing in your hometown musical is not the same experience as performing at a county school. One is a community event — the same stage these students grew up watching, with neighbors, teachers, and childhood friends in the audience. No other policy asks New Providence students to trade their hometown experience for a county one. Athletes are not told that participating on a county team is equivalent to playing for New Providence. Why should performing arts students be treated differently?

Third, the numbers do not support the concern that APA students are displacing town students. This year's production of *The Drowsy Chaperone* included 37 students. One student was from APA — just 2.7% of the cast. This policy is not protecting town students from opportunities they would otherwise have. Instead, it penalizes students who choose the most rigorous performing arts path available to them in this county.

At this time, there are only two New Providence students enrolled in APA: one student who will be a senior next year and my daughter, who will be a freshman. As it stands, this policy effectively excludes those two students from participating on their hometown stage.

I am not here to be adversarial. I followed every appropriate channel before coming tonight, and I am here because I believe this policy, as currently applied, is inequitable. I also believe the Board has the ability to ask the right questions and make this right before the next school year begins. I am simply asking that you reconsider this policy. Thank you.

Violet Novoa, 160 Woodbine Circle

Hi, my name is Violet Novoa, and I will be a freshman next year attending APA for dance.

I have grown up in New Providence, and for as long as I can remember, I have gone to watch the musicals here. Being on that stage is something I have looked forward to for years.

Next year, I also plan to participate in color guard and attend New Providence High School. New Providence is my town, and I want to be part of the shows here.

I chose APA because I love dance, and I have been dancing since third grade. I did not think that choosing to follow my passion would mean losing the chance to perform on my hometown stage with my friends.

I am not asking for special treatment. I am simply asking for the same opportunity that every other student in this town has. Thank you.

Mrs. Marano declared the public portion of the meeting closed at 8:41 p.m.

CLOSED SESSION

Ms. Gunderman moved to adopt the following resolution:

This body shall, on April 30, 2026, 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
- Legal

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

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

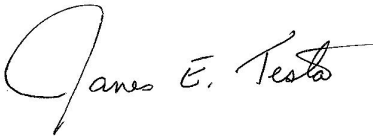
RETURN TO PUBLIC SESSION

The Board reconvened to public session at 10:12 p.m.

Mrs. Marano called the Board to order. Board members present were Dr. Empson Hayden, Ms. Gunderman, Mrs. Kale, Mrs. Lepre, Mrs. Marano, and Mrs. Zane.

ADJOURNMENT

There being no other business before the Board, on a motion by Dr. Empson Hayden, seconded by Mrs. Lepre, and carried unanimously, Mrs. Marano declared the meeting adjourned at 10:13 p.m.

A handwritten signature in cursive script that reads "James E. Testa". The signature is written in black ink and is positioned above a horizontal line.

James Testa, School Business Administrator/Board Secretary