

ATTACHMENT A

**Berkeley Heights Public Schools
Office of the Superintendent
January 7, 2021**

Professional Development Days

<u>Name</u>	<u>Event</u>	<u>Date(s)</u>	<u>Cost</u>
Acosta, Grace Hopkins, Stephen Morisseau, Jonathan Nardi, Jessica Nixon, Robert Scott, Laurie Zaun, Christina	“The Road Back Through an Equity Lens” (virtual)	1/25/2021	\$75.00 each
Bartlett, Jacqueline Gardner, Michele Hopkins, Stephen Kopacz, Marybeth Morra, Kevin Scott, Laurie Zaun, Christina	“Creating and Sustaining Culturally Responsive Practices in Schools and Districts to Create More Equitable Outcomes for All Students” (virtual)	2/3/2021	\$75.00 each
Burke, April	“Advanced Placement (AP) United States History Reading/ Scoring Leader” (virtual)	6/15/2021- 6/25/2021	No cost
Gallagan, Megan	“Morris-Union Jointure Commission Child Study Team Training Series Inservice #1” (virtual)	2/22/2021	\$60.00
Janosko, Ashley	“Why We Bully: Talking About Race” (virtual)	1/22/2021	No cost
Janosko, Ashley	“Grief Counseling for Children & Adolescents” (virtual)	1/27/2021- 1/28/2021	\$439.99
Janosko, Ashley	“LGBTQ Youth: Clinical Strategies to Support Sexual Orientation and Gender Identity” (virtual)	2/12/2021	\$219.99

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<u>Name</u>	<u>Event</u>	<u>Date(s)</u>	<u>Cost</u>
Janosko, Ashley	“Diversity, Equity & Inclusion Specialist Training” (virtual)	6/4/2021	No cost
McKinney, Scott	“Conducting AAO Investigations and Addressing Racial Justice and Other Current Events, Affirmative Action Officer Certificate Program” (virtual)	1/26/2021	\$125.00
McKinney, Scott	“Addressing Implicit Bias and Establishing Comprehensive Systems, Protocols and Capacity, Affirmative Action Certificate Program” (virtual)	1/27/2021	\$125.00
Piwtoratsky, Vanessa	“Rutgers High School Teachers Institute - Vagrants and Vagabonds: Poverty and Mobility in the Early American Republic” (virtual)	2/5/2021	No cost
Piwtoratsky, Vanessa	“Rutgers High School Teachers Institute – Revisiting the Gilded Age: The Making of Modern America” (virtual)	4/23/2021	No cost

BERKELEY HEIGHTS PUBLIC SCHOOLS**NEW COURSE PROPOSAL FORM**

DIRECTIONS: Proposals must be submitted by the principal or supervisor to the Assistant Superintendent during the year prior to anticipated implementation. The curriculum guide must be approved by the Board of Education prior to implementation of the course.

1. **Title of proposed course:** Race and America in the 21st Century
2. **Date of submission of proposal:** 11/13/2020
3. **Proposed date of implementation:** September 2021
4. **Grade(s):** Grades 9-12
5. **Level of students to which the course is directed:** All Students
6. **Course prerequisite(s):** none
7. **Rationale for proposing new course:**

“We tell children that race is real, but that race doesn’t matter, and the opposite is actually true.”

- Anthony Peterson TEDx Talk. *What I am learning from my white grandchildren -- truths about race.*

In 1903, W.E.B DuBois wrote in his *Souls of Black Folks*, “The problem of the twentieth century is the problem of the color line.” Although over a hundred years have passed since then, the events of the last few months have solidly reinforced that it is a twenty-first century problem as well.

Broad ignorance about the idea, influence, and impact of race underlies too much of our thinking and acting. A few short conversations with both students and adults quickly reveals broad misconceptions about what race even is and how much influence it has. Some widely held FALSE ideas include:

- Race is biologically defined.
- Racial differences are explained by biology, not culture or society
- Race influences intelligence and ability.
- Race means the same thing to all people.
- Your racial identity is a synonym for your ancestry.
- You can determine a persons’ race by looking at them.
- Race has existed through all of human history

Race is an uncomfortable and polarizing topic. In discussing race, there are a myriad of potential pitfalls, offenses, or aggressions that even the best-intentioned of persons can stumble into. It is too easy to play dumb, say “I don’t see color, I only see people”, and refuse

to acknowledge the broad historical, societal, and psychological leverage that race plays upon all people. When we default to ignoring race, we are promoting ignorance.

While race is not biologically real, its social and political impacts are indisputably present in our students' daily lives. Governor Livingston's current curricular offerings touch the topic of race passingly and typically only in the context of historical events. A dedicated class to dive deeply into the construction and implications of race will be a first step in filling a clear pedagogical gap, as well as nurturing a student population that is more tolerant, empathetic, and equitable.

We propose the creation of a new one-semester social studies elective on race.

The purpose of the course is to understand and critically evaluate the impacts of the social construction of race. Connections will be made with historical and current events in the existing course of study. Relevant concepts such as identity, bias, privilege, individual vs. institutional, situational vs. systemic will be examined. Although much of the focus the course will be on race in the United States, international examples will also be surveyed.

The events of 2020 have demonstrated that we are far from being a "post-racial" society. Ignoring the impact of race and eschewing discussion of the concept has left our student body (and American society) ill-equipped to recognize their participation in a pernicious system. By offering a course exploring race BHPS would be actively contributing to a crucial discussion, which has been too long delayed

8. Results of needs assessment:

63 students in grades 9-11 would definitely take or strongly desire to take this semester elective. 106 students would take this semester elective if their schedule allows it.

9. Course description

The mission of Race and America in the 21st Century is to prepare students to self-reflect and critically interpret the world around them. Students will participate in an examination of the social construction of race, how the concept has evolved through history, and the cultural, economic, psychological, and political implications on our world.

Particular emphasis will be placed on how the material can be applied by students in their own observations and interactions. This mission is accomplished by:

- Introducing new content and reinterpreting content taught in previous courses
- Providing instruction in various forms of social analysis
- Exposing students to multiple points of view and helping them to evaluate validity
- The use of course materials and instructional processes, such as evaluating current events, case studies, guest speakers, and simulations
- Offering cross-curricular learning opportunities

10. Outline of course content

I. Identity (We/They, Membership, Community, Perceptions of difference)

II. The Creation of Race

III. Race in America

- a. Slavery
- b. Reconstruction
- c. Jim Crow & Voting restrictions
- d. Immigration and Immigration restrictions
- e. Civil Rights Movement
- f. War on Drugs
- g. Mass Incarceration
- h. BLM

III. Societal Implications

- a. Voting
- b. Mass Incarceration
- c. Police Brutality
- d. Housing (poverty)
- e. Healthcare (nutrition)
- f. Jobs

IV. Independent Project

11. PROJECTED ENROLLMENT: 1st Year: 25-30 2nd Year: 25-30 3rd Year: 25-30

12. THREE YEAR FINANCIAL PLAN:

(Include only additional staff or supplies needed)

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>
Salaries	\$0	\$0	\$0
Employee Benefits	\$0	\$0	\$0
Equipment	\$0	\$0	\$0
Supplies	\$500	\$0	\$0
Textbooks	\$0	\$0	\$0
Contracted Services	\$0	\$0	\$0
TOTAL	\$0	\$0	\$0

STAFFING NEEDS:

Number of current staff: 0.5

Number of additional staff: 0

RECOMMENDED FOR ADOPTION BY:

Steve Hopkins - electronic signature
Supervisor


11-12-20
Date

Robert Nixon
Principal

11/17/20
Date

Scott McKinney
Assistant Superintendent

11/19/20
Date


Superintendent of Schools

12/23/20
Date

Board of Education Approval Date _____

BERKELEY HEIGHTS PUBLIC SCHOOLS

NEW COURSE PROPOSAL FORM

DIRECTIONS: Proposal must be submitted by the principal or supervisor to the Assistant Superintendent no later than September 30, of the year prior to implementation. The curriculum guide must be approved by the Board of Education prior to implementation of the course.

1. Title of proposed course: Roots and Rhythm: The History of Rap and Hip Hop Lyrics

2. Date of submission of proposal: September 18, 2020

Proposed date of implementation: September 2021

3. Grade(s): 10-12

4. Level of students to which the course is directed: All levels

Course prerequisite(s): None

5. Rationale for proposing new course:

Considering the climate of our country and the need to diversify the GL curriculum, this course will offer the opportunity for students to learn about the history of Ancient African civilizations and Pan- African cultures through the study of rap and Hip Hop music.

6. Results of needs assessment: This course aligns with the needs and focus of the district's and GL's Diversity Committee goals

7. Course description: Grades 10-12

The Roots and Rhythm course provides insight into the roots of Hip Hop and rap music, beginning with its origins in Ancient African civilizations. We will trace the drum's medium of communication through the Trans Atlantic slave trade, to the Caribbean and the Americas. This course will assess the foundation of Hip Hop and rap, while making explicit connections to its impact on today's society. This course will focus on historical events through an assessment of lyrics regarding each specified time period. This course will require students to apply critical thinking, critical consciousness and literacy skills as we dissect lyrics to evaluate if the "roots" are evident in the rhythm. Roots and Rhythm is interdisciplinary, culturally responsive and literally presents the voice of the Pan African diaspora.

9. Attach outline of course content
(see below)

PROJECTED ENROLLMENT:

3rd Year- 50 students

1st Year -20 students

2nd Year- 40 students

THREE YEAR FINANCIAL PLAN:

(Include only additional staff or supplies needed)

	<u>1st Year</u>	<u>2nd Year</u>	<u>3rd Year</u>
Salaries	0	0	0
Employee Benefits	0	0	0
Equipment	0	0	0
Supplies	\$300		
Textbooks	0	0	0
Contracted Services	0	0	0
TOTAL	0	0	0

STAFFING NEEDS:

Number of current staff: 0

Number of additional staff: 0

RECOMMENDED FOR ADOPTION BY:

Laurie Scott

Supervisor

9/24/20

Date

[Signature]

Principal

11/17/20

Date

[Signature]

Assistant Superintendent

11/19/20

Date

[Signature]

Superintendent of Schools

12/23/20

Date

Board of Education Approval Date _____

Roots and Rhythm: The History of Rap and Hip Hop Lyrics

Course Outline

Vision Statement:

The Roots and Rhythm course introduces students to the history and allusions of rap and Hip Hop music. Students will begin with the study of Ancient African civilizations and recognize the impact of drumming as a medium for communication within those cultures. This introduction is necessary in order to create a foundation for understanding. As the course progresses, the focus will shift to various pan-African cultures including LatinX and the Caribbean to exemplify the prevalence of drumming as a medium and its development into various musical outlets within said cultures. It will then focus on the progression of Hip Hop and rap music to date including a variation from Afro beat to K-Pop music. Students will also have the opportunity to choose rap songs and their lyrics and discuss the historical allusions and relevance associated with those chosen songs.

The outcome for students is for them to be able to articulate the Ancient African, pan-African and Latin-X influence in Hip Hop and rap music. An additional focus is on the historical importance of the drum and how it has served as a message medium for centuries, which continues to resonate today. Students will make these connections through analyzing lyrics and the influence of various Pan African cultures. This course will provide students with an opportunity to analyze Pan African cultures and objectively draw conclusions about the impact that these cultures have had on pop culture, on a global scale.

Each thematic unit will be anchored by the recurring theme of the course, “the drum and the message.” Each unit will focus on a specific song/ poem written by an artist that portrays a relevant message. Students will analyze historical events in the United States and make explicit connections to each artist's lyrics, their narratives and their impact on Hip-Hop culture.

Mission Statement:

Roots and Rhythm will shift paradigms through the history of the drum and the message in Hip Hop. Students will have opportunities to engage in high levels of rigor through analyzing Global and US History through the lens of Hip Hop. This course will require students to apply prerequisite skills of annotating, thinking critically, and analyzing literary devices through music. Students will engage in visual thinking routines, various discussion techniques and use technology to memorialize their learning.

- I. **Unit One- History of the Drum: Course Introduction to Hip Hop and Rap** (Class Norms discussed, Class music survey) (1 week)
- II. **Unit Two- Kendrick Lamar “DNA”** (September/February)
Ancient African civilizations (Benin, Mali and Songhai) (2-weeks)

Outcomes:

Students will be able to articulate the importance of drums in African cultures.

Students will be able to analyze lyrics of artists and make explicit connections to their writing styles to explain their personal narratives.

III. **Unit Three- “Motherless Child” Negro Spiritual**

The Drum, The message, The Transatlantic slave trade (2-weeks) (Reggae, Calypso, Soca, Salsa, Bachatta, Samba)

Outcomes:

Students will be able to trace the African drum and its cultural significance through the Americas (Caribbean, North America East Coast)

Students will be able to analyze lyrics of artists and make explicit connections to their writing styles to explain their personal narratives.

IV. **Unit Four- Gil Scott Heron “The Revolution Will not be Televised”**

Creation of Rap Music (October/March)

A. **Civil Rights Act of 1964 through 1975 (2 weeks)**

Outcomes:

Students will be able to analyze historic events from the Civil Rights movement and articulate the messages that were being brought to the mainstream.

Students will be able to draw conclusions about the precursor events that created inner city conditions prior to the birth of Hip Hop.

Students will be able to analyze lyrics of artists and make explicit connections to their writing styles to explain their personal narratives.

V. **Unit Five-Grandmaster Flash and the Furious Five “The Message”**

The Bronx is Burning- Where Hip Hop was born.

A. **Four Pillars DJing, Emceeing, B-boying, Graffiti (2 weeks)**

Outcomes:

Students will be able to explain why Hip Hop was originally created and the purpose of Hip Hop

Students will be able to articulate the four pillars of Hip Hop and identify where they may or may not exist in present Hip Hop music and culture.

Students will be able to analyze lyrics artists and make explicit connections to their writing styles to explain their personal narratives.

VI. **Unit Six-The Notorious B.I.G. “Juicy” (November/April)**

The Golden Era of Hip Hop

A. Emergence of icons and inner city narratives (Regionalized Hip Hop) (2 Weeks)

Outcomes:

Students will be able to create hypotheses to explain how and why inner cities throughout the United States had similar conditions and created variations of Hip Hop.

Students will be able to analyze lyrics of Golden Era artists and make explicit connections to their writing styles to explain their personal narratives.

VII. Unit Seven-Present Day Hip Hop artist and song based on student survey
(December/May) (2 weeks)

The Drum, The Message, The Pillars

Outcomes:

Students will be able to analyze current music and evaluate the presence of the drum, the message, and the pillars with chosen songs.

Students will be able to evaluate the impact of hip culture on pop culture

Students will be able to analyze lyrics of artists and make explicit connections to their writing styles to explain their personal narratives.

VIII. Unit Seven-Afro B “Drogba- Joanna”

Hip Hop and Rap on a Global Scale (2 weeks)

A. Afrobeats, Reggaeton, K-Pop and Grime from the UK

Outcomes:

Students will orient themselves to world-wide variations of Hip-Hop

Students will evaluate the drum, the message and the pillars and select variations of Hip Hop

Students will be able to analyze lyrics of artists and make explicit connections to their writing styles to explain their personal narratives.

IX. Course Evaluation

Students will reflect on the course and unit outcomes and take a Post Course Survey

Concepts & Terms:

Four Pillars of Hip Hop

Emceeing

DJing

B-boying

Graffiti

Literary Terms and Concepts

Allusions

Innuendos
Double Entendres
Rhyme Schemes
Verses
Rhythm
Patterns
Onomatopoeia
Metaphors
Simile
Exaggeration
Alliteration
Narrative

Project Ideas:

Creating a Hip Hop beat

Creating a Hip Hop verse

Creating a Hip Hop song

Creating a choreographed Hip Hop dance

Creating a visual art depiction of Hip Hop

Creating an iMovie to illustrate visuals of a song

Create a Podcast about the course

ATTACHMENT C

Berkeley Heights Public Schools
Office of the Superintendent
January 7, 2021

It is recommended by the Superintendent of Schools that the Board approve the following leave of absence requests from district staff members during the 2020-2021 school year:

<u>Name</u>	<u>School</u>	<u>Position</u>	<u>Reason for Request</u>	<u>Dates of Requested Leave</u>
Ilene Gerstenfeld	McMillin ECC	Speech-Language Specialist	Medical Leave of Absence	12/10/2020-4/1/2021
Megan Mansfield	McMillin ECC	Teacher of Special Education	Maternity/Disability Leave of Absence	5/8/2021-6/16/2021
			Unpaid Leave of Absence/ NJ Family Leave Act	6/17/2021-8/31/2021

It is recommended by the Superintendent of Schools that the Board approve the following modified leaves of absence, previously approved by the Board of Education:

Carol Chory, Teacher of Mathematics at Columbia Middle School: She is requesting an extension of her medical leave of absence through February 17, 2021, followed by an unpaid leave of absence in accordance with the Federal Family Leave Act from February 18, 2021, through May 23, 2021. The Board had previously approved her request for a medical leave of absence and for an extension of said leave, covering the period from September 1, 2020, through January 3, 2021. (Board meetings of September 10, 2020; and December 3, 2020.)

Kathryn Connolly, Teacher of Music at Governor Livingston High School: She is requesting an unpaid leave of absence in accordance with the New Jersey Family Leave Act from December 29, 2020, through January 31, 2021. The Board had previously approved her request for a Families First Coronavirus Response Act (FFCRA) Child Care Leave of Absence from September 22, 2020, through December 28, 2020. (Board meeting of October 8, 2020.)

Rhonda Einhorn, Teacher of English at Columbia Middle School: She is requesting an extension of her medical leave of absence through January 31, 2021. The Board had previously approved her request for a medical leave of absence and for an extension of said leave, covering the period from September 1, 2020, through December 31, 2020. (Board meetings of September 10, 2020; and November 12, 2020.)

Dawn McGann, Teacher of Social Studies at Columbia Middle School: She is requesting an extension of her medical leave of absence through April 4, 2021. The Board had previously approved her request for a Families First Coronavirus Response Act (FFCRA) Child Care Leave of Absence from September 1, 2020, through November 9, 2020; and for a medical leave of absence from November 10, 2020, through January 3, 2021. (Board meetings of September 10, 2020; and December 3, 2020.)

Samantha Weresow, Paraprofessional at Columbia Middle School: She is requesting an extension of her Families First Coronavirus Response Act (FFCRA) Child Care Leave of Absence through January 31, 2021. The Board had previously approved her request for a FFCRA Child Care Leave of Absence from November 30, 2020, through December 31, 2020. (Board meeting of December 3, 2020.)

ATTACHMENT D

**Berkeley Heights Public Schools
Office of the Superintendent
January 7, 2021**

It is recommended by the Superintendent of Schools that the Board approve the salary adjustments listed below for the 2020-2021 school year, based on the professional growth of the employees, effective February 1, 2021:

<u>Name</u>	<u>Guide Movement</u>	<u>From</u>	<u>To</u>
Danielle Bannundo	Completion of Master's Degree	Step 5a \$57,585.00	Step 5c \$64,407.00
Jessica Biondi	Completion of 30 credits beyond Bachelor's Degree	Step 6a \$57,585.00	Step 6b \$61,405.00
Emily Mulieri	Completion of Master's Degree	Step 7b \$61,951.00	Step 7c \$65,116.00
Justin Polce	Completion of 30 credits beyond Master's Degree	Step 10c \$68,173.00	Step 10e \$76,138.00
Haley Smith	Completion of 30 credits beyond Master's Degree	Step 5c \$64,407.00	Step 5e \$70,684.00