

BOARD OF EDUCATION
(Official)

November 7, 2019
Elizabeth, New Jersey

The regular agenda meeting of the Board of Education was called to order on November 7, 2019 at 6:00 p.m., in the MultiPurpose Room, Donald Stewart Center for Early Childhood Education, 544 Pennsylvania Avenue, Elizabeth, New Jersey.

Board President Stephanie Pestana presented the following statement at 6:27 p.m.

“Ladies and Gentlemen, good evening. This is a regular agenda meeting of the Board of Education. Pursuant to New Jersey Statutes and the rules adopted by the Board of Education, notice of this meeting was sent to The Star Ledger and Cablevision of Elizabeth on November 1, 2019. In addition, this notice is posted in the lobby of 500 North Broad Street, and pursuant to this act, a copy has been filed with the City Clerk of Elizabeth, New Jersey.”

“We want to welcome everyone present and our television viewers to this November 7, 2019 meeting of the Board of Education. We are here to govern, provide management oversight, and make policy for the district. The Superintendent manages the district. This is a meeting of the Board in public, not a meeting of the public.”

“This meeting is being recorded and will become part of the Elizabeth Board of Education permanent record. In order that the recording will adequately reflect the proceedings, please refrain from talking while others are speaking. We also ask that you silence the sound on your electronic devices. Since it is legally mandated that these proceedings be accurately recorded, we may have to ask for order periodically should noise begin to interfere with our recording capabilities. We are pleased that you have taken time this evening to join us here for our Board of Education meeting. Thank you for your interest in the Elizabeth Public Schools.”

“There will be a public portion for citizens to address the Board. Participants for the public portion may sign in up to the start of the meeting so that they may have the opportunity to speak. The sign-in sheet states the name, address, telephone number and reason that the person wants to comment, whether it is an agenda item or a general education comment.”

Present: Mmes. Carvalho (arr. 7:24 p.m.), Chevres (arr. 6:30 p.m.), Hernandez, Mr. Jacobs, Mrs. Moreno-Ortega, Mr. Neron, Mrs. Pestana – 7
Absent: Mrs. Barbosa, Ms. Bathelus – 2

Superintendent of Schools Olga Hugelmeyer, School Business Administrator/Board Secretary Harold E. Kennedy, Jr., Assistant Superintendent for Schools Judy Finch Johnson, Comptroller Rajeev Malhotra, Chief of Operations Francisco Cuesta, Co-General Counsel Jonathan Williams, Esq. of DeCotiis, Fitzpatrick & Cole, LLP and members of the public were in attendance.

Pledge of Allegiance

Board President Pestana presented the following public participation statement.

“At this time, the microphones are open for public comment to those who have signed in. I shall call individuals to the microphones based on the order of the sign-in. Each statement made by a participant shall be limited to three minutes in duration. The total time of public comment shall be limited to sixty minutes. No individual is able to yield their time to another individual. All statements shall be directed to the presiding officer; no participant may address or question board members individually. The following rules for public participants shall apply: time limits

will be strictly enforced, no personal attacks on individuals, no vulgar or indecent language, a person may address the board no more than once during a single meeting, speakers should refrain from naming individuals, and comments or questions posed during public participation will not be debated. As a reminder, this is a meeting of the board in public, not a meeting of the public.”

Mrs. Pestana called upon the first public participant, Danielle Fienberg, to address the Board.

Danielle Fienberg, 631 North Broad Street, spoke about special education.

Mrs. Pestana thanked her for her comments and called upon the next public participant, Maria Lorenz, to address the Board.

Maria Lorenz, 103 Murray Street, spoke about the need for a restraint policy.

Mrs. Hugelmeyer stated that the policy for restraint and seclusion is on the agenda tonight for the Board’s consideration. Mrs. Hugelmeyer stated that she was asked last month about the policy and she shared that the policy was being proposed for this month’s Board meeting.

Mrs. Pestana thanked her for her comments and called upon the next public participant, Maria Medeiros DaRassi, to address the Board.

Maria Medeiros DaRassi, 420 Fay Avenue, spoke about the use of phones at school and problems at the school.

Mrs. Pestana thanked her for her comments and called upon the next public participant, Luis Muriel, to address the Board.

Luis Muriel, student, stated that there are fights at the high school and asked what is going to be done for the safety of the children.

Mrs. Pestana thanked him for his comments and called upon the next public participant, Kason Little, to address the Board.

Kason Little, 225 S. Seventh Street, spoke about the election results and the need for a life skills and mental health class for students.

Mrs. Pestana thanked him for his comments. Since there were no other public participants signed in to address the board, Mrs. Pestana closed this portion of the meeting.

Mrs. Pestana introduced Tracy Crosby, Director of Early Childhood Education, to present the Early Childhood Program.

Director of Early Childhood Education Tracy Crosby presented the seven indicators of the theory of managed instruction as it relates to our Early Childhood Program. Mrs. Crosby stated that the successful implementation of our theory of managed instruction is a result of the strong leadership of the district’s Board of Education in collaboration with our Superintendent. Mrs. Crosby stated that the Elizabeth Public Schools currently serves 3,405 three and four year old preschool children. Mrs. Crosby stated that there are 227 preschool classrooms district-wide including 177 classrooms within the district elementary schools and early childhood centers, 37 classrooms within our contracted preschool provider sites, and 13 classrooms at our Head Start program.

Mrs. Crosby stated that the first component of our managed instruction is our curriculum. Mrs. Crosby quoted the theory of managed instruction, “The Elizabeth Public Schools must have

a district curriculum that covers preschool, every subject for every grade in elementary school and every course in middle and high school and that the curriculum must be coherent, aligned, and detailed down to individual lesson plans, teaching materials, and sample assessments, all of which must be available to teachers for easy and timely access.” Mrs. Crosby stated that the preschool curriculum is the High Scope Framework and the central principles include active learning where children learn by doing, learning environments that support children’s interest and promote active learning experiences, plan-do-review sequence of the daily routine, teacher role with adult/child interaction, and child assessment. Mrs. Crosby stated that High Scope Framework is a research-based educational philosophy based on the idea that young children should be actively engaged in their own learning. Mrs. Crosby stated that children in a High Scope classroom “learn by doing” often working with hands-on materials or carrying out projects of their own choosing. Mrs. Crosby stated that High Scope encourages teachers and parents to work together to support their children’s emotional, intellectual, social, and physical skills and abilities. Mrs. Crosby stated that this provides students with a smooth transition from home to school; provides an environment for children to explore and discover, think and question, communicate and create, and enjoy the process of learning; encourages children to develop positive relationships, acceptable behaviors and a sense of responsibility; and encourages and assists parents in being partners in their children’s education. Mrs. Crosby stated that the NJ Preschool Teaching and Learning Standards include social emotional development, language arts literacy, social studies, family and life skills, visual and performing arts, mathematics, world languages, health, safety, and physical education, and science technology. Mrs. Crosby stated that the dual language program is offered at three early childhood centers, Frances C. Smith Center for Early Childhood Education School No. 50, Donald Stewart Center for Early Childhood Education School No. 51, and Dr. Martin Luther King, Jr. Center for Early Childhood Education School No. 52. Mrs. Crosby stated that the students in the dual language program rotate every two weeks between the English language classroom and the Spanish language classroom and the students experience instruction, including reading, writing, and speaking solely through the language of the classroom. Mrs. Crosby stated that the supplemental resources include Scholastic Early Childhood Program that provides high quality storybooks in both English and Spanish to support a daily bilingual read aloud and develop a love of reading; Children’s Literacy Initiative (CLI) Blueprint Early Literacy that provides high quality storybooks to support daily read alouds, phonological awareness, print awareness, writing and vocabulary development and introduces common words also known as sight words; Handwriting Without Tears that provides support in developing fine motor skills and writing with an emphasis on letter formation; and Second Steps that provides support in developing social emotional skills including empathy, managing emotions, building friendships, and problem solving. Mrs. Crosby stated that the classroom environment includes learning centers for library, writing, math science, small toys, blocks, art, music, dramatic play, and technology. Mrs. Crosby stated that the daily schedule has greeting time which is an opportunity for teachers to greet students and parents as they enter the classroom each morning and build a relationship with the child’s family; small and large group times which allows teachers to plan lessons to teach skills in the areas of language and literacy, math and science, and other preschool standards; and planning time where the students are gathered in small groups to communicate what learning centers they choose to work in and what materials they will use, describe the projects they are working on and what they hope to accomplish when their work is complete; work time where the children have the opportunity to work on projects and explore new concepts and materials which will help them develop reading, writing, language, and math skills; recall time which is gathering into small groups for an opportunity to talk about their experience during work time and they are encouraged to show and describe their projects and explain how they used different materials; and outside time where the children have an opportunity to participate in small and large group activities that develop their gross motor skills (large muscles). Mrs. Crosby stated that there is an ongoing evaluation of curriculum and implementation including observations and walk-throughs, continued partnership with High Scope curriculum trainer, classroom assessments focusing on the environment and implementation of literacy and math across the curriculum, and assessments that drive professional development needs to ensure rigorous implementation of curriculum.

Mrs. Crosby stated that the second component of managed instruction is assessment. Mrs. Crosby quoted the theory of managed instruction, "Our assessment states that periodic formative and summative assessments of student achievement must be conducted and the results must be disaggregated by classroom, subject, ethnicity, gender, poverty level, teacher or in any other way useful to drive continuous improvement." Mrs. Crosby stated that the child performance assessment includes the Early Learning Scale (ELS) which is an individual child assessment based on the collection of anecdotal notes and work samples in the area of math/science, language arts literacy, and social emotional/social studies. Mrs. Crosby stated that the ELS data drives instruction as it identifies students' individual strengths and needs and is aligned to NJ Preschool Teaching and Learning Standards. Mrs. Crosby stated that the classroom assessment is measured in two ways including the Early Childhood Environmental Rating Scale-3 (ECERS-3) and the Teaching Practices Observation Tool (TPOT). Mrs. Crosby stated that the Early Childhood Environmental Rating Scale-3 (ECERS-3) consists of 35 items organized into six subscales including space and furnishings, personal care routines, language and literacy, learning activities, interaction, and program structure. Mrs. Crosby stated that the Teaching Practices Observation Tool (TPOT) measures how well teachers are applying practices that support children's social competence and prevent challenging behaviors. Mrs. Crosby explained a PowerPoint slide showing the 2018-2019 assessment data for ECERS-3 and TPOT for the district, providers, and overall.

Mrs. Crosby stated that the next component of our managed instruction is interventions and quoted the theory of managed instruction, "Interventions by child, by teacher, by subject, and by school must be carefully calibrated, appropriate, and timely." Mrs. Crosby stated that interventions include strategies that help teachers individualize instruction and make accommodations for students with specific learning difficulties or behavioral challenges; Early Screening Inventory-Revised (EI-R) which has a screening tool for new three and four year old students and evaluates the child's development in the areas of fine/gross motor, language development, and visual/hand-eye coordination. Mrs. Crosby stated that the Preschool Intervention and Referral Team (PIRT) includes master teachers, social worker, school psychologist, and learning disabilities teacher consultant. Mrs. Crosby stated that the PIRT process includes a referral for assistance (RFA), student observation, PIRT meeting with the team and parents, creating an intervention plan, and the interventions are documented and monitored over several weeks. Mrs. Crosby explained the interventions by the social workers, school psychologist, and the learning disabilities teacher consultant. Mrs. Crosby stated that the interventions and accountability includes three questions including did the interventions have the desired effect, did the parents and teacher find the interventions in line with beliefs and expectations, and did the parents and teacher find the interventions relatively easy to use and maintain.

Mrs. Crosby stated that the next component of our managed instruction is professional development. Mrs. Crosby quoted the theory of managed instruction, "The Elizabeth Public Schools must put into place a comprehensive professional development system that centers on the curriculum and effective ways to teach it, based on the best evidence-based research and this system may include curriculum coaches in the schools, daily monitoring (including observation) of teaching and "just in time" professional development to support teachers in the classroom." Mrs. Crosby stated that the ongoing professional development and coaching by master teachers provides coaching, modeling, and instructional support to classroom teachers, provides professional development on curriculum, implementation, support for ELLs and students with special needs in a general education classroom, and conducting classroom performance assessments and analyzing data to identify areas for professional development. Mrs. Crosby stated that the professional development and assessment for preschool staff during the 2019-2020 school year will focus on the following topics including child performance assessment and classroom assessments ECERS-3 classroom assessment training; TPOT social emotional teaching practices training; ELS child performance assessment reliability; fine motor and oral language development, adverse childhood experience (ACE) training, and mindfulness strategies to address students effected by trauma. Mrs. Crosby stated that the professional development and accountability includes that the NJDOE requires master teachers to use the Reflective Coaching

Cycle, the annual reliability training on ELS student performance assessment, and ongoing professional development to review and analyze student and classroom assessment data.

Mrs. Crosby stated that next component of managed instruction is human resources and quoted the theory of managed instruction, “To teach this curriculum, the Elizabeth Public Schools must maintain a workforce of effective instructional leaders and teachers and human resource policies, structures, and practices must support this objective.” Mrs. Crosby stated that through human resources we hire preschool certified staff, ensure a ratio of two adults to fifteen students, preschool-grade 3 certification (P-3), child development associates (CDA), mentor program for new teachers, ongoing professional development provided by mentor/master teacher, accountability through formal and informal observations/evaluations, and professional growth plan.

Mrs. Crosby stated that the sixth component of managed instruction is the student information system and this will require the establishment of a comprehensive student information system. Mrs. Crosby stated that PowerSchool is our centralized system for registering new preschool students and we monitor student enrollment and attendance. Mrs. Crosby stated that for accountability we use the data to create student reports for registration/placement on a waiting list and projections for kindergarten enrollment. Mrs. Crosby stated that the student performance data includes the Early Learning Scale (ELS) scores and the Pre-IPT and WIDA Scores for bilingual placement.

Mrs. Crosby stated that the seventh component of managed instruction is accountability. Mrs. Crosby quoted the theory of managed instruction, “The Elizabeth Public Schools must put into place an accountability system that holds people responsible for meeting standards, changing behaviors, and delivering excellent results. The accountability system, for school and other functional units, must identify important performance indicators, measure performance testing these indicators, collect and distribute performance data, and apply predetermined consequences for achieving predefined outcomes.” Mrs. Crosby stated that the Division of Early Childhood Education uses the self-assessment and validation system (SAVS) for program planning and administration, curriculum and classroom practices, professional development, program and child evaluation, community collaboration and support services. Mrs. Crosby stated that the supervisor of early childhood education assures accountability by conducting observations and evaluations of teaching staff, providing feedback and recommendations to teaching staff to continuously improve instruction, assisting in the planning and presentation of professional development for early childhood staff, analyzing classroom assessment data and child performance data to address professional development needs, and assisting in the planning and implementation of the registration process. Mrs. Crosby stated that, as the director of early childhood education program, she prepares, implements, monitors, and evaluates all aspects of the preschool program as required by NJDOE statutes and regulations including the preschool budget and one year preschool program plan, professional development plan and chronic absenteeism plan, self-assessment and validation system (SAVS), preschool registration, recruitment and outreach efforts, contractual compliance with contracted providers, collaboration and communication with other district departments including bilingual and special education, and implementation of the comprehensive preschool curriculum. Mrs. Crosby stated that our accountability measures focus on student learning and outcomes, provide tools for evaluating programs, interventions, and personnel, ensure consistency and alignment of curriculum implementation district wide, raise the level of expectations and desired achievement results, and allow administrators to make decisions based on student and classroom data.

Mrs. Crosby thanked the Board of Education members for their support and commitment to Early Childhood Education.

Mrs. Pestana thanked Mrs. Crosby for the informative report and asked if there were any questions from Board members.

Mrs. Moreno-Ortega congratulated Mrs. Crosby and stated that she is very proud of the presentation and the early childhood education department. Mrs. Moreno-Ortega stated that she wants the public to know that we have high scores especially the TPOT. Mrs. Moreno-Ortega stated that the TPOT is a tool evaluation of ten indicators and each indicator is more or less ten

points. Mrs. Moreno-Ortega stated that the tool is used to evaluate mostly during instruction and for example, daily routine for Indicator No. 1 and transition in class for Indicator No. 2. Mrs. Moreno-Ortega stated that it is really a tough evaluation and our score is high. Mrs. Moreno-Ortega stated that she has already checked the score and the data at the Department of Education. Mrs. Moreno-Ortega stated that she is very proud for each teacher and supervisor in this department. Mrs. Moreno-Ortega congratulated the department and stated that this is a moment to send a message to each teacher and teacher assistant. Mrs. Moreno-Ortega stated that the score of the TPOT is very high for our district.

Mrs. Pestana thanked Mrs. Moreno-Ortega for her comments.

Board President Stephanie Pestana stated that this is an agenda setting meeting. Mrs. Pestana stated that we will go tab by tab and each board member may ask questions. The board reviewed the agenda.

Minutes of the Agenda and Business Meetings of October 10 and 17, 2019
Secretary/Treasurer's Report for the Month of September 2019

Mrs. Pestana asked if there were any questions.

Personnel Report
Supplemental Personnel Report

Mrs. Pestana asked if there were any questions.

Mrs. Hugelmeyer requested Chief of Operations Francisco Cuesta provide a summary of the Personnel Reports.

Chief of Operations Francisco Cuesta gave a summary of the Personnel Reports.

Mrs. Moreno-Ortega stated that she is happy to see a school psychologist for the division of special services.

Tuition Report
Supplemental Tuition Report

Mrs. Pestana asked if there were any questions.

Superintendent's Report – Considerations

Mrs. Pestana asked if there were any questions.

Mrs. Hugelmeyer stated that there are a variety of professional development opportunities to continue to enhance the skills and knowledge of our educators, for our principals and supervisors to attend workshops, and opportunities for our marching band to perform.

Superintendent's Report – Use of Facilities

Mrs. Pestana asked if there were any questions.

Supplemental Superintendent's Report – Use of Facilities

Mrs. Pestana asked if there were any questions.

Superintendent's Report – Field Trip Requests

Mrs. Pestana asked if there were any questions.

Mrs. Hugelmeyer gave a summary of the field trip requests.

Superintendent's Report - Harassment, Intimidation and Bullying Investigative Results

Authorizations Report

Mrs. Pestana asked if there were any questions.

Mrs. Hugelmeyer stated that this report contains an authorization for a partnership with New York University to apply for the National Science Foundation Grant and we are currently in our third year of our partnership with NYU. Mrs. Hugelmeyer stated that the focus of the partnership has been on curriculum work, specifically science in our elementary levels. Mrs. Hugelmeyer highlighted the partnership with Alliance for a Healthier Generation with HealthCorps for a Cooking Matters Healthy Cooking Club that will be taking place at Admiral William F. Halsey, Jr. Health and Public Safety Academy. Mrs. Hugelmeyer stated that we have an authorization to apply for the USDA Farm to School Grant, authorizations for four schools to make application for the Green Ribbon Schools and William F. Halloran School No. 22 to make application to be recognized as a School of Character. Mrs. Hugelmeyer stated that the report includes an acceptance of grant funds for the 2019 COPS Office School Violence Prevention Program in the amount of \$494,750. to be used for security for our schools and grounds in partnership with our Elizabeth Police Department. Mrs. Hugelmeyer stated that the Bilingual and ESL team are submitting a proposal to present two workshops, “Visual Thinking Strategies for working with English Language Learners” and “Social Emotional Learning for English Language Learners” at the NJTESOL/NJBE Spring Conference.

Mrs. Hugelmeyer gave a summary of the requested fundraising activities.

Mrs. Moreno-Ortega stated that she is very proud of the proposal for the social emotional learning especially since the Department of Education is priority No. 1 and maybe they will select Elizabeth. Mrs. Moreno-Ortega stated that this is great news for our district.

Supplemental Authorizations Report

Mrs. Pestana asked if there were any questions.

Mrs. Hugelmeyer stated that this report contains the authorization to approve the Nursing Services Plan for this year, an authorization for a winter sock and canned food drive, and an authorization to accept the Long Range Facilities Plan Major Amendment Approval.

Finance and Accounting Report – Authorization to Pay Vouchers, etc.

Mrs. Pestana asked if there were any questions.

Supplemental Finance and Accounting Report – Transfer of Funds

Mrs. Pestana asked if there were any questions.

Mrs. Pestana added the Minutes of the Agenda and Business Meetings, Secretary/Treasurer’s Report, Personnel Report, Supplemental Personnel Report, Tuition Report, Supplemental Tuition Report, Superintendent’s Report – Considerations, Superintendent’s Report – Use of Facilities, Supplemental Superintendent’s Report – Use of Facilities, Superintendent’s Report – Field Trips, Superintendent’s Report - Harassment, Intimidation and Bullying Investigative Results, Authorizations Report, Supplemental Authorizations Report, Finance and Accounting – Authorization to Pay Vouchers, and Supplemental Finance and Accounting Report – Transfer of Funds to the agenda.

Award of Contracts Report

Mrs. Pestana asked if there were any questions.

Mrs. Hugelmeyer highlighted the contracts for Title I parent and family engagement workshops at various schools. Mrs. Hugelmeyer stated that there is a contract to provide Older Adult Sensitivity Training Programs to district high school students. Mrs. Hugelmeyer stated that there are contracts by the Division of Plant, Property, and Equipment for a variety of services throughout the district. Mrs. Hugelmeyer stated that there is a contract to continue our program with Fairleigh Dickinson University and their Middle College Program for qualified high school

students to receive dual enrollment credit. Mrs. Hugelmeyer stated that there is a contract with the Raymond J. Lesniak Recovery High School that will afford several of our students to have these services. Mrs. Hugelmeyer stated that there is a contract with Benchmark Education to provide professional development and curriculum guidance to bilingual teachers.

Supplemental Award of Contracts Report

Mrs. Pestana asked if there were any questions.

Mrs. Hugelmeyer explained that this is for roof repairs at Christopher Columbus School No. 15.

Second Supplemental Award of Contracts Report

Mrs. Pestana asked if there were any questions.

Mrs. Hugelmeyer highlighted the contracts for additional recommendations for parental involvement workshops being offered at various schools, professional development for teachers, and training workshops on sheltered instruction to support our English Language Learners. Mrs. Hugelmeyer stated that there are contracts for presentations at Thomas A. Edison Career and Technical Academy focusing on training for teachers and students in a variety of strands including automotive, motivational speakers, and STEM-based careers. Mrs. Hugelmeyer stated that there is a contract amendment for Mind Research Institute for ST Math to increase the number of students from K-2nd grade to also include 3rd grade this year.

Miscellaneous Communication - None

Claims List

Mrs. Pestana asked if there were any questions.

Mrs. Pestana added the Award of Contracts Report, Supplemental Award of Contracts Report, 2nd Supplemental Award of Contracts, Miscellaneous Communication, and Claims List to the agenda.

Resolution – Payment for Medical Health Insurance Waiver

Resolution – Agreement for Public Schools CST Services – Union County Educational Services Commission for 2019-2020 School Year

Resolution – Submission of NJ Quality Single Accountability Continuum (QSAC) Documents

Resolution – Submission of Early Childhood Budget for 2020-2021 School Year

Resolution – Payment for Unused Sick Days

Resolution – Payment for Unused Vacation Days

Resolution – Award of Contracts – Peters Chemical for Provision of Ice Melt Pellets

Resolution – Appointing BSN Sports, LLC; All American Sports Corporation t/a Riddell All American; and Pyramid Paper Company, Inc. t/a Pyramid School Products to Provide Athletic Equipment and Supplies for Winter Sports

Mrs. Pestana asked if there were any questions on the above resolutions.

Mrs. Pestana added the above resolutions to the agenda.

Board President Stephanie Pestana requested a motion to go into Private Session to consider matters exempt under the Open Public Meetings Act, specifically for discussion of personnel, specifically, appointments, fitness for duty exam, 2019-2020 superintendent goals; legal matters, specifically, settlement agreements – K.E., T.T., J.I., resolution agreement implementation, district restraint policy, prospective litigation; and workers' compensation matters, specifically, A.R., M.V., D.K., Y.S., S.A., and S.M. The board will reconvene in public and may add to the agenda.

A motion was made by Mrs. Moreno-Ortega, seconded by Mr. Jacobs, to go into private session at 7:35 p.m.

The motion was carried by the following vote:

Affirmative: Mmes. Carvalho, Chevres, Hernandez, Mr. Jacobs, Mrs. Moreno-Ortega, Mr. Neron, Mrs. Pestana – 7

Negative: None

Mr. Neron excused himself from the meeting at 10:30 p.m.

A motion was made by Mrs. Hernandez, seconded by Mr. Jacobs, to reconvene in public session at 10:35 p.m.

The motion was carried by the following vote:

Affirmative: Mmes. Carvalho, Chevres, Hernandez, Mr. Jacobs, Mmes. Moreno-Ortega, Pestana – 6

Negative: None

Mrs. Pestana added the following to the agenda:

Resolution – Settlement Agreement – J.I.

Resolution – Settlement Agreement – K.E.

Resolution – Settlement Agreement – T.T.

Resolution – Fitness for Duty

Resolution – Appointment of Principal

Resolution – Appointment of Vice Principals

Resolution – Supervisor of Mathematics 6-12

Resolution – Supervisor of Science PreK-12

Resolution – Agreement Implementation

First Reading of Policies – Physical Restraint

On a motion by Mrs. Carvalho, seconded by Mrs. Hernandez, the agenda meeting was adjourned at 10:40 p.m.

The motion was carried by the following vote:

Affirmative: Mmes. Carvalho, Chevres, Hernandez, Mr. Jacobs, Mrs. Moreno-Ortega, Mrs. Pestana – 6

Negative: None

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