

UNION TOWNSHIP BOARD OF EDUCATION
REGULAR MEETING MINUTES – March 21, 2017

NOTICE TO MEETING:

The regular meeting of the Board of Education of the Township of Union will be held on Tuesday, March 21, 2017 at 7:00 p.m. at the Union High School Library, 2350 North Third Street, Union, New Jersey pursuant to notice sent to each member.

Mr. McDowell called the meeting to order at 7:10 p.m.

PRESENT AT ROLL CALL:

Mr. David Arminio, Dr. Guy Francis, Mr. Ron McDowell, Mrs. Nancy Minneci, Mr. Jeffrey Monge, Mr. Vito Nufrio, Mrs. Nellis Regis-Darby, Mrs. Mary Lynn Williams, Mrs. Nancy Zuena

ABSENT AT ROLL CALL:

None

ADMINISTRATORS PRESENT:

Mr. Gregory Tatum, Mrs. Annie Moses, Mr. Gerry Benaquista, Mr. Gregory Brennan, Mrs. Kim Conti, Mr. Barry Loessel, Mrs. Ann Hart, Mrs. Gail Calderone, Mrs. Sandra Paul

ALSO PRESENT:

Mr. Paul Griggs, Esq.

Mr. Arminio led the Board and audience members in the Pledge of Allegiance.

Mr. Brennan read the statement required under the “Open Public Meetings Act”, a copy of which is on file in the office of the Board Secretary.

APPROVAL OF MINUTES:

Moved by Mr. Arminio, seconded by Mrs. Regis-Darby, that the following minutes be approved:

January 10, 2017 – worksession and executive session minutes

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: None

MOTION CARRIED

January 17, 2017 – regular and executive session minutes

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: Mr. Nufrio

MOTION CARRIED

COMMENTS FROM PUBLIC ON RESOLUTIONS:

None

COMMUNICATIONS:

LETTER FROM UNION COUNTY GENERAL MANAGER

Letter from Scott Miller, Union County General Manager, requesting use of Union High School football field to hold Snapple Bowl practices for the 2017 Annual Snapple Bowl.

LETTER REQUESTING USE OF BATTLE HILL SCHOOL

Letter requesting use of Battle Hill School for Pasta Night Fundraiser on April 28, 2017 from 3 p.m. to 9:30 p.m.

LETTER OF RESIGNATION – BUBNOWSKI

Letter of resignation, for the purpose of retirement, from Johanna Bubnowski, 12-month confidential administrative assistant - IT Department, effective August 1, 2017

REQUEST FOR EXTENSION OF LEAVE – KOHN

Request for extension of unpaid FMLA followed by unpaid non FMLA from Lauren Kohn, teacher-Burnet Middle School, new return date of April 3, 2017.

LETTER OF RESIGNATION – SULLIVAN

Letter of resignation from Hugh Sullivan, part-time bus driver-Transportation Department, effective March 13, 2017.

LETTER OF RESIGNATION – LOMBARDI

Letter of resignation, for the purpose of retirement, from Arlene Lombardi, 12-month confidential administrative assistant-Business Office, effective September 1, 2017.

LETTER OF RESIGNATION – ODIUS

Letter of resignation, for the purpose of retirement, from Odus Lee Cannon, custodian-Burnet Middle School, effective July 1, 2017.

LETTER OF RESIGNATION – O’GRADY

Letter of resignation, for the purpose of retirement, from Lorraine O’Grady, teacher-Franklin Elementary School, effective June 30, 2017.

LETTER OF RESIGNATION - SALAAM

Letter of resignation from Rahmeenah Salaam, media clerk-Franklin Elementary School, effective March 17, 2017.

REQUEST FOR EXTENSION OF LEAVE – FOX

Request for extension of unpaid FMLA leave from Patricia Fox, part-time bus driver-Transportation Department, now through April 25, 2017.

REQUEST FOR LEAVE – SCOTTO

Request for paid maternity/unpaid FMLA/NJFLA leave from Jaclyn Scotto, English teacher-Union High School, from September 1, 2017 through November 5, 2017.

LETTER UPDATING LEAVE AND RETURN – STEEB

Letter from Linda Steeb, teacher-Kawameeh Middle School, update on leave and reminder letter of returning on April 3, 2017.

REQUEST FOR LEAVE – ARNETTE

Request for paid sick leave/unpaid FMLA leave from Aziza Arnette, teacher-Burnet Middle School, from March 30, 2017 through June 30, 2017 (tentative).

REQUEST FOR EXTENSION OF LEAVE – MATOS

Request for extension of unpaid/non FMLA medical leave from Maria Matos, teacher's assistant-Battle Hill Elementary School, through April 17, 2017.

LETTER OF RESIGNATION – YVESST JUSTE

Letter of resignation, for the purpose of retirement, from Manasse Yvesst Juste, part-time bus driver-Transportation Department, effective June 30, 2017.

LETTER OF RESIGNATION – HARPER KLAU

Letter of resignation, for the purpose of retirement, from Gloria Jean Harper Klaw, bus driver-transportation, effective July 1, 2017.

LETTER OF RESIGNATION – GALANTE

Letter of resignation, for the purpose of retirement, from Libby Galante, supervisor of social studies, effective September 1, 2017.

LETTER OF RESIGNATION – JARAMILLO

Letter of resignation, for the purpose of retirement, from Ines Jaramillo, math teacher-Union High School, effective July 1, 2017.

REQUEST FOR LEAVE – FEDERER

Request for paid FMLA/NJFLA from Rosemary Federer, special services teacher-Union High School, from June 1, 2017 through June 30, 2017.

LETTER OF RESIGNATION – HAGEN

Letter of resignation, for the purpose of retirement, from Kevin Hagen, music teacher-districtwide, effective June 30, 2017.

LETTER OF RESIGNATION – DOUGLAS-WRIGHT

Letter of resignation, for purpose of retirement, from Deborah Douglas-Wright, school counselor-Union High School, effective July 1, 2017.

LETTER OF RESIGNATION - SCHUR

Letter of resignation, for purpose of retirement, from Roseanne V. Schur, teacher-Franklin Elementary School, effective July 1, 2017.

LETTER OF RESIGNATION – HOCHULI-LAMBERT

Letter of resignation, for purpose of retirement, from Lois Hochuli-Lambert, teacher-Jefferson Elementary School, effective July 1, 2017.

REQUEST FOR LEAVE – JONES SR.

Request for unpaid non-FMLA medical leave of absence from Coree Jones Sr., custodian-Union High School, from March 9, 2017 through April 1, 2017 (original leave began August 30, 2016).

REQUEST FOR LEAVE - MATEO

Request for paid sick leave/unpaid FMLA leave from Susanna Mateo, 10-month secretary-Burnet Middle School, from February 22, 2017 through April 15, 2017.

SUPERINTENDENT’S REPORT:

Mr. Tatum stated there are a number of presentations that will take place this evening and we will go out of the order that is on the agenda and we will add additional presentations.

Student recognition for Burnet Middle School - Dylan Dias – involved in various clubs in Burnet: Builders Club, Chess Club, Drama Club, Environmental Club; Dasia Edmond – recognized for Writing a Book Uniquely Made “Girls Don’t Play Football”; Adebisi Akilo – Honors Student, Loves Poetry Competitions, part of the Stage Crew regarding the play.

These three students were involved in a show very similar to the one that we did in Franklin School where they interviewed yours truly and I got to know a little about them and the programs in the building as well as some of their desires and future plans. I thought it was a very well informed get together. It will be on Channel 34 shortly; so look for that because I think you will be very proud of what is going on in the middle schools.

Mr. Benaquista read the Certificate being given to the three students. “Certificate of Recognition - The Board of Education of the Union Township Public School District recognizes on this day, March 21, 2017, the students named for the recent success of writing and publishing a book – Dasia Edmond. Your achievement is positive reflection on your hard work and dedication to your academic career.”

Dasia Edmond stated I wrote a book called “Uniquely Made ‘Girls Don’t Play Football’”. It is about my journey on the football field. I played tackle football for three and half years on an all-boys football team. It is about journey and my achievements on the football team. I just wanted to inspire young people that they can do whatever they want to do. If I can do it they can do it.

Mr. Tatum stated Dasia is being very modest because there is a whole lot more that goes along with the book. I believe she is doing something in fashion too – a clothing line. She has done a lot of positive things. I want to thank Mrs. Edmonds for sharing information. Mrs. Edmonds stated that Dasia failed to say that her book came out four months ago and she has sold over 700 copies of her book and she is on Amazon, Create Space and she just got into Barnes & Noble.

Mr. Benaquista stated “Certificate of Recognition - The Board of Education of the Union Township Public School District recognizes on this day, March 21, 2017, Dylan Dias for the impressive participation in the televised segment of an “Interview with the Superintendent” and also Adebisi Akilo for your impressive participation in the televised segment of an “Interview the Superintendent” and Dasia gets that one as well.

Mr. Tatum asked if anyone from the cast would like to say something about their experience and our time together in the interview. Adebisi Akilo stated I’m an 8th grader at Burnet Middle School and currently in all honors courses – honors math, algebra I, honors English, honors science and honors social studies. I just wanted to show Union and the rest of the public school system that Burnet Middle School is very positive and we do a lot of things and we have a great academic course and I wanted to share that with everyone.

Dylan Dias stated Burnet has been a really good highlight of my year, even though I’m only in 6th grade.

Dasia Edmonds stated Burnet has been a great school and it was a very interesting experience. We got to ask Mr. Tatum questions and I love to hear the answers because we asked very interesting questions, along with everybody else here. It was a great experience.

Mr. Tatum stated I am very proud of all three of these students from Burnet Middle School. I think some of these questions are going to have to be censored because they don’t let up. They get these twinkles in their eyes like to say I’m really going to give it to this guy today; But it has been a positive experience.

Mr. McDowell stated they are a fine example of what we can do. Dylan, Dasia, Adebisi great job and I’m glad to hear what is going on in our school system. Keep up the good work.

Mr. Benaquista stated we are going to recognize our teachers. This is always an exciting time as well as a said moment because we are losing some exceptional employees that we have had for many years working with our children in many different ways.

I look at the list every month and this month is a longer list and luckily I got to work with many of these people and other ones I have gotten to know during their time here. When you retire you start a new chapter of your life. You dedicated a lot of time in education to working with children and you really can't thank someone enough when they spent their whole career in a school system in some capacity with working with children.

When we are up here recognizing you, this is just a small thank you for all your hard work and dedication and it is coming from everyone that is up here – Central Office, the Board members and there is just not enough time to recognize everyone at the level that we would love to. It is nice to be able to thank you and give you a Certificate of Recognition and wish you good luck. I will read through the list and if you are here come on up. There are some that did say no but we would like to recognize them.

Johanna Bubnowski – she has been with our District since 1990 and she finished her career as a 12-month administrative assistant; Odius Lee Cannon – custodian at Burnet Middle School who started his career in 1984; Arlene Lombardi – 12-month administrative assistant with Central Office business area and she started her career with us in 1983; Lorraine O'Grady – she was an elementary teacher with us and she is ending her career at Franklin Elementary School. She has impact in a lot of our children and she started in 1991; Mannasse Yvest Juste – part-time bus driver in our transportation department and she started in 2004; Gloria Jean Harper Klaw – bus driver in our transportation department and she started in 1998.

Mr. Tatum stated I have had a pleasure of spending a great deal of time talking in the parking lot – she would see me and flag me down and we would talk about things and the needs of our District and I can tell you that I was shocked when I saw her name but she is really one that is behind her students in a support role and I don't think people realize how important that transportation role in this district really is because there are so many roles that they play and we really depend upon them for safety and the well-being of our children. I thank you.

Mr. Benaquista stated Libby Galante – she is a supervisor in our District. I was fortunate to work with Mrs. Galante when I was teacher and administrator and now as Assistant Superintendent. She has been with us since 1992 and I wish her the best. Mr. Tatum stated is there anything you would like to say? I want to give you an opportunity to say a few words because you have been here for a long time and you have done an outstanding job and I remember you as a teacher, as a specialist and now as a supervisor. Mrs. Galante stated most people don't know that I actually started out as a lunch aide and then a classroom aide. I have had many hats in the District and it doesn't seem possible that 25 years could be over and I am going to miss it very much. Mr. Tatum stated it is only fair that we acknowledge the presence of her husband, the former Board of Education member, who when he walked in I was very happy to see him, Mr. Richard Galante.

Mr. Benaquista stated the next person is one of our math teachers at the high school and she is not here tonight and she has done a wonderful job teaching math and I got to work with her when I was in the high school - Ines Jaramillo and she started with us in 1999; Kevin Hagen – he is one of our teachers of music and he has been in many different schools and he started with us in 2002; Roseanne Schur – she retired from Franklin, she started with us in 1974 and was

also at Hamilton. Mr. Tatum asked do you have something to say? Ms. Schur stated just what a wonderful District and it has been such a pleasure working with great staff, administrators and outstanding students; a lot to remember.

Mr. Benaquista stated Deborah Douglas-Wright – is one of our school counselors and is retiring from the high school and I had the pleasure of working with her as well and she has done a phenomenal job working with our students and helping them through the guidance department. She started with us in 1985; Lois Hochuli-Lambert – works at Jefferson School as a physical education teacher. I had the pleasure of working with Lois when she was at the high school doing our attendance and I'm sure I am missing some things in between where other schools you were in as well. Mr. Tatum stated she has an opportunity if she wants to tell us anything. Mrs. Hochuli-Lambert stated it was a quick decision and actually today I ran into a former student and every time I run into one they always say are you still teaching? He said today, you are retired right? And I said not yet. I guess it is about time. Mr. Tatum stated she started in 1979 but I think fondest memory that I have and it was the coordinator in the high school attendance office and I will tell you that was the name as Assistant Superintendent that I heard quite often and the bottom line was she didn't take no mess. She ran that office efficiently and did a great job. Again we thank you for all your services.

Mr. Benaquista stated thank you all for your services.

Mr. Tatum stated I want to bring up Mrs. Paul. As it is well known, throughout this month and the end of February, we distributed ChromeBooks to all the high school students and I was here one night with Central Office administrators and Board members and I will tell you in terms of supporting the high school and Mrs. Paul efforts and Mrs. Paul would like to present some certificates to those they gave their time to help out. Mrs. Paul stated it was a complete team effort, people from the high school, middle school, the Board and the Central administration. I was just making sure that it worked. I would like to thank everyone that participated. It was a great feat. I wasn't sure how we were going to get it done but thank goodness that everyone came together. I want to special thank the following people in helping distribute the ChromeBooks at Union High School. I distributed certificates to all the teaching staff and the administration at both the middle and high schools that helped out. These are just the certificates for the Central Administrators and the Board members – Mrs. Moses, Mr. Benaquista, Mr. Monge, Mr. Arminio, Mr. McDowell, Mrs. Regis-Darby, Mrs. Williams, Mrs. Minneci and Mr. Nufrio. I hope I didn't forget anybody. Thank you so much. It was a complete team effort. It really was having everyone coming together to get it done. Thank you everyone for your support.

Mr. Tatum stated as I was reading over Ms. Paul shoulder and I noticed on her list that Mr. Monge was not on there and I was getting a little nervous and concerned that he wasn't going to get a certificate and he probably thought I was behind it. Thank you Mrs. Paul and thank you everyone.

Gail Calderone, Supervisor of Transportation, stated I was asked to speak tonight to give everyone an idea of what the transportation department is all about.

Our department has 78 employees which consist of myself, an Assistant Supervisor, and a Dispatcher in the office, 3 full time drivers, 37 part-time drivers, and 35 part-time aides.

All of our drivers are CPR and EPI certified every two years. Per State law they must also have a medical check-up every two years and undergo new fingerprinting every four years when they renew their license. Driver abstracts are done every August and sent to the County Superintendent. They must also submit to random drug and alcohol testing twice per year. Our aides are fingerprinted and receive medical evaluations upon hire and are also CPR and EPI trained every two years.

We have an employee manual which I give out to our employees upon hire and update as needed. Some of the topics include dress code, duties and responsibilities of their position, confidentiality, attitude, pupil control, loading and unloading passengers, accident procedures and any Board policies that pertain to our department. We hold mandatory monthly safety meetings where we discuss employee concerns, safety issues and updated information from the State. We include topics such as student management and discipline, bus accident and emergency procedures, how to conduct an emergency exit drills, loading and unloading, inspecting the vehicle for students left at end of route, defensive driving, wheelchair tie down, and interacting with special needs students. Some of our meetings include hands on approach as well as videos. Individual parental concerns are handled directly with the driver and aide in my office.

Our office opens at 6:00 am and employees start at 6:30 am. Drivers do a walk-around of their bus before departing base and must fill out a maintenance sheet to state everything is in working order. If there is an issue they note it on the two part form. One stays in the book and the other is given to our mechanics for repair. Once the bus is repaired the mechanic signs off and returns the sheet to us which we file.

We have a fleet of 51 vehicles that receive mandatory inspections twice per year. All are equipped with video cameras.

In the course of a day we transport 1600 in-district students and 246 door to door special needs students utilizing 115 bus stops that we check every year. We follow a two or three tier structure in the morning and a two tier structure in the afternoon. The afternoon is particularly difficult because the HS and Middle School buses pull away from the school at 2:44 and must be at the elementary schools at 3:05 which doesn't give us much time to drop off the special needs students and get to the elementary schools on time. We try to stay on a tight schedule but we can't control weather or traffic.

General education students are given transportation based on State mandated mileage. Pre-k through 8th grade is beyond 2 miles and grade 9 through 12 is beyond 2.5 miles. The Union BOE does courtesy bussing and lowered the pre-K through grade 5 mileage to 1.5 miles. Measurement is made by the shortest route between the curb of the students home to the nearest entrance of the school. Measurement is done by our bus software program called Transfinder. Determination of eligibility for special education students is made by the special services department.

All special needs requests for in-district and out of district transportation are sent to me on a form that they use. The out-of-district requests are sent to Union County Education Commission for outside contractors. The in-district I manually route using a 5 ft by 7 ft map we have in the office school by school. I then enter them into the computer into a route and assign a driver and aide. They are then entered onto a spreadsheet with name, address, phone, school and bus numbers. Special Services is given a copy as well as each school. Everyone is updated as new students, deletions or changes come in.

Presently we have 64 out-of-district special needs door to door routes for 129 students, 7 non-public student routes and 4 Vo Tech student routes that we contract through Union County Education Commission and the Morris Union Jointure.

We currently have ten pre-k routes that run from 11:00 to 1:00. Morning students are taken home at 11:30 and afternoon students are brought in for 12:30. We have a vo tech shuttle where we bring the morning students back to the high school at 10:00 and bring the afternoon students up to vo tech at 12:00.

In between our afternoon routes we pick up the middle school sports students and take them to their assigned school or fields for practice at 3:15 and go back for them at 5:30 when they are done.

At 3:30 we have two late routes for Kawameeh and at 3:45 we have two late runs for the high school.

We also transport students at 4:00 pm home from the Title I program for Burnet and Jefferson three days per week.

Toward the end of August we hold a coming back meeting for our drivers and aides where they are given their new route assignments for the year. Dry runs are done and special needs parents are called with the pick-up time for their student.

Bus passes are printed and sent out with a list of bus rules. It is a plastic card a little bigger than the staff ID cards. On it lists the students name, id number, picture, bus stop, pick up and drop off time and bus number. Students must have it at all times.

Our drivers are given a route sheet with a student roster and any specific notes that pertain to the student. All regular education students under grade 2 who don't have an adult at the bus stop will be returned back to the school in the afternoon unless the parent writes us a letter that the student is allowed to walk. Parents must also give us the names of any other person that might pick the student up at the stop. If the name is not on the list we do not release the child.

Discipline forms are used for student discipline on the bus. The driver and aide will write up the student and give it to me. I will forward it to the school. Per State law we are only allowed to write up the student, it is the principal of the school to decide the discipline. Once the

principal meets with the student he will sign off on the form and send a copy back to us stating the outcome. At the end of the school year they are destroyed and the students start fresh the following year.

Special Needs students who are written up are faxed to special services and a copy is kept in our file. They determine the discipline. Those forms are also destroyed at the end of the year.

Our office is responsible for processing a couple of hundred field trips per year which need to be Board approved. Forms come in to us and are checked for accuracy. If we can handle the trip it is entered into our book to reserve the space and then forwarded for Board approval. Drivers are then assigned following a rotation and directions are given on a form that the drivers need to complete with their mileage and hours of the trip. We then bill the hours back to the individual school transportation account.

I also set up sports trips for each team given to me weekly by the athletic department for away games. We average about 20 trips per week. Directions are pulled and trips are assigned based on a rotation that the drivers sign up for.

In the summer we have about 14 routes for special needs students attending the four week Battle Hill Program and one bus for the recreation department for their six week program.

In March we process approximately 650 non-public school applications for student transportation for the next school year. Each application is date stamped and is checked for residency and mileage to make sure they qualify. The applications that are under the State mileage are sent to the business office and letters are sent home for in-eligibility. Mileage is the same as it is for Union students. The approved applications are sent to Union County Education Commission to go out to bid for a bus. Those that are picked up by a contractor will receive transportation and the others will receive an aide-in-lieu of check for the State approved amount.

Every year in November we have to submit our annual DRTRS to the State which is our District Report for Transported Resident Students. We have to account for every student in Union and what school they attend.

During the summer we roll over our database, enter all new students into computer as they register and take their pictures if they qualify for busing. General ed students will go directly onto the pre-established routes. Stops will be added or deleted if needed. Special needs students are again hand routed for the new year.

This concludes my presentation. Thank you for your time.

Mr. Nufrio stated that was a very thorough report and thank you for that. It is good to know how difficult it is and how many different aspects that some of us are not aware of. I do have a question for Mr. Tatum and it relates to your department. Last winter, we had a problem with the Department of Public Works that they had not cleared the bus stops and it made it difficult for students to be able to board the buses because the snow had not been removed. I believe we did but for the sake of the record, have the bus routes been submitted to the

Department of Public Works? Mrs. Calderone stated that the Department of Public Works does have the bus stops but that is not their number one priority with regard to cleaning. It is like a shared services; they do their own thing first. Mr. Loessel can explain a little better than I can. They do their own thing first – they get their streets open first and I think they have about 650 streets/40 municipal lots and once they get their streets open, they will come and help us and take care of what is needed.

Our drivers go out after the snow and they will report back to me anything that wasn't open and we immediately call Barry who sends a crew out. This snow I have only received two calls and they were taken care of immediately and I believe Barry received two and they were taken care of immediately.

Mr. Nufrio stated thank you for that. The other is and I don't believe the State has issued any mandates regarding seatbelts. Mrs. Calderone stated no. Mr. Nufrio stated so we are at the mercy of some regulation coming down the pike. Mr. Tatum stated I thought there was some talk about seatbelts being mandated on the school buses and I don't know where that ended up. Mr. Nufrio stated I think it is still in limbo and it is certainly something we can look into and the second part to that question is, given the various news reports and fortunately we have not had those types of incidents, is it possible to consider equipping the buses that handle middle school and high school students with cameras. Mrs. Calderone stated every bus has cameras. Every bus has at least two cameras. Our older buses only have two and our new buses have four. Mr. Nufrio stated that is terrific. Mrs. Calderone stated back to the seatbelts – we require up to grade 5 that they have to wear their seatbelt otherwise we write them up. Middle and high schools we can't make them but we do tell them every day when they get on, please buckle up but some do and some don't. All our buses are equipped with seatbelts.

Mr. McDowell asked are they outside cameras or inside cameras? Mrs. Calderone stated inside. Mr. McDowell asked are we considering outside cameras? Mrs. Calderone stated one camera faces down the door so I can see what is going on at the door of the vehicle and then we have one in the front and one in the back and one on the side. Mr. McDowell stated the ones I'm talking about is the one you see in the news about cameras on the outside of the buses for cars that pass buses when they are not supposed to. Mrs. Calderone stated the police department will not accept it. We give them license plates. They feel that just because the car is registered to somebody, if someone else is driving it, so what we do is we ask our drivers to go to the police department if they have a license plate and file a citizen complaint. Then a ticket is issued and then our driver has to go back and show up and testify that yes that is the person who was in the car and that is how we try to deter some of it. We do call them frequently because we have a lot of cars passing the buses and when they have a car available, they help us all the time and sometimes when they see the car it is enough to deter them and maybe they will think twice before they try it again. It is getting a little dangerous. Some of them knowingly pass the bus especially on Walker Avenue/Manor Drive area. They know they have done wrong because the drivers hand is on the horn. We have to take account that we have our kids here. So when we get the license plate, we do pursue it because it is the only way to try to get a stop to it.

Mr. Nufrio asked would dashboard cameras help in that instance? Mrs. Calderone stated I would have to call the traffic department and ask them. I am aware of the ones that go right on the stop sign but I will look into that and get back to you.

Dr. Francis asked during the summer time and when the rec department is using buses is that part of the shared services agreement with the Town? Mrs. Calderone stated yes they file with Mr. Tatum. Dr. Francis stated high school students, where are they dropped off during the morning hours and picked up. Mrs. Calderone stated by Gruber. Dr. Francis asked is that the front or the side? Mrs. Calderone stated the side where the cannon is. Dr. Francis stated you said about the transfinder, shouldn't it be used from that point where they are dropped to the front where they live? Mrs. Calderone stated for the high school we use two different points. We use all the kids that are on the Vauxhall side, we use the front door of the high school. All the kids that are on the Five Point side, we use the back door.

Mr. Monge stated that was a very thorough presentation. Is it possible to get a copy of that report? I think it would be great to have on our website so parents would really benefit from that information. Just to clarify for Mr. Nufrio, on the snow clean-ups, are we waiting for the Town to clean out the bus stops and then if they don't do it, we ask Barry to help us out. I'm just trying to figure out as far as calling a snow day and that is one of the things we have to take into consideration what is driving it; obviously the roads but also the bus stops. Mrs. Calderone stated the Town has never done the bus stops. In my 20 years here, they have never done the bus stops. What they do is if they are cleaning out a corner for them, they will do a couple of our corners to help out.

Mr. Monge stated I heard crazy stories about bus drivers coming out and shoveling snow. Mrs. Calderone stated when we have snow we bring in our three full timers because we need to clean off all the snow off the buses. They can't have snow on the roofs. If the snow is significant, we will bring in a couple of part timers. One time and only one time, our maintenance department cleans Laurel and Indiana – the big corner there because there is about 35 kids that stand there. He called and said the machine couldn't get down close enough. So Al grabbed two of our guys and said go to Laurel and Indiana clear the corner with the snow shovel. That is the only time that we have ever gone out to shovel on the street.

Mr. Monge stated so otherwise we have a clean-up team that goes and checkout each of the sites. Mrs. Calderone stated yes. Maintenance handles Laurel and Indiana, Jefferson – the side lot there where elementary stands and Arcadia. They also do Petty Park. I call it Petty Park but I don't know what it is called – it is on Allen Street. Mr. Monge stated is it an assumption, like I have a spot in front of my house, that residents will clean up. Mrs. Calderone stated that is what we are hoping for. Mrs. Calderone stated my house is a bus stop too and that is what I do. The drivers are instructed that if the snow is too high on the corner to report back to us and we get it cleaned and we tell them to move to the first residential driveway so the kids don't have to climb over the snow.

Mr. Monge stated we had a resolution that we passed as far as going out and making sure the safety of the bus stops. Does that happen on an annual basis? Mrs. Calderone stated yes, on an annual basis.

Mr. Monge stated I know that we, under your direction, I assume we have third-party companies that transport kids, especially special needs kids, kids going to magnet, to off-site locations. Mrs. Calderone stated we contract with the Union County Education Commission. We pay them and they get all the contractors and they put everything together.

Mr. Monge stated I know we have had a couple of incidences where we had some disconnect with some of those third-party folks as it pertains to leaving kids at wrong places – we heard of one instance and we heard it was a replacement driver. There were two that I heard of. Especially with our special needs children, my logical thought is if someone is going to be a substitute driver or otherwise, they know that every kid that is there and what their special needs are because you may have one that is not verbal, a physical disability or the like. Obviously there is a breakdown as it pertained to that and hopefully we will not have that again. How are we ensuring today that we won't have a breakdown if we have a substitute driver and the driver understands every kids that is on that bus and where they should go and how they should come in and go out. Mrs. Calderone stated it was an unfortunate incident. The aide was the regular aide on there. It is supposed to be curb-to-curb so that aide should never have gotten off the bus with that child. When I spoke with Billy at Union County, he told me that he is curb-to-curb so how the child comes in and out of the house. Mr. Monge stated we don't need to go into details about that incident. Mrs. Calderone stated he suggested that it could be on the form. It is a form that he gets for transportation and it should be on there. This child should be handed off to an adult and everything else I believe special services puts on their form yearly. Mr. Monge stated so even the driver that is just taking over the bus for the day, I am going to have a form. Mrs. Calderone stated yes, he should have a route sheet for the bus. Mr. Monge stated these are the kids and this is their special instructions as it pertains to those kids.

Mr. Nufrio stated of course you gave an explanation of what occurred during that snow storm, my recollection when I called Mr. Tatum and then the Department of Public Works, I was told that we don't have a map of the routes otherwise they would have done it. I understand what you are saying is that typically they have not done it in the past but if we have a shared services agreement, number one that is something that the Town could be the first responder for at least the bus stops, not the special education ones that are door-to-door because the parents should take the first initiative to clear out that area. Mr. Griggs was also involved in that conversation and I believe it was indicated that is something that is an expectation of the Department of Public Works. Even today walking around my neighborhood with my wife, there were plenty of corners that weren't even cleared as of yet. We had to step over and walk in the street. I'm not concerned about that, I'm concerned about the bus stops and if we are going to wait for our crew which is sometimes they are clearing parking lots, the areas around the building and we have 11 schools, Mr. Griggs maybe we can possibly looked into this and see where does the liability begin and end in terms of clearing bus stops.

Mr. Griggs stated I would agree with you. I would recommend that there be a discussion between the administration and the Town to try to iron the thing out because the two are not connecting. In terms of liability is what the expectation is in terms of where the kids are stepping. It gets tricky when kids are on private property and their bus stop has 35 kids that becomes quite a challenge to the District as well as the Town. I would recommend that there be

a discussion or meeting with representatives of the Township and Mr. Brennan and Mr. Tatum to find out because obviously one hand doesn't know what the other hand is doing.

Mr. Nufrio stated Mayor Figerito said it on the record that they did not have a map of the bus route or the bus stops. Mr. Griggs stated we need to provide that. Mr. Nufrio stated and I think it was provided but one could easily conclude that if they had that or if they have it, we would expect the services to be rendered. I am worried about two different liabilities – the safety of the students and also our workers. Given what they already have to accomplish when we have these snow storms, it may take a day or two before those bus routes are clean. Mr. Griggs stated legally your workers shouldn't be cleaning the roads; that is not their responsibility and that would come under worker's compensation but they really shouldn't be doing that because that is not where they are assigned to work. They are assigned particularly on school property. Other than getting in a truck and driving someplace else to pick up a package or deliver a package or take a bus to inspection. They should not be out there shoveling roads. Mr. Nufrio stated that is what we thought occurred both you, Mr. Tatum and I had discussions about that liability and whose responsibility it is. Hopefully Mr. Tatum and Mr. McDowell, as President, or Mrs. Zuena will have some session with the Town officials. Perhaps Mr. Griggs should have input on that. Mr. Griggs stated before next winter.

Mrs. Zuena stated we actually have a meeting set up in two weeks with Mr. Manzella to go over shared services. I will make sure I bring that point up with him.

Mr. Tatum stated Mrs. Calderone, excellent job tonight. I think that if anything else is understood tonight is the complexities and the portion that you bring to our District. I think a lot of things happen and we get focused on those things that go wrong, but there is a lot that goes right during the course of the day and the year and I think we miss that. I bring you in because this is such an important part of the operations of this District and without you guys, people wouldn't realize how important your roles are. Thank you for your hard work.

Mr. Brennan stated I would like to echo Mr. Tatum's words and just reiterate how lucky we are to have somebody like you, Mrs. Calderone, running the transportation department because as a Business Administrator and I have seen in other districts, usually transportation is a headache for any Business Administrator and you handle emergent situations and they don't come to our level and I appreciate you for that.

Kim Conti - Special Services stated I would like to congratulate the retirees. We will certainly miss you and I know many of you have personally done a lot for me and I appreciate everything. Also I want to congratulate the Burnet students as well even though they left.

When an IEP team meets or an Individualized Education Program team – there are two circumstances that a student would be determined to need transportation. One would be due to disability and in that case there could be cognitive, physical or behavioral needs of the student. Again that is not an exhaustive list of factors but those are the primary ones and these needs would impact on the student's ability to negotiate the environment, walking or getting home and to and from school.

The second reason would be when the IEP team determines a program and that program is not in the home school, then transportation would also be required. Now once that determination is made, the information must be communicated to the Transportation Department and as Ms. Calderone said via forms.

The case managers decide some graphic information like student name, date of birth, home address, parent address, the school that they are attending, the hours of the schools – the start and end times, there are multiple contact information that is provided. For example, parents we try to get as many phone numbers as possible – cell, home, work. Also emergency contacts that they designate as well as the school phone number and case manager's number.

An important part is where we communicate the individual student needs and these are some of the most common needs that are communicated or that are determined to be needed and there are personal aides and bus aides. Sometimes the students will require an individual personal aide rather than a bus aide which is more than a shared aide for the students.

Also, there are car or booster seats, safety vests that are determined to be needed and those are primarily in the case where a child may need to address physical or behavioral needs to keep them safe within the bus.

Communication needs are an important factor and it is important to know as Ms. Calderone was saying before that some students may be non-verbal. Some students may have limited verbal skills or they may require a system technology device such as an iPad and of course you can't account for all the various needs that children may need so we would have an area that we can stipulate any need a student may have - for example, a transportation behavior intervention plan. I know we were talking about seatbelts before – we had an example where maybe a student is refusing to put on a seatbelt and we have a behavior plan that would help get the child some positive behavioral support and hoping to direct them to comply with putting a seatbelt on – so those are some of the needs there.

The case manager also forwards a medical verification form to the school nurses because it is important for us to know if there are any medical needs that need to be addressed when the children are in transportation. The nurses would indicate any medical support. For example, an individualized health plan – children with asthma or diabetes; wheelchairs – we may need to have buses that have lifts for wheelchairs; braces, ambulatory needs – sometimes there are nurses that have to be designated for a student. There has been an increase over the years for the need for nurses. The primary reason for this procedure is students with seizure disorders, need to have meds administered within three minutes of an onset of the seizure and then the nurse would provide that level of care or we have students who may need help with feeding tubes. Allergies is also another area where we need to have staff or bus aides – epipen training.

On personnel, there are certain situations where there are certain situations where we must through our department provide personnel. For example, some of the contracted buses do not have their staff epipen or CPR trained and in that case we would have to find a bus aide or a personal aide that we could give that training to so we can provide the service. In district, sometimes the transportation department does not have available bus aides and we would again

have to secure that. We would post for a bus aide and many times the paraprofessionals who are already working for us in the District will apply and they are the paraprofessionals that work during our regular academic school day.

We go on the Department of Ed website to look for the contracted nursing agencies and of course we receive and then ask the Board of Ed for approval of them. The other personnel that goes on the buses as well as the case managers, behaviorist and also related service providers, it could be occupational therapists, physical therapists. For example, physical therapists may work with bus staff on seating arrangements for students with physical needs. We also have behaviorists – if we have a student who is refusing to board the bus and they work with the parents and staff with help interventions for the student to be successful on getting on the bus.

As you can tell from Ms. Calderone's presentation and this, communication is key to coordinate a lot of the information to many people, nurses, case managers, parents, school personnel and that could be out-of-district and in-district. It is very important to keep communication going. As Mr. Tatum said before, we do have a lot of transportation needs in this District and for most part things run smooth and we try to avoid at all cost any situations where students may be unsafe.

Mr. McDowell stated the ID program for special needs students, can you speak a little bit about that. Mrs. Conti asked are you talking about the one with the Town? Mr. McDowell stated yes. Mrs. Conti stated the ID's for special need students – they can go to the police department and register any individuals – I think it might be for adults as well as students to get ID cards to put any identifying information on there if someone has a disability. We also have out there an emergency registry and we put that on the website as well. If you have any children, adults that might need any kind of emergency procedures during an evacuation, they can register also through the Department of Ed website and I know Julia has worked with me on that to get that information out across the District. We will refer you to the website for information. It is a great program and I do encourage people to take advantage of it. Flyers went home to the schools and it is on the website as well. Sgt Boll was here speaking about it last week.

Mrs. Zuena asked did the flyers go home for both programs? Or just for the one? Mrs. Conti stated I was under the impression that both programs as when I met with Julia. We coordinated to send the flyers home, as well as putting them on the website. If anyone missed them I'm sure we can get them out. Mrs. Zuena stated as far as I know, none of the parents have received the flyer yet. Maybe we can do a cross-reference on that and make sure that information gets home to the students. Mrs. Conti stated for both? Or one of the programs? Mrs. Zuena stated as far as I know both. Mrs. Conti stated I did confirm with Julia because there was some questions last time I was here. I immediately followed up and I was assured that it did happen. Mr. Tatum would it be o.k. if we send the information out again just to make sure? O.k.

Mr. Monge stated one of the things that we talked about as it pertains to the ID program. A presentation was made that there was an idea to actually have a couple nights at a couple of schools to have the ID program and have ID's issued. That did not happen and is there something that you are looking at and trying to do because obviously – well obvious to us, the

last issue that we had with the one special needs child, the ID potentially saved his life. Is that something that we are looking at?

Mr. Tatum stated at the meeting that Sgt. Boll was here – I said whatever you need, bring them to us and we would gladly give support. I have not heard from Sgt. Boll and I just want to make sure with Mr. Benaquista that he has not contacted him.

Mr. Monge stated let me reapproach it in a different way. We also talked about a partnership, not just Officer Boll coming to us, it is us going to the police department and Officer Boll and trying to take advantage of. Mr. Tatum stated that was not the impression that I got about that. The impression I got was that Officer Boll wanted to operate the program and he would call us if he needed us. Mr. Monge stated that wasn't the take away. I spoke to him prior to. Mr. Benaquista stated Mr. Tatum I will reach out to him tomorrow. Mr. Tatum stated I got the impression that we were splitting hairs the last time here. Many of the issues that we were undertaking, he wanted to take those initiatives and we were going to be his support. Mr. Monge stated Ms. Mackie is actually here today and she works with Mr. Boll and maybe you all will have an opportunity to connect with Mr. Benaquista. Mr. Tatum stated we will give him any support that he needs – we are here for him. We will follow up on that. Mr. Monge stated and this is what I'm trying to get to and I'm sorry – it is not necessarily waiting for Officer Boll but us being proactive and take advantage of this program and see if we can reach out to Officer Boll and say we have a couple of sites and days that we would like to try to have people come in and ID that kid to work together.

We talked about how kids in special services get selected to get bused to various locations. When is the instance when kids lose that privilege? If you are being bussed to an afterschool location, obviously there was an initial need, when are the decisions when that need is identified as not being available to that child any longer? Mrs. Conti stated there are a couple of answers that I need to point out. First of all, one, transportation – what we determine and it has to be part of the program and it has to be part of the IEP goals and objectives and it has to be needed for the student to progress towards the IEP goals and objectives.

You have to remember that our responsibility in the special education department is that to determine only if the student needs it due to disability or if the program is not on the home school. Beyond that our responsibility ends and there have been and being here in this District for several years, at times we have looked at the different needs of the busing route. For example, I don't know if Ms. Calderone is here or not, we have taken a look at trying to keep our transportation department running efficiently and smoothly so there is times that we have had to look at transporting and keeping it from home address to school address and not aftercare programs. Mr. Monge stated it is need driven not budget driven. Do we have kids in this District that is losing the opportunity because of the budget constraints or anything of that nature? If so, I have never heard. Mrs. Conti stated for our department and our determinations, really our responsibility is to provide transportation due to disability or if the IEP program is determined not to be in the home school – in-district or in another district. Not to sound very structured but that is where our responsibilities are.

Mrs. Regis-Darby stated transportation is actually not a goal on the IEP but it is a separate entity. It is a separate part of the IEP so that is the thing that needs to be clarified. It is not part of the child's goal. Mrs. Conti stated the transportation as I said, it is an individualized education program team decision so that is memorialized in the IEP that is not goals and objectives per say; however, what I'm saying about goals and objectives is that where you are transported to is the educational program that drives, that is needed for that child to progress towards the goals and objectives of the IEP.

Mr. Tatum stated thank you Mrs. Conti. I think the most important thing that we need to recognize here is that the transportation piece is beyond the two areas that you mentioned – supplemental services that amend the IEP as opposed to being part of the educational component. The goal is to get the child to the location.

Kira Baskerville-Williams stated I am the Supervisor of Special Education for pre-k through grade 5. It is a privilege and honor to speak before you and I'm happy to be back in Union. I am born and raised in Union. I want to give her a special acknowledgement because she was my track coach for four years while I was in high school and see her retire right now is one of those aw moments.

I am doing a presentation on special education and what it looks like in our pre-k through grade 5. By the end of this presentation you will gain an awareness of the child study team, eligibility and program criteria, you will gain an understanding of the special education programs in pre-k through grade 5 and two programs that we run within the District which is our multi-sensory reading program and coaching series program that we just implemented and started to get off the ground.

The child study team when you look at school based supports in special education – you look at about three factors. One is the actual child study team and it is made up of a core set of professionals – a school psychologist, school social worker and LDTC. The child study team is responsible for identifying, observing and evaluating possible students who may have academic difficulties, social difficulties and emotional difficulties.

The second thing we do is we assist teachers with the strategies that may be needed to increase academic, social and emotional difficulties and help them to show academic progress.

The case manager is really a crucial element to the child study team and the student's development. They provide strategies and resources to the school staff but they also facilitate communication between home and school. They coordinate the annual review process, reevaluation process and any concern that a parent may have or a student may have. They ensure the special education services are delivered in a timely fashion and if there are any concerns that they bring everyone back to the table to determine how we can assist students in need.

Then we have our IEP team, and the IEP team makes up the child study team, different individuals on the child study team. The case manager must be part of the IEP team. Then you will have your regular education teacher, special education teacher and any other professionals that the IEP team feels is necessary to the development of an IEP.

The IEP team monitors the placement of students with disability in the least restrictive environment. A least restrictive environment you can go from more severe restrictions to a lesser restrictive environment. The goal is always to keep the child in the least restrictive environment.

Then we have to develop a plan for student achievement and we work with the school to provide the additional resources. Within the school there are other resources that may be available and we help to connect those resources with our resources to help us support the family. As I said there are core members of the child study team. We have the school psychologist and what they do they consult with the student's teachers, they assess students current cognitive function. They really look at the how and why a student learns the way that they learn. They also provide counseling and crisis intervention and consultation services.

We also have the learning disability teacher – LDTC is what they are commonly referred to as and they are responsible for conducting educational assessment. They have a teaching background and they look at the current educational functioning of the student inside of the educational environment. They are also involved with teachers and giving instructional strategies and support. They can provide it in a consultative manner, they can push inside of a classroom and they can also do workshops and presentations to help teachers provide academic success for the student

School social worker which is near and dear to my heart – that is the role I play on the team. The social worker conducts the social history evaluation and what the social worker looks at is the whole child and whether or not it is family environment, medical situation, any social situations that may be impacting the student's ability to perform successfully in school. The school social worker provides counseling and provide crisis intervention consultation and they also help families connect with community resources that sometimes the school may not be as aware of but the social workers they have those resources on them.

Now we look at the eligibility and program criteria – there are about 13 eligibility categories that students can be classified at and at the right side you will see the special education programs. The programs of a particular district has, you very rarely see a district that has all of these programs. They may have different programs depending on the need of the district.

In Union, in pre-k to 5, we have pre-k disability program, we have LLD which is learning and language disabilities, moderate program, we have behavioral disabilities program, a resource pull out, a resource in-class for the inclusion model and we have an autism program. The ICR program which is the inclusion program, we have that in all of our elementary schools; also middle and high school and we are moving towards as much as we can towards more of an inclusion model because research tells us that students educated in an inclusive setting reach higher academic gain and social.

Our autism programs are located in Franklin, Hannah Caldwell, Connecticut Farms – on the elementary level. The LLD-MM program – we have that at Battle Hill and Jefferson. The

multi-sensory reading program that is in the District that is a reading program that is designated to help struggling readers for students with disability and we have two teachers who provide these services throughout the schools in the elementary program. Right now they come in and do a minimum of twice a week for our students that are struggling but we are moving towards increasing the amount of time these students are being delivered those services.

The coaching series is designed to offer teacher support. One of the things that we started doing this year was having our behaviorist, Dr. Kaufman, go out and speak to teachers. Teachers who instruct our students with disabilities and we talk to them about various topics. For example, some of the topics are stress and anxiety in the lives of the children to help them deliver their classroom practice understanding what children are going through every day. Another topic is how to build positive teacher-student relationships because one of the things that we know is building positive student-teacher relationships is crucial to helping student's progress. We are very excited about that program and we are getting a lot of positive feedback from teachers who are really enjoying that and asking for even more topics and more development. Right now what we are doing is we are piloting this in two schools – Franklin and Jefferson and we are looking to expand next year on not only the topics but the amount of schools that we are going into.

Dr. Francis stated I really want to say that is a really great presentation. It is informative. As a Board member you don't get all that information and sometimes you are relying on the Superintendent or some other staff to explain some of the stuff to us. To me it was very instrumental to me.

Mr. Nufrio stated thank you for your presentation. This is more directed to Mrs. Conti. Where are we with the most recent legislation that indicated that teachers need to be fully trained in some area? I'm sure we have begun that. Mrs. Conti stated are you talking about the mandated professional development plan? Mr. Nufrio stated yes and I heard Ms. Baskerville saying that the teachers are excited about that aspect that she presented in the PowerPoint presentation. Where are we overall as a district because that is an extremely important aspect. Mrs. Conti stated it is huge. You have to think about all the needs of the students with disabilities. You have to consider the staff that deal with students that have autism. You have students that might need that community based instruction and you have to train that staff in a certain way and it is very challenging because staff comes in and staff leaves and you always have to make sure you are current on all the professional development. I know that Ms. Baskerville and myself have been trying to work on really a wide range reach. It is not only on special education, there is really no more mark or line with special ed and general ed. Even when the general ed teachers, you have to include the general ed staff as well, you have to make sure that it is cohesive so special education staff need to be in and learn what ESSA is doing and special needs staff has to learn the needs are for children because as Ms. Baskerville said you really need to include children in the least restrictive environment as possible. What we have done with PD this year; we had the Effective School Solutions come in and work with paraprofessionals as well as teachers and general ed. We also had the Equity Alliance come in and talk about transgender. We did get very positive feedback about that presentation. Ms. Baskerville was too kind when she said we are part of the coaching series and she brought that in as a new supervisor here. We have the CPI training. We have the behaviorist that goes in and

works with the staff for the autistic classes as well. We have the community based instruction grant. We have teachers not going out have structure learning experiences. All this now is a daunting job that really needs to come back in and be turnkey in an effective manner and not just turnkey where we can tell you it really has to be where people go in and evaluate the information and see how effective we are as we are using it. I have to tell you and I need to say this that the administration in the special education department, we are working night and day because the demands and the needs that we need to address and I'm glad you brought this up Mr. Nufrio and there are so many needs and so many things that we need to address. I don't want to keep on going.

Mr. Nufrio stated I do understand the enormity of the whole picture. Mr. Tatum we need to look at what other resource the special ed department and this did not come by the solicitation of Mrs. Conti – this is my own perception, as to what else is required to assist that department in getting these things done because we are mandated to do these things and it is a huge task. We need to talk a little bit more. Mrs. Conti stated we went through two monitorings which we had zero citations. I would really like to keep that kind of standard for our school system and to keep on going with that and as everybody knows, we had the superintendent academy today and I know Mrs. Moses and Mr. Benaquista are familiar with it, and it is just the mandates and everything that we want to do and we want to do it in an effective well thought out manner and be able to get as many people together to collaborate the ideas because we all don't know about all the documents.

Mr. Monge stated Mr. Nufrio you were going where I was going in general, how I look at it as a parent of a special needs child, it's not just the Board being educated, it goes all the way to the teachers, administrators, the lunch aides, the aides, security, I think it has to be a comprehensive approach because our kids are walking through the hallways and coming into contact with various people and also the kids – just educating the kids about being tolerant and understanding and there was a nice piece on 60 Minutes on Sesame Street on how they were introducing one of the Muppets that would have autism and speaking to that point and making it natural and understanding why kids may act a little different than other kids and you can't generalize autistic children. But saying that and I approach things business wise and you guys kind of push me back sometimes and we try to find some middle ground. I'm thinking as it pertains to trying to get there, there should be a plan. They are talking about certain areas that you need to cover and maybe if you are a teacher, you need to be able to take these trainings because it seems like professional development is needed. I don't know if it is a dollar issue but it shouldn't be a dollar issue. The point is I don't know if there should be training for every teacher. If you are going to be a teacher here, you have to go through this training. If you want to be a lunch aide, you need training. Mr. Nufrio stated it is mandated.

Mr. Monge stated I'm glad you said that we are mandated so where is the plan. I appreciate the one offs here and there but is there an actual plan that says that this is the bible that we are going to use to be able to get to point A to point Z where we need to be with the mandates.

Mrs. Conti stated I think it is an ever evolving plan and I think that we need to sit down and sometimes I even have committees. Mr. Monge stated but do we have a plan? Mrs. Conti

stated we have a plan as to what we see that what are the needs. We identify the needs in our programs but as you talk about a whole districtwide plan, where it is comprehensive with general ed and special ed, I think we are in the process of working on that but it still needs to be part of our department plan for professional development and I couldn't agree with you more. We really need to work on that and really roll out a comprehensive plan. Mr. Monge asked so is there a timeframe for that?

Mrs. Moses stated the time is right now and I say that because as we continue to move our children forward into a least restrictive environment, we have to have these collaborative integrated meetings with teachers and I just want to say that when Ms. Baskerville-Williams said that the LDTC goes into the classroom and assessing what the child needs because sometime kids escape the classrooms. But if someone is there with a wealth of knowledge and can help the teacher help the child to be more engaged through technology, project based learning and so forth. Things like that is where we need to move through. We just can't say ICR and leave it like that because that is at the end of the day and only the beginning. It's not only about the learning, it is about the collaborating and putting it together. We have PDs already and that is what we need to do. Mrs. Conti stated you can be very creative with PD's too in the way of turnkey and services and there are many things out there.

Mr. Monge stated so a comprehensive plan is something that is being worked on. Mr. Tatum stated let's put it into perspective now. We have heard different versions of this and the reality of it all is education and curriculum is ever changing. Mandates that are changing things and the plan is really a working plan. It continues to stay in progress. We talk about ESSA which is a new initiative that is coming out and changes some of the mandates. For example, special ed, because of the autistic program that we didn't have at one time; there is a separate level of training that you go through and even in core courses that teachers take which really include that now. The professional development has to be based upon the population of students that we have. I have always said this and I stand by it and I'm a firm believer that we reach students where they are and part of that is making an assessment of what needs we have, what programs are doing excellent in presenting the programs that we have and how do the mandates get interwoven into those things that we now are required to do. When I say the plan is evolving, it is no different than the things that we do with this Board every year or so, we develop an action plan. Our action plan is based upon our needs – those things that we have identified in the District. When I say it is ongoing document, it is one that we should be constantly revising.

We talked about the Google Classroom and professional development there and there are other challenges that go along with professional development which I will not get into tonight but certainly I think when we get into our committees, we can talk a little more extensively about what some of those challenges are and how we go about meeting the needs of students and the type of training our teachers and faculty will need.

Mrs. Regis-Darby stated Ms. Williams, that was a really great presentation but my question goes to can you speak to the audience at home about the LDTC because this is not something that we had years ago – can you tell us a little bit about that. Mrs. Williams stated the LDTC – in this District, we have four services provided in different schools and one of the things that they do, they are responsible for doing educational assessments, they are part of any ID

meeting where there is someone who has suspected disability and you come together. They are a key component to that initial ID meeting to determine whether or not you are going to evaluate or not. In addition, they provide instructional strategies to the teachers. They help assist with accommodations and modifications that a student may utilize to help them access special educational curriculum more than they would do so without those things.

The LDTC can also give presentations and workshops and things of that nature to assist the teachers to implement accommodations and modifications and show them how to do that. Sometimes teachers may not know how to embed those strategies into the curriculum so the LDTC would come in and they would either go into the classroom or they may do it outside the classroom but they will consult and give those strategies to assist the teacher.

Mr. Nufrio stated I also believe there is grant money that is available via the State Department of Education. I read some articles regarding the current standards that districts must meet. I would urge everyone including Mr. Brennan to look into that because if there is money that can be obtained to help this along with the PDs, the job won't be as big because the dollar does count. If we can get some free dollars why not?

Mrs. Minneci stated I wanted to commend you, it was a great presentation. As a retired special educator, I can appreciate the changes that you see every single day and I commend you for the least restrictive environment because that is what I did for 20+ years and I commend you for that.

Mrs. Conti stated we could use some more behaviorists for the District (inaudible).

Mr. Tatum stated this is probably the longest Superintendent's Report in history.

Robert Ghiretti – Elementary Supervisor stated I supervise the areas of language arts and social studies. I will talk about what is going on in grades 3, 4 and 5.

One of the things that we are doing is updating our curriculum. Grade 5 is upgraded by using the new curricular framework. Grades 3 and 4 will be updated using the curricular framework starting this summer and right now our social studies guides use the Department of Education model curriculum.

On the left hand side you have the common core State standards and on the right side you have the New Jersey student learning standards. This is reading and that is writing. Forty-seven pages in all and what I do want to point out though, the right hand side are the changes from the common core to the New Jersey student learning standards. I read somewhere that 84% of the standards as they were written, are still there. There are changes.

Teaching students to write, whether it is elementary school, middle school or high school is a daunting task. I have always made the comparison of teaching writing to teaching somebody to hit a baseball. Teaching students to write and teaching someone to hit a baseball is very difficult but there is no one right way to do it. One of the things that we did last year is we came up with a committee of teachers, they created grade level writing guides K-5, the guides were

distributed at the beginning of this school year. We discussed them at our meetings. The one thing that you do have from the writing guides are the grade level expectations.

Addressing the areas of challenge for PARCC – probably the biggest area of challenge on PARCC for our students is the area of reading paired text and making those reading, writing connections. Our students face what we call text-dependent questions. They read something; they have to write about it. What we have done is we have come up with a lot of ways to address that challenge of making the reading/writing connection. For example, each teacher in grades 3, 4 and 5 has a workbook called “Common Core Writing to Text” and this takes the students through the process of responding to text dependent writing prompts – opinion, informative and narrative.

There is another item, for those of you worried about the budget, “Read Works” is free. What is great about Read Works is the first few things that I spoke about cost a little bit of money and it is paper based. Read Works is paper based but it can also be digital based. Compare text with questions, level reading passages with question sets, passages and questions available digitally and it’s free.

Story Works – a couple of years ago the 5th grade teachers started using Story Works and they really liked it and I said let’s see what we can do with 3rd and 4th grade and Scholastic came out with something called Story Works Jr. which is for grade 3. It is issued six times during the school year. It meets the ELA standards. Stories available at different levels; there is an online component to it; there is writing, grammar, fiction, non-fiction, drama – it really is a good magazine. I see the teachers using it a lot during the lessons I have observed and I’m really glad we are able to use it this year.

A couple of other items that we have in the elementary schools – students take a diagnostic assessment three times a year using something called iReady. Again it is built for the standards. There is Ed Connect which is another benchmark informative assessment tool. Probably the best part about Ed Connect – a kid goes on Ed Connect, it is just like he/she is looking at PARCC. You have those A/B questions. You have the drag and drop questions. It is really a great simulation for PARCC.

Flocabulary is another tool that the teachers use and I call it kind of the updated version of School House Rock. What it does is the teachers use Flocabulary using educational hip hop music to engage students and a lot of people think it is just music videos but there is a written component as well and it addresses the standards and it also covers science and social studies lessons. It is really a neat thing.

In addition to a lot of things the teachers use, to be a good teacher, you don’t need a text book. A text book is good but you don’t need a textbook. What you do is you take those standards and say how can I help my students meet those standards. All the things I talked about, I see them in the classroom going on every day. Sometimes I see common core writings and text and sometimes I see Story Works. I saw Flocabulary today. I saw a teacher teaching students to use dialogue. A good teacher takes all those resources and teaches to the standards – just doesn’t look at that teacher’s guide and follow the book.

My next part of my presentation is about the awesome things I have seen happening during the course of the school year. Last year I encouraged our teachers to teach our students the State capitals. I looked at all the curriculum guides and it is just not there. So I asked them, 5-10 minutes a day, a state here, a state there, and there are all sorts of websites and music videos and things like that but one teacher took it a step further. What she did was she gave every single student this little handout with the states and a checkoff and I looked at it and said that's interesting. So if I'm the guy tailgating you if you are driving an out-of-state plate, it is because I need Minnesota, I definitely need Hawaii and if you are driving in New Jersey and you see an Alaska plate, I advise you to pull over and don't take a picture of it like I did, but it is a lot of fun. I still need South Dakota and Hawaii.

Book Buddies is a program that a couple of teachers at Washington School started with 1st graders and 3rd graders. Where the 1st graders visit the 3rd grade classroom and they read together. I had the privilege of reading to this classroom this year. The neat thing about the program is it is in their third year so those 1st graders are now 3rd graders so they have seen both parts of the program. Experiencing it as a little kid and now as a mentor; it is really kind of neat.

Poetry café at Livingston School – if you want to see a 1960's coffee house come to Livingston School in April because it is poetry month and they do that every year.

Three schools are now doing wax museums; Connecticut Farms is doing theirs on the 31st and Franklin and Livingston already had theirs. Again it is a great experience for the kids because it combines reading, writing and speaking. They learn something about our history as well.

Story Works again grade 3 at Connecticut Farms. They were so interested in Story Works that they reached out to the Executive Director who happens to live in Springfield. She came to visit the school and she observed a couple of teachers using Story Works and she is also going to put Connecticut Farms School on the Story Works blog.

The other item grade 4 Battle Hill School, you hear a lot about STEM. One of the teachers there is doing a STEM activity for the students where they create a constellation that runaway slaves can use to guide them towards freedom.

As somebody who gets to do so many observations in and out of the classroom all day, the teachers are teaching to the standards, they are so creative and they are working hard and it really is the best part of my day to go in and see a good teacher in 3rd, 4th and 5th grade. It is a lot of fun. Thank you. Presentation appended to minutes.

Mr. Arminio stated thank you Mr. Ghiretti for a very nice organized presentation and good public speaking.

Mr. Nufrio stated I would like to echo that as well. I should say we saved the best for last but that would detract from the previous individuals.

I was very impressed with all the presentations tonight. I am also equally impressed with the fact that you have taken initiatives to make the writing aspect a crucial aspect because many of the kids that windup in college, that is where they fall down. Why there are numerous reasons but I think if we focus on that particular component, where the reading is actually followed by the writing, it not only reinforces the recall of what they read by simply writing about it but it also acts as an aid to improve their writing and doing it at that early stage of their lives is extremely important.

Mr. Tatum stated there are two more brief presentations and then we will be done. Because we did not have a worksession on Tuesday, there was an item that was supposed to be presented to the Education Committee regarding Kawameeh Middle School. Vice Principal Shaw is going to provide an overview that was provided for myself, Mr. McDowell and Mr. Benaquista on a program that is being implemented in Kawameeh Middle School.

David Shaw, Vice Principal at Kawameeh Middle School, stated I am here to speak about the PLC workshop that we would like to attend at the end of June. If you are familiar with PLC, it is a professional learning community and it is a process within our building where our teachers meet daily whether it be Monday, Tuesday, Thursday with their grade level and Wednesday's with their department. They meet at all grade levels throughout the year. They also meet vertically on two Wednesday's a month. They will meet with all the grade levels to discuss all sorts of different things and it is not what most people would think would be just a meeting to talk about kids. It is about curriculum, about what they are teaching that week and so forth.

The workshop itself that we want to attend is the biggest and best workshop for the PLC process. It is run by educational leaders who have transformed their schools to some of the most successful schools in the country. We attended the workshop last year, myself, Mr. Malanda and two other teachers and we would like to go back for part two of this.

The conference is a mega conference. When we attended last year we weren't able to attend all the breakout sessions because there are so many. Some of the workshops that we attended are on the handout.

Our purpose this year is really to gain additional knowledge into the PLC process as well as to go to phase two which is the RTI process which is Response to Intervention which is key to the future success of our ability. In taking a team of seven, it is simply because we want to take the members from last year as well as three additional members which will provide us with the opportunity to have two teachers in each grade level that will be trained in the PLC process as well as the RTI process so when they go back to their grade level, they can transfer that information to the other staff members. To have someone who is knowledgeable within each daily working PLC that is understanding of the process. The new members are from all different grades.

The response to intervention process is important too because it allows us to develop a system and at Kawameeh we have a good system because our grade levels meet daily. The response to intervention will allow us to schedule one day a week next year where students that did not excel in a particular area will be able to meet with those teachers in a particular time slot

to help them pick up on whatever they missed and also those students who have exceeded in an area to gain more knowledge in that area. It is not just for those students that are falling behind but those students that want to excel more within an area. That is what the intervention is for but that is what the extra period would be. As I said starting with one period a week and then possibly going two periods a week to provide support for those students. It is not just for the lower level students, it is for honor students as well.

The process itself really allows us to provide the support for those students but also for the teachers that don't have that particular student. For example, a student that doesn't score well on Mr. Nufrio's test can go to Mrs. Minneci's class and learn from her so they are learning from somebody different as opposed to the person who taught them in the first time. They will be able to work with all staff members within that grade level and now it creates ownership for those teachers within those grade level so it is not just your student, it is our student. I think that collaborative will help us be successful in student achievement. So that is the RTI process.

In closing, I just want to make sure that the members know that it is not just the program, the PLC is really a process. We have been through so many different programs whether it be differentiation, understanding by design or countless other programs throughout the years, especially my 20 years in the District. But I can tell you that in the PLC process, our teachers are really engaged in this and are fully buying into the idea that it is not top down it's them leading. I think that us going to this workshop will allow us to continue this process and allow our staff to see that we are invested in their best interest and as well as our students.

Mr. Arminio stated I noticed in the letter from Mr. Malanda, the last paragraph says that he has been working with Tommy Harrell from Burnet Middle School; when would a team from Burnet be part of this program? Would it be this year? Or is it too late? Mr. Shaw stated it is not too late – the conference is not sold out yet.

The first two conferences in June are sold out but this one is not yet. Burnet certainly can put a team together and certainly attend which would obviously make it better for all of us. The process itself, you could certainly somewhere else and learn from someone that is not in that network – I would equate it to going to see a cover band. You can certainly see somebody else and go to a different workshop but we are learning from the best. Once you are there you feel the energy and you buy into it and you are not just bringing someone in who can present. It is a little bit different of the experience and when you come back, like last year, it invigorated us.

Mr. Tatum stated can you speak to the idea of the professionals you are going to meet on this trip versus bringing it to the school by some of the other presenters that you have looked into in terms of cost. Mr. Shaw stated you can bring one of these presenters in and it is around \$8,000 per topic and you can get one of their associates for about \$6500 per presentation per topic. When you go to the conferences you certainly branch out to all these different presentation and you are bringing back a lot more than one topic. You can certainly sit in a room with 100 staff members but if 10% walk out with the true understanding of it or an interest in it, then that is what you are going to get but I think by sending seven of us and being truly immersed with all the different schools around the country, it allows us to really bring back that positive energy.

Mr. Monge stated I didn't know you were going to be here and I didn't know it was going to be on the agenda until Friday and I was one of the guys that had an objection or concern about it. The idea that you could pay somebody to come here – even at \$8,000 with 30-50 people, if you plan the percentages as it pertains to the cost effectiveness of it all, the question was really not about the value of the information. The question was about \$10,000 for seven people - \$1400 a pop and us being in the New York City metro area being able to get like type of a training then having folks going to Atlanta and bringing it back to last year – the thing that we talked about in worksession, is specifically as it pertains to travel is that we said we would try to make conservative efforts to try to keep travel locally and to cut costs if possible because we were in the New York City metropolitan area and we have a lot of those type of experiences. Mr. Shaw stated we certainly looked for a conference in this area. Other than ASCD or the NESSV conferences which are based on middle school principals and high school principals and they may have workshop within those conferences that cover this topic, there is nothing that truly allows you to get into the environment of three days of emerging into the PLC process.

Mrs. Regis-Darby stated I just have a hard time believing that there is nothing available because according to the State, this is going to be mandated in September. For the State to make this mandate, I'm having a hard time believing that they are not going to put out any RTI training for the administration. Mr. Shaw stated as of now we don't have anything but certainly we can go into next year and not have that second phase of the RTI training and then we are going backwards. We can certainly wait until next year and see what the State puts out but I don't think that is best for my staff and I don't want to short change my staff and say we have to wait another year for the RTI process when I think we are ready for the RTI process. We are in a building that has that schedule ready to go and that is really just built perfectly for that process. I think certainly if it was closer, we would be there. The next two conferences following Atlanta is San Jose, Seattle and I don't know why they don't come to the northeast but maybe it is just too expensive. I can't speak to that but I can certainly write to them and ask them to come to New York and I'm sure New York would be just as expensive without the air obviously to hold that conference. The cost of the conference is what it is where they hold it.

Mr. Arminio asked can you speak to the Title 2 money. Mr. Shaw stated we spoke with Ms. Guilfoyle who runs the grants and it has x-amount of money in it and there is money that has not been used in two years. Last year they rolled some over for us and this year nobody has put in for any of that money, we are the first group to put in for that. One tenth of that money is going towards our trip. We lose that money by June 30th. Our trip is June 27th. If somebody doesn't use it, the State is getting it back. I don't know why we would short change our staff.

Mrs. Minneci stated I think you need to go to and with the breakout sessions, you are not going to get that in district. I think as a Board we should consider this because I think it is very important. PLC's we had them where I worked and they are wonderful. If this is where we need to go, then it is money well spent.

Mr. Benaquista stated I just learned that yes the funds were allocated through Ms. Guilfoyle running the Title 2A and specifically one of the areas is PLC's and it is in the packet that Mr. Shaw shared. It is an area that our District needs to improve on because we can benefit

so much from the PLCs and I have been in the District a long time; right when they started rolling out PLCs I was at the high school and I felt that we never learned how to do it the right way. I have to say that I have stopped by Kawameeh Middle School and when I think about things of whether we should do it as a district, I have to look at the students and is it going to eventually benefit the students and when I was in one of their PLCs and I saw the teachers interacting and sharing and working together, I have to say it was one of the best and this is before really I understood the in depth that Kawameeh was doing. I really saw the benefit and the enthusiasm that they were giving off in that room with each other and you had some quiet teachers that now might be stepping outside those four walls to now engage within their group and I think it is something that we need. If Kawameeh gets to the level that they are going to be successful with this, it needs to be shared throughout the District because it is an area that we can improve throughout our District and I already spoke to Burnet Middle School and they are going to try to find some teachers, if this gets approved, to join them because I think it is important for the whole middle school to experience this and they are already sharing the library portion of Pierson that we have right now.

Mr. Arminio asked would Burnet people be able to do part one? Mr. Shaw stated our three new members are doing the RTI phase, the other two members including myself will continue the PLC process. We are still learning. We are not perfect in this. There have definitely been bumps in the road this year. Our 6th, 7th and 8th grade PLCs don't operate at full capacity. 8th grade PLC – they have someone who is truly a leader. The other individual is a 6th grade PLC and they struggled with it and don't understand the whole process. We didn't have someone from 7th grade go last year and that is why we have two 7th grade teachers so we will have two from each grade. It is just not one person that is trying to lead the PLC. I think certainly Burnet can send a team and I think they would do well. I think Tommy would be able to select a great group of individuals or work collaboratively with us. We don't have any problems turn keying. We could have turn keyed this year but as I said to Mr. Tatum, we had to work this out. We have to get these bumps out of the way. I can't turnkey something that we are not fully proficient in. I can certainly say we will do it and give a presentation and again you walk out with five people instead of ten people. I don't think it was appropriate to turnkey it yet. I don't want to turnkey something when I'm not 100% sure of. I think us going back and learning more about the process, learning about phase two RTI, really helps us at Kawameeh and hopefully Burnet can join us.

Mr. Monge stated again, I'm going to reiterate this, it is not about the question about the importance of this. The other thing is you talk about this grant money sitting there and nobody using it – that baffles me. We are always talking about professional development. We need to apply for grants and then you say to me there are grants there and no one is taking advantage of them and that baffles me. I would hope that this sword comes sticking out and we can't have a situation like this again. I am having a hard time and it's o.k. and it's o.k. for me to have a hard time and that the only place that offers and if there is one group that offers this and fantastic vacation spots throughout the nation and I don't have enough information here to understand what PLC opportunities there are other than once a year through this particular conference group for \$1400 a pop for each person on average. It is just difficult for me to swallow as the fiscal guy.

Mrs. Regis-Darby stated I know and see the staff members that are attending and I see it is yourself and also the principal of Kawameeh. I know the teachers will be the ones that will implement RTI in the classroom. Is it possible to have the teacher go to this conference because they are going to be the one implementing it in the classroom and not the vice principal or the principal? Mr. Shaw stated you can certainly send staff members but if you are not an instructional leader, what kind of leader are you. Why would we not want to attend the conference.

Mr. Nufrio stated we are going to split the cost it certainly needs to be totally reassessed obviously. I did hear Pierson. Let me just put this out there. It is very possible that is why we don't have it around here. Even though they are "the company" that the state and country has recognized; on a side note, I walked in this evening with Mr. Shaw and he was so enthused and so ecstatic about doing this presentation tonight, in his haste to get here he ran over a muffler. I said hopefully you don't have much damage so maybe this could be the tradeoff. If he doesn't pass that cost down to us, and of course I'm only joking, but I'm not joking about running over the muffler. At the worksession we did question the cost, we also listened to Mrs. Darby indicating that there was a possibility of bringing someone in but learning afterwards that is also costly. If we are going to jump into the pool, then we need to jump into the pool. I absolutely agree that the administrators should and must be at that conference. There is no way you can just relegate that simply to staff. You could but where are they then when it comes to the knowledge that they should have firsthand and be able to assess what the staff is going to accomplish and that is my two cents.

Mr. Tatum state I think there are two things to be said here. No. 1, we talked about trying to keep the staff in and around the metropolitan area. I would say if we took a close look at the travel that we do have in place, the majority is in New Jersey. As a person that one time in the district processed all the professional development forms and activities, I can assure you that is where the majority of the professional development takes place. The other thing that needs to be considered and it has not really come about and when we talk about limiting travel in this area, you need to also understand that there are contractual obligations that go along with this as well. Many of our agreements provide for attendance at national conferences and therefore those are things that are in the Collective Bargaining Agreement and the members of that association have the right to at least apply but that doesn't mean that we have to approve them but certainly they have the right to apply for those conferences. The other adage is if we don't have what we need in the District, we have to go out and get it and that is not only in terms of professional development, that is in terms of our personnel and in terms of any needs we find and we have within the District. Sometimes it is not here. When I heard this presentation and got a little more information on what this is all about, I became an advocate in support of this particular trip because I am interested in the results. What I would like to hear tonight is and I'll say it, I would like to see the results when you go and it is implemented and the effectiveness of the program because I think then we have a better opportunity to assess whether or not it is worthy of sending someone for that level of distance for something that is a success or not a success.

Mr. Shaw stated we welcome the pressure and we are into it and this is something we truly believe in. I'm up here and I don't know if you can see the passion that we have but we are very interested in the conference and Mr. Malanda would probably be up here sweating buckets

but he is obviously a better speaker than I am but hopefully you were able to get my message and tell you that this is something that we really believe in as administration in our building and our staff.

Mr. Tatum stated of what I understand last year this particular conference was paid for locally and to Mr. Monge's point about grants and those particular activities, we are getting more and more as we look into the grants and how we use Title I funds and Title 2A, we have been really spending a lot of time this year assessing budgets, assessing resources and so forth. Yes more recently we found that the Title 2A has a professional development component and that money is earmarked for that purpose and unfortunately, people haven't taken advantage of it because I don't think that they truly knew that was something that they could utilize that for because we have secured more funds from the federal government, especially in Title 1 and as I mentioned we are going to be meeting with the representative from the State to talk about how to utilize that money more to our advantage than disadvantage.

Mr. Nufrio stated I could also add that I could think of many other places to go at the end of June then to be with staff that I have been with all year and I think it is admirable that you are taking on this venture.

Mrs. Moses stated in reference to the PLC for RTI. I know you said RTI but the explanation of RTI is facets that helps students learn better, engage more and helps teachers to understand how and why a student may be not so attentive in class and also when you go on a seminar like this, the key thing here is networking. That is the number one thing when I go to a workshop and I don't care if it is around the corner. I want to know what everyone else is doing and how effective it is. Part two is the finished product. For part one I remember asking are you ready to turnkey because I am a component of RTI because it does help a student that may be struggling who may go to the path of IRS or to special services when we can put preventions in place through RTI. RTI is done through PLC. So PLC is also for academic collaboration for strategies, but most importantly when we talk about this workshop, it is more about RTI behavioral issues that arise during learning to engage the student and that requires so much. When we have teachers that are doing this, when we talk about the money, the money is for the district so if you are saying it is going to cost \$16 and we are looking at what is there, then that means that group of people will have to come back and give it to the District and you are ready for that and that is why I think it is meaningful because we are going in that direction as a District and if anyone wants to look at the State website and just type in research response for intervention, you will see exactly what it is about and what we are planning to do because we do not want all our kids just because they are being misunderstood to go to special services. We do not want our teachers to not understand how our students respond to the learning in class. They too need to know about certain things as well as responding to the student's needs for learning. That is why I really do like the program and I know that since the group has started, they need to finish it and they need to carry it out and initiate the entire process as we move as an entire district with RTI and that is one of our new initiatives that we want to push for all of our students and teachers.

Mr. Monge asked Mr. Shaw is there going to be a part 3, 4, 5? Mr. Shaw stated I don't believe so. I certainly can't guarantee that and with Pierson there is always something that

comes out. This is truly a process and it is not something I think we have done whether differentiation or anything else that has come and gone but not that it is gone but it moves in and moves out. I have done this for 20 years - at the high school for 13-14 years and at Kawameeh for 6 years, and within the last year I have really seen the motivation of the staff at Kawameeh. The ability for them to meet and collaborate and I hope the RTI process next year really break the next step to this and really allows Kawameeh to move forward and be successful and reduce the INR numbers as well as the special ed kids simply to provide the support that is needed without that process.

Mrs. Minneci stated we are here for the kids and that is the bottomline so what is good for them is what we need to do.

Mr. Arminio stated you are going to this convention for the kids, the money is from a grant that we would lose if we don't use it and no one has used it. I looked at it this way. We go to the State Board convention in Atlantic City every year and it is the same thing every year. Why don't we skip 2-3 years going down or just send down 2-3 people and they can turnkey it or why don't we go to the National School Board convention every year because we can. We just say we are going to the National Convention and Mr. Brennan writes us a check and we go but we don't because that is not for the kids. It would be in a roundabout way but this is directly effecting the relationship between the teachers and the students.


Mr. Nufrio stated it is about methodology, it is about creative ways of teaching. If we had to send teachers for refresher courses to learn new and improved ways of executing the curriculum, the delivery, that would be very costly. But of course what Mr. Tatum said it certainly is an expectation that we would have of anyone that we are investing in to see what will be produced from this; what product will you bring to us as a Board, the Superintendent and hopefully it will be positive and if there is a 3, 4 or 5, albeit.

Mr. McDowell stated one more important thing about this whole process is that it is not costing the District a dime and if we don't use it, we will lose the money. We asked you to make the presentation tonight because I had questions coming from some of the other Board members about this specific trip. I am glad that you were here tonight. We are looking forward to seeing good things come from your training.

Mr. Shaw stated I think we are fortunate that we have the 2A money but even without it, I think it would be the right thing to do. This is really something that our building is committed to and we are fortunate that we have it but I can't express enough and any single one of you can come into our building on any day and see what they do. I invite you at any time. The door is open to anybody. We have invited other staff members from other buildings to come in and see it as it is. It is not a finished product but you are more than welcomed to come in any time.

Mr. Tatum stated Connecticut Farms is here to share something with us tonight. It is video presentation.

Jennifer Parker, counselor at Connecticut Farms, stated thank you for the privilege and opportunity to speak with you this evening. We are here to talk about a project that we



completed with students at our school. Students and staff at Connecticut Farms celebrated kindness month during the month of February.

We participated in a nationwide “Great Kindness Challenge” where we worked together to complete items on a checklist to demonstrate kindness at home, at school and in our community. Examples of items on the checklist included lending a pencil to a friend, picking up a piece of trash and writing thank you notes to our crossing guard and cafeteria manager.

We hope to develop a culture of kindness within our school family that extends beyond the walls of our building. We also celebrated kindness month with the hope that students would recognize the true meaning of showing kindness to others. That a small act of kindness can have a big impact. That one act of kindness can make someone’s day. That kindness is truly contagious and inspires others to pass it on.

With these messages in mind we planned a special project with our 4th grade students.

Mrs. Cannon stated what Mrs. Parking is trying to do with the kindness challenge, I stumbled upon something called the “Kindness Rocks Project” and according to the website, the Kindness Rocks Project was created to spread inspiration and motivation to unsuspected recipients through random painted rocks placed along the way.

The project became a social media movement and communities all around the country and the world have participated in this project. During this project students learned color theory, painting technics as well as the ideas and values that Mrs. Parker and the Connecticut Farms family try to instill in our students.

The slideshow was inspired by the video on the Kindness Rocks Project website that helps inspire us. The students’ rocks will be featured as well as some of the rocks that were completed from the kindness challenge. Video was shown.

Mr. Tatum stated normally I would end my report and talk about the activities that are going on in the schools. You guys voluntarily came tonight to present a program and you did a much better job than I would have been able to do talking about it because you were there and you showed evidence of the activities that are going on at your school. There are so many great things that are going on in this District and I think sometimes we forget all the good things that are going on. I thank you tonight for coming out and waiting until this hour to share that with us. Thank you and it very much appreciated.

Ms. Parker stated our plan with the rocks is to spread them to different places around our Town and we have plans to bring some to our municipal building and also to have them outside of our school and in the spring to bring some to the Board of Education and we also have one for you tonight.

Mr. Nufrio stated I especially like the peace sign of the 60’s, it warmed my heart.

Mr. Tatum stated student attendance 93.7%/staff attendance 94.1%.

Upcoming Events

- Relay for Life will be June 3, 2017.
- The Education Foundation Pizza Tasting Event is set for March 24, 2017.
- PARCC Testing will begin this month and continue throughout the month of April
- On June 9, 2017, at the UHS Auditorium, the Harlem Wizards will take on the Union All-Stars in a fundraiser basketball game to support Livingston School. Tickets are on sale now at Livingston School.
- The next Planning Committee Meeting will be held Tuesday, March 28th at 6:30pm in the Administration Building

If I forgot anything tonight please forgive me. At approximately three hours, that concludes the Superintendent Report for the month.

EDUCATION/STUDENT DISCIPLINE COMMITTEE RESOLUTIONS:

Moved by Mrs. Regis- Darby, seconded by Mr. Arminio, that the following resolutions be adopted:

E-1. AFFIRM SUPERINTENDENT'S RESOLUTION OF HIB

That the Board affirm the Superintendent's resolution of Harassment, Intimidation and Bullying (HIB) conclusions for the period February 1, 2017 to February 28, 2017, in accordance with the information appended to the minutes.

E-2. APPROVE 2017-2018 CALENDARS

That the Board approve the 2017-2018 calendars, in accordance with the information appended to the minutes.

E-3. APPROVE CHILD OF EMPLOYEE TO ATTEND UNION TOWNSHIP PUBLIC SCHOOLS

That the Board approve child of Employee #9572 to attend Union Township Public Schools for the 2017-2018 school year, tuition free, in accordance with the information appended to the non-public minutes.

E-4. APPROVE CHILD OF EMPLOYEE TO ATTEND UNION TOWNSHIP PUBLIC SCHOOLS

That the Board approve children of Employee #8939 to attend Union Township Public Schools for the 2017-2018 school year, tuition free, in accordance with the information appended to the non-public minutes.

E-5. *Agenda item approved at March 14, 2017 worksession (workshop at UHS).*

E-6. APPROVE TITLE I MASTER CLASS SATURDAY PROGRAM – BURNET

That the Board approve Title I Master Class Saturday program at Burnet Middle School, in accordance with the information appended to the minutes.

DISCUSSION:

None

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: None

MOTION CARRIED

FISCAL AND PLANNING COMMITTEE RESOLUTIONS:

Moved by Mr. Monge, seconded by Mrs. Williams, that the following resolutions be adopted:

F-1. ACCEPT TREASURER’S REPORT

That the Treasurer’s Report dated February 28, 2017 be accepted.

F-2. ACCEPT SECRETARY’S REPORT

That the Secretary’s Report dated February 28, 2017 be accepted.

F-3. CERTIFY TREASURER’S AND SECRETARY’S REPORTS

Pursuant to N.J.A.C. 6A:23-2.11(a), I certify that as of February 28, 2017 no budgetary line item account has obligations and payments (contractual orders) which in total exceed the amount appropriated by the district Board of education pursuant to N.J.S.A. 18A:22-8 and 18:22-8.1.

/s/ Gregory E. Brennan
Gregory E. Brennan, Board Secretary

Dated

Pursuant to N.J.A.C.6A:23-2.2(h), we certify that as of February 28, 2017 after review of the secretary’s monthly financial report (appropriations section) and upon consultation with the appropriate district officials that to the best of our knowledge no major account or fund has been over-expended in violation of N.J.A.C. 6A:23-2.2(d)3 and that sufficient funds are available to meet the district’s financial obligations for the remainder of the fiscal year. This certification is solely based on the information provided by the School Business Administrator and Board Secretary and is assumed by the Board to be correct.

F-4. APPROVE APPROPRIATION TRANSFERS

That the Board approve appropriation transfers in accordance with the information appended to the minutes.

F-5. APPROVE LIST OF CONTRACTS AND/OR PURCHASE ORDERS

That the Board approve the attached list of contracts and/or purchase orders pursuant to the requirements of N.J.S.A. 18A:18A-5 (bid exceptions to requirement for advertising) and 18A:18A-10(a) (purchase through State agency; procedure), in accordance with the information appended to the minutes.

F-6. APPROVE DISTRICTWIDE TRAVEL AND RELATED EXPENSES

That the Board approve district wide travel and related expenses pursuant to the requirements of N.J.S.A. 18A:11-12, N.J.A.C. 6A:23A-7 and Board Policy File Code 6471 and in accordance with the information appended to the minutes.

F-7. PRE-APPROVE DISTRICTWIDE STUDENT FIELD TRIP DESTINATIONS AND PURPOSES

That the Board pre-approve districtwide student field trip destinations and purposes pursuant to N.J.A.C. 6A:23A-5.8 in accordance with the information appended to the minutes.

F-8. APPROVE AMENDED LIST OF 2016-2017 STATE CONTRACT VENDORS

That the Board approve the amended list of the 2016-2017 State Contract Vendors pursuant to N.J.S.A. 18A:18A-10(a) (purchase through State agency; procedure) to facilitate schools' purchasing, in accordance with the information appended to the minutes.

F-9. *Agenda item approved at March 14, 2017 worksession (list of purchases paid by funds raised or collected by students).*

F-10. APPROVE AMENDED 2016-2017 OUT-OF-DISTRICT STUDENT PLACEMENT LIST

That the Board approve amended the 2016-2017 out-of-district student placement list, in accordance with the information appended to the minutes.

F-11. ACCEPT DONATIONS

That the Board accept the following donations:

From	Amount/Item	For Use by
Sharon Davino	Top Load Gas Dryer –white	Burnet Middle School

F-12. *For informational purposes only – vote not required.* List of legal services for the 2016-2017 school year, in accordance with the information appended to the minutes.

RESOLUTIONS F-13 THROUGH F-16 CONCERN THE PROPOSED BUDGET FOR THE 2017-2018 SCHOOL YEAR

F-13. *Agenda item approved at March 14, 2017 worksession (general fund tax levy).*

F-14. *Agenda item approved at March 14, 2017 worksession (withdrawal from Capital Reserve to Capital Outlay (Fund 12):*

F-15. *Agenda item approved at March 14, 2017 worksession (approve travel expenditure maximum).*

F-16. *Agenda item approved at March 14, 2017 worksession (establishing a maximum dollar limit for professional services and public relations).*

F-17. APPROVE DISTRIBUTION OF FUNDS TO UHS BOOSTER ASSOCIATION

That the Board approve distribution of funds to the Union High School Booster Association from the following Union High School Senior Scholarship Awards: (a) \$100 – Dora D. Feins Achievement Awards Fund, (b) \$82 – Dora D. Feins Achievement Awards Fund (cost of two plaques), (c) \$100 – Myrtle V. Hassey Awards Fund (two awards - \$50 each), (d) \$1,500 – Bob O’Dell Scholarship Fund, (e) \$250.00 – Bob O’Dell Scholarship Fund (June O’Dell Award”), (f) \$125 – Geraldine Minieri Memorial Scholarship Fund, (g) \$1,000 – Ellen S. Rever Memorial Scholarship Fund (two awards - \$500 each), (h) \$1,000 - Anna Zofay Slobodanyk Memorial Fund (two awards - \$500 each).

F-18. APPROVE INCREASE IN P.O. 17-00648 – EPIC HEALTH SERVICES

That the Board approve an increase to P.O. #17-00648 with EPIC Health Services, Inc. to provide nursing services for the 2016-2017 school from \$40,000 to \$80,000 to meet the District’s increased needs, in accordance with the information appended to the minutes.

DISCUSSION:

Mr. Monge stated my only comment is that I am inspired by accountability so I appreciate that and I appreciate the presentation and the accountability; that is important to me. Thank you.

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: None

MOTION CARRIED

GRIEVANCE/NEGOTIATIONS COMMITTEE RESOLUTIONS:

G-1. *Agenda item approved at March 14, 2017 worksession (approve MOA between BOE and Association of Custodial, Maintenance and Transportation Employees).*

OPERATIONS COMMITTEE RESOLUTIONS:

Moved by Mrs. Zuena, seconded by Mrs. Minneci, that the following resolutions be adopted:

O-1. APPROVE SECURITY DRILL AND BUS EVACUATION REPORTS

That the Board, pursuant to N.J.S.A. 18A:41-1 and P.L. 2009, Chapter 178, approve the following security drill and bus evacuation reports for the 2016-2017 school year, in accordance with the information appended to the minutes.

O-2. APPROVE AGREEMENT WITH COUNTY OF UNION COOPERATIVE PRICING SYSTEM

That the Board approve the execution of an Agreement with the County of Union Cooperative Pricing System for the period of March 22, 2017 through July 31, 2021, in accordance with the information appended to the minutes.

O-3. APPROVE EI ASSOCIATES PROPOSAL – WINDOW REPLACEMENT

That the Board approve EI Associates proposal for architectural and engineering services for window replacement at Union High School, Burnet Middle School and Livingston Elementary School, in accordance with the information appended to the minutes.

O-4. APPROVE REQUEST FROM UNION COUNTY GENERAL MANAGER

That the Board approve request from the Union County General Manager for the use of Union High School football field to hold the practices for the 2017 Annual Snapple Bowl on July 10, 11, 12, 17 and 18 from 6:00 p.m. until 8:00 p.m., in accordance with the information appended to the minutes.

O-5. APPROVE USE OF BATTLE HILL SCHOOL – PASTA NIGHT

That the Board approve request to use Battle Hill School for Pasta Night Fundraiser on April 28, 2017 from 3 p.m. to 9:30 p.m. The fundraiser is to raise funds the Jason Lopes Fund and the Crystal Sretchen Fund, in accordance with information appended to the minutes.

O-6. APPROVE REQUEST FROM UNION TOWNSHIP CHAMBER OF COMMERCE

That the Board approve request from the Union Township Chamber of Commerce for the use of parking lots at Union High School, Hannah Caldwell and the Administration Building for the Mayor’s Race/Food Truck Event Parking, scheduled for May 6, 2017. Proceeds of event to benefit Union High School Seniors. (Contracts subject to attorney review and approval).

DISCUSSION:

None

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: None

MOTION CARRIED

PERSONNEL COMMITTEE RESOLUTIONS:

Moved by Mr. Arminio, seconded by Dr. Francis, that the following resolutions be adopted:

P-1. APPROVE PERSONNEL ACTIONS

That the Board approve Personnel Actions in accordance with the information appended to the minutes.

P-2. APPROVE AMENDED SUBSTITUTE LISTS

That the Board approve amended Substitute Lists for the 2016-2017 school year in accordance with the information in the hands of each Board.

P-3. ACCEPT LETTERS OF RESIGNATION/RETIREMENT

That the Board accept letters of resignation/retirement from the following staff:

Resignations

<u>Name</u>	<u>Position</u>	<u>Location</u>	<u>Eff. Date</u>	<u>Reason</u>	<u>Notes/ Corrections</u>
Salaam, Rahmeenah	Media Clerk	Franklin Elem. School	3/17/17	Resignation	
Sullivan, Hugh	Part Time Bus Driver	Trans. Dept.	3/13/17	Resignation	

Retirements

Name	Position	Location	Effective Date: (Noted on letter)	Reason	Date of Hire Not including leave of absences. (May include Substituting history)	Attendance to BOE meeting
Bubnowski, Johanna	12-Month Confidential Administrative Assistant	IT Dept.	8/1/2017	Retirement	01/17/1990	NO
Cannon, Odius Lee	Custodian	Burnet Middle School	7/1/2017	Retirement	01/01/1984	TBD
Lombardi, Arlene	12-Month Confidential Administrative Assistant	Central Office/ Business Office	9/1/2017	Retirement	07/01/1983	TBD
O'Grady, Lorraine	Elementary Teacher	Franklin Elem. School	6/30/2017	Retirement	09/01/1991	YES
Yvesst Juste Mannasse	Part Time Bus Driver	Transp	6/30/2017	Retirement	7/1/2004	TBD
Harper Klaw, Gloria Jean	F/T Bus Driver	Transp	7/1/2017	Retirement	09/01/1998	YES
Galante, Libby	Social Studies Supervisor	Super-visor Office	9/1/2017	Retirement	04/13/1992	YES
Jaramillo, Ines	Teacher of Mathematics	UHS	7/1/2017	Retirement	09/01/1999	TBD
Hagen, Kevin	Teacher of Music	DW	6/30/2017	Retirement	09/01/2002	TBD
Schur, Roseanne	Elementary Teacher	Franklin	7/1/2017	Retirement	01/01/1974	YES
Douglas-Wright, Deborah	School Counselor	UHS	7/1/2017	Retirement	09/01/1985	NO

Lois Hochuli-Lambert	Elementary Teacher	Jeff	7/1/2017	Retirement	9/1/1979	YES
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P-4. APPROVE LEAVES

That the Board approve leaves for the following staff:

Name	Position	Location	Leave Dates	Leave Type Regarding updated info only.	Notes/ Corrections
Arnette, Aziza	Teacher of Mathematics	Burnet Middle School	3/30/17-6/30/17	Paid Medical Leave and Unpaid FMLA	End date is tentative
Fox, Patricia	P/T Bus Driver	Transportation Department	Extension through 4/25/17 Return of 4/26/17	Unpaid FMLA Leave	Org. Leave began on 2/1/17
Kohn, Lauren	Teacher	Burnet Middle School	Extension Through 3/31/17 Return of 4/3/17	Unpaid FMLA and Unpaid Non FMLA Medical Leave	Non FMLA after allotted unpaid 12 weeks. Org. Leave began on 12/20/16
Matos, Maria	Paraprofessional	Battle Hill Elementary School	Extension through 4/17/17 Return of 4/18/17	Unpaid Non-FMLA Medical Leave	Org. Leave began 9/6/16
Scotto, Jaclyn	Teacher of English	Union High School	9/1/2017-11/5/2017	Maternity and Unpaid FMLA/NJFLA	
Steeb, Linda	Teacher of Mathematics	Kawameeh Middle School	Confirming Reminder of Return 4/3/17	Return from paid Medical Leave	4/1/17 (Saturday) Actual Return is Monday 4/3/17
Federer, Rosemary	Teacher-Special Education	UHS	6/1/2017-6/30/2017	Paid FMLA/NJFLA	
Jones, Coree Jr.	Custodian	UHS	3/9/2017-4/1/2017	Unpaid NON FMLA Medical leave	Org. leave began 8/30/2017. Paid sick and FMLA time exhausted. Non FMLA to follow.

Mateo, Susanna	10 Month Secretary	BMS	2/22/17-4/15/17	Paid Sick Leave followed by Unpaid FMLA leave	
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P-5. APPROVE AMENDMENT TO PROVIDE ADDITIONAL TRAINING SESSIONS

That the Board approve amendment to P-23, previously approved August 16, 2016, to provide a third training on Suicide Prevention and Awareness for parents of District students. The additional training sessions will be two hours in duration and will cost \$400. The total amount for training in the course of the 2016-2017 school year will not exceed \$1,200 (Account #7075/11-000-219-320-02-19).

P-6. APPROVE TERMINATION OF EMPLOYEE

That the Board approve the termination of Employee #12107, effective April 21, 2017.

Mr. Arminio stated he would like to congratulate the retirees that are going out. Some of them I have known for 25-30 years. Ms. Hoculi, she never said but she is on the committee for the Athletic Hall of Fame and I hope she continues to stay on that. Ms. Shur has been around almost as long as I have; Ms. Galante who started at Kawameeh; Ms. O’Grady I have known her for years and years and Ms. Bubnowski who was at Kawameeh for a number of years as a secretary. Congratulations to all of the retirees for all of their service to us and the students of our District.

DISCUSSION:

Mrs. Minneci stated P-1 that is the rationale for all those recommendations; most of them are very clear, there are a couple that are not real clear – the rationale. I just wanted to say that on the record.

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: Mrs. Minneci, Mrs. Williams (P-1 page 1 - #2 and page 2 - #2)

MOTION CARRIED

POLICY COMMITTEE:

Mr. McDowell stated there are no resolutions to move.

RESIDENCY COMMITTEE RESOLUTIONS:

Moved by Mrs. Zuena, seconded by Mr. Monge, that the following resolutions be adopted:

R-1. APPROVAL TO AMEND LIST OF STUDENTS REMOVED

That the Board approve to amend the list of students removed from the rolls [five (5) students exited from February 1st through February 28, 2017 (4 from elementary, 1 from secondary) or a total of thirty-nine (39) students for the 2016-2017 school year] who are not

domiciled in this school district and one (1) student who will be allowed to complete the 2016-2017 school year, in accordance with the information appended to the non-public minutes.

R-2. APPROVAL TO REMOVE STUDENT

That the Board approve to remove student #211371 from the attendance rolls as the student has been determined to be ineligible to attend the Township of Union Public Schools as a resident student.

R-3. APPROVAL TO REMOVE STUDENT

That the Board approve to remove student #301273 from the attendance rolls as the student has been determined to be ineligible to attend the Township of Union Public Schools as a resident student.

R-4. APPROVAL TO REMOVE STUDENT

That the Board approve to remove student #244018 from the attendance rolls as the student has been determined to be ineligible to attend the Township of Union Public Schools as a resident student.

R-5. APPROVAL TO REMOVE STUDENT

That the Board approve to remove student #290554 from the attendance rolls as the student has been determined to be ineligible to attend the Township of Union Public Schools as a resident student.

R-6. APPROVAL TO REMOVE STUDENT

That the Board approve to remove student #280567 from the attendance rolls as the student has been determined to be ineligible to attend the Township of Union Public Schools as a resident student.

DISCUSSION:

None

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: None

MOTION CARRIED

TECHNOLOGY COMMITTEE:

Mr. McDowell stated there are no resolutions to move. Mr. Monge stated a quick update on the meeting. To the Board members, I will send out the bullets that I have from that meeting. Mr. Tatum, Mr. Nufrio, Mr. McDowell, Mrs. Moses and Mrs. Paul – we all met and we talked about a couple of things but three major ones. One was email issues that we continue to have in the District. The feedback from that meeting was that we engaged someone that was third party that helped out with the firewall issues and hopefully we won't have any more email issues in the District. If we do, we will have that third party come back and work with the District and CISCO.

Another thing that pertains to email, we talked about the possibility of keeping an email server at the District here versus on the Cloud with a third party – is probably a big issue that we are dealing with so we are talking about transitioning over to Google like we are with everything else in the District.

The second thing was the ChromeBook issues – some feedback from parents about the high school students having the ability to go onto sites that were not designated by the District. What came out of that, we assumed as a Board that we had the proper software and the likes to be able to stop anybody from going to any different sites; so Mrs. Paul was to go out and speak to Dell directly and try to get some feedback on why some of the kids are getting around our protection and then we are going to try to make sure that is secured and it won't happen again. She is working on that.

The last thing we talked about was staffing and there were some goals that were set and we are still following up with that.

APPROVAL OF BILLS:

Moved by Mr. Monge, seconded by Mr. Nufrio, that the Board concur with the bills listed in the permanent bound register appended to the minutes and be ordered for payment.

DISCUSSION:

None

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: None

MOTION CARRIED

UNFINISHED BUSINESS:

Mr. Arminio stated just for the Board's knowledge, I think you all got emails and we are in the Relay for Life. Our team has been resurrected from last year. We already have two members officially on the team – me and Mr. Monge. We also are in second place as far as all the teams in Union. Mr. Tatum I don't know where your team is but we are way out in front. Board members sign up online and I will send out another email. It is difficult for me to do that.

Mr. Benaquista stated Mr. Tatum aren't we a team all together and maybe we should just join as one. Mr. Arminio stated you can do that. I asked you to do that. Mr. Tatum stated but that is a concession. Mr. Benaquista stated we are always working together as a team. Mr. Arminio stated you can give up right now and join us. Remember for everyone else, it is June 3rd and it is coming quickly.

For those of you who went to see the Kawameeh play – Lion King Jr. – it was amazing and if you went to see the Burnet play – the Little Mermaid Jr. – it was wonderful. Ariel is definitely a mermaid. She was wonderful. Next week is Cinderella at the high school. So if you

haven't gotten your tickets yet, it is two weeks – it is this coming week – the end of March beginning of April and the following weekend. April 7, 8 and 9 and March 31 and April 1 and 2. Get your tickets and go see Cinderella. I heard the critics say it is wonderful.

The Unsung Hero has been postponed – it is now March 23rd – 6 p.m. and that is at the Magnet School in Scotch Plains. I hope that some of the Board members go to that.

Something we did last year and continue this year and following up on the Narcam training – the training is going to be March 27th – I think it is at 6 p.m. at the high school. Anyone can go as long as you sign up and hopefully it will help, even if it is just one time they use it, it will be worth it.

Mr. Tatum stated I would be remissive if I didn't mention tonight that on last Friday, Jefferson School had a very nice career day. Myself, Mr. McDowell, Mrs. Minneci and Mrs. Zuena and it really is something that has become an annual event and I know you Gillian Pilone coordinated the event and she brings in a lot of professionals and it varies in professions and come in and speak with the students and talk to them about professions. I think it is really age level and 5th graders are a very impressionable age. It was a very nice and dynamic. I just want to take this opportunity to publicly congratulate Jefferson School on another successful career day.

Mr. Nufrio stated I believe this is unfinished business. It is way overdue. We spoke at length back in the planning sessions and last week at the worksession and I am asking Mr. Tatum and Mrs. Moses and Mr. Benaquista and all of the directors in this District to please focus on the possible expansion of our vocational programs. Without going into statistics that are very depressing and I did so at the worksession, I think this District owes it to all the students and children to prepare them for life. I think we are somewhat remised in that. Mr. Tatum has already indicated that he is giving it some serious thought as to how we can possibly expand the vocational program and I think if we don't do it soon enough, we are going to lose a lot of kids in the process. The college statistics are abominable and the entrance numbers are not sufficient as far as I'm concerned in terms of our kids going onto professional standing school. There are other areas that we use to have in vocational programs. My wife today mentioned that we had a dental assistant program at one time because she attended Union High School. We really need to get to the bottom line in terms of how are we preparing our students. We are spending money to enhance the academics, prepare our staff but I dare say quite a large number of our students are being left at the curb. Once they graduated, they are pretty much fending for themselves. I am a strong advocate for vocational school training and I do realize that there is Union County Vocational but even those numbers are not sufficient. In my speaking with Mr. Vieira, he indicated that we only have about 30-40 students at each grade level attending; that represents a very small percentage of our entire student body. We need to really focus on how we can best have both worlds available to our kids. Not everyone is going to go to college and even those that go to college don't necessarily complete their training in college. If we add up the total cost of preparing our students over the course of their 13 or so years in the District, it is quite expensive. We should be able to boast that the greater number of our students have been prepared for life and I think right now that would be a difficult boasting for me.

Mr. McDowell stated thank you Mr. Nufrio for making that part of our record.

Mr. Monge stated can we try to discuss in school suspension programs in middle schools because I know we have it in high school and I don't know if there is something that we can potentially look at as part of our budget item. It wasn't in the budget this year.

Mr. Tatum stated I will say this and it is the same response to Mr. Nufrio's request, as we look at the budget and we have looked at it very closely this year, we are always looking in for avenues to bring more to our students. That is the whole idea of going back to a zero-based budget and what it is all about. How we are spending money, where money was being utilized and so forth. It may not necessarily be in the budget right now, but there may be opportunities and creative means to finding it – some of these things may be possible.

We are talking again and I know I mentioned it and although the snowstorm pre-empted it, we had some things planned with the Chamber of Commerce and so forth to start looking at some possibilities for vocational training. We may be able to configure moneys to make that happen this year. I want to emphasize that we are bringing back a lot to the District and for everything that we are bringing back, there is always more than we can do and we can look at it. So no door is closed in terms of trying to provide more for our students because I have said this on more than one occasion, we can't keep students home instead of going to school. If there is means to keep the student in school, we certainly should. I mentioned this last month, our suspension numbers at the high school are down considerably over the last two years and one of the factors is the in-school suspension program. We are down 40 suspensions from last year and probably double that over the last two years. We ask about whether or not programs are effective, I think that is an indicator that we have some effectiveness here and certainly putting it into middle school is not something that we won't look in to accomplish. Mr. Monge stated that you very much.

NEW BUSINESS:

Mr. Monge stated on March 16th, the Assembly passed a resolution 215 that would overturn making the PARCC a graduation requirement. That is something we should keep an eye on. It is going to the Senate. I have a copy and I can leave it with you or I can email it. We need to look at it closely as it pertains to the PARCC.

Mr. Nufrio stated I think it also appeared on the School Board's Bulletin if I recall.

Mrs. Williams stated I would like to mention that the high school is offering a family series and it is family social, emotional, wellness series. My husband and I actually attended the one on January 19th and it wasn't very heavily attended but it was an amazing program. There are two more opportunities to participate – one is April 6th and it doesn't conflict with a Board meeting and that one is communication strategies between parents and their young adults and the second one is May 24th is strategies for effective parenting from two homes. All the workshops are open to parents and students and they are at the high school library 6:30 to 8 p.m. If you can get there and get out and experience them, they were really good programs; a lot of good information.

COMMENTS FROM THE PUBLIC:

Cara West stated I have special needs boys in the District and I attend PTA meetings, I have been a class mom twice and we have lived in Union for two years. My son started middle school this year and I have been warned by the professionals that it would be difficult but I had never anticipated the nightmare that it has become.

Transitions are always difficult for children with autism spectrum disorders but usually as the year goes on my son starts to improve. However, this year that has not been the case. I have seen my son spiraling and begin to suffer from depression and hopelessness. I was first made aware of the issues when the 3-week mid-term report was listed. Even though his IEP calls for teachers to regularly communicate with me about classroom activities, my son went three weeks without turning in a single assessment in one of his classes without me being notified.

He has always been an A/B student. The difficulty with school has caused him to avoid class and homework which has affected his grades significantly. My son also has Type 1 diabetes which is an autoimmune disease which affects the pancreas. Stress creates hormones in his body which raises his blood sugar. My son's endocrinologist who manages my son's diabetes has said under no uncertain terms, this stress is causing my son to have dangerous spikes in his blood sugar. These spikes can lead to coma, seizures and organ failure.

He has digestive issues which combined with an upset stomach from the stress is causing him to vomit multiple times a day while at school. He has spent significant times in the nurse's office because he can't understand why he is vomiting and not sick. The vomiting also causes further complications with his diabetes. I have had five IEP meetings so far this year and the 6th one is already scheduled.

During these meetings I have brought letters from my son's health team with recommendations on how to reduce stress and better treat his illness at school. The case manager initially refused to even look at them. He didn't make a copy for my son's file and there was no mention of them or the suggestions in IEP.

My last IEP was to discuss an issue where a teacher was not following an IEP in grading. I spoke with one of the teachers in person and followed up with an email after it occurred, the email I received back stated that the teacher felt that my son was not applying himself enough and made no mention of her intention to follow the IEP.

I began looking into other instances regarding non-compliance to the IEP and I was able to find at least 3 of my son's 4 core teachers in the subjects were not following my son's IEP in six instances or more.

During that IEP meeting I had teachers tell me that they weren't following the IEP because it didn't fit with their teaching style. In both cases I felt it was necessary to involve the Superintendent's office and the Office of Special Services in order to resolve these issues.

I am sharing my story today with other parents and caregivers because we shouldn't have to fight to receive the services that our children are legally entitled to. The school district is systematically failing the students and an overhaul is badly needed. Thank you.

Mr. Tatum stated you mentioned that you involved Central Office, have you met with any of us. Ms. West stated absolutely for the instances, the fire is put out so to say but I feel like the one issue was addressed but nothing systematic and I don't want another parent to ever have to go through what we have been through this year.

Mr. Tatum stated would you be able to have an appointment with me. Ms. West stated absolutely. Mr. Tatum stated you come in and review everything and see how we can help out with some of these issues. Ms. West stated I heard that there may be a Town Hall meeting for special needs parents and that is something that a lot of us would absolutely love and be very interested in. Mr. Tatum stated if you would be so kind to give my secretary a call tomorrow morning and bring everything. Ms. West stated thank you.

Mr. Monge stated thank you for coming. It is very tough for parents to come out and talk to people because we absolutely need a voice and people need to hear us. Not only for parents in the same situation but parents that are not in the same situation and the more and more they hear about these challenges, the more and more they are able to understand obviously this speaks to special development as well as across the district.

Mr. Nufrio stated given the multitude of problems that you as parents are experiencing, I have to commend you for the courage of speaking.

Mr. McDowell stated we are advocates for your child and (inaudible).

Suehay Monge stated I like to share my experience of being a parent of a child with Asperger's. There are a lot of struggles and the biggest things that I find to be an issue with my experience is communication. Going from an elementary school setting and communicating with one or two teachers a day, maybe an aide, a speech teacher, school counselor, psychologist, a case manager, school principal and lunch staff, sounds overwhelming and for middle school you are now communicating with six teachers, maybe a one-to-one aide, about four support teachers, case manager, school counselor, school principal, lunch staff and security. Emails are the main form of communication in the middle school. You pick up your kid after school, most of the time teachers are not waiting by the doors where you can communicate. You have to communicate through email for the most part unless you are trying to make an appointment with 9,000 teachers. A lot gets lost in translation in the email which can lead to a lot of miscommunication and there is really no go between.

Lack of education as it pertains to IEP's. Like the fact that an IEP is the law and you are supposed to follow it and not because it doesn't fit your teaching style.

When my child entered middle school, I was told I had to choose whether he was going to be in an accelerated math class without a support teacher or a regular math class with a support teacher because they don't offer that in the middle school level. Imagine my confusion

since my child had that service provided for him in 5th grade. The translation was, you can make a choice, put your son in a class which is below his learning level or place him in a class that he qualifies for without any support so that he can fail. Translation to me, discrimination.

Compassion and sensitivity, I have encountered many compassionate and sensitive teachers and staff members more so than not throughout my many years here as a parent of a special needs child. Teachers that have gone beyond the call of duty and they just get it. Unfortunately, it takes only one or two who don't get it and frankly don't want to get it and they are providing an experience that can cause irrevocable damage to a child with a disability. Not every disability is the same whether it is visible or not they should all be treated with respect and understanding. Every child no matter what should be treated with respect.

Most recently I had an incident where a lunch staff employee thought it would be o.k. to openly discuss how annoying my son was to her; loudly enough for his peers to hear which they then shared with him. Training in education and I thought what Ms. Baskerville gave was wonderful and I hope that they share that with more parents like maybe something specific for parents because they think that is necessary. I'm glad to hear about the series that has been piloted at Franklin and I think she said Burnet.

If I had a penny for every time I heard this saying from teachers or people in general that come in contact with my son and they are supposed to be there to support here "but it is not fair to the other students" – if there is one thing that you learn quickly when you have a child with disability, is that fair is not always equal. Accountability – where is accountability? I am not alone in this. Parents and their children are struggling districtwide with similar issues. The goal is to always that the child is the focus. Special services in my opinion is in serious need of an overhaul and as Ms. Moses and Mr. Nufrio said today, yesterday.

I was going to say that it continues to fall on deaf ears but after hearing Ms. Baskerville's presentation, I do have some hope that we are going in the right direction and they are hearing us. I know that you said that the changes that are going on and the plan is constantly revolving and changing but we need a boilerplate plan or procedures. I feel like there are no procedures. We just need to change.

Elsie Mackie stated I had a speech planned today but I have been thinking about everything today. I know that it is important that parents get together and we come out and you see more faces and understand that it is not just the usual faces that are coming to the meeting complaining or putting things out there for the special needs population.

Today all of us were stunned when Betsy Devoise at the confirmation hearings had no idea by IDEA stood for. I was shocked and I looked and said wow this is the person they are choosing to be the Secretary of Education to advocate on behalf of my child and all the students, special needs and general ed. It hit me at that moment that she doesn't get it. I think for all special needs parents we were like what else is new. People just don't understand what we go through on a day-to-day basis. It is not easy to deal with coming to terms with a child who has a disability that you have no control over and we entrust our kids to the schools but we as parents have to do our part and often times and I don't think you guys know what we go through. We

deal with the child, we deal with the after affects, we deal with the professionals, we deal with the psychologists, the psychiatrist, the developmental pediatricians, we deal with so much. So when we come to the District and we want what is best for our kids, I'm not here saying I want a million things for my kid and forget the rest of them because I'm a mom of three. I have a kid in gen ed, I have a kid with special needs and I have a pre-k.

Special services often think we are here just to go against them and attack. It is not the case. It is a system that is in need of help. It is a system that needs to be overhauled. It is a system that is archaic. Times have changed and disabilities are different. Back in the days, unfortunately kids as they got older, there weren't services, that was that relative up in the attic. As a parent we should not continuously go through the obstacles that we face for special services.

I had an IEP meeting. That is something so simple. I went to it and it was going so smooth and then towards the end I got hit and a lot of times it is miscommunication and then it is the blame game and then it's not special services, it's the Board, then I get mad because then I'm like you got to be kidding me. Oh no, the Superintendent's office and then I get upset and this is the run around that we get as parents.

When I go to the meetings I'm just putting things out there to try to get you guys to understand that we need the support of the District. We need support of the students, the staff, everybody because together with are a community. We are together. We are raising these kids. It takes a village to raise a kid. It takes a special village to raise a special needs child.

One thing that I'm asking is and I have said it at the workshop meetings, there are liaisons for each Board member for each school but special needs is a unique type of scenario and it is broad. You can't rope us into come on we need this, we need that. I got hit with something today stating that the Board decided, check the Board policy. Since when does the Board have the inside to my child's IEP. Where did that come from? (inaudible)

I then calmed down and I looked at it and it is the communication piece that is missing. We just don't know. And as a Board maybe it is important to let us the community know what your role is and what we can and cannot do so that when I got to IEP meetings or when I get a memo, I can say no, that is not the Board of Ed that is you. You need to understand that we are here to work together. We have been trying to get a parent movement off the ground forever and forever reason and it is not the blame game it is time to move forward and understanding that special need parents in Union our kids are part of the District and it is time for people to really (inaudible).

Mr. Tatum stated with regards to IEP's. As the Superintendent of schools, I don't see every IEP that is developed for our children. I'll tell you when I do request an IEP, when a parent, like this young lady, came out tonight and informed me that there is an issue with some programs, I have had conversations with our legal counsel about this, that's when I intervene or the Assistant Superintendent's intervene when there is an issue that you bring instead of beyond what may or may not be going on in the special services department. We have become an investigative mode to find out where we lie, where the gaps are and we try to correct those gaps.

The idea that there are children when I hear a parent say that the particular plan is not being followed, again I'm hearing what mom is saying tonight, but I want to investigate what is in the IEP and that is why I said please bring everything because for me to address it appropriately, I need to see the facts and figures. But we don't as a Central Office, know all the details. The Board certainly does not get IEP's – that doesn't happen.

Mrs. Mackie stated I get that. The communication gets misconstrued by the time that it comes back to the parent. Hence the discourse that continues to happen. At the end of the day, you are here to facilitate a better environment for the student, collectively. One parent, two parents, three parents, can't be wrong. Systematically there is something wrong. Whether special services needs to help to get back on track; my expectations that all of you are part of that to help navigate it but the parents all can't be wrong in these experiences. It is more than one parent or two parents, that is a problem and we can't always go to you, Mrs. Moses, Mr. Benaquista and Ms. Conti when everything goes wrong. That is why we have staff and a team of professional trained educated professionals that are here today.

When Mr. Nufrio and Mrs. Moses spoke today, my heart was like you can't even been lalala today because certain people get it and there is something coming down the pike. It is a flawed system that needs to really be seriously taken into consideration and all the stumbling blocks that we are dealing with are unacceptable. Parents with special needs kids aren't asking for any favors because that is our child, we gave birth to them and we are going to love them harder than possibly imagined. But the stress factor is everything that comes along with it – from the district, the school, the community we invest in, it is unacceptable and at some point when do you really say o.k. and look around and see what is actually going on.

I didn't even touch on the transportation issue with my son and I understand that is one instant and she gave a great presentation and Mrs. Conti gave a great presentation but that was my child that could have been killed and I didn't hear anything in terms of policies and procedures and the disconnect between the two. Again it is not about the brain game, it is about moving forward and putting things in place to make them better. We have to figure it out.

Mr. Tatum stated let me comment on the transportation and I did do some investigative work on that as well and one of the things that I did identify and I shared with the Board was that there is a piece in the policy that is being amended in that stage of the game because again procedures are put in place and it is not an excuse in any way shape or form but unfortunately we end up reacting to certain situations that occur and then we identify those things and our job is to correct them and it is same thing with everything you said tonight. I know you have been here before and we have had conversations and I understand your passion and every parents' passion for the needs of their children and that is what we are here for. We are going to do our due diligence to try to make things better as best as we possibly can. Mrs. Mackie stated and it is all we are really asking for. It is a simple thing, a simple fix. All we are asking for is some sort of change and I will commend you and members of the Board and special services. Everybody seems to understand that it needs to happen but there are some issues there. There is an elephant in the room and we know what it is but we only touch on it, we need to talk it and we need to move it forward because I will come to every meeting and rally up parents and we will (inaudible) come to all of the meetings and let you know just what is going on. (inaudible)

Mr. Tatum stated I want to hear from parents and what the needs are and by the same token we want to work together and fix it. Mrs. Mackie stated we are a community.

Mr. Nufrio stated what really got to me was the comment and I hope it was misunderstood because it was infuriating to even hear it that a teacher would actually say it doesn't fit the style. Mrs. Mackie stated it happened. Mr. Nufrio stated I'm not questioning that. The understanding of the entire special education department has undergone amazing changes and Mrs. Conti can attest to that and Mr. Tatum as well. I'm sitting next to someone who taught special ed for 40 years and who better than she can say she has seen the changes. Once upon a time a kid that acted up they would be classified. The kid didn't need classifying, he needed some behavioral changes. Then it went to the opposite extreme, you are classifying every kid, you had to back-up and figure a different row for that child. There has been turmoil throughout the years. The best way to address any issue regarding what happened in the classroom is a better training for all the teachers. Mrs. Mackie stated I couldn't agree with you more.

Mr. Nufrio stated Mrs. Minneci doesn't need training because she was in the trenches for 40 years. I am more concerned about the general ed teachers who may not have and through no fault of their own, don't have that sensitivity possibly or the creativity that goes into preparing a plan for the individual children. Mrs. Mackie stated it is not just gen ed teachers, it is across the board. Mr. Nufrio stated I hope it is not.

Mr. Monge asked is there going to be a Town Hall meeting? Mr. Tatum stated what she is referring to. Mrs. Mackie stated Mrs. Conti has a meeting. We really would like to have a Town Hall meeting and coming together outside of the scope and that is a complicated thing that we are trying to work out. The parent group and we are trying to work to expand it but we have had discussions in terms of that and I think it might be beneficial for us to actually have a Town Hall meeting and I think the issues are strong and the passion is there and the knowledge is just not there and the communication needs to be better. The meeting that we are having is just not going through the target of a Town Hall meeting.

Mr. Tatum stated do we have a date for that meeting. Mrs. Mackie stated May 11th and we are just waiting for the agenda and some ideas have been sent to Ms. Baskerville. We really have been trying to get the parent group off the ground but it has been extremely frustrating (inaudible).

Mr. Monge stated maybe the next worksession, you can come in and discuss that because it is crazy that we are still having this conversation. We as a Board are supposed to have and it is mandated for us to have it. Mr. Tatum stated I thought you guys had set with Mrs. Moses and talked about this a little bit more because right around the time we had that issue, I made the offer to sit with you guys and have the discussion and if it hasn't been done, the offer is on the table again tonight. We certainly can do that. Meet with the parents one evening and have an open dialogue and hear your concerns. We set a date. I said it before and I'm saying it publicly. You guys come in one night and sit down and clear my calendar one evening. Mrs. Mackie stated thank you.

Cathy Sharpe stated I want to speak on a positive note. First I was glad to hear that the Board is considering the seminar for Kawameeh but I would like you think about the other middle school that we have in this Town. Burnet has been doing PLC's and struggling on their own and to do a lot longer than Kawameeh. If there is grant money available, I think it would be a nice gesture if the Board would consider sending a team from Burnet.

Mr. Benaquista stated they are invited and they are working on teachers. The other thing about this, it is after the teaching year. Teachers from Kawameeh already volunteered to go. They are working on getting teachers and I believe we will have a team from Burnet also joining them. It is being worked on already. We said we wanted it to be in both.

Mrs. Shapre stated I have been working in this District for 35 years in special ed and I watched the presentations tonight and I want you to know the drastic change that has transpired as far as educating the staff for special ed. Thirty-five years ago the Board had all kinds of money so there was always professional development given to the special ed teachers and your para. I want you to realize that your paras in special ed spend more hours with our special children than the teachers do. We are with them at times when it is unstructured. The professional development that I was fortunate to get in my early years here has not been available to the paras for a long time. All of sudden special ed contacted me and I was totally surprised and he asked me if I thought paras would be interested in in-service courses and I jumped on it. They ran with it and we have had at least two so far this year and we are having another one tomorrow night. The paras are thrilled with this because it is subject matter that they work with all the time. They are not sitting and listening to things that teachers are involved in which a lot of our professional development winds up to be geared toward the teachers and if we go it is not something that we can apply but the presentation by Ms. Conti and Ms. Baskerville was right on the mark. They have taken special education in this district and moved it to a higher caliber because they are including all of us and not just the teachers. I just wanted to end with that and I thank the Board for providing the money and the resources that they can do this for our special children.

Man in audience – the parents of the special need children I know what they talk about that we need more advocacy for children. He wanted to thank the Board for all that they are doing and they are doing a great job. He also appreciate the academy program.

He stated he had a question about PARCC exam date and the timing of the exam. He stated that timing is everything and it should not be after a holiday because students are not studying during the holiday and his suggesting it should be moved to May.

He stated that the financial literacy – it is being done in 10th grade but he doesn't think it is helpful at that time, it would be more helpful for 12th graders and maybe that could be considered.

He stated parents involvement and programs for parents and spend money to get the parents involved. Mr. Tatum stated I have seen that work before and that is something we can consider.

Mrs. Monge stated are the policies that you guys had in place, I'm assuming those are still in place and nothing has been sent out. Mr. Tatum stated I will defer to Mrs. Moses and Mr. Benaquista and I think there was a conversation about that last week. Mrs. Moses stated Mrs. Monge are you talking about what was said by the Board if a child wants to opt out? The State is telling us that those options are no longer there. I can't tell a parent you can opt out. What we are now being assessed is our participation so the District had to do a District plan for participation which the Board President had to sign and submit to the State on strategies in how are we going to get our kids involved in taking the test because they are going to be taking a lot of tests as they enter into jobs and so forth. I cannot send out anything saying you can opt out because the State says you cannot.

As Mr. Monge said that there is something passed for the PARCC for graduation so we know and that makes sense to me and you can take the PARCC and not do well but it doesn't interfere with you moving to the next grade level. But taking the PARCC, we cannot say there is an "opt out". A parent has every right to make any educational decision for their children. It is respected and it is honored but we cannot say opt out. Mrs. Monge stated I just wanted to clarify because are they going to be providing like they have done in the past. In the middle school, classes are continuing and they will be able to continue to go to classes unless the English class is not there and then they would go to cafeteria or wherever. Mrs. Moses stated exactly. Because the building administrator is just as if the child is not participating in any activity and they decide to come to school that day and that class is not there – so instruction still needs to be given to that child and that would be the plan of the building administrator.

If a child does decides not to go, they still have to have their 4-core subjects being presented to them. Other activities are still taking place. All these activities will take place in the building, it is just the schedule that the building administrators would have to put together to meet the needs of every child. Mrs. Monge stated I just wanted to make sure that everyone is going to be following the same plan.

MOTION FOR EXECUTIVE SESSION:

Moved by Mr. Arminio, seconded by Mrs. Zuena, that the Board go into Executive Session to discuss the following subject matters without the presence of the public in accordance with the provisions of N.J.S.A. 10:4-2b.

- Matters involving employees and terms of their employment and contract.

The Board will disclose the discussion conducted during the executive session, with notice to the public, when the disclosure will not result in unwarranted invasion of individual privacy or prejudice to the best interests of the Board of Education and provided that such disclosure does not violate federal, state or local statutes and does not fall within the attorney/client privilege.

AYE: Mr. Arminio, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: Dr. Francis

ABSTAIN: None

MOTION CARRIED

The Board returned to public session at 11:20.

Moved by Mr. Arminio, seconded by Mrs. Minneci, that the following resolution be adopted:

P-7. APPROVE REINSTATEMENT OF EMPLOYEE

That the Board approve to reinstate Employee #12286 to active employment, effective March 22, 2017.

DISCUSSION:

None

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: None

MOTION CARRIED

Moved by Mrs. Zuena, seconded by Mrs. Regis-Darby, that the following resolution be adopted:

P-8. APPROVE TERMINATION OF EMPLOYEE

That the Board approve the termination of Employee #9802, effective April 21, 2017.

DISCUSSION:

None

AYE: Mr. Arminio, Dr. Francis, Mrs. Minneci, Mr. Monge, Mr. Nufrio, Mrs. Regis-Darby, Mrs. Williams, Mrs. Zuena, Mr. McDowell

NAY: None

ABSTAIN: None

MOTION CARRIED

MOTION TO ADJOURN:

There being no further business before the Board, it was moved by Mr. Nufrio, seconded by Mrs. Regis-Darby, that the meeting be adjourned at 11:25 p.m. All present voting YES.

MOTION CARRIED.

Respectfully submitted,

GREGORY E. BRENNAN

Board Secretary