

BOARD OF EDUCATION

October 18, 2023  
Elizabeth, New Jersey

Prior to the start of the regular agenda/business meeting of the Board of Education, which was held on October 18, 2023, at 6 p.m. in the auditorium of the Mabel G. Holmes, School No. 5 Annex, 720 Clarkson Ave, Elizabeth, New Jersey, Board Members, District Administration, School Staff members and the public audience were treated to the following student performances:

“The More We Get Together” by Learning Annex, was performed by Pre-K students of Mabel G. Holmes School No. 5 annex.

“Be Responsible, Safe, and Respectful” by Patty Shukla was performed by 3<sup>rd</sup> Grade students from Mabel G. Holmes School No. 5

“The Imperial Crown” by Les Taylor was performed by 7<sup>th</sup> and 8<sup>th</sup> Grade students of Mabel G. Holmes School. No. 5

“Mi Tierra” by Gloria Estefan was performed by 6<sup>th</sup>, 7<sup>th</sup>, and 8<sup>th</sup> grade students of Mabel G Holmes School No. 5

After these performances, Schools Superintendent Olga Hugelmeyer introduced Elizabeth Police Department Detective, Michael Gonzalez, who spoke about the Youth Empowerment Program which he and his team have been implementing throughout the district. The following members of the Elizabeth Police Department were recognized and honored for their outstanding community service as part of this program: Detective Michael Gonzalez, Officer Rodrigo Gualdron, Officer Michael Castro, Officer Veronica Mayorga, Officer Melissa Caballero, Officer Hector Cifuentes, Officer Paul Davila, Officer Juan Ramirez, Officer Tahiry Duran, Officer Jose Xicara, Officer Celia Xicara, Officer William Aparicio, and Officer Ruth Henriquez (Kean University). All these individuals were presented certificates from the Board. A slide show was presented featuring testimonials from numerous schools attesting to the impact that the Youth Empowerment Program has made upon their students and staff.

“Detective Gonzalez’s Youth Empowerment Program has provided our students with valuable resources to help them deal with mental health and other personal issues. Detective Gonzalez has made himself available to our students and has gone above and beyond to ensure their safety and well-being. He is a credit to his department and community because he really cares.” - **Victor Mravlag School No. 21**

“The Youth Empowerment Program connects to students which makes the presentations very meaningful. They present with genuine passion and deep emotion. Their ability to make students laugh, dance and cry heightens engagement and positivity. Detective Gonzalez is a remarkable individual that truly cares about the students and the community” – **Elmora School No. 12**

“Detective Gonzalez and the Youth Empowerment Program have had a tremendous impact on the students and culture of Christopher Columbus School 15. It has contributed to the increase in positive behavior and decrease in HIB investigations. Our students are motivated and empowered by the program. The staff in attendance are moved and supportive of the messages students are receiving. We are grateful to have the opportunity to receive such a powerful presentation that reaches our students.”– **Christopher Columbus School No. 15**

“The Youth Empowerment Program officers come with a wealth of experience and energy. The students love their interactive assemblies and talk about them for days. Teachers bring up all the major topics our young students face today in a way that is informative, relevant, and authentic.” – **Dr. Orlando Edreira Academy School No. 26**

“Detective Gonzalez and the officers have had a tremendous impact on the students of Joseph Battin School No. 4. They have opened the doors for our students to see how it takes just one person to positively affect their lives. The students and staff are and will be forever grateful for their dedication and compassion for our students.” – **Joseph Battin School No. 4**

“The Youth Empowerment Program is an inspiration to the youth of Elizabeth. The presentation is empowering and passionate from beginning to end. Thank you for your valuable contribution to our city and the growth and development of our students.”- **Madison – Monroe School No. 16.**

“We appreciated Detective Gonzalez and the officers taking out of their busy schedules to share their stories with our Huskies. The Youth Empowerment Program encourages our youth to make healthier life choices through an amazing interactive presentation which includes personal testimonials and various fun and educational activities. It is wonderful; to see our students develop these positive and meaningful relationships with our police officers.” – **William F. Halloran School No. 22**

“Detective Gonzalez and his officers have taken their dedication to helping Elizabeth’s youth to unforgettable levels, especially for students and team members at Nicholas S. LaCorte- Peterstown School No. 3. From pulling out all the stops – including props and videos to support his message – Detective Gonzalez engages students at their level so they can connect the worlds of schools and community. We are so appreciative of Detective Gonzalez and the officers coming to our school and showing their support to our scholars.” – **Nicholas S. LaCorte – Peterstown School No. 3**

“Through their interactive presentation, Detective Gonzalez and his team provided our students the opportunity to learn skills on how they have the power to learn skills on how they have the power to change unhealthy behaviors. Students did this by participating in performance skits, listening to the officers’ real-life experiences, and engaging in rich discussions about healthy lifestyles that they will need to make positive life choices. These interactions were both educational and fun. We can see the significant impact that the program has made on our students.” - **Terence C. Reilly School No. 7**

“Detective Gonzalez and his officers did a phenomenal job presenting to our middle school students. It is evident in our student behavior the impact he and his program have on our students. Students are more open to speaking and letting staff know if there are any concerns with other students or themselves.” – **Juan Pablo Duarte-Jose Julian Marti School No. 28**

“The Youth Empowerment Program gives students real-life problem/solution scenarios in an engaging and relevant way. Detective Gonzalez made real connections with our students. Even after it ended, he made himself available to our students and showed his on-going support and commitment to our school youth”. – **Dr. Albert Einstein Academy School No. 29**

“The real-life experience testimonials and powerful words captivated our students. The messages were truly inspiring.” – **Jerome Dunn Academy School No. 9**

Board President Iliana Chevres welcomed everyone to the October 18th, 2023, regular agenda/business meeting of the Elizabeth Board of Education.

Mrs. Chevres called the meeting to order and read the following statement at 6:59 p.m. “Ladies and Gentlemen, good evening. 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 October 16, 2023. In addition, this notice is posted on the Bulletin Board in the lobby of 500 North Broad Street, and pursuant to this act, a copy has been filed with the City Clerk of Elizabeth, New Jersey.

“We want to welcome everyone present here at Mabel G. Holmes School No. 5 Annex, and to our television viewers to this October 18, 2023, 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 that the recording will adequately reflect the proceedings, please refrain from talking while others are speaking. The presiding officer may interrupt, warn or terminate speaking when talking becomes personally directed, abusive, obscene, or irrelevant; request any individual to leave the meeting when that person does not observe reasonable decorum; request the assistance of law enforcement officers in the removal of a disorderly person when that person’s conduct interferes with the orderly progress of the meeting; call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.”

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

“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 meeting 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.”

Present: Mmes. Barbosa (arrived at 7:35 p.m.), Dorgely, Mr. Jacobs, Mrs. Moreno-Ortega (arrived at 7:12 p.m.), Mr. Neron (arrived at 10:05 p.m.), Mrs. Goncalves Pestana, Mr. Rivera, Mrs. Chevres-8  
Absent: Mrs. Carvalho

Superintendent of Schools Olga Hugelmeyer, School Business Administrator/Board Secretary Harold E. Kennedy, Jr, Assistant Superintendent for Schools, Rafael Cortes, Assistant Superintendent for Teaching and Learning, Dr. Jennifer Cedeno, Deputy Counsel Heather Ford, Chief of Operations Frank Cuesta, Comptroller

Rajeev Malhotra and Co-General Counsel Edward Kologi of Kologi Simitz Law Office, Esq., and members of the community were present.

A Moment of Silence was held in memory of Mirta Gomez, a retired General Worker at John E Dwyer Technology Academy, Daniel Manies, retired Principal, Woodrow Wilson School No. 19, Albert O'Connell, retired Library/Media Specialist, Victor Mravlag School No. 21, and Virginia Griffith, retired Secretary, Christa McAuliffe Middle School.

Colors were presented during the Flag Ceremony by members of the Admiral William F. Halsey, Jr. Health and Public Safety Academy Marine Corps Junior R.O.T.C.

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

The Star-Spangled Banner was played.

The Pledge of Ethics was led by Board Member, Stephanie Goncalves Pestana.

A Board Resolution was read by Isaias Rivera in memory of Daniel Maines honoring his forty-year career as a teacher and administrator in the district. Commissioner Jerry Jacobs added his personal condolences on the loss of Dr Maines as he interacted with him as a parent at School 19.

Mrs. Chevres asked Board Secretary Harold E. Kennedy to read the following public participation 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 statements shall be directed to the presiding officer; no participant may address or question Board Members individually. The following rules for public participation shall apply:

1. Time limits will be strictly enforced.
2. No personal attacks on individuals.
3. No vulgar or indecent language.
4. A person may address the Board no more than once during a single meeting.
5. Speakers should refrain from naming individuals.
6. Comments or questions posed during public participation will not be debated.

The presiding officer may:

1. Interrupt, warn or terminate a participant's statement when the statement is too lengthy, personally directed, abusive, obscene, or irrelevant.
2. Request any individual to leave the meeting when that person does not observe reasonable decorum.
3. Request the assistance of law enforcement officers in the removal of a disorderly person when that person's conduct interferes with the orderly progress of the meeting.
4. Call for a recess or an adjournment to another time when the lack of public decorum so interferes with the orderly conduct of the meeting as to warrant such action.

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

Mrs. Chevres called upon the first public participant, Diane Kennedy, to address the Board.

Ms. Kennedy spoke about the struggle to balance administering Assessments while trying to acclimate her kindergarten students to school.

Mrs. Chevres thanked her for her comments.

Mrs. Chevres called upon the next public participant, Samad Siddiqui, to address the Board.

Mr. Siddiqui spoke about the needs of his child who is a Special Education student.

Mrs. Chevres thanked him for his comments.

Mrs. Chevres called upon the next public participant, Maria Medeiros, to address the Board.

Mrs. Medeiros spoke about the need for better communication.

Mrs. Chevres thanked her for her comments.

Mrs. Chevres called upon the next public participant, Araceli Espinoza, to address the Board.

Ms. Espinoza said she had issues concerning her son but after speaking with Mr. Cortes she believes they will be resolved.

Mrs. Chevres thanked her for her comments.

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

Board President Iliana Chevres left the meeting at 7:29 p.m. Mrs. Charlene Dorgely Board Vice President then assumed the Board president’s position for the balance of the meeting.

Mrs. Dorgely asked Superintendent Hugelmeyer to present her Community Update. Mrs. Hugelmeyer introduced Peter Vossler who gave a PowerPoint presentation assessing the District’s performance under the Anti-Bullying Bill of Rights Act for the 2022-2023 School Year. Mr. Vossler explained that a Rubric was developed by the State, to aid districts in assessing school’s efforts and improving them. The rubric consists of 8 core elements and 26 indicators – each indicator can receive a score of 0-3 points. The rubric is designed to be a growth model intended to enhance district/school programs and implementation. Mr. Vossler described and defined the eight core elements of the self-assessment. The first core element deals with programs, approaches, and initiatives and how they are designed to create an improved school climate. These programs etc. must be documented and reviewed by the School Safety Team. In addition, they must review school polices and climate to prevent HIB. The second core element is training and ensuring that all school employees, contracted service providers and volunteers are provided with training on HIB policy. Part of the training must include preventing HIB against those of protected classes under the law. Moreover, age-appropriate discussions about HIB policy must be discussed with students. The third core element consists of Other Staff Instruction and Training – Each

teaching staff member must have completed at least 2 hours of instruction in suicide prevention that included information on HIB, in each five-year professional development period. Other staff members must complete two hours of instruction on HIB prevention in their five-year professional development cycle. Members of the School Safety Team also must be provided with professional development in effective practices to have successful school climate programs and approaches. The fourth core element revolves around Curriculum and Instruction on HIB. Schools must provide age- appropriate instruction on preventing HIB and this instruction is integrated into relevant subject areas. The District and schools have to observe the “Week of Respect” during the first week of October. Mr. Vossler explained that the fifth core element is required HIB personnel within a school. . The principal must appoint a School anti-bullying specialist (ABS) and the ABS must meet at least two times per school year with the District Anti-Bullying Coordinator. Further at the individual school level the School Safety/Climate Team must meet at least two times an academic year. The sixth core element is whether the schools have implemented the district’s procedure for reporting HIB that includes all required elements – The new State HIB 338 Forms were submitted to the principal within two days of the verbal report by the school employee, contracted service provider or volunteer. There must also be means for parents to confidentially submit HIB 338 Form for Families/Caregivers. In addition, the school must have implemented the district’s procedure for reporting new information on a prior HIB report. Mr. Vossler stated that the seventh core element concerns the actual HIB investigation procedures, which include notifications to parents of alleged offenders and victims in each reported HIB incident, preparation of written reports on each incident and results of investigations are reported to the chief school administrator. The eight-core element is HIB reporting and a methodology for all staff members to report matters. Mr. Vossler explained the scoring metric used during each school’s self-assessment.

- 0 – Does not meet the Requirements
- 1 – Partially meets the Requirements
- 2 – Meets all Requirements
- 3 – Exceeds the Requirements

The highest possible score is 78 – this means that every indicator exceeds the requirements.

A score of 52 indicates that, on average, the indicators have been met.

Our school scores ranged from 60 to 77.

All 37 schools scored a 60 or higher.

The average score across all schools was 68, which is the same as it was for the 2021-2022 school year.

The Self-Assessment Process requirements are a) complete the assessment b) input the information into the NJDOE website, c) Present the results to the public d) obtain approval from the Board of Education e) Obtain assurances from the Superintendent and f) submit the self-assessments to the NJDOE.

Mr. Vossler then highlighted the work to date of the District and the HIB teams. A week of Respect was held during the first week of October. There has been District wide training for Team Members. County and State training was done at the state and county level for Anti Bullying Coordinators. Guest speakers have done anti- bullying presentations at individual schools. Breaking the Cycle presentations have been done at the Community level. Cyber-Bullying/Internet Safety Training has been provided by the Union County Prosecutor’s office. HIB/ Character Education Programming-PBSIS, Panorama Education, SEL Afterschool program, Bully-Busting Curriculum, Harmony Power Awards, Connie Palmer Bullies to Buddies, Relationship Violence Prevention Training programs have been done at several schools. Panorama Education’s SEL program student and parent survey was expanded to all K-8 and High Schools.

In concluding his presentation, Mr. Vossler stated that the work that remains ahead of us includes analyzing the self-assessments by school, ensuring ongoing parental involvement on School Safety/Climate Teams, a focus on working with the School Safety/Climate Teams to improve school climate at all schools, providing the most effective and appropriate interventions and consequences to efficiently resolve HIB

investigations and proactively implementing SEL/HIB Character Education in-person and programming for all schools.

Vice President Charlene Dorgely thanked Mr. Vossler for his report. She asked Mrs. Hugelmeyer to discuss the NJSLA Performance Report and the EPS Promise goals. Mrs. Hugelmeyer stated that the Promise Goals that are being discussed tonight are in line with the goals contained within the Five (5) Year Strategic Plan that was launched last year. The Superintendent presented a series of slides highlighting progress and achievements towards the Promise goals. The first slide showed Post-Graduation Plans by the District and also by each Academy within the City. On a District wide basis 72.1 planned on attending college, 7.2 % would be enrolling in Technical Schools, 3.9% were hoping to join the Military or Police or Fire Depts, and 16.8% were either undeclared or going right into the workforce. The second Promise goal was that 90% of EPS graduates will enroll in at least 1 Advanced Placement course: Mrs. Hugelmeyer presented a slide showing the percent of the Class of 2023 who enrolled in an AP Course, in total for the District and by each High School. The District in total had 57.4% of students enrolled in at least one Advanced Placement course. The Third Promise goal is that 90% of students at the high school level would maintain a 3.0 grade point average (GPA). For the 2022/2023 school year, Mrs. Hugelmeyer showed a slide indicating that on a District level 57.4% of students had the targeted GPA and average GPA for the District was 3.152. Further detail was provided for each Academy's results vs. the goal GPA. Mrs. Hugelmeyer presented information on the 4-year high school graduation rate calculation changes and stated that beginning in the 2020-2021 school year, the NJDOE required changes to be made in the calculation of the high school graduation rate for federal reporting purposes. Mrs. Hugelmeyer stated that two versions will begin to be reported including the current state calculation and the new federal calculation. Mrs. Hugelmeyer stated that the federal calculation will exclude students with disabilities whose IEP includes the following modifications or exemptions: state course requirements, attendance requirements for graduation, and state graduation assessment requirement. Mrs. Hugelmeyer presented a PowerPoint slide for the Fourth promise goal that 90% of EPS students will graduate on time. Mrs. Hugelmeyer presented the preliminary information for the state and federal calculations for the Class of 2022 for the district and each academy. Mrs. Hugelmeyer presented a PowerPoint slide showing the 4-year high school graduation rate was 86.8% under both State and Federal measurements. Mrs. Hugelmeyer presented a PowerPoint slide showing the on-time graduation rate for each academy from 2011 through 2023. In addition, the Superintendent presented PowerPoint slides showing the on-time graduation rate by ethnicity, gender, and economic status for each academy from 2011 through 2023. On July 5<sup>th</sup>, 2022, Governor Murphy signed P.L. 2022, c.60 ACS for A-3196/s-2349), which requires the State Board of Education to administer the NJGPA as a field test for class of 2023. The law also prohibits the results the results of the NJGPA field test (First Pathway), a substitute competency test (Second Pathway), or portfolio appeal (Third Pathway) from being used as a prerequisite for graduation for students expected to graduate in the class of 2023. Therefore, we do not have Graduation Pathway Data to report for Cohort 2023.

The Superintendent then reported on the results of New Jersey Student Learning Assessments (NJSLA)

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 the Algebra 1 course assessment depending on the content taught.
- Students in grade 8 were administered the Algebra 1 or Geometry course assessment depending on the content taught.

- Students in high school were administered the Algebra 1, Geometry, or Algebra II course assessment depending on the content taught.
- Students in grades 5, 8 and 11 were administered the assessment for Science.

Mrs. Hugelmeyer presented a PowerPoint slide showing a chart for the NJSLA math performance by grade/content for Elizabeth and the State for grades 3, 4, 5, 6, 7, Algebra I, Geometry, and Algebra II. Mrs. Hugelmeyer presented a PowerPoint slide showing the NJSLA overall math performance by demographic group including female, male, Hispanic, black, white, ED, special education, English language learners, homeless, and total. Mrs. Hugelmeyer presented a PowerPoint slide showing the chart for the NJSLA English Language Arts performance by grade for Elizabeth and the State. Mrs. Hugelmeyer presented a PowerPoint slide showing the NJSLA overall English language arts performance by demographic group including female, male, Hispanic, black, white, ED, special education, English language learners, and homeless. Mrs. Hugelmeyer presented a PowerPoint slide chart showing the NJSLA science performance for grades 5, 8, and 11 for Elizabeth and the State. Mrs. Hugelmeyer presented a PowerPoint slide showing the NJSLA overall science performance by demographic group including female, male, Hispanic, black, white, ED, special education, English language learners, and homeless.

All students in identified grade levels and subject areas are required to participate in statewide assessments. Dynamic Learning Maps (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 that 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 over 1% of students in Elizabeth meet the guidelines to take the DLM.

Mrs. Hugelmeyer presented a series of PowerPoint slides detailing the interventions and supports for English Language Arts and Mathematics for General Education students, students with disabilities, and Multi Lingual Learners. In addition, the slides contained information regarding opportunities for Professional Development for teachers and staff.

#### General Education:

- Continued revision of learning activities and curricula to include differentiation of lessons for all student learners.
- Foundations A-Z to support foundational literacy skills in Grades K-5.
- 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.
- Job-imbedded coaching for middle school ELA teachers to support comprehension strategies, academic writing and conferring.

- Additional practice to provide exposure to academic writing aligned to articles at various Lexile levels.
- 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 analysis of benchmarks, evidence statements and performance summaries in Grades 3-12
- Lunchtime tutoring
- Afterschool Program supporting foundational reading skills and writing.
- NJSLA Saturday Intensification Program in Grades 3-9.
- Instructional coaching to support new teachers and priority schools based on student performance.

#### 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.
- Alignment to the general education ELA Curriculum and Benchmark Assessments in both Bilingual ELA and ESL.
- 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, Literary Analysis Tasks, and Narrative Writing Tasks and types of writing.
- Continuously review demographics and languages spoken to hire appropriate personnel and identify supports for students.

#### Department Support:

- Bilingual /ESL Teacher Leaders develop focused professional development to support Multilingual Learners of other languages.
- Bilingual /ESL Supervisors participate in CLI Meetings at the district and school level.
- Supervisors co-plan with content area supervisors for District Professional Development Days for bilingual and ESL teachers

#### Multilingual Learners (MLs)

- Enrichment Programs with a focus on language development.
- Summer SPELL K-1 (Spanish Phonics for MLs in grades K-1).
- Point of Entry for grades K-8
- Best of Both Worlds for grades 9-12
- ESL Summer Enrichment Program K-12
- Bilingual Achievement Strategies Program 9-12

#### Materials:

- Utilize materials in native languages such as mentor texts and core novels.
- Translation of effective strategies to utilize in the classroom such as Notice and Note and Close Reading Strategies

- Integration of Amira, K-2 and Waggle, grade 3 from HMH for Bilingual teachers to use in Native Language Development.
- High School ESL novels are selected for the appropriate level of 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 progress 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 per 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 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 Read180 program for students in grades 9-12 and select 6-8 grades as a supplemental reading intervention based on student data.

#### Professional Development – General Education:

- Emphasis on vocabulary instruction in the classroom (3-12)
- Provide training on scaffolding and evaluating Student Writing (K-2)
- Understanding the NJSLA Data to Drive Instruction
- 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 for teachers in K-5
- Provided 30-hour Morphology -Plus Orton Gillingham Summer Training for teachers in grades 3-5
- Provided training on close reading strategies in grades 6-12
- Provided training on intentional read-aloud for fiction and nonfiction in grades 6-12
- Provided training in grades 6-45 to support conferring in writing.

#### Professional Development- Multilingual Learners:

- Esperanza multisensory approach training for phonemic awareness in bilingual classrooms grades K-3

- Achieve3000 training provided teachers with the tools to monitor student progress in Language Arts for Grades K-8 Bilingual self-contained classrooms and grades 9-12 ESL classroom.
- CLI on site coaching for teachers to enhance their teaching practice and implement best teaching strategies in K-3 Bilingual classrooms.
- CALTA -21 (Cultures and Literacy through Art in the 21<sup>st</sup> 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.

#### 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.
- Multisensory reading training.
- Learning Without Tears program training
- Engineering the classroom Environment to meet student abilities.
- 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.
- Scholastic Edge program training for K-8 teachers.
- The foundations of Reading for all K-12 special education teachers
- Read 180 program training.

### 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, Problem solving to include extended constructed 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 early elementary grade levels.
- 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 for acceleration or intervention.
- Acceleration standards included within current grade level curriculum to support progression to Algebra 1 in Grade 8 (Grades K through 7).
- Review and update assessment items.
- Dedicated days for NJSLA-M released items (Grades 6 through Algebra 2)

- Implementation of calculator and non-calculator active standards (Grades 6 through Algebra 2)
- Clarification and examples of NJSLS mastery. (Grades K through Algebra 2)
- NJSLSA-M released items embedded within curriculum and assessments (Grades 3 through Algebra 2)
- NJSLSA-M intensification plan for Grades 3-Algebra 2.
- Instructional Coaches support new teachers and priority schools, based on student performance.
- Continue the implementation of Mathematics Program, enVision 2024 in grades K through 7 as the core instructional program.
- Utilize enVision AGA in Grade 8 and Algebra 1
- Continue to utilize ST Math for grades K-5 in all Schools.
- Continue the use of Successmaker to complement the core program (Grades K through 5).
- Continue to emphasize the student use of SuccessMaker (Grades K-5) and MATHia (Geometry, Algebra 1 and Algebra 2) as a tool to provide self-paced instruction and monitoring of student progress.
- Continue utilizing the Math XL (Grades 6-7) Agile Assessment (Grade 8) Edulastic (Geometry, Algebra 1 and Algebra 2), McGraw-Hill Online (Pre-Calculus), MyMathLab (Calculus), and AP Classroom (AP Calculus AP Statistics), to provide ongoing practice of grade level/subject skills and concepts.
- Continue to emphasize the student use of Khan Academy in grades 2-12 as a tool to provide self-paced instruction and monitoring of student progress.
- Continue to use EnVision, Carnegie Learning, and/or Desmos interactive tools and digital manipulatives (Grades K-12).
- Continue to provide after school and summer virtual mathematics tutoring (Grades 3-12).

#### Multilingual Learners: Curricular

- Daily Routines are revised and translated for teacher use in native language.
- enVision Math core mathematics 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.
- Continue to use Successmaker for K-5 Bilingual classes as a supplemental adaptive program.
- Supervisors co-plan with content area supervisors and adjust as needed for MLs, providing translations and comparable tools in native language for use in the classroom.

#### Professional Development

- Provide on-site coaching with consultants for Carnegie Learning with grades K-5 self-contained bilingual classrooms.
- Provide on-site coaching with consultants for Carnegie Learning (Geometry, Algebra 1, Algebra 2).
- District-wide professional development will focus on collaborative lesson planning.
- Supervisors co-plan with content area supervisors for District Professional Development Days for bilingual and ESL teachers.

#### Multilingual Learners (MLs)

Department Support:

- Bilingual/ESL teacher leaders are providing professional development trainings for teachers.
- Data Dive with Math Supervisors to identify areas of concern.

Enrichment Programs with a focus on effective math strategies:

- Point of Entry for grades k-8
- Best of Both Worlds for grades 9-12
- Bilingual Achievement Strategies Program 9-12

#### 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.

#### Students with Disabilities:

- Ensure that all special education teachers provide interventions of 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 NJSL.
- Revision of General Education curriculum for special education students with students with targeted benchmarks that support NJSLA items.
- Supervisor co-planning for District Professional Development Days for special education teachers.
- Utilize the Moving with Algebra program for students in grades 9-12 as a supplemental math intervention based on student data.
- Utilize the Moving with Math program for students in grades K-8 as a supplemental math intervention based on student data.

#### Professional Development – General Education:

- Continue to address curricular changes, effective management strategies, differentiation, the use of manipulatives, and collaborative lesson planning (Grades K through Algebra 2).
- Provide on-site coaching with consultants for enVision program utilization (Grades 6-8)
- Provide on-site coaching with consultants for Carnegie Learning program utilization (Geometry, Algebra 1 and Algebra 2).
- Provide on-site coaching with consultants to provide supports with content knowledge and delivery (Grades K-5).
- Teachers attend Math Academies to learn best practices and strategies to deliver lessons (Grades 4-12 teachers).
- Provide content specific professional development.
- Provide TI-84 calculator professional development (Grades 6-12).
- School administrator participation in district leadership learning walks with math department and consultant (Grades K-8).
- Principal participation in district leadership meetings with Math department (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-5).

- Provide on-line coaching with consultants for Carnegie Learning within grades K-5 self-contained bilingual classrooms.
- Provide on-site coaching with consultants for Carnegie Learning (Geometry, Algebra 1, Algebra 2).
- District – wide professional development will focus on collaborative lesson planning.
- Supervisors co-plan with content area supervisors for District Professional Development Days for bilingual and ESL teachers

#### Professional Development-Special Education

- Using student data and IEPs to plan meaningful instructions for all special education teachers.
- Designing learning environments and appropriately scaffold instructions using the HighScope curriculum for PreK special education teachers.
- Engineering the classroom Environment to meet student abilities.
- VB MAPP, ABLLS-R and AFLS training

Mrs. Hugelmeyer presented another series of PowerPoint Slides celebrating Excellence in Our Schools recognizing NJSLA Perfect Scores. Eight Grade 3 students had perfect scores in ELA – One student from each of the following schools No.'s 2, 7, 12, 21, 29 and three students from School No 22. Two, Fourth Grade students achieved perfect scores in ELA, one each from School No 7 and No. 22. Four, Fifth graders had perfect scores in ELA, and they represented School No.'s 4,6,12 and 29. Twelve, Seventh Grade Students had perfect scores in ELA, and they came from School NO's 1 (2), School 3 (1), School 7, (3), School 12 (1) and School 22 (5). Seventeen Eight Graders had perfect ELA Scores and they came from the following schools 6 (1) 7 (4) School 9 (1) School 15 (1) School 16(1) School 21 (1) School 22 (3) School 25 (1) School 27 (2) School 28 (1) School 29 (1) Eight Ninth Grade students had a perfect score in ELA. Cicarell Academy had 5, Hamilton Academy had 2 and Jefferson Arts Academy had 1. In Mathematics 4 third graders achieved perfect scores 2 students each from School 7 and 22. Two Fourth Graders, one from School No. 7 and one from School 22 had perfect scores in Math. Two fifth graders from School 7 and School 22 respectively had perfect scores. One student from School 22 had a perfect Math score. Two Algebra 1 students, one each from School No. 7 and School 22 attained perfect Mathematics scores. In addition, 4 students, 2 from Hamilton Academy and 2 attending Cicarell Academy achieved perfect Grade 11 Science Scores.

At the conclusion of her presentations, Superintendent Olga Hugelmeyer asked Student Representative Pricilla Jimenez to present her report to the Board and community.

“Good evening board members, community members and Mrs. Hugelmeyer, I am a student at Alexander Hamilton Preparatory Academy, and I am going to be serving as the student representative to the Board of Education through the 2023-2024 school year. I also currently serve as the Student Government president, so I am very hands on in the events, clubs, and activities held at Hamilton. Recently we have been focusing a lot on SEL, social, emotional learning for this school year. Kicking off the school year, we held our annual week of respect which included an assembly for our grade levels to learn the purpose of respect, we showed our solidarity against bullying by wearing a blue shirt, and Mrs. Well's AVID class created Pinwheels for Peace. A new club, the Meditation Club, advised and mentored by Mr. Marcune will continue the path of SEL and will teach students breathing techniques and other healthy ways to manage stress. Also, in the works by the Student Government, is a Fall Festival celebrating the Fall season. In addition, the Student Government and Class Councils have been coming up with fun Fall games to build teamwork amongst students. Moreover, Hamilton Academy Seniors, have in the spirit of teamwork have been working together on artistic performances such as poetry and song writing,

which will be submitted to the Hamilton Education program sponsored by the Gilder Lehrman Institute of American History. Through this program students will be able to see Hamilton: The Musical, as well as being given the chance to perform their curated projects on a Broadway Stage. I am so grateful to be given this amazing opportunity, thank you for your time.”

Mrs. Hugelmeyer and Mrs. Dorgely thanked Ms. Jimenez for her report and congratulated her on all of her achievements.

Mrs. Dorgely asked Mrs. Hugelmeyer to give her Community Update.

Superintendent Olga Hugelmeyer began by reminding everyone that it is now cold and flu season. She sent a letter to all parents earlier in the day advising them of resources available to combat the Flu and RSV. In addition, people may get further assistance by clicking on the Flu and RSV Resources icon at the top of the District Home page. People may also visit the Flu/RSV resources page directly by typing: [www.epsnj.org/flu-rsv](http://www.epsnj.org/flu-rsv).

The Fall SAT School Day will be Thursday, October 26<sup>th</sup> for 12<sup>th</sup> grade students. For those high school students not taking part in the SAT testing, there will be a delayed opening, and those students should report to school by 9:30 a.m.

Elizabeth High School/Frank J Cicarell Academy was named to the 2023 AP School Honor Roll for outstanding work in developing a culture that supports students taking Advanced Placement Courses. In addition, EHS/FJC was also honored with the 2023 AP Access Award for providing opportunities for economically challenged and/or underserved minority communities to take AP courses.

Elizabeth High School Alumnus P.J. Walker helped the Cleveland Browns upset the previously undefeated San Francisco 49ers 19-17 on Sunday October 15<sup>th</sup>.

The District continued to celebrate National Hispanic Heritage Month which ran from September 15<sup>th</sup> to October 15<sup>th</sup>.

October is Breast Cancer Awareness Month.

National Domestic Violence Awareness and Prevention Month is observed in October.

National Crime Prevention Month is marked in October.

We are showing appreciation for all our School Principals during October.

The schools celebrated THE WEEK OF RESPECT from October 2<sup>nd</sup> to October 6<sup>th</sup>.

School Violence Awareness Week was from October 16<sup>th</sup> to October 20<sup>th</sup>.

The Importance of School Bus Safety was reinforced from October 16<sup>th</sup> to October 20<sup>th</sup>.

Fire Prevention Week was observed from October 8<sup>th</sup> to October 14<sup>th</sup>.

National School Lunch Week was celebrated from October 9<sup>th</sup> to October 13<sup>th</sup>.

During the Month of November, we will be celebrating:

November 11 – Veteran’s Day

November 13 – World Kindness Day

November 13 -17 – American Education Week

November 16- National Parental Involvement Day

November 19-25 National Family Week

November 23 – Thanksgiving

The Entire Month – Native American Heritage Month

The Entire Month – Puerto Rican Heritage Month.

Mrs. Dorgely announced the Board would be reviewing agenda items with the various Directors within the School District who recommended the particular item. She explained that the reason the Board asked the Directors to come to the meeting was an outgrowth of the recent Board Retreat. The Board wants to be more transparent in their work, as well as getting to know and communicate with the Directors better, learn what they do and gain a fuller understanding of the reasons behind some proposals.

The following Directors were introduced:

Dr. Michael Ojeda - Director of Special Services  
Ben Candelino – Director of Athletics  
Matthew Glackin – Director of Security  
Anthony DiDonato – Acting Director of Student Services  
Samuel Etienne – Director of Equity and Inclusion  
Michael Rijo – Director of Transportation  
Dr. Kathy Badalis – Director of Staff Development  
Dr. Daphne Marchetti- Director of Elementary and Secondary Education

Dr. Ojeda had several recommendations of Contracts, for Nursing Services for individual students and for Bergen County Special Services to provide a teacher of the deaf for a student within the district. In addition, Dr Ojeda recommended that we enter into a contract with Kean University Center for Communication Disorders, Audiology Clinic for testing and audiological evaluations.

Mr. Candelino had two Award of Contract Recommendations, the first being with the American Heart Association to participate in various fund raisers to support heart disease prevention, nutrition intervention, and hands-free CPR training. The second was with the Council on Compulsive Gambling of N.J. for anti-addiction services and training.

Mr. Glackin spoke about Resolution 10f, - Appointing Open Systems Integrators, Inc and Approving Form of Vape Mitigation at Various Schools. Vape detectors will be installed in 96 bathrooms across the district. These detectors have the ability to differentiate between Nicotine and THC as well as being able to measure decibel levels within a bathroom which can help alert Security to fights and or damage.

Mr. DiDonato had several Award of Contract recommendations:

Stepping Stones Group LLC – School based Guidance Counselor

City of Elizabeth, Department of Health and Human Services- Lead Poisoning Prevention

Scarlet Computing Services LLC- allows high school districts to upload student records in a secure fashion.

Union County Prevention Links - Vaping trends, / substance abuse prevention, / and the danger of alcohol, tobacco and other drugs.

Children’s Oral Health Program Zufall Health. Age-appropriate oral health programs.

Union County Prevention Links -STOP Program – Sober Truth about Underage Drinking.

Bayada Home Health Care Inc. – provides individual nursing services for an individual student.

Union County Youth Service Commission – Behavioral Youth Services.

Kimberly Anne Wilson Foundation – Art Therapy Services.

Naviance Inc- Personalized Learning Plans for college and college readiness.

Betadac Media LLC d/b/a Strivescan – student scanning for college fairs and district data collection.

Going Merry Inc – free service to help students complete the FAFSA and access to free to apply scholarships.

Mr. Etienne recommended authorizations to make application for a Perkins V Grant for the 2023/2024 school year. In addition, he was recommending authorization for the District to accept \$313,001 in funds for the same period. Mr. Etienne had four (4) contract recommendations: 1) A contract with Ceriport of NCS Pearson, Inc to support the digital video graphics program at John E. Dwyer Technology Academy 2) a contract with Veolia ES Technical Solutions for waste paint disposal from the Edison Technical Academy autobody program 3) Contract with DLH Enterprises (Dr. Davida Lindsay-Harewood) for Amistad law related workshop and Amistad law consultation 4) Contract with VIP Community Services, Inc for twenty (20) 60 minute one on one training and consultation services for designated employees in specific areas of professional development.

Mr. Rijo recommended a contract with Route 22 Bus LLC which provides transportation services for student athletes to games, practices, and competitions.

Dr. Badalis recommended three (3) contracts. The first is with Learning Alliances LLC & Innovative Educational Programs LLC They will present Title 1 Parent and Family Engagement Workshops. The second contract was with Youth Empowerment Workshops to provide district wide age- appropriate interactive student assemblies focusing on cyber bullying, phone and internet safety and school related incidents. Her final recommendation was a contract with New Teacher Center to provide professional development assistance to new teachers and mentors.

Dr. Marchetti recommended authorization for four (4) teachers to attend the virtual professional workshop “Bringing Writing and Drawing Strategies to Life in the classroom”.

Mrs. Dorgely thanked all the Directors for coming to the meeting. She began a review of the agenda by section:

Tab 1a) Official and Private Minutes (September 20, 2023) were added to the Agenda.

Tab 2b) Treasurer/Secretary’s Report (August 31, 2023) was added to the Agenda.

Tab 2a, 2b and 2c) Personnel Report/Supplemental Personnel Report/Additional Supplemental Personnel Report – Superintendent Hugelmeyer asked Chief of Operations to speak to the Personnel Report(s). Mr. Cuesta said there were ten (10) retirements, six (6) of which were certified personnel and four (4) were noncertified. We have ten (10) Resignations both of certified and noncertified personnel. We have twenty-three

(23) appointments with twelve (12) filling certified positions and eleven (11) people placed in noncertified roles. Thirty (30) people were transferred for a variety of reasons. We had two promotions, one which saw an assistant Cook Manager moved up to Cook Manager and a six-hour general worker was promoted to an Assistant Cook manager. Four salary adjustments were made for completing advanced degrees and/or additional course work.

Mr. Cuesta reported that recruiting and hiring remains an issue, but he was happy to report that sixty (60) teachers have been hired in this fiscal year. One of the contributing factors to the successful hiring surge is the payment of the \$5,000 signing bonus. In addition, twenty-five (25) new teachers came through the employee referral program. Since July first (1<sup>st</sup>) 211 people have been hired of which 152 were certified and 59 were noncertified. In concluding his report, he stated that Sick Bank Days, has 2,496 days available to assist employees with long term health challenges. Tabs 2a/2b/2c were added to the Agenda.

Tab 3a) Tuitions Report was added to the Agenda.

Tab 3b) Supplemental Tuitions Report was added to the Agenda.

Tabs 4, 4a, 4b, 4bb, 4c) Superintendent's Reports Mrs. Hugelmeyer asked Assistant Superintendent Rafael Cortes to summarize Field Trip activity. Mr. Cortes reported that 91 Field Trips were on the agenda for consideration this evening of which 20 were college trips, 11 museum visits, 17 local farms will be visited, and one trip was for a Forensics competition.

Mr. Rivera questioned whether an authorization had been given for a group that had been possibly overlooked but the authorization was included in tonight's agenda proposal. Tabs 4, 4a, 4b, 4bb, 4c, 4d were added to the Agenda.

Tab 5) Authorizations Report - Assistant Superintendent, Dr. Jennifer Cedeno asked for approval to accept three (3) donations a) 86 Bookbags from Prince Hall Organization Acacia Lodge for Jerome Dunn Academy School No. 9 for fifth grade students. b) \$200.00 and the Synthesizer Cart valued at \$2000.00 from the EHS Band Parents Association c) \$9000.00 from our Empower Somerset partnership -\$4500.00 to be used for the Cicarell Academy Health and Wilderness Coordinator's stipend and \$ 4500.00 to be used towards the Alexander Hamilton Preparatory Academy Health and Wellness Coordinator's stipend.

Dr. Cedeno also pointed out that there are 327 Fund raisers on the docket to be approved tonight which are across all our schools and highlights the efforts of students and parents to raise money for a variety of causes and activities.

Superintendent Hugelmeyer spoke about the Band's activities including Fiesta Night which will be a celebration of the Band's achievements to date as well as a send off to the State competition at Met Life Stadium on November 4<sup>th</sup>.

Mrs. Moreno Ortega congratulated all the parents and students for their hard work in fundraising.

Tab 5) Authorizations Report was added to the Agenda.

Tab 5 a) Supplemental Authorizations Report was added to the Agenda.

Tab 6) Finance and Accounting Report

Tab 6a) Supplemental Finance and Accounting Report. – Mr. Jacobs asked Mr. Kennedy a question regarding an Invoice from M&M Construction and the overall status of the old Battin Building. Mr. Kennedy will research and will either reply in committee meetings or at the next Board Meeting.

Both Tab 6 and 6a were added to the Agenda.

## Tab 7 Award of Contracts Report

Tab7a Supplemental Award of Contracts Report – Mr Rivera questioned the timing of the construction work being done at School No. 5 – Unfortunately weather and materials concerns were contributing factors to the work being done at this time.

After some discussion between Mr. Jacobs and Mr. Kennedy the following items were removed from the Agenda under tab 7 – Pg 3-item 2 Contract with Stepping Stones/Pg. 6 item 7 2<sup>nd</sup> contract with Murray Paving / Page 9 contract with USA Building

All other items under tabs 7 and 7a were added to the Agenda.

## Tab 8 Committee Reports

### Education Management Committee

October 4, 2023

4:00p.m. – 5:00p.m.

**Attendees:** Iliana Chevres, Board President; Charlene Bathelus Dorgely, Board Member/Chairperson of Education Management Committee; Jerry Jacobs, Board Member, Rosa Moreno Ortega, Board Member, Michael Simitz, General Counsel, Judge Malone, General Counsel, Harold Kennedy, School Business Administrator and Olga Hugelmeyer, Superintendent of Schools

The 2022-2023 Preliminary NJSLA data was presented to the committee and discussed. The district and individual school proficiency in English Language Arts and Mathematics were discussed. Schools exhibited a growth in English Language Arts ranging from 10% to 30% growth, beginning with School No. 26 having demonstrated a 12% growth to School No. 1 having demonstrated a 30.1 % growth. Schools also exhibited growth in Mathematics ranging from 10% to 30% growth, beginning with School No. 12 with a 10.6% growth to 43% growth at School No. 28. At the high school level, growth in English Language Arts ranging from 10% or more beginning with Academy with 14.3% growth to Jefferson Arts Academy with a 21.7% growth. High Schools also exhibited growth in Mathematics, ranging from 42.6% at EHS to 150% growth at Halsey Academy. Lastly, NJSLA proficiency was reviewed from 2015 through 2023.

The committee discussed opportunities for students to have access to literacy materials. The committee discussed the current book fairs offered at the elementary level.

Lastly, the New Jersey Quality Single Accountability Continuum scores for Teaching and Learning were reviewed. The district had scored 78% and, as a result, was required to prepare a District Improvement Plan. The plan includes strategies to increase performance toward meeting the target of 53.8% proficiency in English Language Arts and increase performance towards meeting the target of 48.3% proficiency in Mathematics, an increase of 24% proficiency in Science, and increase the four-year graduation rate towards meeting the target of 83.5% for the 2023-2024 school year.

The committee requested the following items for the next Education Management Committee meeting scheduled to take place on November 1<sup>st</sup> at 4:00p.m.

- A multi-year report of the racial/ethnic breakdown of the Gifted and Talented Schools, Magnet Schools and all High School Academies from 2018 to the present.

- A report of the high school dropouts by individual high school academy from 2018 to the present
- English Proficiency report to include Level 1 (Entering) to Level 6 (Reaching) from 2018 to the present by individual school.

## Special Education Committee

October 5, 2023

11:00a.m. – 12:30p.m

**Attendees:** Iliana Chevres, Board President; Diane Barbosa, Board Member/Chairperson of Properties Committee; Maria Carvalho, Board Member, Jerry Jacobs, Board Member, Edward Kologi, General Counsel, Judge Malone, General Counsel, Harold Kennedy, School Business Administrator, Dr. Michael Ojeda, Director of Special Services and Olga Hugelmeyer, Superintendent of Schools

The committee meeting began with an overview of the department, including the vision and the table of organization.

The committee discussed the following topics:

- ***Enrollment Data***

Number of students that transferred out of the district effective June 30: **500 (including 135 graduates)**

Number of new entrants from July 1 - September 27: **175**

Total enrollment of special needs students: **3534**

This total includes:

Students in Resource Programs: **1317**

Students in Self-Contained Programs: **1338**

Student in Out of District (OOD) Programs: **276**

*The remaining 603 students include students who are eligible for speech and language services, students in consultative programs, and students on home instruction.*

- ***Vacancies***

Number of teachers that retired/resigned by June 30 for 2022-2023:

Resignations: **31**

Retirements: **3**

Deceased: **1**

- ***Number of teachers hired for 2023-2024: 24***
- ***Number of current teacher vacancies: 18***
- ***Number of classrooms with substitute teachers: 10 classrooms***
- ***Number of special education students are currently being transported: 1274 students.***

- ***Division of Special Services Meet and Greet Sessions with Parents:*** The Director and the team of supervisors have met with parents at our Extended School Year (ESY) programs, Elizabeth Special Education Parent Advisory Council (ESEPAC) meetings, and a variety of school openings.
- ***Monitoring of Out of District Schools:*** The supervisor is in contact with all programs and their administrators. Observations of programs are happening throughout the year. Articulation meetings are held bi-monthly with case managers to discuss programs and cases.
- ***Visits per year to our Out of District Schools:*** Case managers visit the programs they oversee at least two times per year.
- ***Increase in the Number of Autism Classrooms for the 2023-2024 school year:*** The number of Autism classrooms across the district in grades PreK-12 has increased by 3 (2 kindergarten/first grade classes and 1 high school class) for SY 2023-2024:

- ***SEPAC***

The Elizabeth Special Education Parent Advisory Council (ESEPAC) provides a mechanism for parents and guardians to provide recommendations on issues regarding special education programming across our schools. The first meeting of the 2023-2024 school year was held on Tuesday, August 29. The purpose of the meeting was to do introductions, review the purposes of ESEPAC, and discuss plans for this school year.

- ***What services do we provide to our students with IEPs?***

Elizabeth Public Schools offer a continuum of services from least restrictive to most restrictive. Students with IEP's are provided with services to meet their needs in their least restrictive environment. Examples of services provided, based solely on need are: speech and language services, occupational therapy (OT), physical therapy (PT), integrated therapy (speech, OT and PT collaborative lessons), counseling, social skills, personal assistants, shared assistants, consult services, nursing, vision supports, hearing supports, etc.

We currently operate a number of programs and strategies that exceed standards in NJ including:

- Modified general education curriculum for self-contained programs to ensure our students have access to general education curriculum and standards.
- Full complement of Special Education Special Class Programs: Preschool Disabled (PSD), Co-Taught, In-Class Support, LLD-M, LLD-S, Mild/Moderate Cognitive Impairments (MC), Multiple Disabilities (MD), and Autism
- Life Skills embedded in our Autism and Multiply Disabled programs for students beginning in early elementary grades through high school.
- Integrated therapy groups for students in higher-need programs (e.g., Autism, MD, and MC)
- Individualized and targeted programming for every student in the Autism and MD programs driven by personalized assessment results and continuous progress monitoring.
- PSD self-contained classes designated between Autism and general PSD.
  - Note: New Jersey Administrative Code (NJAC) only requires PSD self-contained classes for all students in preschool, Elizabeth separates the two as students have different needs.
- Summer and Saturday recreation program for students with disabilities
- Sports clinics designed specifically for students with disabilities.

The committee requested the following items for the next Special Education Committee meeting scheduled to take place on November 2 at 12:00 p.m.

- Calendar of Events to be published on the district website.
- Q&A for Parents that includes contact information.

- Report on Community-Based Instruction and Alternate Pathways to Success
- Field Trip updates

### **Finance Committee**

October 11, 2023

12:30 p.m. – 1:30p.m

**Attendees:** Iliana Chevres, Board President; Jerry Jacobs, Board Member/Chairperson of Finance Committee; Maria Carvalho, Board Member, Stan Neron, Board Member, Edward Kologi, General Counsel, Judge Malone, General Counsel, Harold Kennedy, School Business Administrator, Rajeev Malhotra, Comptroller and Olga Hugelmeyer, Superintendent of Schools

The committee reviewed the 2023-2024 in-district, and Out of District budgeted Transportation Analysis. The district budgeted for 3,500 in-district students and 555 out-of-district students for a total of approximately \$23 million dollars.

The committee reviewed financial summaries of three federal COVID grants (CARES, ESSER II, ARP). The financial summaries showed budgeted amounts, expenditures, and available balances. The CARES grant in the amount of \$7.5 Million was fully expended as of September 2022. The ESSERS II grant in the amount of \$28.6 Million was fully expended by September 2023. The ARP grant in the amount of \$67.8 Million will be fully expended by September 2024. Currently, the ARP has a balance of \$19.6 Million.

The current status of the turf and light project at Williams Baseball Field was discussed.

The committee requested the following items for the next Finance Committee meeting scheduled to take place on November 8 at 12:00 p.m.

- Updated standardized costs for student transportation routes.
- ESIP Capitol Project Cost Tracker
- Update on status of warehouse truck fleet.

### **Legal Committee**

October 12, 2023

12:30 p.m. – 1:30p.m

**Attendees:** Iliana Chevres, Board President; Stan Neron, Board Member/Chairperson of Legal Committee; Diane Barbosa, Board Member, Isaias Rivera, Board Member, Edward Kologi, General Counsel, Judge Malone, General Counsel, Harold Kennedy, School Business Administrator and Olga Hugelmeyer, Superintendent of Schools

The Committee discussed the impact of the revised Substance Abuse Policy. A total of 17 vaping incidents have been reported between September 8 – 30. Resources have been allocated to supporting students, especially first-time offenders.

The Committee reviewed the Equity Policy and the matrix that aligns the Strategic Plan, Board Goals, and Superintendent Goals. The suspension data for the 2022-2023 and the 2023-2024 school year was reviewed with a focus on the racial and ethnic breakdown by individual school, noting whether or not the suspensions were disproportionate to the population served at the individual schools.

In addition, the Committee reviewed the Comprehensive Equity Plan and areas of focus, specifically examining the racial/ethnic breakdown for Early Childhood Center, Gifted and Talented School and Magnet Schools.

The Uniform Policy was reviewed, and the committee expressed the importance of implementing the policy uniformly across the district.

The HIB Policy was also reviewed, and guidelines were discussed with regard to the appeals process.

The committee requested the following items for the next Legal Committee meeting scheduled to take place on November 30 at 12:00 p.m.

- SEPAC Policy and Regulation

Tab 9) Claims List was added to the Agenda.

Resolutions 10 to 10j were added to the Agenda.

Mr. Kennedy clarified that Resolution 10 h Adoption of Revised regulation 5131.6 Substance Abuse was the second reading of the policy as required by Board Policy.

Mrs. Dorgely asked for a motion to approve the Agenda as modified.

A motion was made by Mrs. Goncalves Pestana and seconded by Mrs. Barbosa to approve the Agenda as modified.

The motion was carried by the following vote:

Affirmative: Mrs. Barbosa, Mr. Jacobs, Mmes. Moreno-Ortega, Goncalves Pestana (with an abstention on Tab 7a pg. 2 Contract with Union County Services Commission), Mr. Rivera, Mrs. Dorgely (with an abstention on Tab 7a pg. 2 Contract with Union County Services Commission)-6

Negative: none

Mrs. Dorgely then asked for a motion to go into private session, specifically for discussion of Legal matters, specifically, Workers Compensation settlement R.A., M.N., and HIB Appeal Regulation Personnel Matters, specifically Interviews, Reorganization, Recruitment will also be discussed. The Board will reconvene in public 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 10:00 p.m.

The motion was carried by the following vote:

Affirmative: Mrs. Barbosa, Mr. Jacobs, Mmes. Moreno-Ortega, Goncalves Pestana, Mr. Rivera, Mrs. Dorgely -6

Negative: none

Mr. Neron joined the meeting at 10:05 p.m.

A motion was made by Mrs. Goncalves Pestana and seconded by Mr. Rivera. to return to public session at 12:10 a.m.

The motion was carried by the following vote:

Affirmative: Mmes. Barbosa, Mr. Jacobs, Mrs. Moreno-Ortega, Mr. Neron, Mrs. Goncalves Pestana, Rivera, Mrs. Dorgely- 7

Negative: none

Mr. Kennedy read the following Code of Ethics which is required to be done annually as required by law as well as part of the QSAC process.

### CODE OF ETHICS

The members of the board of education recognize that they hold authority not as individuals but as members of the board. In order to make a clear public statement of its philosophy of service to the students of the district, the board adopts this code of ethics.

- A. I will uphold and enforce all laws, state board rules and regulations, and court orders pertaining to schools. Desired changes should be brought about only through legal and ethical procedures.
- B. I will make decisions in terms of the educational welfare of children and will seek to develop and maintain public schools which meet the individual needs of all children regardless of their ability, race, creed, sex or social standing.
- C. I will confine my board action to policymaking, planning and appraisal and I will help to frame policies and plans only after the board has consulted those who will be affected by them.
- D. I will behave toward my fellow board members with the respect due their office--demonstrating courtesy, decorum, and fair play at all public meetings and in all public statements.
- E. I will refrain from inappropriate conduct in public meetings and in making public statements, refraining from any disparagement of my fellow board members or others on a personal, social, racial or religious basis.
- F. I will carry out my responsibility, not to administer the schools, but, together with my fellow board members, to see that they are well run.
- G. I will recognize that authority rests with the board of education and will make no personal promises nor take any private action which may compromise the board.
- H. I will refuse to surrender my independent judgment to special interest or partisan political groups or to use the schools for personal gain or for the gain of friends.
- I. I will hold confidential all matters pertaining to the schools which, if disclosed, would needlessly injure individuals or the schools. But in all other matters, I will provide accurate information and, in concert with my fellow board members, interpret to the staff the aspirations of the community for its schools.
- J. I will vote to appoint the best qualified personnel available after consideration of the recommendation of the chief school administrator.
- K. I will support and protect school personnel in proper performance of their duties.

- L. I will refer all complaints to the chief school administrator and will act on such complaints at public meetings only after failure of an administrative solution.

Each Board Member was asked to sign a copy of the Code of Ethics and return it to Mr. Kennedy.

The following items were added to the Agenda:

Resolution - Termination of C.G.M.

Resolution - Reorganization/Job Description

Resolution – Appointment of BCBH/Basim Hudeen

Use of Facilities by a Youth Community Program.

Award of Contracts – Stepping Stones

Award of Contracts – USA Building

Reversal of Residency Investigation Results

Resolution - Settlement of Workers Compensation Case - R.A.

Resolution - Settlement of Workers Compensation Case - M.N.

Resolution – Governing Conducting HIB Hearings

Resolution - Appointment of Acting Vice Principal – Eryn Nicole Casey

Resolution - Appointment of Acting Vice Principal – Tanya Elaine Tenturier Brinkley

Resolution - Appointment of Acting Vice Principal - Maria C. Torres

Award of Contract – Social and Emotional Learning Professional Development.

A motion was made by Mrs. Goncalves Pestana and seconded by Mrs. Barbosa to approve the additional Agenda items.

The motion was carried by the following vote:

Affirmative: Mrs. Barbosa, Mr. Jacobs, Mrs. Moreno-Ortega, Mr. Neron, Mrs. Goncalves Pestana, Mr. Rivera, Mrs. Dorgely-7

Negative: none

Mrs. Dorgely asked if any Board members have questions or comments. Being none, she asked for a motion to adjourn the meeting.

On a motion made by Mrs. Goncalves Pestana, seconded by Mr. Rivera, the meeting was adjourned at 12:15 a.m.

The motion was carried by the following vote:

Affirmative: Mrs. Barbosa, Mr. Jacobs, Mrs. Moreno-Ortega, Mr. Neron, Mrs. Goncalves Pestana, Mr. Rivera, Mrs. Dorgely -7

Negative: none

Harold E. Kennedy, Jr.  
School Business Administrator/Board Secretary