

BOARD OF EDUCATION
(Official)

December 5, 2019
Elizabeth, New Jersey

The regular agenda meeting of the Board of Education was called to order on December 5, 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 6:25 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 December 2, 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 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: Mrs. Barbosa, Ms. Bathelus, Mmes. Carvalho (arr. 7:50 p.m.), Chevres, Hernandez, Mr. Jacobs (arr. 6:30 p.m.), Mrs. Moreno-Ortega, Mr. Neron, Mrs. Pestana – 9
Absent: None

Superintendent of Schools Olga Hugelmeyer, School Business Administrator/Board Secretary Harold E. Kennedy, Jr., Assistant Superintendent for Schools Judy Finch Johnson, Assistant Superintendent for Schools Rafael Cortes, Assistant Superintendent for Teaching and Learning Jennifer Ceden, Comptroller Rajeev Malhotra, 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, Raquel Garcia, to address the Board.

Raquel Garcia, 707 North Broad Street, spoke about the problems her child is having at school.

Mrs. Hugelmeyer requested Assistant Superintendent for Schools Judy Finch-Johnson speak with the parent and student to address her concerns.

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

Kyla Vigier, student, spoke about her problems at school.

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

Danielle Fienberg, 631 North Broad Street, spoke about the physical restraint policy.

Mrs. Hugelmeyer stated that the policy will have a second reading on December 12th and after adoption the special education department will be hosting a workshop for parents on the policy.

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

Christina Moreira, 805 Gebhardt Avenue, asked if the workshop on the policy is only for parents of children with IEPs and spoke about committee meetings and the transfer of her child’s teacher.

Mrs. Hugelmeyer stated that the workshop on the policy is for all parents. Mrs. Hugelmeyer stated that the school principal responded to her concerns.

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

Kason Little, 225 S. Seventh Street, spoke about safety in schools.

Mrs. Pestana thanked him for his comments and called upon the next public participant, Reverend George Britt, to address the Board.

Reverend George Britt, Mt. Teman A.M.E. Church, thanked the Board for coming back to the table for the full infusion and implementation of Amistad.

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

Charlotte Brown, President of United Youth of New Jersey, commended the Board for coming together for Amistad and stated that the law was enacted in 2002.

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

Donae Porter, B14 Myrtle Street, Hillside, stated that she is a family specialist at Trinitas Regional Medical Center and spoke about the importance of Amistad for children to understand who they are and be more grounded.

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

Maria Echavarria, 321 Westfield Avenue, spoke about the religious exemption for vaccination and invited everyone to attend a rally in Trenton on December 12th.

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 an IEP meeting for her child.

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

Mrs. Pestana stated that in the proposed agenda there is an Authorization to Enter Into a Partnership with Mt. Teman African Cultural Awareness Ministry, New Jersey Association of Black Educators, and the United Youth of New Jersey to work collaboratively to ensure that the learning goals set forth by the New Jersey Legislature in the Amistad Bill are realized within the Elizabeth Public Schools.

Mrs. Pestana added the above authorization to the agenda.

Ms. Bathelus responded to the public comments about the community meetings and stated that she is the chairperson for the community forums that the Board discussed at their training sessions. Ms. Bathelus stated that the Board is putting together community forums for January and early February in every ward throughout Elizabeth. Ms. Bathelus stated that they are working on finalizing the dates with the schools and then finalizing the flyer that will be posted. Ms. Bathelus stated that we know it is important that the community knows in advance and she is pushing to have that put out soon so please look for the flyer.

Ms. Bathelus responded to Kason Little who came to speak in a very straight and direct manner. Ms. Bathelus stated that she thinks it is very unfair for him to come and sit here and then speak to us on the dais in the way you spoke to us today. Ms. Bathelus stated that he has the right to speak to people as he wishes. Ms. Bathelus stated that there is a way that you speak to people and there is also a way to come off as respectful. Ms. Bathelus stated that he is coming here constantly telling us that we don't believe in our children and that we don't want the best for our children. Ms. Bathelus stated that she understands the slogan means *All is All*. Ms. Bathelus stated that the Board members do try to make sure that when you come up here, not only you but others as well, to share their concerns that we do have private conversations with the Superintendent, the attorney, and everyone on the dais. Ms. Bathelus told Kason to please do not come here and make it seem like we don't care or we are sitting here just looking and making faces. Ms. Bathelus stated there are a lot of laws that keep us from responding. Ms. Bathelus stated that she felt the need to say something so he can know, and everyone who is viewing and sitting here in this audience to know that we're not just elected to sit here and not do anything. Ms. Bathelus stated that we really do care about the children whether you believe it or not. Ms. Bathelus stated that she may not have a child at this moment but that doesn't mean she doesn't care about all 29,000 children in this district. Ms. Bathelus stated that she asks when he comes here that he at least understand that and show some empathy when he is speaking to us and at least understand that we do our best as far as we can do. Ms. Bathelus stated that he may not hear

the private conversations that we are having in the board room and may think that everything is all good while we are sitting here but it is not true. Ms. Bathelus asked that he understand that. Ms. Bathelus stated that everyone needs to understand that we really are working to try to address all of your needs, as well as your safety needs for all of our children so please do not think that we are not doing that.

Mr. Neron stated that he shares very similar sentiments to Ms. Bathelus as well. Mr. Neron stated that it was very difficult to sit up here and listen to these scenarios that are taking place. Mr. Neron requested that we get a timeline of the incidents of when they took place and what was being done at the time. Mr. Neron stated that the Superintendent works for us, the Board members. Mr. Neron stated that we do not micromanage the principals, teachers, guidance counselors and we can't tell them what to do and we don't go into the schools to tell them what to do. Mr. Neron stated that we can't manage the day-to-day interactions of what happens in the school district. Mr. Neron stated that we have faith that when these issues come to the table they are going to the Superintendent and the Superintendent follows suit to do what needs to be done. Mr. Neron stated that we have had these discussions and talk about them and we have a pretty open line of means of communication to follow up on what is taking place. Mr. Neron stated that whatever is not happening that needs to happen, needs to start happening if it hasn't already. Mr. Neron stated that if we can get a report of the timeline it would put everybody at peace and also put the public at peace to understand the process and the follow-through that takes place when these incidents do happen. Mr. Neron stated that there are various incidents that happen every day because you are dealing with 29,000 school children. Mr. Neron stated that something has to be done every single day and there has to be a response every single day. Mr. Neron stated that Board members are not the ones who make the change on the ground level. Mr. Neron stated that the teachers, principals, counselors, and district administration are the ones who do that and then report to us to let us know what is happening. Mr. Neron stated that if they say everything is okay then we have to believe that everything is okay until we hear different. Mr. Neron stated that it is very unsettling to hear the perspective of the community versus the perspective that we get.

Mr. Neron applauded the community from Mt. Teman who have been advocating for so many years on this work of a curriculum of inclusion and commended the work of Pastor Britt. Mr. Neron thanked Pastor Britt and the United Youth of New Jersey for stepping up and really being involved as a community. Mr. Neron stated that we have a job and we have a work of advocacy that we do on our level and we have been in touch with people throughout the State of New Jersey throughout the years of what is happening in various districts. Mr. Neron stated that there are some flaws in the process coming from the state level in the implementation of the local level and the district actually buying into the system, the classroom buying into the system, and the parents buying into the system and then it actually rolling out. Mr. Neron stated that it is not something that we can say here it is, let's make it happen, or it is infused in the system. Mr. Neron stated that if you ask the common person in the district what Amistad is they have no idea what it is. Mr. Neron stated that the work of advocacy must continue and we are here with you and we are going to work together as an entire unit to make sure we can push this to the finish line. Mr. Neron stated that we can get it done and do everything humanly possible we can from a district side, community side, and an individual side. Mr. Neron stated that aside from being Board members we are also citizens of this City and we care what happens. Mr. Neron stated that the psychological perspective that was shared from Mrs. Porter on educating our children on understanding who they are really helps diminish a lot of the bullying taking place because we start to understand each other. Mr. Neron stated that the issues that exist when it comes from disparities in education, racial biases, gender biases, they don't understand their history and they don't understand where they come from and these issues will always be there. Mr. Neron stated that kids will say my parents won't let me hang out with you because you're black or Latino or from Haiti or Caribbean or Africa or a particular Central American country. Mr. Neron stated that they don't understand how much they have in common, they don't understand the history, and they don't understand the importance. Mr. Neron stated that from an individual perspective if students don't understand their worth and their value and they weren't just slaves, that they

were kings and queens at one point, they then feel the sense of lesser than. Mr. Neron stated that leads to a lot of other issues such as suicide, depression, bullying, and a lack of self-worth. Mr. Neron stated that in order to achieve you have to have a sense of self-worth and confidence to move forward. Mr. Neron stated that is what this whole conversation is all about and that is why we come here as educators and as advocates and people who care to push this agenda forward. Mr. Neron thanked them for advocating and said to keep doing what they are doing. Mr. Neron stated that we will be here and hold each other accountable. Mr. Neron stated that we may not always agree on everything but we know what's right and we have to get it done.

Mrs. Moreno-Ortega thanked each one who brings their concerns. Mrs. Moreno-Ortega stated that as a Board member if one of us takes notes we want to make sure we ask for a follow-up. Mrs. Moreno-Ortega stated that this is a particular statement for someone in the public to ask for everyone to be in Trenton and that this Board frequently attends meetings in Trenton. Mrs. Moreno-Ortega stated that personally she always attends meetings and communicates. Mrs. Moreno-Ortega stated that some of the important things we make changes that maybe they don't see and is based on those meetings. Mrs. Moreno-Ortega stated that she is part of the Urban School Boards with Board members all around New Jersey. Mrs. Moreno-Ortega stated that today they will pass a resolution for some of them to attend the New Jersey National School Board Association Conference. Mrs. Moreno-Ortega stated that we don't communicate every single detail we do for the benefit of our district. Mrs. Moreno-Ortega stated that we have room to improve. Mrs. Moreno-Ortega thanked each one who brought the Amistad concern and stated that she has been teaching seventeen years and is still learning about Amistad. Mrs. Moreno-Ortega stated that she understands that it is a long process and feels that from a teacher's perspective it should move across the curriculum and the world language teachers, fifth grade teachers, and physical education teachers can say something about Amistad. Mrs. Moreno-Ortega stated that she wants the community to understand that each one of the Board members is working really hard for the benefits of our community. Mrs. Moreno-Ortega stated that one of the concerns is feedback they receive from the community meetings and we will speak in private about that concern and our president will be communicating with you. Mrs. Moreno-Ortega thanked everyone for being here tonight and stated that she knows that it is not easy to be here in this weather. Mrs. Moreno-Ortega stated that this is how we can work together for the benefit of our children and at the end of the day we are here for our children.

Mrs. Pestana thanked the Board members for their comments.

Mrs. Hugelmeyer stated that the management oversight report tonight is from the Elementary and Secondary Division and introduced Director Daphne Marchetti.

Director of Elementary and Secondary Education Daphne Marchetti presented the theory of action managed instruction as it relates to the elementary and secondary division. Mrs. Marchetti presented a PowerPoint slide showing the organizational chart of the division with a director, supervisor of language arts literacy K-5, supervisor of language arts literacy 6-12, supervisor of mathematics K-5, supervisor of mathematics 6-12, supervisor of science, nine teacher-instructional coaches for language arts literacy, mathematics, and science, and four administrative secretaries. Mrs. Marchetti introduced division members present including Supervisor of Language Arts Literacy 6-12 Maria Fabiano, Supervisor of Language Arts Literacy K-5 Vivian Castano, Supervisor of Mathematics K-5 Mariestelle Magliano, Acting Supervisor of Mathematics 6-12 Aaliyah McClinton, Teacher-Instructional Coach Science Andrea Pereira, and Administrative Secretary Kim Kinsley.

Mrs. Marchetti presented a PowerPoint slide showing the seven components of the theory of action managed instruction including curriculum, assessment, interventions, professional development, human resources, student information system, and accountability. Mrs. Marchetti stated that they are highlighting three components including accountability, curriculum, and professional development.

Mrs. Marchetti stated that the first highlighted component of the theory of action managed instruction is accountability. Mrs. Marchetti quoted the theory of action managed instruction, “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 using these indicators, collect and distribute performance data, and apply predetermined consequences for achieving predefined outcomes.” Mrs. Marchetti stated that the division of elementary and secondary education is held accountable to supporting general education students and teachers. Mrs. Marchetti presented a PowerPoint slide showing that they serve 20,710 general education students in grades K-12. Mrs. Marchetti stated that there are 26 K-8 schools with 15,098 general education students and 687 general education teachers and 7 high schools for grades 9-12 for 5,612 general education students and 224 general education teachers. Mrs. Marchetti stated that the division of elementary and secondary education is held accountable to the performance of the students in the New Jersey Student Learning Assessment (NJSLA). Mrs. Marchetti stated that the NJSLA includes assessments for English Language Arts for grades 3-10, Mathematics for grades 3-7, Algebra I, Geometry, and Algebra II, and Science for grades 5, 8, and 11. Mrs. Marchetti stated that they are also held accountable to New Jersey Quality Single Accountability Continuum (NJ QSAC) for the indicator relating to instruction and program for K-12. Mrs. Marchetti stated that they received a high performing rating for instruction and program for the 2018-2019 NJ QSAC review. Mrs. Marchetti stated that the director ensures that all aspects of the English Language Arts, Mathematics, and Science Departments meet the NJDOE statutes and regulations; monitors and evaluates the implementation of comprehensive curricula and assessments for English Language Arts, Mathematics, and Science; oversees the professional development annual planning for English Language Arts, Mathematics, and Science in grades K-12; coordinates the assessment administration for K-12 benchmarks, student growth objectives (SGO) assessments, finals, and the NJSLA; fosters instructional partnerships to support teaching and learning; negotiates, prepares, and executes contractual agreements for instructional programs and professional development; collaborates with human resources on the recommended professional staff; collaborates with the business office on reviewing the school budgets and determining staffing needs and discretionary needs; develops the division budgets for English Language Arts, Mathematics and Science Departments; develops the budget guidelines for the schools to support English Language Arts, Mathematics, and Science; and coordinates the extended day programs. Mrs. Marchetti stated that the supervisors are held accountable to the requirements of the Marzano District Leader Evaluation Model including to conduct observations and evaluations of teaching staff and provide feedback and recommendations to continuously improve education; develop goals and execute action steps within the Professional Growth Plans (PGP); develop and revise comprehensive curricula aligned to New Jersey Student Learning Standards (NJSLS); development assessments for all students and provide assessments to the bilingual education and special education departments; analyze performance data to prepare professional development, revise curricula, and develop intervention and intensification plans; plan, prepare, and present district-wide professional development; provide presentations to bilingual education, special education, social studies, and staff development; identify and coordinate professional development with consultants/trainers for schools; conduct department meetings; assist with resource allocation; review school needs assessment for development of district and school budgets; prepare department budgets to manage fiscal resources including curriculum writing, assessment revisions, purchased professional, and professional development training; and manage the Saturday High School Intensification Program. Mrs. Marchetti stated that the instructional coaches are held accountable to the requirements of the Danielson Framework for Instructional Specialists including to demonstrate knowledge of current trends in content areas and professional development, collaborate with teachers in the design of lessons, engage teachers in learning new instructional skills, share expertise with staff, and locate resources for teachers to support instructional improvement; develop goals and execute action steps within the Professional Growth Plans (PGP); and assist with the needs assessments of the schools for development of district and school budgets.

Mrs. Marchetti stated that the next component is the curriculum and quoted the theory of action managed instruction, “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. 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. Marchetti stated that they develop a comprehensive curricula for K-12 for language arts literacy including writing, mathematics, and science. Mrs. Marchetti stated that they also develop curricula for extended day and extended year programs including the K-8 Summer Promotion/Retention Program, High School Remediation Program, and High School Saturday Intensification Program. Mrs. Marchetti stated that the comprehensive curricula for language arts literacy, mathematics, and science is standards aligned, research based, inquiry based, student centered, inclusive, interdisciplinary, and differentiated. Mrs. Marchetti stated that the components for the curriculum include year-at-a-glance with skills and standards mapped for the entire school year, pacing guides with daily lessons and learning activities along with instructional resources and supports, quarterly benchmarks are district created assessments aligned to standards and curriculum, formative assessments are district created assessments aligned to daily lessons, embedded interventions are strategies and activities to properly intervene and enrich daily lessons, and supplemental resources to enhance lessons. Mrs. Marchetti stated the curriculum includes the content area structure for language arts literacy, mathematics, and science.

Supervisor of Language Arts Literacy Pre-K-5 Vivian Castano and Supervisor of Language Arts Literacy 6-12 Maria Fabiano presented the curriculum focus for language arts literacy including to foster a love for reading, increase stamina and independent reading, build vocabulary, emphasize text analysis and text based writing. The supervisors stated that the comprehensive curriculum includes LAL block and writing period for grades K-3, Literacy is Essential to Adolescent Development and Success (LEADS) for grades 4-10, Honors courses offered in grades 9-10, and for grades 11-12 whole group instruction, small group instruction, honors courses for accelerated instruction, and advanced placement courses in English language and literature. The supervisors stated that the main resources for language arts literacy for grades K-3 include the Children’s Literacy Initiative (CLI) and Into Reading; guided reading libraries for grades K-8; My Access Writing for grades 3-11; and for grades 4-12 novels, anthologies, and theme-aligned text sets. The supervisors stated that the supplemental resources include classroom libraries for grades K-5, multicultural and diverse text sets for grades K-12, and AVID leveled texts for grades 6-12.

Supervisor of Mathematics K-5 Mariestelle Magliano and Acting Supervisor of Mathematics 6-12 Aaliyah McClinton presented the curriculum focus for mathematics including building numeracy and conceptual understanding, communicating reasoning and engaging in productive discourse, emphasizing real-life mathematical application, modeling mathematics, and problem solving. Ms. Magliano stated that the curriculum for grades K-12 includes structure of mathematics including anticipatory set, whole group, and differentiated small group activities. Ms. McClinton stated that Geometry, Algebra I advanced, Algebra II, Pre-Calculus, Calculus, and Probability and Statistics are the courses offered for grades 9-12. Ms. Magliano stated that the main resources for mathematics are Everyday Mathematics for grades K-3, enVision Mathematics for grades 4-5, Pearson System of Courses (PSOC) for School No. 4 and Dwyer Academy, Connected Mathematics Program 3 (CMP3) for grades 6-7, Intensified Algebra in grade 8, ST Math, LearnZillion, Math in Practice, and math themed literature for grades K-3; Adaptive Practice Powered by Knewton for grades 4-5; Agile Mind Accelerator for grades 6-7; Math XL for grades 6-7 and 9-12; Illustrative Mathematics for grades K-12; IXL for grades 9-12; and Khan Academy for grades 1-12.

Teacher-Instructional Coach Science Andrea Pereira stated that the curriculum focus for science includes the implementation of the Next Generation Science Standards (NGSS), integration of three-dimensional instruction, making sense of observable phenomena, utilization of mathematics and literacy standards to develop scientific understanding, and embedding career readiness and research projects. Ms. Pereira stated that the curriculum for science for grades K-8 includes structure of the science period with anticipatory set, whole group, and small group

instruction and the structure of the lab period for grade 8. Ms. Pereira stated that Biology, Chemistry, Physics, Environmental Science, Forensics, and Physiology are courses offered for grades 9-12. Ms. Pereira stated that the main resources for science includes FOSS and FOSSweb for grades K-8, NYU Science and Integrated Language and Computational Thinking Model (SAIL+CTM) for grade 5, and digital platforms for grades 9-12.

Mrs. Marchetti stated that the curriculum for the afterschool K-8 and the Saturday High School Intensification Program include target skills aligned to NJSLs, individualized learning, reinforce lessons and skills from the school year curriculum, and formative assessments. Mrs. Marchetti stated that the curriculum for the extended year programs for the K-8 summer promotion/retention and summer high school remediation program include utilizing performance data to determine program focus, target skills aligned to NJSLs, reinforce lessons and skills from the school year curriculum, and include formative and summative assessments.

Mrs. Marchetti stated that the next component is professional development and quoted the theory of action managed instruction, “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. 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.” The supervisors stated that they along with the district instructional coaches for English language arts, mathematics, and science review performance data to identify areas for professional development, conduct initial classroom visits to identify areas of strength and weakness, conduct data in one-on-one meetings with teachers, model lesson components or strategies based on teacher needs, co-plan and co-teach lessons with teachers, debrief and reflect on lessons to plan future lessons, conduct follow-up visits to provide ongoing feedback and next steps, provide professional development during lunchtime and after school, and develop and conduct district/school wide professional development. The supervisors stated that there is job-embedded consulting support through partnerships. The supervisors stated that other professional development opportunities include district wide professional development for teachers and kindergarten assistants, all extended day/extended year programs, department meetings, new teacher content training, peer teacher visitations, after school mathematics training, and peer teacher workshop for K-12 science staff. The supervisors stated the professional development offered for English language arts, mathematics, and science for the 2019-2020 school year.

Mrs. Marchetti stated that concluded her presentation and thanked the Board members for their support and commitment to elementary and secondary education.

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

Mrs. Hugelmeyer stated that there is more information on the cloud for the Board members.

Mrs. Moreno-Ortega thanked them and stated that she is very excited and very impressed. Mrs. Moreno-Ortega stated that she is more impressed that they are using the Marzano Evaluation Tool and explained the use of the evaluation tool to the community.

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, fitness for duty exam, superintendent evaluation, substitute services; legal matters, specifically, contract for purchase of warehouse equipment, contract for sale of vehicles and equipment, partnership with the College of New Jersey; and workers’ compensation matters, specifically, I.P. and M.V. The board will reconvene in public and may add to the agenda.

A motion was made by Mrs. Hernandez, seconded by Ms. Bathelus, to go into private session at 8:00 p.m.

The motion was carried by the following vote:

Affirmative: Mrs. Barbosa, Ms. Bathelus, Mmes. Carvalho, Chevres, Hernandez, Mr. Jacobs, Mrs. Moreno-Ortega, Mr. Neron, Mrs. Pestana – 9

Negative: None

Mr. Neron excused himself from the meeting at 10:40 p.m.

A motion was made by Ms. Bathelus, seconded by Mr. Jacobs, to reconvene in public session at 11:00 p.m.

The motion was carried by the following vote:

Affirmative: Mrs. Barbosa, Ms. Bathelus, Mmes. Carvalho, Chevres, Hernandez, Mr. Jacobs, Mmes. Moreno-Ortega, Pestana – 8

Negative: None

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 26, November 7 and 18, 2019

Secretary/Treasurer's Report for the Month of October 2019

Personnel Report

Tuition Report

Superintendent's Report – Considerations

Superintendent's Report – Use of Facilities

Supplemental Superintendent's Report – Use of Facilities

Superintendent's Report – Field Trip Requests

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

Authorizations Report

Supplemental Authorizations Report

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

Supplemental Finance and Accounting Report – Transfer of Funds

Award of Contracts Report

Supplemental Award of Contracts Report

Miscellaneous Communication - None

Claims List

Resolution – Union County Educational Services Commission Environmental Safety Program

Resolution – Transfer of Capital Reserve Funds

Resolution – National School Boards Association Advocacy Institute

Resolution – Dr. Martin Luther King, Jr.

Resolution – School Board Recognition Month

Resolution – Requisition for Taxes

Resolution – Adoption of New Policies

Resolution – Residency Investigative Results and Actions

First Reading of Policy and Regulation 5141.21 Administering Medication

Authorization to Enter Into Partnership with College of New Jersey

Resolution – Fit for Duty Exams

Resolution – Naming of Schools

Award of Contract for Substitute Services

Award of Contract for Purchase of Warehouse Equipment

Award of Contract for Sale of Vehicles and Equipment

Mrs. Pestana asked if there were any questions.

Mrs. Pestana added the above to the agenda.

On a motion by Ms. Bathelus, seconded by Mrs. Hernandez, the agenda meeting was adjourned at 11:05 p.m.

The motion was carried by the following vote:

Affirmative: Mrs. Barbosa, Ms. Bathelus, Mmes. Carvalho, Chevres, Hernandez, Mr. Jacobs, Mmes. Moreno-Ortega, Pestana – 8

Negative: None

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