

New Jersey State Board of Education
Minutes of the Virtual Meeting of the New Jersey State Board of Education
May 4, 2022

Presiding: Kathy Goldenberg, President

Secretary: Angelica Allen-McMillan, Ed.D., Acting Commissioner

Present Constituting a Quorum

Mrs. Mary Beth Berry

Mrs. Elaine Bobrove

Mrs. Fatimah Burnam-Watkins

Dr. Ronald Butcher

Mr. Jack Fornaro

Dr. Ernie Lepore

Dr. Nedd Johnson

Mr. Andrew Mulvihill

Dr. Joseph Ricca

Mrs. Sylvia Sylvia

Absent

Mr. Arcelio Aponte

Mrs. Mary Beth Gazi

Convening

State Board of Education President Kathy Goldenberg convened the public meeting at 9:02 a.m. with the reading of the statement pertaining to the public session of the State Board meeting as it complies with the New Jersey Open Public Meetings Act.

The Open Public Meetings Act was enacted to ensure the right of the public to have advance notice of and to attend the meeting of public bodies at which any business affecting their interest is discussed or acted upon.

In accordance with the provisions of this Act, the State Board of Education has caused notice of this meeting to be published by having the date, time and place thereof posted in the Department of Education (Department), Secretary of State's Office and notice also having been given to the State House Press Corps, the Governor's Office and the State Board agenda subscribers.

And seeing there was a quorum, the meeting of May 4, 2022, was called to order.

Adjourn to Executive Session

President Goldenberg then read the resolution pertaining to the executive session of the State Board meeting as it complies with the Open Public Meetings Act.

Whereas, in order to protect the personal privacy and to avoid situations wherein the public interest might be disserved, the Open Public Meetings Act permits public bodies to exclude the public from that portion of a meeting at which certain matters are discussed, now therefore be it

Resolved, that consistent with the provision of N.J.S.A. 10:4-12.b, the State Board Education will now adjourn to executive session to discuss personnel and legal issues. The State Board immediately adjourned to executive session on May 4, 2022.

Reconvening

President Kathy Goldenberg reconvened the open meeting at 10:04 a.m. with the reading of the resolution pertaining to the resumption of the public session of the State Board meeting as it complies with the Open Public Meetings Act.

Whereas, consistent with the provision of N.J.S.A. 10:4-12.b, the State Board will now adjourn from executive session to resume the open session of this meeting.

Pledge of Allegiance

Approval of Minutes of the Meeting

On a motion duly seconded and carried, the State Board members approved the minutes of the public meeting conducted on April 6, 2022. State Board members Ernest Lepore, Nedd Johnson and Joseph Ricca abstained.

President's Reports

President Goldenberg welcomed the viewing audience to the virtual State Board of Education meeting.

Public Testimony

President Goldenberg stated that the State Board will receive written testimony on any educational topic of choice as it is an Open Topic Public Testimony opportunity. She also stated that the State Board will be accepting written testimony for the month of June on Standards and Assessments, Bridge Year amendments.

Report of the Permanent Student Representative

President Goldenberg introduced and welcomed the State Board of Education's permanent student representative, Miss Maura Baker, a junior at West Orange High School in Essex County. Ms. Baker introduced her successor, Lauren Knopp, and reflected on her fondest memory of the school year.

State Board Committee Reports

CTE Committee

- Ms. Mary Beth Berry, chair, CTE committee met with Department Staff and superintendents of county vocational technical school districts and other representatives of the New Jersey Council of Vocational Technical Schools on March 23, 2022. She stated the superintendents highlighted some of the new programs and expansions taking place or planned as the result of funding from the Securing Our Children's Future Bond Act such as the aviation maintenance program at Atlantic County Institute of Technology. She stated they also discussed the challenges that the county vocational school districts face in recruiting and retaining teachers from industry for the various programs of study. Ms. Berry stated the council also reviewed recent changes to State law that will provide flexibility for CTE teachers seeking their standard certificate, and that the council further suggested that high school graduation requirements be reviewed for ways to allow CTE courses to count toward credit requirements so more students can take advantage of shared-time CTE programs or advanced

course offerings. She further stated they discussed how required changes to classification of instructional programs (CIP) codes will result in changes to programs offered at county vocational schools or the phased-in elimination of programs. Ms. Berry stated the committee looks forward to additional conversations with the council and to visiting a county vocational school as soon as possible to see the wonderful things being accomplished by students in CTE programs of study.

- Ms. Mary Beth Berry, chair, CTE committee, stated that the committee met with Department Staff on April 13, 2022. She stated the Department presented an update on the P-TECH program, which is operational in the New Brunswick, Burlington City, Paterson, and Trenton school districts. She further stated the Department also focused on the manufacturing career cluster and the transportation, distribution and logistics (TDL) career cluster, and highlighted the related career pathways and industry credentials for both clusters. Ms. Berry stated the Department spotlighted the Middlesex County Vocational and Technical Schools' East Brunswick Campus and its Manufacturing Engineering Technology Program, as well as the supply chain management program at Westside High School in the Newark School District.

Policy Committee

- President Goldenberg stated that the meeting scheduled for April 20, 2022 was cancelled.

Assessment Committee

- President Goldenberg stated that the meeting scheduled for April 20, 2022 was cancelled.

Selection of State Board Nominating Committee

President Goldenberg announced the members of the State Board Nominating Committee. She stated Mary Beth Berry will serve as Chair, and State Board members Arcelio Aponte and Sylvia Sylvia will serve on the committee. She further stated the State Board nominating committee will present the slate of officers for the 2022-2023 school year at the June 1, 2022, meeting. President Goldenberg stated that in accordance with our bylaws, the elections for the State Board leadership will be held after June 30.

State Board Annual Calendar of Meeting Dates Announcement

President Goldenberg stated that included in the agenda is the proposed list of State Board meeting dates and public testimony schedule for 2022-2023. She stated that the State Board will vote on the resolution to adopt the 2022-2023 Calendar of State Board meeting dates at the June 1, 2022 public business meeting.

She further stated that included are four alternative dates in the winter months (December, January, February, and March) for the third Wednesday, in the event of weather cancellations.

Regular Public Business Meetings/Public Testimony Sessions 2022-2023

July 6	November 9	March 1
August 3	December 7	April 5
September 14	January 11	May 3
October 12	February 1	June 7

***Open Topic Testimony Sessions**

2022-2023

Commissioner's Report:

New Jersey Student Learning Standards-Comprehensive Health and Physical Education (NJSL-CHPE) Statement

Acting Commissioner Allen-McMillan stated she would like to provide additional context and comment to the discourse that has been playing out in our education community in recent weeks regarding New Jersey's Student Learning Standards, specifically regarding the following topics:

- The appropriateness of certain performance expectations in the 2020 New Jersey Student Learning Standards, Comprehensive Health and Physical Education, particularly performance expectations related to gender expression, gender stereotypes, and sexual development;
- The appropriateness of recently signed legislation regarding instruction on diversity, equity, and inclusion, and instruction on the contributions of LGBT individuals and persons with disabilities;
- The boundary where State requirements end, and local school district discretion begins, regarding instructional content delivered to students; and
- The importance of parental input and the opportunity for parents and caregivers to excuse their children from instruction in topics of health or sex education that they believe would be more appropriate to address in the privacy of their own homes.

These are all topics of crucial importance to the academic, social, emotional, and personal development of our students. The topics deserve honest, direct, and empathetic dialogue. Over the past month, I have spoken with many concerned stakeholders, and I thank them for their time and compassion. Too often, however the language used to discuss these topics has veered from productive and enriching to misguided or misinformed.

To clarify, Department regulations require school districts to implement curricula and instruction aligned to the New Jersey Student Learning Standards. The New Jersey Student Learning Standards in Comprehensive Health and Physical Education are structured around three standards: Standard 2.1, Personal and Mental Health; Standard 2.2, Physical Wellness; and Standard 2.3, Safety. Within each of those three standards are a series of "Performance Expectations." The Performance Expectations are the most fundamental unit of the New Jersey Student Learning Standards; they are the statements that describe what students should know and be able to do by the end of specified grade levels. They are the most direct and specific descriptions of "what students must be taught."

The New Jersey Student Learning Standards include performance expectations batched under uniting "core ideas" organized under a series of Disciplinary Concepts. All components in the organizational framework I just described must be reflected in a Local Educational Agency's curriculum. Each LEA must implement curriculum and instruction that address each performance expectation by the end of the specified grade levels.

This leaves considerable room for local district discretion, and, critically, for the voices of parents and families. It is the responsibility of each local district board of education – through meaningful, ongoing, and direct consultation with families – to select, adopt, and implement curricula that reflect both the New Jersey Student Learning Standards and the priorities and values of the school community. Further, it is LEAs that develop or select curriculum materials, based on their local curriculum development and review

process. The Department does not review, approve, or actively endorse instructional materials. LEAs decide when instructional content gets introduced to students, within the specified grade bands. LEAs determine in what sequence to bundle the performance expectations, how long to spend on each performance expectation, and select the lesson plans, formative assessments, and other instructional materials that are used to deliver that content. These are among the most foundational academic decisions that LEA makes to guide the educational and social development of their students, and as I have said repeatedly, it is critical to include parents along every step of that decision-making process. And, recognizing that some families prefer to have these conversations privately, once those decisions are made and implemented and instruction begins, parents retain the right to excuse their children from those portions of health, family life, or sex education that conflict with their moral beliefs.

I am a parent of three myself. I have had the benefit of watching my children grow while attending New Jersey public schools. I have wielded my voice as a parent to guide their education to ensure it comports with our family's values. I have also sat on a local Board of Education, heard the testimony of concerned parents, and worked with my Board colleagues to ensure that our decisions reflect the families we serve. I have been a district administrator, working day-in day-out to ensure that we implement our education programs consistent with the input of our families. All of that said, to those parents and stakeholders who say they deserve a voice in their child's education: I wholeheartedly agree. That value is enshrined in our laws, reflected in our regulatory process, and should be reflected in every LEA's academic decision-making process.

But for the critics who say that health and sex education, as outlined in our standards, should not be taught in our schools: I must wholeheartedly disagree. It is a disservice, and actively harmful, to deny our students medically-accurate, age- and developmentally-appropriate information about their bodies and about the personal and interpersonal relationships that shape childhood, adolescence and young adulthood. Cultural and sex education help children develop healthy relationships, create and maintain a positive sense of self, and interact effectively, respectfully, and safely with others.

In the youngest grades, this includes addressing the implicit and explicit messages that children receive about gender norms and stereotypes: that science is for boys and the arts are for girls. That boys play with trucks and girls play with dolls. That only girls wear pink. These stereotypes are real, and they are harmful: they can impede a child's academic growth, self-worth, and mental health. They can shape, and narrow, a young child's expectations of what career paths are available to her or him, how she or he can pursue her or his interests in the world, and healthy ways to express herself or himself. It is important for schools to counter these dangerous messages by affirming that every child, regardless of gender, has the ability to live their life in a way that suits them, can pursue any interest and career path they choose unburdened by societal gender expectations, and deserves respect no matter their identity or expression. Girls must be taught they have the right to pursue careers in STEM, and boys must be taught that they have the right to pursue careers in the arts. Contrary to misinformation articulated in recent weeks, these standards convey self-worth and acceptance on all students, an essential foundation for academic success.

Like other subjects, as students age, health and sex education must build over time, equipping students to understand themselves and the world around them. In the pre-pubescent years, this means ensuring that students understand the feelings and emotions associated with puberty, in time for them to process and communicate about those changes when they come. The rapid physical and emotional development that children undergo during puberty can put them at risk for bullying, social isolation, and increased need for mental health supports; to reduce these risks, it is critical for upper elementary instruction to emphasize that developmental changes and feelings are normal.

And as students prepare to enter high school, it means providing the information they need to safely navigate the increasingly complex and intimate relationships that accompany teenage years. Being

able to define different types of sex and providing knowledge about one's anatomy is necessary for students to make safe, informed decisions. Further, it is necessary to protect students from social pressures and risks of dating violence. Crucially, providing this information is necessary to empower students to communicate clearly when their trust and privacy has been violated. Simply put, we cannot expect our students to be able to report sexual abuse if they lack the language and understanding necessary to describe sexual abuse. To withhold this information threatens the safety and positive development of our students.

For these reasons, I firmly support the 2020 New Jersey Student Learning Standards in Comprehensive Health and Physical Education. I recognize that the Department can strengthen our efforts to clarify the meaning and scope of the standards for educators; I am proud of the work we have done thus far to do that, and I am committed to continuing and building on that work as necessary. I also recognize that there are some lesson plans and other support materials that I, personally, as a mom and as a former teacher, administrator, and board member, would not select for me or my children's classrooms. They would not be my personal choices. But as Commissioner, I reinforce the authority of the Department of Education to adopt required academic standards, the responsibility of every LEA to select and implement standards-aligned materials that advance their values, and the right of every parent to opt-out of certain instruction as outlined in the law.

Finally, it is worthwhile to disentangle the New Jersey Student Learning Standards, and two pieces of recently signed legislation that have received some public attention.

In January 2019, Governor Murphy signed legislation into law requiring boards of education to include instruction on the political, economic, and social contributions of persons with disabilities and LGBTQ people in an appropriate place in middle and high school curriculum. That legislation can apply to all content areas – not just Comprehensive Health and Physical education.

Separately, in March 2021 – nine months after the adoption of the 2020 Comprehensive Health and Physical Education standards – Governor Murphy signed legislation into law requiring school districts to incorporate instruction on diversity and inclusion in an appropriate place in the K-12 curriculum. The law specifies that this instruction must highlight and promote diversity, equity, and inclusion, commonly referred to as “DEI”; examine the impact of unconscious bias and economic disparities; and encourage safe, welcoming, inclusive environments for all students.

The science on the benefits of inclusive environments as outlined in the DEI law is clear. Each student can ascend socially, emotionally, and academically and, ultimately, thrive given the right conditions. These conditions include a constructive web of positive, caring relationships with peers and adults to support students and enable them to explore, discover, and take intellectual risks. This web of relationships—the place where students' interests and passions are ignited—is foundational to students' development of competence and, ultimately, confidence and self-direction. Additionally, research shows that strong and supportive relationships in which a student feels trust and worth are the antidotes to stress and trauma, and a key to becoming resilient and emotionally strong—both critical attributes in today's world.

Being part of a healthy school community is as important as any great academic lesson plan to assure that each student is prepared to live a meaningful life. It's a simple formula: all children learn best when they feel like they belong and that their community values them. The Department of Education strongly adheres to these fundamental values and beliefs in our ongoing aspiration to create a more equitable and inclusive educational community—a healthy community in which students will develop the skills, knowledge, and disposition to be able to contribute to our democracy as productive, engaged, informed members of a larger society comprised of many different people with many different perspectives and ideologies. This is the educational system that our students and families deserve, and that our democracy requires and needs to thrive. There is a wide range of resources that can be used to develop curricula,

facilitate professional learning and engage community stakeholders in conversations on incorporating diversity and inclusion throughout the kindergarten through twelfth grade learning environment. Some of these resources are available on our website. The Department remains committed to providing any additional information or resources that LEAs need as they continue to implement the standards ahead of the 2022-2023 school year.

The Department is deeply committed to ensuring that schools are safe, welcoming and inclusive environments for all students regardless of race, ethnicity or country of origin, sexual and gender identities, mental and physical abilities, or religious beliefs. Our partnership with parents, families and communities is fundamental as we work together toward the realization of this vision. When students belong to a healthy community, they are stronger, more resilient, more united and more prepared for life. These are the hallmarks of a New Jersey public school education. Thank you.

Recognition of Teacher Appreciation Week

Acting Commissioner Allen-McMillan stated that she is pleased to recognize our teachers during Teacher Appreciation Week. She stated our teachers are dedicated and compassionate and want to acknowledge their valiant efforts. Acting Commissioner introduced a brief video to showcase some of our amazing educators.

Resolution in Honor of Physical Fitness and Sport Month in New Jersey

Acting Commissioner Allen-McMillan requested that the State Board adopt a resolution recognizing May as Physical Fitness and Sports Month in New Jersey.

The State Board unanimously adopted the following ceremonial resolution read by Dr. Joseph Ricca recognizing May as Physical Fitness and Sports Month in New Jersey.

Resolution in Honor of Physical Fitness and Sport Month in New Jersey

Whereas, childhood obesity has reached epidemic proportions in the United States; and

Whereas, today's childhood obesity rates are putting our children on course to be the first generation in this country to live shorter and less healthy lives than their parents; and

Whereas, children spend many of their waking hours on their devices or at school when they are able, and therefore need to be active during the school day to meet the recommendations of the Physical Activity Guidelines for Americans; and

Whereas, the U.S. Department of Health and Human Services recommends that young people aged 6–17 years participate in at least 60 minutes of physical activity daily; and

Whereas, N.J.S.A. 18A:35-7 and 8 requires all students in grades 1-12 to participate in at least two and one-half hours per week in health, safety and physical education; and

Whereas, research shows that physically active children are more likely to thrive academically and have improved behavior in school; and

Whereas, research shows that regular physical activity in childhood and adolescence improves strength and endurance, helps build healthy bones and muscles, helps control weight, reduces depression, anxiety and stress, increases self-esteem, increases academic performance, improves behavior, leads to better school attendance and may improve blood pressure and cholesterol levels; and

Whereas, schools can promote physical activity through comprehensive school physical activity programs, including recess, classroom-based physical activity, intramural physical activity clubs, interscholastic sports, and physical education; and

Whereas, participation in sports teams and physical activity clubs can improve grade point average, school attachment, educational aspirations, and the likelihood of graduation; and

Whereas, higher physical fitness levels are associated with better school attendance rates and fewer disciplinary incidents involving drugs, alcohol, violence or truancy; and

Whereas, the New Jersey State Board of Education strongly supports efforts to increase physical education, physical activity and participation in youth sports, recognizes the month of May as National Physical Education and Sport Month; now therefore be it

Resolved, that the New Jersey State Board of Education designates the week of May 1-7, 2022 as National Physical Education and Sport Week and recognizes National Physical Education Fitness and Sport Month and the central role of physical education and sports in creating a healthy lifestyle for all children in the State of New Jersey.

Items for Consideration

**Items scheduled for a vote are marked with an asterisk.*

***A. Appointments**

- There were no appointments.

***B. Certification of School Districts**

- Approved for a period of three years, those school districts recommended by the Commissioner, pursuant to N.J.S.A. 18A:7A-14.a and b.

Districts	County
Kenilworth	Union

***C. Religious Holidays Calendar Resolution**

- Approved the following resolution pertaining to the annual calendar of religious holidays for the 2022-2023 school year as established at N.J.A.C. 6A:32-8.3(j), pursuant to N.J.S.A. 18A:36-14-16.

Resolution

The List of Religious Holidays Permitting Student Absence from School

Whereas, according to N.J.S.A. 18A:36-14 through 16 and N.J.A.C. 6A:32-8.3(j), regarding student absence from school because of religious holidays, the Commissioner of Education, with the approval of the State Board of Education, is charged with the responsibility of prescribing such rules and regulations as may be necessary to carry out the purpose of the law; and

Whereas, the law provides that:

1. Any student absent from school because of a religious holiday may not be deprived of any award or of eligibility or opportunity to compete for any award because of such absence;
2. Students who miss a test or examination because of absence on a religious holiday must be given the right to take an alternate test or examination;

3. To be entitled to the privileges set forth above, the student must present a written excuse signed by a parent or person standing in place of a parent;
4. Any absence because of a religious holiday must be recorded in the school register or in any group or class attendance record as an excused absence;
5. Such absence must not be recorded on any transcript or application or employment form or on any similar form; and
6. The Commissioner, with the approval of the State Board of Education, is required to:
 - (a) prescribe such rules and regulations as may be necessary to carry out the purposes of this act; and
 - (b) prepare a list of religious holidays on which it shall be mandatory to excuse a student. The list, however, is to be a minimum list. Boards of education, at their discretion, may add other days to the list for the schools of their districts; and

Whereas, the New Jersey Department of Education makes every attempt to ensure the accuracy of the dates using the lunar, Gregorian and Julian calendars; and

Whereas, the district board of education has the right to add any bona fide religious holiday to the list for its own schools;

Whereas, dates within this resolution may not be fixed before the State Board adopts the annual calendar and may require additional revision; now therefore be it

Resolved, that the State Board of Education permits the Commissioner of Education, after annual adoption by the State Board of Education, to revise the dates provided in list of religious holidays; and be it further

Resolved, that the State Board of Education adopts the following list of religious holidays for the 2022 - 2023 school year:

2022-23 School Year Observances

July 2022

Date	Observance
July 8	Yawm al-Arafa (Islam Dawoodi Bohra)*
July 9	<ul style="list-style-type: none"> Martyrdom of the Bab (Baha'i) Eid al-Adha (Islam Dawoodi Bohra)*
July 7-12	Hajj Day (Islam)*
July 10	Eid al-Adha (Islam)*
July 13	<ul style="list-style-type: none"> Asalha Puja Day (Buddhist) Guru Purnima
July 17	Eid-e-Ghadeer (Islam Dawoodi Bohra)*
July 29	1 st Muharram (Islam Dawoodi Bohra)*
July 29 – August 7	Ashara Mubaraka (Islam Dawoodi Bohra)*

August 2022

Date	Observance
August 1	<ul style="list-style-type: none"> Fast in Honor of the Holy Mother of Lord Jesus (Eastern Orthodox Christian) Lammas (Christian and Wicca)
August 2	Naga Panchami (Hindu)* ¹
August 6	<ul style="list-style-type: none"> Tish'a B'Av (Jewish) Transfiguration of the Lord (Eastern Orthodox Christian)
August 7	Yawm Aashura (Islam Dawoodi Bohra)*
August 9	1 st Muharram (Islamic New Year)
August 11	Raksha Bandhan (Hindu)*
August 12	Ulambana (Buddhist)
August 13-15	Obon (Buddhist)
August 15	<ul style="list-style-type: none"> Feast of the Assumption of the Blessed Virgin Mary (Catholic Christian) Dormition of the Theotokos (Orthodox Christian)
August 19	Krishna Janmashtami (Hindu)*
August 23-24	Paryushana (Jain)*
August 30 – September 8	Onam (Hindu)*
August 31	Ganesh Chaturthi (Hindu)*

September 2022

Date	Observance
September 1	Ecclesiastical Year begins (Eastern Orthodox Christian)
September 7	His Holiness Sakya Trizin's Birthday (Buddhist)
September 8	Nativity of Mary (Christian)
September 16	Chehlum Imam Hussain (Islam Dawoodi Bohra)*
September 21	Nativity of the Theotokos (Eastern Orthodox Christian)
September 21-29	Mabon (Wicca/Pagan)
September 26-27	<ul style="list-style-type: none"> Rosh Hashanah (Jewish) Feast of Trumpets (Church of God, Philadelphia Church of God)
September 26 – October 5	Navaratri (Hindu)*
September 27	The Elevation of the Holy Cross (Eastern Orthodox Christian)

October 2022

Date	Observance
October 5	<ul style="list-style-type: none"> Yom Kippur (Jewish) Day of Atonement (Christian, Church of God, Philadelphia Church of God)
October 7	Milad an-Nabi (Islam Dawoodi Bohra)*
October 8	Maulid al-Nabi (Islam)*
October 9-16	<ul style="list-style-type: none"> Sukkot (Jewish) Feast of Tabernacles (Church of God, Philadelphia Church of God)
October 11	Urus-Syedna Mohammed Burhanuddin (Islam Dawoodi Bohra)*
October 17	Last Great Day (Church of God, Philadelphia Church of God)
October 17-18	Sh'mini Atzeret (Jewish)
October 18	Simchat Torah (Jewish)
October 20	Installation of the Scriptures as Guru Granth (Sikh)
October 22-26	Diwali (Hindu, Jain, Puja, Deepavali and Sikh)*
October 26	<ul style="list-style-type: none"> Goverdhan Puja (Hindu)* Birth of B'ab (Bah'i)
October 27	Birth of Baha'u'llah (Baha'i)
October 29	Milad Imam-uz-Zamaan (Islam Dawoodi Bohra)*

November 2022

Date	Observance
November 1	<ul style="list-style-type: none">All Saints' Day (Christian)Samhain-Beltane (Wicca)
November 2	All Souls' Day (Christian)
November 8	Guru Nanak Dev Sahib Birthday (Sikh)
November 14	Milad Syedna Mohammed Burhanuddin (Islam Dawoodi Bohra)*
November 21	The Presentation of the Theotokos to the Temple (Eastern Orthodox Christian)
November 24	Guru Tegh Bahadur Martyrdom (Sikh)
November 26	Day of Covenant (Baha'i)
November 27	First Sunday of Advent (Christian)
November 28	<ul style="list-style-type: none">Nativity Fast begins (Eastern Orthodox Christian)Ascension of 'Abdul'l Baha (Baha'i)

December 2022

Date	Observance
December 8	<ul style="list-style-type: none">Immaculate Conception (Christian)Bodhi Day (Buddhist)
December 19-26	Hanukkah (Jewish)
December 21	Yule (Wicca and Christian)
December 25	<ul style="list-style-type: none">Christmas (Christian)The Nativity of Christ (Eastern Orthodox Christian)
December 26	Zarathosht Diso (Zoroastrian)

January 2023

Date	Observance
January 1	<ul style="list-style-type: none">Gantan-sai (Shinto)Mary, Mother of God - Catholic Christian
January 3-10	Holy Convocation (Church of God and Saints of Christ)
January 5	Birthday of Guru Gobindh Singh Sahib (Sikh)
January 6	<ul style="list-style-type: none">Feast of Epiphany (Christian)Feast of Theophany (Eastern Orthodox Christian)Nativity of Christ (Armenian Orthodox)
January 7	Feast of the Nativity (Eastern Orthodox Christian)

January 13	Maghi (Sikh)
January 15	<ul style="list-style-type: none"> • Makar Sankranti and Pongal (Hindu)* • World Religion Day (Baha'i)
January 22	Chinese/Lunar New Year (Confucian, Daoist, Buddhist)
January 24 - February 2	Midwinter Ceremonies (Native American)
January 26	Vasant Panchami (Hindu)*

February 2023

Date	Observance
February 2	<ul style="list-style-type: none"> • The Presentation of Our Lord to the Temple (Eastern Orthodox Christian) • Imbolic-Candlemas (Wicca and Christian)
February 5	Ayyam al Beez (Islam Dawoodi Bohra)*
February 6	Tu B'shvat (Jewish)
February 9	<ul style="list-style-type: none"> • Urus – Syedna Taher Saifuddin (Islam Dawoodi Bohra) • Jonah's Passover (Eastern Orthodox Church)
February 15	Nirvana Day (Buddhist)
February 17	Yawm al-Mab'ath (Islam Dawoodi Bohra)
February 18	<ul style="list-style-type: none"> • Maha Shivaratri (Hindu)* • Lailat al Miraj (Islam)*
February 21	Shrove Tuesday (Christian)
February 22	Ash Wednesday (Christian)
February 26 – March 1	Intercalary Days (Baha'i)
February 27	Clean Monday (Eastern Orthodox Christian)

March 2023

Date	Observance
March 3	Govinda Dwadashi (Hindu)*
March 6	Holika Dahan (Hindu)*
March 7	Purim (Jewish)
March 8	<ul style="list-style-type: none"> • Lailat al Bara'ah (Islam)* • Holi (Hindu)*
March 8-10	Hola Mohalla (Sikh)*
March 13	L. Ron Hubbard's Birthday (Church of Scientology)
March 14	Meena Sankranthi (Hindu)*
March 20	Ostara (Wicca)

March 21	<ul style="list-style-type: none"> • Naw-Ryz (Baha'i) • Nowruz (Zoroastrian)
March 22	<ul style="list-style-type: none"> • Souramana Yugadi (Hindu)* • Chandramana Yugadi(Hindu)*
March 22 – April 21	Ramadan (Islam)
March 25	<ul style="list-style-type: none"> • The Annunciation of the Theotokos (Eastern Orthodox Christian) • The Annunciation of the Virgin Mary (Christian)
March 26	Khordad Sal (Zoroastrian)
March 30	Ramnavami (Hindu)*

April 2023

Date	Observance
April 2	Palm Sunday
April 4	<ul style="list-style-type: none"> • Mahavir Jayanti (Jain)* • Lord's Evening Meal (Christian, Jehovah's Witness)
April 5-13	<ul style="list-style-type: none"> • Memorial of the Feast of the Lord's Passover (Church of God and Saints of Christ) • Passover (United Church of God) • Passover (Jewish)
April 8	Visakha Puja (Buddhist)
April 6	<ul style="list-style-type: none"> • Holy Thursday (Christian) • First Day of Unleavened Bread (Church of God) • Hanuman Jayanti (Hindu)*
April 6-8	Theravadin New Year (Buddhist)
April 6-12	Days of Unleavened Bread (Philadelphia Church of God)
April 7	<ul style="list-style-type: none"> • Holy Friday (Christian) • The Last Friday of the Great Lent (Eastern Orthodox Church)
April 8	Lazarus Saturday (Eastern Orthodox Christian)
April 9	<ul style="list-style-type: none"> • Easter (Christian) • Palm Sunday (Eastern Orthodox Christian) • Shahadat – Amirul Mumineen (Islam Dawoodi Bohra)*
April 10	Easter Monday (Christian)

April 12	<ul style="list-style-type: none"> • Passover/Days of Unleavened Bread (Church of God and Saints of Christ) • Last Day of Unleavened Bread (Church of God)
April 12-13	Laylatul Qadr (Islam Dawoodi Bohra)*
April 13	<ul style="list-style-type: none"> • Holy Thursday (Eastern Orthodox Christian) • Milad Syedna Mufaddal Saifuddin (Islam Dawoodi Bohra)*
April 14	<ul style="list-style-type: none"> • Holy Friday (Eastern Orthodox Christian) • Aakhir Jumo'a (Islam Dawoodi Bohra)* • Vaisakhi (Sikh)
April 16	Easter (Eastern Orthodox Christian)
April 17	Bright Monday (Eastern Orthodox Christian)
April 18	Laylatul Qadr (Islam)*
April 21	<ul style="list-style-type: none"> • First Day of Ridvan (Baha'i) • Eid al-Fitr (Islam Dawoodi Bohra)*
April 22	Eid al Fitr (Islam)*
April 25	The 11 th Panchen Lama's Birthday (Buddhist)
April 26	Yom Ha'Azmaut (Jewish)
April 29	Ninth Day of Ridvan (Baha'i)

May 2023

Date	Observance
May 1	Beltane (Wicca)
May 2	Twelfth Day of Ridvan (Baha'i)
May 9	Lag B'Omer (Jewish)
May 18	Ascension of Our Lord (Christian)
May 24	Declaration of the Bab (Baha'i)
May 25	Feast of Ascension (Eastern Orthodox Christian)
May 26	Buddha's Birthday/Buddha Day*
May 26-27	Shavuot (Jewish)
May 28	Pentecost (Christian)
May 29	Ascension of Baha'u'llah (Baha'i)

June 2023

Date	Observance
June 4	Pentecost (Eastern Orthodox Christian)
June 12-19	Fast of the Holy Apostles (Eastern Orthodox Christian)
June 16	Martyrdom of Guru Arjan Dev Sahib (Sikh)
June 24	Litha (Wicca)

New Business

State Board member Dr. Joseph Ricca shared insights about the New Jersey Student Learning Assessments processes that students and educators in New Jersey are engaged in during the Spring block.

Public Testimony

Open Topic

Adjournment

On a motion duly seconded and carried, the State Board of Education adjourned its May 4, 2022, public meeting at 12:03 p.m.

Angelica Allen-McMillan, Ed.D., Acting Commissioner
Acting Secretary, N.J. State Board of Education