

BOARD OF EDUCATION
Official Minutes
Pending Board Approval

September 19, 2024
Elizabeth, New Jersey

Board President Charlene Bathelus welcomed everyone to the September 19, 2024, regular agenda/business meeting of the Elizabeth Board of Education.

Ms. Bathelus called the meeting to order and read the following statement at 5:56 p.m. Good evening, ladies and gentlemen, this is a combined regular agenda and business meeting of the Board of Education. Pursuant to New Jersey Statutes and the rules adopted by the Board of Education, notice of this meeting was sent to The Star Ledger and Cablevision of Elizabeth on September 13, 2024. In addition, this notice is posted in the lobby of 500 North Broad Street and has been filed with the City Clerk of Elizabeth.

“We want to welcome everyone present here at School No. 51, and to our television viewers to this September 19, 2024, meeting of the Board of Education. We are here to govern, provide management oversight, and make policy for the district. The Superintendent manages the district. This is a meeting of the Board in public, not a meeting of the public.

“This meeting is being recorded and will become part of the Elizabeth Board of Education permanent record. In order for the recording to adequately reflect the proceedings, please refrain from talking while others are speaking.

We ask that you silence the sound on your electronic devices. Since it is legally mandated that these proceedings be accurately recorded, we may have to ask for order periodically should noise begin to interfere with our recording capabilities.

“There will be a public portion for citizens to address the Board. Participants for the public portion must personally sign in prior to the start of the public comment portion so that they may have the opportunity to speak. The sign-in sheet states the name, address, telephone number and reason that the person wants to comment, whether it is an agenda item or a general education comment.”

We are pleased that you have taken time this evening to join us for our Board of Education meeting. Thank you for your interest in the Elizabeth Public Schools.

Present: Mmes. Barbosa, Chevres, Mr. Jacobs, Mrs. Moreno Ortega, Mr. Neron, (joined the meeting at 6:05 p.m.) Mrs. Goncalves Pestana, Mr. Rivera, Ms. Bathelus-8

Absent: Mrs. Carvalho-1

Superintendent of Schools, Dr. Olga Hugelmeyer, Assistant Superintendent for Teaching and Learning, Dr. Jenifer Cedeno, Assistant Superintendent for Schools, Judy Finch Johnson, Assistant Superintendent for Schools, Rafael Cortes Jr., Chief of Operations Francisco Cuesta, School Business Administrator/Board Secretary Harold E. Kennedy Jr., Comptroller, Rajeev Malhotra and Co-General Counsel, Edward Kologi of Kologi Simitz Law Office, were in attendance.

A Moment of Silence was held in memory of the following:

Joseph Renand Barthelus, Uncle of Board President, Charlene Bathelus

William Francis McGinnity III, Retired Supervisor of Transportation – Thomas A. Edison Career and Technical Academy.

The Pledge of Allegiance was led by Board Member Isaias Rivera.

The Pledge of Ethics was led by Board Member Illiana Chevres

The Star-Spangled Banner by Francis Scott Key was played.

Board President Charlene Bathelus introduced District Superintendent Dr. Olga Hugelmeyer and asked her to present the Announcements for the month of September. Dr. Hugelmeyer presented a series of PowerPoint Slides showing important events that occurred, are occurring or will occur in the near future.

National Hispanic Heritage month is celebrated from September 15th to October 15th.

September is National Health Care Month

As Board President, my continued vision is to promote community engagement and to unite board members as a team. As I had mentioned in my January opening remarks as Board President, each board member was asked to contribute and sponsor a specific initiative each month throughout the year.

To start the new school year off, board member Diane Barbosa is sponsoring National Self-Care Awareness Month during the month of September. National Self-Care is celebrated each year in September, and it emphasizes the importance of self-care as the cornerstone of wellness. As part of this initiative, Board Member Barbosa met with school nurses throughout the district to thank them for their dedication to keeping our students and team members healthy and to ask them for ways in which we can perform self-care to improve our health and overall well-being.

I would like to thank all of our Elizabeth Public Schools nurses for their amazing efforts on a daily basis to help our students through self-care practices as a powerful way to foster emotional well-being, resilience, and overall happiness.

In the highlight video, you'll get a chance to hear a few of these tips from our outstanding school nurses. We will now present our highlight video for National Self-Care month. The full video will be made available on the district website at the end of the month.

Board Member Diane Barbosa presented the video which highlighted methods of self-care and how important it is for all members of our School Community including students, parents, teachers, staff and administrators to take care of themselves both physically and mentally.

The Union County Board of County Commissioners invited all Union County High School Students to attend the Stepping Up to Mental Health Summit at Oak Ridge Park in Clark, N.J., which will now take place on December 17th.

Senior College Boot Camp will be held on Saturday September 21st at Elizabeth High School – Frank J Cicarell Academy – This event is only for Senior year students, (parents are welcome to attend), will have sessions that will cover:

- College Application Process
- Essay Writing
- Common Application
- SCOIR
- Financial Aid

Sessions will be available in Spanish and English.

Dr. Hugelmeyer introduced through a series of slides, the initial edition of Inside EPS – a newsletter that will highlight news from our Central Office and will also shine a light on the amazing stories happening within our District.

- Elizabeth public Schools opened its door on September 6th to officially welcome back students for the 2024-2025 school year. Members of the Elizabeth Board of Education were joined by Elizabeth city government officials, Fire and Police Depts, and various administrators from across the School District to meet students and families at their respective schools. News 12 New Jersey was at Chessie Dentley Roberts School # 30 and broadcast the students' return as part of their Fall Back into New12 segment.
- On September 11, the United States Navy officially recognized the city of Elizabeth as the birthplace of the U.S. Submarine Force. The event, held at Veteran's Memorial Park was highlighted by the unveiling of a modern 3D art replica of the USS Holland (SS-1) marking a significant milestone in naval history and celebrating Elizabeth's maritime legacy. The USS Holland, launched on May 17,1997 is renowned as the U.S. Navy's first modern commissioned submarine. The newly unveiled sculpture pays tribute to John Phillip Holland, the visionary behind this revolutionary vessel. Holland, an Irish immigrant who settled in Elizabeth, transitioned from a school teacher to a pioneering boat-builder. The historical significance of the USS Holland's birthplace is rooted in the Crescent Shipyard of Elizabeth, which today is the site of the Juan Pablo Duarte-Jose Julian Marti School. This is the location where the vessel was originally laid down as Holland VI.
- The Elizabeth Public Schools, as a contributing organization, played a pivotal role in the successful visit to Elizabeth by the Navy to commemorate the city as the submarine's birthplace. The Minuteman, our athletic mascot and a long-heralded figure here in Elizabeth was historically famous for being ready on a minute's notice. Likewise, with only four days from the start of school until the ceremony, our team members and students were called into action with very little time for preparation afforded. Proudly, they came together and performed extraordinarily. People who played key roles included: Supervisor of Social Studies Bruce Elflein and Supervisor of Visual & Performing Arts, Tracy Monteiro/Carpenters from our Maintenance department/ Art Teacher Timothy Dunn from Frank J Cicarell Academy – he was assisted by Visual and Performing Arts teachers from across the district's 37 Schools. / Herralbert LLC, a Union County welding business created the USS Holland SS-1 sculpture in partnership with the Thomas A. Edison Career and Technical Academy Collison Repair Technology Program. Students Jaedon Leon and Miklos Martins under the guidance of instructor Joe Amabile played pivotal roles in building this replica of the USS Holland SS-1. This sculpture has a permanent home at Veteran's Memorial Park in Elizabethport. / The Juan Pablo Duarte – Jose Julian Marti School No.28 Learning Community under the

leadership of principal Evelyn Rodriguez-Salcedo and vice principals Wayne Scott Donadio and Maria Avella went above and beyond in welcoming the Navy to their school. The building was beautifully decorated through the collaboration of School No. 28 art teacher, Kirsten Woodfield and art teachers throughout the District. / The Admiral William F. Halsey Jr. Health & Public Safety Academy Marine Corps Junior Reserve Officer Training Corps (MCJROTC) under the leadership of Master Sergeant Robert L. Gerald, Master Sergeant Joel Ramirez, and Gunnery Sergeant Cedric Jefferson, were vital to providing an atmosphere of honor, character, and integrity befitting to a visit and ceremony by the United States Navy. During the ceremony at Veteran's Memorial Park, the Halsey MJROTC color guard presented the colors as attendees recited the Pledge of Allegiance and during the singing of the "Star Spangled Banner" and "God Bless America". / The Elizabeth High School Marching Band and Color Guard under the direction of Miguel Bolivar and Sharon Calixto respectively worked in concert to provide pageantry to the visit and ceremony/ Thomas Jefferson Arts Academy vocalist Natalia Ocampo, under the direction of Jefferson Arts Academy Director of Choirs Kelly Ann Cubias, gave inspiring performances of The Star-Spangled Banner at both the School No. 28 visit and commemoration ceremony at Veteran's Memorial Park. Ocampo also performed a wonderful version of God Bless America at the waterfront ceremony. The Elizabeth High school Jazz Band, under the direction of Meredith Foreman, lifted the energy of the audience at School No. 28 as they performed Route 66 in which several marvelous solos were featured. Students of the Thomas A. Edison Career and Technical Academy Culinary Arts Program, under the direction of Teacher Thomas Melillo, assisted by Food and Nutrition Supervisor Frank Cuzzola, made an assortment of entrees and desserts for the representatives of the United States Navy, during their visit to School No. 28. Numerous compliments were received for the quality and taste of the food.

- Victor Mravlag School No. 21 music teacher Lauren Ferguson was selected as the winner of the 2024 Amistad Exemplary Award for the K-8 grade category. The Amistad Commission's Exemplary Award Program which began in 2021, is designed to promote teaching the Amistad curriculum in New Jersey Schools, enhance the social studies literacy of students, and encourage the infusion of African American history into the social studies curriculum. The program selects two outstanding educators each year to receive the Amistad Commission Exemplary Award special recognition, one who represents K-8 and one who represents grades 9-12. The maximum award is \$2,500 for each winning teacher and \$2,500 to their district of origin.
- The Admiral William F. Halsey Jr., Health and Public Safety Academy Marine Corps Junior Reserve Officers Training Corps (MCJROTC) program has been designated a Naval Honor School by the Commanding General of Marine Corps Training and Education Command for the 2022-2023 school year. The Naval Honor School designation means that a Marine Corps JROTC unit is in the top 20 percent of all programs. This marks the fifth time in six years the MCJROTC at Halsey Health and Public Safety Academy has received this honor.
- The Joseph Battin School No. 4 was demolished to make way for a new PK-8 Neighborhood School. The New Jersey Schools Development Authority (SDA) joined Elizabeth School District officials on August 22nd to highlight ongoing demolition work to make way for a new elementary school. The SDA said that the new elementary school will be a 142,000 square foot facility designed to hold a maximum of 1,000 students from Pre-K to 8th grade. The SDA has invested \$494 million in completed projects in Elizabeth alone, including 10 new schools and 32 health and safety/grant/emergent projects. In addition, the SDA has provided \$ 13.8 million through funding available for Capital Maintenance and Emergent Grants.
- The Elizabeth Public Schools welcomed the following new Supervisors, Principals and Administrators for the 2024-2025 School year:

Myraida Conceicao – Supervisor of Special Services

Marisa Lopez-Supervisor of ELA 9-12
Melissa Rabess – Supervisor of ELA 5-8
Stepanie Gaeta – Supervisor of Mathematics K-4
Liliana Dias – Supervisor of Bilingual /ESL 5-8

Jerika Fernandez – Principal Joseph Battin School No.4
Maria Gaeta – Principal - Madison -Monroe School No.16
Danny Ortiz – Principal -Thomas A. Edison Career and Technical Academy

Christina Madeira – Vice Principal - George Washington School No. 1
Ana Amaral – Vice Principal- Jerome Dunn Academy School No. 6
Marisa Taborda -Meirinho – Vice Principal Elmora School No. 12
Victoria Smutek - Vice Principal – Victor Mravlag School Noi 21
Deborah Ferrao – Vice Principal - Nicholas Murray Butler School No. 23
Faye Best –Vice Principal- Nicholas Murray Butler School No. 23 Annex
Edward Long – Vice Principal – Dr. Orlando Edreira Academy School No. 26
Ameerah Boone – Vice Principal - Dr. Antonio Pantoja School No. 27
Maria Avella – Vice Principal Juan Pablo Duarte – Jose Julian Marte School No. 28
Gabriella Richa – Vice Principal - Thomas Jefferson Arts Academy
Justine McConkey – Vice Principal - Thomas A. Edison Career & Technical Academy

Board president Charlene Bathelus thanked Dr. Hugelmeyer for the updates and information.

Ms. Bathelus then read the following statement:
Citizens may address the Board.

“At this time, the microphones are open for public comment to those who have signed in prior to this session. I shall call individuals to the microphone based on the order of the sign-in. Each statement made by a participant shall be limited to three minutes in duration. The total time of public comment shall be limited to 60 minutes. No individual is able to yield their time to another individual. All comments shall be directed to the presiding officer; no participant may address or question Board Members individually. Each speaker shall comply in all respects with Board Policy 9322 (copies were provided next to the sign in sheet)”.

The following rules shall apply:

1. Time limits will be strictly enforced.
2. No personal attacks on individuals or naming of individuals.
3. No vulgar or indecent language.
4. A person may address the Board no more than once during a single meeting.
5. Comments will not be debated.

Any person in violation of the Policy will be warned, and their comments terminated if needed. If such violation continues, this individual may be escorted from the meeting.”

“As a reminder this is a meeting of the Board in public, not a meeting of the public.”

Ms. Bathelus called upon the first public participant, Caren Fiore, to address the Board.

Ms. Fiore spoke in support of the former Football Coach.

Ms. Bathelus thanked her for her comments.

Ms. Bathelus called upon the next public participant, John Fiore Jr., to address the Board.

Mr. Fiore Jr. spoke in support of the former football coach, as well as his situation as a student athlete.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Shawn McClain, to address the Board.

Mr. McClain spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Sandra Padilla, to address the Board.

Ms. Padilla was provided with translation assistance by Mr. Frank Cuesta. She spoke about her son's Special Needs situation.

Ms. Bathelus thanked her for her comments. Dr. Hugelmeyer asked Assistant Superintendent Dr Jennifer Cedeno to assist Ms. Padilla.

Ms. Bathelus called upon the next public participant, Maria Lorenz, to address the Board.

Ms. Lorenz spoke about Special Education

Ms. Bathelus thanked her for her comments.

Ms. Bathelus called upon the next public participant, Christina Morreira, to address the Board.

Ms. Morreira spoke about assistance for families in need of school uniforms

Ms. Bathelus thanked her for her comments.

Ms. Bathelus called upon the next public participant, Jayden Negrón, to address the Board.

Mr. Negrón spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Kason Little, to address the Board.

Mr. Little spoke about the District Uniform policy.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Nahjae Smithy, to address the Board.

Mr. Smith spoke in support of the former football coach .

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, John Fiore Sr., to address the Board.

Mr. Fiore Sr., spoke about why he believed he deserved to continue to serve as the Elizabeth High School Football Coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Maxmillano Hernandez, to address the Board.

Mr. Hernandez spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Jheki Gordon, to address the Board.

Mr. Gordon spoke in support of the former football coach .

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Gladys Arevalo, to address the Board.

Ms. Arevalo spoke about the privatization of some bus routes and the ability of our own in-house bus drivers to earn overtime pay.

Ms. Bathelus thanked her for her comments.

Ms. Bathelus called upon the next public participant, Bryan Palamar, to address the Board.

Mr. Palamar spoke in support of the former football coach..

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Ellulian Salazar, to address the Board.

Mr. Salazar spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Quameen Williams, to address the Board.

Mr. Williams spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Noah Gadsen, to address the Board.

Mr. Gadsen spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Cristain Hernandez, to address the Board.

Mr. Hernandez spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Timothy Smith, to address the Board.

Mr. Smith spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Nelson Alonso Jr., to address the Board.

Mr. Alonso Jr. spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Kyshawn Decarteret, to address the Board.

Mr. Decarteret spoke in support of the former football coach.

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Jalais Mendoza, to address the Board.

Mr. Mendoza spoke in support of the former football coach..

Ms. Bathelus thanked him for his comments.

Ms. Bathelus called upon the next public participant, Jacqueline Flores, to address the Board.

Ms. Flores spoke in support of the former football coach.

Ms. Bathelus thanked her for her comments.

Board President Charlene Bathelus thanked all those that spoke and participated in the meeting

Since there were no other public participants signed up to address the Board, Ms. Bathelus closed this portion of the meeting.

At 7: 28 p.m., Ms. Bathelus called for a recess of the meeting.

The Meeting resumed at 7:40 p.m.

Board President Charlene Bathelus commenced a review of the evening's agenda.

Tab 1a) Official and Private Minutes (August 3, 22, 2024) were added to the Agenda.

Tab 1b) Treasurer/Secretary's Report (July 31, 2024) was added to the Agenda.

Tab 2a) Personnel Report was added to the Agenda

Tab 3) Tuitions Report was added to the Agenda

Tab 4) Superintendent's Reports

Tab 4a) Considerations was added to the Agenda

Tab 4b) Use of Facilities was added to the Agenda

Tab 4bb) Use of Facilities – Considerations was added to the Agenda

Tab 4c) – Field trip Considerations – Board Member Isaias Rivera asked that additional adults be added as chaperones to Field Trip # 10.

Tab 4c) was added to the Agenda.

Tab 5) Authorizations Report was added to the Agenda.

Tab 6) Finance and Accounting Report was added to the Agenda.

Tab 6a) Supplemental Finance and Accounting Report – Transfer of Funds was added to the Agenda.

Tab 7) Award of Contracts was added to the Agenda.

Tab 8) Committee meeting Reports –

Educational Management Committee

September 4, 2024

11:30 a.m. – 12:45 p.m.

Attendees: Charlene Bathelus, Board President, Stephanie Goncalves Pestana, Board Member/Chairperson of the Educational Management Committee; Maria Carvalho, Board Member, Rosa Moreno-Ortega, Board Member, Michael Simitz, General Counsel, Judge Malone, General Counsel, Harold Kennedy, School Business Administrator and Dr. Olga Hugelmeyer, Superintendent of Schools.

Following the Board Retreat on August 3, 2024, board members requested a more thorough review of the district's suspension data. The committee reviewed the district's suspension data for the 2022-2023 and the 2023-2024 school year. Suspension rates decreased in middle school and high school as a whole, however, suspension rates for individual students suspended for 10 days or more had increased. Additional data will be provided to the committee with regard to pre-pandemic suspension rates and the suspension data for other large urban districts and the state.

The Superintendent shared that the suspension data had been shared with all PK-12 administrators. The administrators prioritized expanding alternatives to suspension, enhancing staff training and awareness, strengthening student-teacher relationships, regular monitoring of discipline data and parent/community support, revisions to the discipline policy and focusing on early interventions and support for at-risk students. The committee discussed the new partnership with the New Jersey Coalition of Inclusive Education for the 2024-2025 school year. This will serve as a crucial initiative to support our Black and Hispanic students in school settings. The New Jersey Coalition of Inclusive Education's goal is to foster inclusive learning environments and promote equity with a focus on self-advocacy skill development for our students, families and team members.

Educational Management Committee

September 16, 2024

12:00 p.m. – 1:00 p.m.

Attendees: Charlene Bathelus, Board President, Stephanie Goncalves Pestana, Board Member/Chairperson of the Educational Management Committee; Maria Carvalho, Board Member, Rosa Moreno-Ortega, Board Member, Michael Simitz, General Counsel, Judge Malone, General Counsel, Harold Kennedy, School Business Administrator and Dr. Olga Hugelmeyer, Superintendent of Schools.

The committee reviewed the 2023-2024 NJSLA data for each grade level in both English Language Arts and Mathematics. The Superintendent identified the growth when comparing 2022 to 2023 and 2024 results for both the district and the state as well as the areas of deficiency. The achievement gap is narrowing in English Language Arts in grades 5, 6, 7, 8 & 9.

With regard to the low performance at the lower grades in literacy, it is evident that it is statewide. Governor Murphy announced an initiative aimed to strengthen foundational literacy instruction by establishing a Working Group on Student Literacy. The group will make recommendations to the New Jersey Department of Education on the implementation of evidence-based literacy strategies, screening methods, and instruction for students, in addition to investigating ways to expand professional learning. The recommendations will go into effect beginning with the 2025-2026 school year.

Special Education Committee

September 5, 2024

12:00 p.m. – 1:00 p.m.

Attendees: Charlene Bathelus, Board President, Iliana Chevres, Board Member/Chairperson of the Special Education Committee; Diane Barbosa, Board Member, Isaias Rivera, Board Member, Ed Kologi, General Counsel, Judge Malone, General Counsel, Harold Kennedy, School Business Administrator, and Dr. Olga Hugelmeyer, Superintendent of Schools.

The committee reviewed the enrollment data for the district for students with IEPs and the support services including child study team members, Occupational Therapy through the contracted services with our local hospital and Speech and Language services. The committee also discussed the current vacancies.

The committee discussed parent outreach. Two workshops will be offered in the Fall and early Winter in response to parent feedback on topics of interest including Managing Challenging Behaviors and Understanding Available Community Resources. In addition, the committee discussed the new SEPAC committee for 2024-2025 that includes 30 parents. A SEPAC meeting will be held on September 25th at 6:00p.m.

The committee also discussed communication protocols. The committee discussed focusing on customer success as a priority area for the school year. Our school year began with a welcome package being sent out by all of our Child Study Team members to our parents in addition to welcome letters to all parents from our school principals. In addition, announcements will be forthcoming to our special needs parents with regard to our Fall Soccer program.

Lastly the Superintendent shared the opening of new special education programs including New Autism classrooms at School No. 1 and New LLD-M classrooms at Schools No. 13, 16, and JVJ STEM Academy.

Finance and Accounting Committee

September 11, 2024

12:00 p.m. – 1:00 p.m.

Attendees: Charlene Bathelus, Board President, Jerry Jacobs, Board Member/Chairperson of the Finance and Accounting Committee; Stan Neron, Board Vice President, Stephanie Goncalves-Pestana, Board Member, Michael Simitz, General Counsel, Judge Malone, General Counsel, Harold Kennedy, School Business Administrator, Rajeev Malhotra, Comptroller and Dr. Olga Hugelmeyer, Superintendent of Schools.

The Superintendent and the School Business Administrator advised the committee of an important change regarding school transportation. The district transitioned to a single-tier delivery service aimed at improving service quality, punctuality, and communication. Parents were advised via text, email and voicemail regarding the change. The new contracts followed procurement procedures under emergency basis rules.

The committee was informed that the district was on track to complete full use of the \$68 million in American Rescue Plan by its September 30, 2024 deadline.

Negotiations Committee

September 13, 2024

12:00 p.m. – 1:00 p.m.

Attendees: Charlene Bathelus, Board President, Jerry Jacobs, Board Member/Chairperson of the Negotiations Committee; Stephanie Goncalves-Pestana, Board Member, Isias Rivera, Board Member Michael Simitz, General Counsel, Judge Malone, General Counsel, Julius Consoni, Financial Consultant Lerch, Vinci, Higgins Harold Kennedy, School Business Administrator, Rajeev Malhotra, Comptroller and Dr. Olga Hugelmeyer, Superintendent of Schools.

The Committee familiarized themselves with the ground rules and procedures for the upcoming negotiations to the expiring 24-25 Bargaining Unit Agreements including: timelines and deadlines; delivery of salary scattergrams; review of existing salary guides; and processes for becoming familiar with Bargaining Unit Contracts in order to generate listings for upcoming exchanges of bargaining demands. The Committee desires to start the process as early as possible to ensure a contract is in place for the July 1, 2025 start of the school year and discussed methods of communicating regular updates as the negotiation process continues. .

Tab 9) Claims List was added to the Agenda.

Resolutions 10 to 10tq were added to the Agenda.

The Board President then requested a motion to go into Private Session to consider matters exempt under the Open Public Meetings Act, specifically for discussion of

Personnel Matters – specifically, Personnel Report- Appointments, Transfers, Additional Services, Suspension - MG, Employment Matters – R.C. B.C. M.L.

Legal Matters – specifically, Workers Compensation - M.L. R.M.
Litigation – Pursuant to NJSA 10:4-12 a (7) anticipated Litigation between J.P.F. and the Elizabeth Board of Education, and Attorney /Client Privileged Issues relating thereto.

Contract with McGraw Hill Education – Actively Learn Licenses

The Board will reconvene and may take formal action.

A motion was made by Mrs. Goncalves Pestana and seconded by Mrs. Moreno-Ortega to go into private session at 7:56 p.m.

The motion was carried by the following vote:

Affirmative: Mmes. Barbosa, Chevres, Mr. Jacobs, Mrs. Moreno-Ortega, Mr. Neron, Mrs. Goncalves Pestana, Mr. Rivera, Ms. Bathelus -8

Negative: none

A motion was made by Mr. Neron and seconded by Mrs. Barbosa to return to public session at 9:43 p.m.
The motion was carried by the following vote:

Affirmative: Mmes. Barbosa, Chevres, Mr. Jacobs, Mrs. Moreno-Ortega, Mr. Neron, Mrs. Goncalves Pestana, Mr. Rivera, Ms. Bathelus -8

Negative: none

The following items were added to the Agenda

Supplemental Personnel Report 2a
Supplemental Award of Contracts 7a -McGraw Hill Education
Resolution - Suspension without Pay M.G.

Resolution – Appointment of Interim Varsity Head Football Coach

Mr. Kennedy also announced the Second Reading of the Following Policies:

- 3571.4
- 5141. 8
- 6114
- 6140
- 6146

Ms. Bathelus asked for a motion and second to adopt the following agenda.

A motion was made by Mrs. Goncalves Pestana and seconded by Mrs. Barbosa, to approve the entire agenda.

Opening Calendar
Official and Private Minutes (August 3, 22, 2024)
Treasurer/Secretary's Report (July 31, 2024)
Personnel Reports
Supplemental Personnel Report
Tuitions Reports
Superintendent's Reports
Authorizations Report
Finance and Accounting Report – Pay Vouchers
Supplemental Finance and Accounting Report – Transfer of Funds
Award of Contracts Report
Supplemental Award of Contracts Report
Claims List

Resolutions:

Anti-Bullying Week of Respect
Christopher Columbus Day
Italian American Heritage Month
National Hispanic Heritage Month
School Violence Awareness Week
National Disability Employment Awareness Month
Adoption of Revised Policies
E.S.C. of New Jersey Master Collaborative Educational Services Agreement 2025-2030
Approval of Submission – School No. 3 Domestic Hot Water System Upgrade
N.J.S.S.I.A. Membership 2024-2025
Renewal of Contracts for Custodial Equipment for District
Purchase Agreement with HP, Inc. for Student Laptop Computers
Transfer of Capital Reserve Funds
Transfer of Maintenance Reserve Funds
Approving Student Transportation with Villani Bus Co., Inc.
Approving Student Transportation with D & Z Signature Transportation, Inc.
Approving Student Transportation with Shore Vans, Inc.
Approving Student Transportation with Durham School Services, L.P.
Suspension Without Pay – M.G.
Appointment of Interim Varsity Head Football Coach – Eugene Kline

The motion was carried by the following vote:

Affirmative: Mmes. Barbosa, Chevres, Mr. Jacobs (with an abstention on the appointment of the Interim Football Coach), Mrs. Moreno-Ortega, Mr. Neron, (with an abstention on Tab 2a, Pg 48 Dolorie and Mikros After School Administrator Programs, Tab 4b Item 2 Elizabeth Pal use of Williams Field, Tab 4b item 3, Elizabeth PAL use of Frank J Cicarell Academy gym, Tab 4b Item 4 Elizabeth Police Dept use of Williams Field Battle of the Badges) Mrs. Goncalves Pestana, (with an abstention on Tab 5 TJAA Choir participation in Union County Adoption Day) Mr. Rivera, Ms. Bathelus (with an abstention on Tab 5 TJAA Choir participation in Union County Adoption Day)– 8

Negative: none

Dr. Hugelmeyer presented a series of slides on the New Jersey State Assessments/New Jersey Student Learning Assessment (NJSLA)

The New Jersey Student Learning Assessment

- Federal and state regulations require all students to be assessed in elementary school, middle school, and high school beginning in grade 3
- Students in grades 3 through 9 were administered the grade-level assessment for English Language Arts
- Students in grades 3 through 6 were administered the grade level assessment for Mathematics
- Students in grade 7 were administered the grade level assessment for Mathematics or Algebra 1 course assessment depending on the content taught.
- Students in grade 8 were administered the Algebra I or Geometry course assessment depending on the content taught.
- Students in high school were administered the Algebra I, or Geometry or Algebra II course assessment depending on the content taught.
- Students in grades 5,8, and 11 were administered the assessment for Science.

2024LA Performance Math Grades 3-7, Algebra I, Geometry, Algebra II Elizabeth vs. the State:

- Grade 3 Math / Elizabeth 33.5 State 47.5
- Grade 4 Math / Elizabeth 29.2 State 44.9
- Grade 5 Math / Elizabeth 24.6 State 40.2
- Grade 6 Math / Elizabeth 24.1 State 36.2
- Grade 7 Math / Elizabeth 21.1 State 37.5
- Algebra I / Elizabeth 19.8 State 39.5
- Geometry / Elizabeth 15.9 State 49.0
- Algebra II / Elizabeth 24.4 State 58.9

2024 NJSLA Elizabeth Math Performance by Demographic Group

- Total 23.9
- Female 22.1
- Male 25.8
- Hispanic 23.9
- Black 15.9
- White 35.6
- ED 22.8
- SE 7.9
- ELL 14.5
- Homeless 9.5

Mathematics Priority Skills Based on 2024 NJSLA – Total Population – Description of Skills

- Grade 3 – Create and interpret picture and bar graphs to solve addition, subtraction and comparison problems

- Calculate the area and perimeter of rectangles in real-world mathematical problems
- Compare fractions through reasoning
- Solve one-step word problems about masses or volumes
- Grade 4 – Determine factors and multiples of whole numbers
- Solve multi-step word problems for area and perimeter, including whole numbers and fractions
- Round whole numbers to any place value
- Convert fractions to decimals

Multilingual Learners Priority Skills in Mathematics – Newcomer ML: Upon entering the district, MLs will complete an arithmetic diagnostic assessment to determine level of mastery in addition, subtraction, multiplication and division. - Description of Skills.

- Grade 3 – Understanding measurement and data to solve multi-step word problems based on scaled bar graphs and developing the understanding of fractions as numbers.
- Grade 4 – Understanding concepts of angle measurements and extend the understanding of comparison of decimals to fractions

Mathematics Priority Skills Based on 2024 NJSLA – Total Population – Description of Skills

- Grade 5 – Understand. Model and compare decimal place value
- Solving word problems involving multiplying and dividing fractions and mixed numbers
- Graph points on the coordinate plane to solve real world problems
- Classify two-dimensional figures into categories based on their properties
- Grade 6 - Represent and explain the relationship between multiplication and division of fractions and understand that all remainders can be represented as fractions or decimals.
- Find and plot coordinates, including integers and rational numbers
- Solve and explain one variable equations and inequalities
- Understand ratio concepts and use ratio reasoning to solve problems
- Solve multi-step, real world and mathematical problems involving – Area, surface area and volume, unit conversions of measure with fractional values-graphing all information as points on a coordinate plane

Multilingual Learners Priority Skills in Mathematics- Description of Skills

- Grade 5 – Understanding measurement and volume of various geometric figures and its relationship in solving real-world mathematical problems
- Developing and understanding of numerical operations in relation to fractions
- Grade 6 – Applying and extending previous understandings of multiplication and division to divide fractions, in addition to plotting rational numbers on a graph

Mathematics Priority Skills Based on 2024 NJSLA – Total Population – Description of Skills

- Grade 7 – Analyze proportional relationships and use them to resolve real world and mathematical problems

- Apply understanding of operations with fractions to add, subtract, multiply and divide rational numbers
- Solve multi-step, real life and mathematical problems using numerical and algebraic expressions and equations, including area, surface area and volume
- Draw, construct and describe geometrical figures and describe the relationships between them
- Algebra I – Write and analyze functions using different representations, and interpret key features of graphs and tables
- Interpret data by recognizing associations and trends
- Solve multi-step contextual problems that require writing and analyzing systems of linear inequalities
- Represent and solve equations and inequalities graphically

Multilingual Learners Priority Skills in Mathematics- Description of Skills

- Grade 7 – Understanding order of operation and applying logical reasoning to solve expressions with multiple operations
- Algebra I – Understanding algebraic expressions to solve and graph inequalities
- Understanding key features of a graph to analyze functions using different representations

Mathematics Priority Skills Based on 2024 NJSLA – Total Population – Description of Skills

- Geometry- Experiment with dilations by changing a shape's size using a center point and scale factor
- Solve problems and prove relationships in geometric figures
- Utilize the Pythagorean Theorem to find the equation of a circle by relating the center, radius. And distance to any point on the circle
- Find a point on a line segment that represents a given ratio
- Understand and utilize vocabulary terms as they relate to geometric concepts
- Construct chains of reason using geometric proofs and applying that reasoning in a coordinate setting and/or use coordinates to draw geometric conclusions
- Solve multi-step contextual problems involving right triangles, perimeter, area, or volume that require solving a quadratic equation
- Algebra II – Rewrite Polynomial, rational, and exponential expressions
- Understand the radian measure of an angle as the length of an arc on a unit circle
- Solve trigonometric functions within multi-step contextual word problems to model periodic phenomena
- Explain transformations of polynomial, exponential, logarithmic or trigonometric functions
- Understand key features when graphing functions expressed symbolically
- Make inferences and justify conclusions from data
- Synthesize a real-world scenario by: Formulating a Mathematical Model/ Interpreting and validate results
- Improving the model

Multilingual Learners Priority Skills in Mathematics- Description of Skills

- Geometry – Understanding how measurements of angles and geometric reasoning are used to prove simple and complex theorems
- Algebra II – Understanding the use of a graphic calculator to represent and solve equations and inequalities

NJSLA ELA Performance by Grade Elizabeth vs. the State

- Grade 3 – Elizabeth 29.1/State 43.6
- Grade 4 – Elizabeth 35.8/ State 50.8
- Grade 5 – Elizabeth 42.3/ State 52.2
- Grade 6 – Elizabeth 50.7/ State 53.2
- Grade 7 - Elizabeth 55.3/ State 54.0
- Grade 8 - Elizabeth 49.3/ State 52.9
- Grade 9 - Elizabeth 55.6/ State 58.0

2024 NJSLA Elizabeth ELA Performance by Demographic Group

- Total 45.7
- Female 45.7
- Male 49.7
- Hispanic 44.7
- Black 41.5
- White 58.5
- ED 44.1
- SE 15.3
- ELL 17.7
- Homeless 40.6

ELA Priority Skills Based on 2024 NJSLA – Total Population – ELA Priority Skills

- Grade 3 – Describe how ideas are connected using comparison, cause/effect, sequencing
- Describe character traits and feelings to help understand the story
- Utilize context clues to problem solve for unknown words or phrases in a sentence
- Analyze two literary texts to develop an organized essay that examines one of the following a) Contribution of illustrations to a story b) Central idea or moral of a text c) Characterization d) Author’s study, including analysis of illustration
- Grade 4-Interpet theme of a text
- Compare and contrast points of view
- Understand the meanings of similes and metaphors
- Analyze two literary texts to develop an organized essay that examines one of the following a) structural elements, b) Central idea of a moral of a text c) Characters, settings or events d) Authors’ study e) Connection of the text to a companion visual or oral presentation

Multilingual Learners Literacy Priority Skills in Mathematics- On the NJSLA ELA ML's are assessed in English on grade level texts regardless of English language proficiency levels based on the ACCESS for ELS assessment, with the exception for those less than a year in the District.

- Grades 3-4 – Understanding the language functions to build grade level vocabulary and comprehension skills
- Understanding elements of a grade level text to determine main idea and identify supporting details
- Understanding the multistep process of writing a literary analysis task which consists of reading two texts to identify the themes of each to write an analytical essay.

ELA Priority Skills Based on 2024 NJSLA – Total Population – ELA Priority Skills

- Grade-5 Identify main idea and summarize text
- Explain how the author supports his/her ideas in a text
- Utilize context clues to problem solve for unknown words or phrases
- Understand meanings of figurative language, such as similes and metaphors
- Grade 6- Understand how words and phrases are used and explain how word choices affect the meaning of a text

Multilingual Learners Literacy Priority Skills - Description of Skills

- Grade 5 – Understanding the language functions to build grade level vocabulary and comprehension skills
- Understanding elements of a grade level text to determine main idea and identify supporting details
- Understanding the multistep process of writing a literary analysis task which consists of reading two texts to identify the themes of each to write an analytical essay
- Grade 6- Understanding the language functions to build grade level vocabulary and comprehension skills
- Understanding grade level content specific topics and vocabulary in science and social studies to understand the text
- Understanding the multistep process of writing a literary analysis task which consists of reading two texts to identify the themes of each to write an analytical essay

ELA Priority Skills Based on 2024 NJSLA – Total Population – ELA Priority Skills

- Grade 7- Synthesize information to determine key concepts in scientific texts
- Utilize context clues to understand scientific and technical terms in nonfiction texts
- Analyze how the theme or central idea relates to specific elements in a story
- Grade 8- Understand central ideas of scientific texts
- Understand and utilize context to problem solve for technical terms
- Analyze how a theme or central is developed throughout a text

Multilingual Learners Literacy Priority Skills - Description of Skills

- Grade 7 – Understanding the language functions to build grade level vocabulary and comprehension skills

- Understanding grade level content specific topics and vocabulary in science and social studies to understand the text.
- Understanding the multistep process of writing a literary analysis task which consists of reading two texts to identify the themes to write an analytical essay
- Grade 8 Understanding the language functions to build grade level vocabulary and comprehension skills
- Understanding elements of grade level text to determine main idea and identify supporting details
- Understanding characterization by inferring and analyzing character traits and its development throughout the course of the text

ELA Priority Skills Based on 2024 NJSLA – Total Population – E3-12LA Priority Skills

- Grade 9- Describe how characters influence the text, plot and theme
- Analyze how the author’s choice of narrative structure contributes to the effect or mood of the text
- Determine one or more central ideas of nonfiction text
- Analyze how an author’s cultural experiences impact a literary text

Multilingual Learners Literacy Priority Skills - Description of Skills

- Grade 9- Understanding the language functions to build grade level vocabulary and comprehension skills
- Understanding elements of grade level text to determine main idea and identify supporting details
- Understanding characterization by inferring and analyzing character traits and its development throughout the course of the text.

NJSLA Science Performance by Grade Elizabeth vs. the State

- Grade 5 – Elizabeth 16.3/ State 27.6.
- Grade 8 - Elizabeth 8.1/ State 18.8
- Grade 11 - Elizabeth 12.5/ State 28.1

2024 NJSLA Elizabeth Science Performance by Demographic Group

- Total 12.2
- Female 11.2
- Male 13.3
- Hispanic 11.2
- Black 9.0
- White 24.9
- ED 11.2
- SE 2.1
- ELL 1.8
- Homeless 0.0

- All students in identified grade levels and subject areas are required to participate in statewide assessments
- Dynamic Learning Map (DLM) assessments are designed for students with the most significant cognitive disabilities for whom general state assessments are not appropriate, even with accommodations
- DLM assessments offer these students a way to show what they know and can do in Mathematics and English Language arts/Literacy
- DLM assessments are administered in Grades 3-8 and 11 instead of NJSLA Assessments
- Just 1% of students in Elizabeth meet the guidelines to take the DLM

Dynamic Learning Maps 2024 ELA Performance Elizabeth

- Grade 3 Tested 44/ Emerging 23/Approaching 10/ At Target 10/ Advanced 1/ Tot-Target-Adv -11
- Grade 4 Tested 51/ Emerging 26/Approaching 15/ At Target 10/ Advanced 0/ Tot-Target-Adv -10
- Grade 5 Tested 42/ Emerging 12/Approaching 12/ At Target 5/ Advanced 5/ Tot-Target-Adv -17
- Grade 6 Tested 49/ Emerging 19/Approaching 16/ At Target 9/ Advanced 5/ Tot-Target-Adv -14
- Grade 7 Tested 36/ Emerging 11/Approaching 5/ At Target 18/ Advanced 2/ Tot-Target-Adv -20
- Grade 8 Tested 35/ Emerging 10/Approaching 7/ At Target 11/ Advanced 7/ Tot-Target-Adv -18
- Grades 11&12 Tested 34/ Emerging 9/Approaching 7/ At Target 11/ Advanced 7 Tot-Target-Adv – 18

Dynamic Learning Maps 2024 Math Performance Elizabeth

- Grade 3 Tested 44/ Emerging 28/Approaching 6 / At Target 5/ Advanced 5/ Tot-Target-Adv -10
 - Grade 4 Tested 51/ Emerging 22/Approaching 2/ At Target 18/ Advanced 9/ Tot-Target-Adv -27
 - Grade 5 Tested 42/ Emerging 11/Approaching 10/ At Target 9/ Advanced 12/ Tot-Target-Adv - 21
 - Grade 6 Tested 49/ Emerging 25/Approaching 12/ At Target 6/ Advanced 6/ Tot-Target-Adv -12
 - Grade 7 Tested 36/ Emerging 15/Approaching 10/ At Target 9/ Advanced 2/ Tot-Target-Adv -11
 - Grade 8 Tested 35/ Emerging 12/Approaching 10/ At Target 3/ Advanced 10/ Tot-Target-Adv -13
 - Grades 11&12 Tested 34/ Emerging 13/Approaching 5/ At Target 14/ Advanced 2/Tot-Target-Adv – 16
-
- Grade 5 Tested 42/ Emerging 10/Approaching 17/ At Target 15/ Advanced 0/ Tot-Target-Adv – 15
-
- Grade 8 Tested 35/ Emerging 10/Approaching 7/ At Target 9/ Advanced 9/ Tot-Target-Adv -13
 - Grades 11&12 Tested 34/ Emerging 7/Approaching 13/ At Target 6/ Advanced 8/Tot-Target-Adv – 14

Dynamic Learning Maps 2024 Science Performance Elizabeth

Interventions and Supports

English Language Arts – Interventions and Supports

- General Education – Continued revision of learning activities and curricula to include differentiation of lessons for all student learners
- Decodable texts from RAZ Plus to support teacher – led small group instruction and independent reading
- Continued integration of multicultural/diverse and authentic texts for read-alouds, guided reading, texts, at various DRA Levels that are theme-aligned
- Embedded program interventions and scaffolds to support literacy best practices focused on reading, writing and vocabulary in Grades K-3
- Integrated grammar mini lessons to support writing
- MyACCESS Online Writing Program to hone writing and literacy skills for students in Grades 3-12
- Incorporated texts and prompts that are 1-2 grade levels below to address differentiation
- Children’s Literacy Initiative job-embedded coaching and professional development to support K-5 teachers in small group instruction and foundational skills
- Additional Practice to provide exposure to academic writing aligned to the NJSLA
- Updated assessments to reflect NJSLA items
- Supplemental resources to support curricula and provide access to articles at various Lexile levels
- District and school – level data analyses of benchmarks, evidence statements, and performance summaries with teachers in Grades 3-12
- Afterschool Program supporting foundational reading skills in Grades K-8
- NJSLA Saturday Intensification Program in Grades 3-9
- Instructional coaching to support new teachers and priority schools based on student performance

Professional Development – General Education

- Emphasis on vocabulary instruction in the classroom (3-12)
- Provide training on scaffolding and evaluating student writing (K-5)
- Provide training on understanding the NJSLA data to drive instruction and unpacking NJSLA
- Provide training on literacy best practices in ELA to support differentiation
- Ongoing job-embedded coaching provided to teachers to support differentiation in reading and writing
- Provided 30-hour Institute for Comprehensive – Plus Orton Gillingham Summer Training – multi sensory reading strategies for teachers in K-5
- Provided 30-hour Morphology – Plus Orton Gillingham Summer Training for teachers in grades 3-5
- Provide training on close reading strategies in grades 6-12
- Provide training on intentional read -aloud for fiction and nonfiction in Grades 6-12
- Provide training on text structure to support writing in grades 6-12

Multilingual Learners

- Transitional Bilingual Program sustained to prepare students for a monolingual, general education setting by using native language to strengthen academic performance in English

- ESL Entering-Emerging Self – Contained Pilot Program for grades 7 and 8 in schools 6,9, and 27: Alignment to the general education ELA Curricula and Benchmark Assessments in both Bilingual ELA and ESL
- Increased multicultural/diverse and authentic texts for read alouds, guided reading, texts at various DRA/EDL Levels that are theme aligned and classic texts
- Continued revision of Project Based Learning Activities and curricula to increase student choice and voice
- Additional practice in Research Simulation Tasks, Literacy Analysis Tasks, and Narrative Writing Tasks and types of writing
- K-5 bilingual and k-5 ESL curricular updates that include the explicit integration of cognates to increase student awareness between English and Spanish
- In partnership with Children’s Literacy Initiative (CLI), Bilingual /ESL team members continue to participate in CLI professional development and job-embedded coaching that focuses utilizing data to drive small group instruction
- Leverage Children’s Literacy Initiative to reinforce the implementation of the district English TRANSFER curriculum, as it relates to the process and the roles and responsibilities for the bilingual and ESL teacher
- Supervisors co-plan with content area supervisors for District Professional Development Days for bilingual and ESL teachers
- Title III, Newcomer Specialist utilizes NJSLA data, ACCESS data and student enrollment to best support teachers and students with interventions and strategies

Professional Development:

- CLI on site coaching for teachers to enhance their teaching practice and implement best teaching practice and implement best teaching strategies in K-5 Self Contained Bilingual classrooms and K-8 ESL teachers with a focus on Co-teaching best practices
- K—2 Bilingual teachers, Bilingual in Class Support teachers and ESL teachers incorporate strategies for increasing motivation and autonomy in literacy
- K-2 Bilingual Teachers, Bilingual in Class Support teachers and ESL teachers build upon strategies that support positive behavior and academic performance
- CALTA -21 (Cultures and Literacy through Art in the 21st century) training provides ESL and Bilingual Social studies teachers with strategies for the development of the four language domains: speaking, listening, writing and reading, using the visual arts
- NearPod Training for Gr. 9-12 ESL teachers with a focus on student engagement by using interactive lessons, videos and activities
- District Sheltered Instruction Initiative for K-8 General Education teachers: Best Teaching practices for Multilingual Learners

Multilingual Learners Instructional Materials and Resources

- Additional materials in native language such as mentor texts, core novels, and leveled classroom libraries
- Translation of e3ffective strategies to utilize classroom such as Notice and Note and Close Reading Strategies
- Integration of HMH Amira for grades k-2 and Waggle for grade 3 for Bilingual teachers to use in Native Language development
- Esperanza multisensory approach training for phonemic awareness in bilingual classrooms K-3

- High School ESL novels are selected for the appropriate level of English language proficiency

Student Programs with a focus on literacy and mathematics development

- Summer Programs – Summer SPELL K-2 (Spanish Phonics for MLs in grades K-2) : Extended the program to include grade 2 bilingual students based on district assessment data and teacher recommendation a need for foundation skills
- ESL Summer Enrichment Program K-12-Increased focus on small group instruction based on data
- Increased focus on speaking and listening domains
- Afterschool Programs – Point of Entry for grades K-8 Increased focus on Mathematics
- Best of Both Worlds for grades 9-12
- Bilingual Achievement Strategies Program 9-12
- Saturday Programs – High School Newcomer Program with a focus on literacy and mathematics development
- Saturday Bridge Program K-8 Program with an increased focus on Mathematics and English Language Proficiency
- Saturday Bridge Program 9-12 Program with an increased focus on Mathematics and English Language Proficiency

Students with Disabilities

- Utilize the DRA assessment for K-8 grade levels for in Class Support and Learning Language Disability (LLD) English programs
- DRA process monitoring goals targeted during Guided Reading AND a directive to select Individual Education Plan (IEP) Goals that align
- Continue Multisensory Reading Programs in all K-8 grades to increase reading fluency and phonemic awareness
- Ensure all special education teachers are trained to implement Guided Reading lessons to increase student comprehension
- Continue to utilize abridged literature aligned with general education curriculum in LLD English Language Arts
- Ensure that all special education teachers provide interventions of targeted skills according to item analysis on benchmark assessments, DRA assessments, IEP Goals and Objectives and student data
- Revision of General Education Curriculum for special education students with emphasis on multisensory learning, tiered instruction, and NJSLS
- Revision of General Education curriculum for special education students with targeted benchmarks that support NJSLS items
- Supervisor co-planning for District Professional Days for special education teachers
- Utilize IXL Learning for students in grades 9-12 as a supplemental intervention based on student data

Professional Development – Special Education

- Using student data and IEPs to plan meaningful instruction for all special education teachers
- Designing learning environments and appropriately scaffolded instruction using the HighScope curriculum for Pre-K special education teachers
- Multisensory reading training

- VB MAPP, ABLLS-R and AFLS training
- Guided reading to meet students' needs for small group targeted instruction for all K-8 special education teachers
- Positive Approaches to Behaviors
- Foundations of Behavior
- Working with Paraprofessionals to Ensure Student Learning
- Prompt Fading
- Aligning Evidence -Based Practices to Support Meaningful Academic IEP Goals
- Writing Strategies for K-8 Classrooms
- Co-teaching and Inclusionary Practices to Support Educational Excellence
- Research – based Strategies to Support Special Education Instruction

Multilingual Learners (MLs)

- Transitional Bilingual Program sustained to prepare students for a monolingual, general education setting by using native language to strengthen academic performance in English
- ESL Entering – Emerging Self-Contained Pilot Program for grades 7 and 8 in schools 6,9 & 27. Alignment to the general education ELA Curricula and Benchmark Assessments in both Bilingual ELA and ESL
- Increased Multicultural/diverse and authentic texts for read alouds, guided reading, texts at various DRA/EDL levels that are theme-aligned, and classic texts
- Continued revision of Project Based Learning activities and curricula to increase student choice and voice
- Additional practice in Research Simulation Tasks, and Narrative Writing Tasks and types of writing
- K-5 bilingual and K-5 ESL curricular updates that include the explicit integration of cognates to increase student awareness between English and Spanish
- In partnership with Children's Literacy Initiative (CLI), Bilingual /ESL team members continue to participate in CLI professional development and job-embedded coaching that focuses utilizing data to drive small group instruction
- Leveraging Children's Literacy Initiative to reenforce the implementation of the district English TRANSFER curriculum, as it relates to the process and the roles and responsibilities for the bilingual teacher and ESL teacher
- Supervisors co-plan with content area supervisors for District Professional Development Days for bilingual and ESL teachers
- Title III Newcomer Specialist utilizes NJSLA data , Access data and student enrollment to best support teachers and students with interventions and strategies

Professional Development:

- CLI on site coaching for teachers to enhance their teaching practice and implement best teaching strategies for K-5 Self Contained Bilingual classrooms and K-8 ESL Teachers with a focus on Co-Teaching best practices
- K-2 Bilingual Teachers, Bilingual in Class Support Teachers and ESL teachers incorporate strategies for increasing motivation and autonomy in literacy
- CALTA – 21 (Cultures and Literacy through Art in the 21st century) training provides ESL and Bilingual Social Studies teachers with strategies for the development of the four language domains: speaking, listening, writing and reading, using the visual arts.

- Nearpod Training for Gr. 9-12 ESL teachers with a focus on student engagement by using interactive lessons, videos and activities
- District Sheltered Instruction Initiative for K-8 general education teachers: Best Teaching practices for Multilingual Learners

Multilingual Learners Instructional Materials and Resources:

- Additional materials in native language such as mentor texts, core novels, and leveled classroom libraries
- Translation of effective strategies to utilize in the classroom such as Notice and Note and Close Reading Strategies
- Integration of HMH Amira for grades K-2 and Waggle for Grade 3 for bilingual teachers to use in Native Language Development
- Esperanza multisensory approach training for phonemic awareness in bilingual classrooms grades K-3
- High School ESL novels are selected for the appropriate level of English language proficiency
- Summer Programs – Summer SPELL K-2 (Spanish Phonics for MLs in grades K-2): Extended the program to include grade 2 bilingual students based on district assessment data and teacher recommendation a need for foundation skills
- ESL Summer Enrichment Program K-12-Increased focus on small group instruction based on data
- Increased focus on speaking and listening domains
- Afterschool Programs – Point of Entry for grades K-8 Increased focus on Mathematics
- Best of Both Worlds for grades 9-12
- Bilingual Achievement Strategies Program 9-12
- Saturday Programs – High School Newcomer Program with a focus on literacy and mathematics development
- Saturday Bridge Program K-8 Program with an increased focus on Mathematics and English Language Proficiency
- Saturday Bridge Program 9-12 Program with an increased focus on Mathematics and English Language Proficiency

Mathematics Interventions and Supports

- General Education- Curricular alignment to the New Jersey Mathematics Instructional Units
- Emphasis on Mathematics Shared Vision elements of establishing mathematics goals. Supporting productive struggle, building procedural fluency from conceptual understanding, using multiple representations, and engaging in productive discourse, within the curricula
- Problem solving to include extended constructed – response questions and low floor high ceiling tasks (3 Act Tasks) embedded throughout the curricula
- Daily routines are updated to include reasoning and number sense in Grades K-8
- Effective engagement strategies and sheltered instruction strategies are written into unit plans
- Vertical progression for each math concept is outlined within the K-7 curriculum to support progression to Algebra 1 in Grade 8 (Grades K-7)
- Review and update assessment items
- Dedicated days for NJSLA-M released items (HS Geometry, Algebra 1 and Algebra II)
- Embedded NJSLA released items into daily lessons with the curriculum in Grades 5-8

- Clarification and examples of NJSLS mastery (Grades K through Algebra II)
- NJSLSA-M released items embedded within benchmark assessments (Grades 3 through Algebra II)
- NJSLSA-M intensification plan for Grades 3- Algebra II
- Instructional Coaches support new teachers and priority schools, based on student performance
- Continue the implementation of the Mathematics program, envision 2024 in Grades k through 7 as the core instructional program
- Utilize enVision AGA in Grade 8 Algebra 1
- Continue to emphasize the student use of Mathia (Geometry, Algebra I, Algebra II as a tool to provide self-paced instruction and monitoring of student progress
- Continuing utilizing the Math XL (Grades 6-8), Edulastic (Geometry, Algebra I, Algebra II) MyMathLab (Pre-Calculus and Calculus) and AP Classroom (AP pre-Calculus AP Calculus AP Statistics) to provide ongoing practice of grade level/subject skills and concepts
- Continue to use enVision, Carnegie Learning, and/or Desmos interactive tools and digital manipulations (Grades K-12)
- Utilize physical manipulatives during small group Instruction in Grades K-8

Professional Development – General Education

- Continue to address curricular changes, effective engagement strategies, differentiation, the use of manipulatives and collaborative lesson planning (Grades K through Algebra II)
- Provide on site coaching with consultants for EnVision program utilization (Grades K-8)
- Provide on-site coaching with consultants to provide supports with content knowledge and delivery (Grades K-8)
- Provide on-site coaching with consultants for Carnegie Learning program utilization (Geometry, Algebra I Algebra II).
- Teachers attend Math Academies to learn best practices and strategies to deliver lessons (Grades 3-12 teachers)
- Provide TI-84 calculator on-site professional development (Grades 8-12)
- School administrator participation in district leadership learning walks with math department and consultant (Grades K-12)
- Continue the development and teacher access to “5 -minute Math Bytes” for quick tips on various content, program, and curriculum specifics (Grades K-8)
- Provided teachers and school administrators with “Building Thinking classrooms in Mathematics” text to support effective instruction

Multilingual Learners (MLs)

- Curricular – Daily routines are revised and translated for teacher use in the native language
- Integration of Daily routines and/or pre-requisite skills content for grades 3-8
- enVision Math core mathematic program for grades K-8 bilingual classes in native language
- Continue to address curricular changes, effective engagement strategies, differentiation, the use of manipulatives and collaborative lesson planning
- Continue to use ST Math in K-5 Bilingual classes as a supplemental adaptive program
- Increased focus on MDIS intervention Math kits in bilingual classes in grades K-3
- Supervisors co-plan with content area supervisors and adjust as needed for ML’s providing translations and comparable tools in native language for use in the classroom

- Professional Development – Provide job-embedded coaching by consultants from Carnegie Learning grades K-8 for self-contained bilingual classrooms and bilingual in class support teachers with a focus on using data to drive small group instruction
- Provide job embedded coaching by consultants from Carnegie Learning in high school bilingual math course – Geometry, Algebra 1, Algebra II
- K-2 Bilingual Teachers, Bilingual in Class Support Teachers and ESL teachers incorporate strategies for increasing motivation and autonomy in mathematics
- Supervisors co-plan with content area supervisors for District Professional Days for self-contained bilingual and bilingual in class support teachers
- Department Support – Bilingual /ESL teacher leaders provide professional trainings on mathematics for bilingual teachers and bilingual in class support teachers
- Data Dive with Math supervisors to identify areas of concern
- Data dive with the Bilingual Central Office team to identify academic performance trends in order to inform curricular updates, develop curricular resources and professional development
- Materials – Utilize materials in native language such as enVision Math, Carnegie Learning and translated supporting materials to provide a Concrete, Representational and Abstract approach to learning mathematics
- Manipulatives and anchor charts in native language
- K-12: Enhancement of math manipulatives for bilingual classrooms
- Integration of Hands-On Standards manipulatives in bilingual classrooms for grades 3-12
- Student Programs with a focus on mathematics development: Afterschool programs include Point of Entry for grades K-8: Increased focus on Mathematics/Best of Both Worlds for grades 9-12/Bilingual Achievement Strategies Program 9-12
- Saturday Programs include High school Newcomer Program with a focus on literacy and mathematics development/Saturday Bridge Programs K-8 Program with an increased focus on Mathematics and English language proficiency
- Saturday Bridge Program 9-12 Program with Increased focus on Mathematics and English Language Proficiency

Students with Disabilities

- Ensure that all special education teachers provide interventions for targeted skills according to item analysis on benchmark assessments, IEP goals and Objectives and student data
- Revision of General Education curriculum for special education students with emphasis on multisensory learning, tiered instruction, and NJSLA
- Revision of General Education curriculum for special education students with targeted benchmarks that support NJSLA items
- Supervisor co-planning for District Professional Development Days for special education teachers
- Utilize the Moving with Math program for students in grades K-8 as a supplemental math intervention based on student data
- Utilize the Moving with Algebra program for students in grades 9-11 as a supplemental math intervention based on student data
- Utilize 1XL Learning for students in grades 9-12 as a supplemental intervention based on student data

Professional Development – Special Education

- Using student data and IEPs to plan meaningful instruction for all special education teachers

- Designing learning environments and appropriately scaffolded instruction using the HighScope curriculum for PreK special education teachers
- VB MAPP, ABLLS-R and AFLS training
- Making Math Instructional Count: Instruction and Interventions for Students with Disabilities
- Aligning Evidence –Based Practices to support Meaningful Academic IEP Goals
- Co-teaching and inclusionary Practices to Support Educational Excellence
- Research - based Strategies to Support Special Education Instruction

Celebrating Excellence – 2023-2024 NJSLA/NJGPA Perfect Scores

- ELA Grade 3/ 8 students/ School 7 -4, School 22 -3 School 30-1
- ELA Grade 5/ 3 students/ School 22 – 2 School 29-1
- ELA Grade 6/ 5 students/ School 7-3 School 19-1 School 22-1
- ELA Grade 7/ 24 students/School 7-10 School 9-1 School 18-1 School 20-1 School 22-7 School 29-2 School 30-2
- ELA Grade 8/ 17 students / School 7-8 School 14-1 School 19-1 School 21-3 School 22-3 School 23-1
- ELA Grade 9/ 17 students / Cicarell Academy – 13 Dwyer Academy -1 Halsey Academy -1 Hamilton Academy -1 JVJ STEM Academy -1
- ELA Grade 11 NJGPA/ 75 students / Bollwage - 2 Cicarell – 51 Dwyer -1 Halsey -2 Hamilton - 11 Jefferson – 6 JVJ STEM-2
- Math Grade 3/ 9 students / School 7 -5 School 22-3 School 30-1
- Math Grade 6/ 2 students / School 7-2
- Algebra 1 / 2 students /School 22-2
- Science Grade 11/ 2 students / Cicarell Academy-2

Total Perfect Scores NJSLA/NJGPA 2023-2024

- Total ELA – 74 Students NJSLA 75 Students NJGPA = 149 students – 18 different Schools
- Total Math – 13 Students – 3 Schools
- Total Science – 2 students – 1 School

HIB Presentation for the September Board of Education Meeting 9/19/2024

1.) Pursuant to Board Policy 5131.1, Harassment, Intimidation, and Bullying, and New Jersey Statute 18A:37, “The results of each investigation shall be reported to the Board of Education no later than the date of the next board meeting following completion of the investigation and include: 1) Any services provided; 2) Training established; 3) Discipline imposed; or 4) Other action taken or recommended by the chief school administrator.”

2.) Since our last Board of Education meeting on August 22, 2024, and through September 9, 2024, there were no completed HIB investigations to report.

3.) The HIB statute further requires that at the next regularly scheduled meeting after board members receive the initial report of HIB investigations, that the Board issue a decision, in writing, to affirm, reject, or modify the superintendent's decision pertaining to the 1 case that was reported to you at the last Board

meeting on August 22, 2024. In order for you to do so, the investigation summary from this investigation, which was reported to you at the last board meeting, has been provided for your review prior to voting.

President Charlene Bathelus asked for any comments from her fellow Board Members – Mr. Neron thanked Board Member, Diane Barbosa for her presentation on self-care and how important it is to take care of oneself during stressful times.

Ms. Bathelus welcomed back all the students of the District and wished them well in the new School Year.

On a motion made by Mr. Neron, and seconded by Mr. Rivera, the meeting was adjourned at 10:06 p.m.

The motion was carried by the following vote:

Affirmative: Mmes. Barbosa, Chevres, Mr. Jacobs, Mrs. Moreno-Ortega, Mr. Neron, Mrs. Goncalves Pestana, Mr. Rivera, Ms. Bathelus -8

Negative: none

Harold E. Kennedy, Jr.

School Business Administrator/Board Secretary