



Board of Education COMMITTEE REPORTS

FEBRUARY 10, 2022

Culture, Climate & Community Relations

The Culture, Climate & Community Relations Committee met on Tuesday, January 18, 2022, to review goals and projects for 2021-2022, including positive messaging, community partnerships, and wellness.

- 1. Positive Messaging:** The Committee reviewed marquee messaging across the District, focusing on Self-reflection in December, Rejuvenation in January, and Black History Month in February; discussed the social media contest launched in December; and discussed a marketing college placement for graduating seniors.
- 2. Community Partnerships:** The committee reviewed the history of ongoing relationships with Rutgers University and received an update from Ms. Pongratz as to work currently underway with Rutgers Business School, including presentations from Dr. Ben Sopranzetti, Vice Chair of the Finance and Economics Department, for students currently enrolled in PHS business courses, and putting plans in place for Rutgers students to mentor next year's PHS Business Academy students. Dr. Gray continues his work with Rutgers' Minority Engineering Educational Task and the National Society of Black Engineers for curricular and extracurricular activities for PHS students interested in exploring engineering in college. Planning is in progress to bring graduates of the Rutgers Future Scholars Program back to the District to inspire and encourage current students and staff.
- 3. Wellness:** The Committee reviewed the launch video for "Wellness Wednesdays," filmed by a student during remote learning in January, and scripts for other upcoming videos.
- 4. New Business:** The committee discussed PHS Academy offerings. Ms. Pongratz will bring comments to Dr. Baskerville for curriculum consideration. Ms. Lane led a discussion of benefits of presentations from product and packaging engineers from different business lines, such as cosmetics, to generate further interest in STEM career paths among PHS students.

Fiscal Planning & Operations Committee

The Fiscal Planning & Operations Committee met on Wednesday, February 2, 2022 to review an update on health benefits, the 2022-2023 Budget, facility capital projects, the ESIP, and Food Services.

- 1. Health Benefits:** Brown & Brown Benefit Advisors presented an update on the health benefits marketplace and specific issues related to Piscataway, including the pros and cons of self-insurance, the performance of Piscataway's plan over the past three years, budget projections for 2022-2023, and the NJEHP/GSHP.
- 2. 2022-2023 Budget:** The Committee reviewed the 2022-2023 Preliminary Budget, discussing state aid, projected tax levy, banked cap, major expense categories, and capital projects.
- 3. Facility Capital Projects:** The Generator project and RTU Replacement project remain in the early administrative stage of completing contractual paperwork, securing permits, ordering equipment, and establishing a projected schedule.
- 4. Referendum Project Status:** Spiegle Architectural Group is finalizing preliminary drawings for final review by District administration and submission to the DOE.
- 5. Energy Savings Improvement Program (ESIP) Update: Solar PPA –** Installation of electrical connections at several schools continues. EZenergy and PSE&G are scheduling power "cut-in" appointments to get the systems functional as soon as possible. Roofing material and slope at Quibbletown is causing installation problems for solar panels. EZenergy and Honeywell are considering alternatives; the scope of the solar project may be reduced. **Honeywell Projects –** Bid documents for the Schor and MLK roof-top unit HVAC replacements were released on 1/21/22. Bid opening will occur on 2/11/22. The District is awaiting the installation schedule for LED lighting and other roof-top HVAC unit replacements as part of the Direct Install program.
- 6. Food Service Update:** Mr. Oliveira and Jamie Giornalista (Sodexo) continue monthly meetings with the PHS Principal's Advisory Committee to solicit feedback and review areas for improvement.

Policy/Legislative Committee

The Policy/Legislative Committee met on Thursday, February 3, to discuss Policies 2415.05 and 9560, Student Surveys; Policy and Regulation 2431.4, On-Campus Political Activity by Certificated Staff; Policy 3233, Sports-Related Concussion Protocols, Policy 5541, Anti-Hazing; as well as Legislative Updates.

- 1. Policies 2415.05 and 9560, Student Surveys:** Mr. Rubin reviewed the legal background of these policies, noting procedures for conducting student surveys that are voluntary and anonymous. Committee members asked how the district would handle disagreements between students and parents over participation in these surveys. Mr. Rubin will report back to the Committee at the next meeting. The Committee approved these two policies to be placed on the Board agenda for First Reading.
- 2. Policy and Regulation 2431.4, Sports-Related Concussion Protocols:** Mr. Rubin explained the six-step "Return to Play" protocol, reviewed and approved by Dr. Deborah Dawson. The Committee approved this policy and regulation for First Reading.
- 3. Policy 3233, On-Campus Political Activity by Certificated Staff:** The Committee approved this policy for First Reading with an amendment to include all school district employees.
- 4. Policy 5541, Anti-Hazing policy:** Required by recent legislation, the Committee approved this policy for First Reading with the caveat that it be limited to high school and middle school students, as the District's HIB policy was deemed sufficient to address misbehavior by younger students.
- 5. Legislative Update:** Mr. Rubin updated the Committee on several recent pieces of legislation, including Mallory's Law, which strengthens the Anti-Bullying Bill of Rights Act; a bill requiring school boards to have student representatives; and a bill creating a "special education unit" at the Office of Administrative Law to expedite the processing of special education cases.

Curriculum Committee

The Curriculum Committee met on Monday, February 7, 2022 to discuss the offerings of the Metlar-Bodine House Museum, PHS Academies, English Language Learners, Start Strong Assessments, and Curriculum Areas.

- 1. Melar-Bodine House Museum:** June Sadlowski, executive director of the museum, described the historic significance of the museum and ways to partner with the District.
- 2. Health & PE Standards:** Julia Schick-Myatt shared the standards updates for Health and PE. Standards were updated for Personal and Mental Health, Physical Wellness, and Safety, and focus on preparing students for healthy, active lifestyles, and acceptance of others' differences.
- 3. PHS Academies:** Theresa Edmondson described current PHS Academies, and the application process. Mrs. Edmondson reviewed the number of applicants and acceptances for SY22-23 and the Academies growth since the program's inception. The Committee discussed expanding academy offerings in technical areas.
- 4. English Language Learners:** Glennysa Juarado-Moran shared the goals of the 3 year English Language Learner plan covering identification, program description, staff capacity, curriculum development, evaluation design, process for exit, and budget planning.
- 5. Wilson Foundations:** Janine Albanese described the Wilson Foundations program to address students phonics development. Foundations is explicit, multi-sensory, systematic, and metacognitive. Phonemic awareness, vocabulary, fluency, phonics, and handwriting are all covered in the program.
- 6. Start Strong:** Dr. Baskerville reported Start Strong demographic data was released by the NJDOE and was shared with the Board of Education. Interventions used by the district have been added to the report.
- 7. Middle School Experience:** Dr. Baskerville reported a Middle School Experience is in the planning stages, where incoming grade 6 students can learn about what the middle schools offer. This will be launched in the 2022-2023 school year.
- 8. District Acceleration Plan:** Dr. Baskerville, collaborating with other district administrators, created a District Acceleration Plan using data from the Start Strong Assessment and other District Assessments such as Learning Targets and Star Renaissance Screeners. Strengths and weaknesses were identified and the data will be used to inform classroom instruction as well as building-based tutorial programs.