

BOARD OF EDUCATION
(Official)

January 27, 2022
Elizabeth, New Jersey

The regular agenda/business meeting of the Board of Education was called to order on January 27, 2022 at 6:30 p.m. in William F. Halloran School No. 22, 612 Pulaski Street, New Jersey.

The meeting will be open to the public in person. In-person attendees will be required to follow Covid precautions including the wearing of masks. The Board will open in Public Session at 6:30 p.m. The Board reserves the right to go into Private Session to discuss matters exempt under the Open Public Meetings Act. Action will be taken.

Board President Rosa Moreno-Ortega welcomed everyone to the meeting.

Mrs. Moreno-Ortega called for School Business Administrator/Board Secretary Harold E. Kennedy, Jr. to read the following statement at 6:38 p.m.

“Ladies and Gentlemen, good evening. This is a combined regular agenda and business 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 January 24, 2022. In addition, this notice is posted on the Bulletin Board 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 here at William F. Halloran School No. 22 and to our television viewers to this January 27, 2022 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 must personally sign-in prior 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: Nathalie Alcaide-Hernandez, Diane Barbosa (arr. 6:40 p.m. via online platform), Maria Carvalho, Iliana Chevres, Charlene B. Dorgely, Jerry Jacobs, Stephanie Goncalves Pestana (arr. 7:15 p.m. via online platform), Rosa Moreno-Ortega – 8

Absent: Stanley Neron – 1

Superintendent of Schools Olga Hugelmeyer, School Business Administrator/Board Secretary Harold E. Kennedy, Jr., Assistant Superintendent for Schools Rafael Cortes, Assistant Superintendent for Teaching and Learning Jennifer Cedeno, Assistant Superintendent for Schools Judy Finch-Johnson, Chief of Operations Francisco Cuesta, Deputy Counsel Heather Ford, Co-General Counsel Jonathan Williams, Esq. of DeCotiis, Fitzpatrick & Cole, LLP, and members of the community were present.

Mrs. Moreno-Ortega called for a moment of silence for the passing of former Assistant Superintendent for Schools Joseph Papetti, Jr.

Resolution – Remembering Former Assistant Superintendent Joseph Papetti, Jr.

Mrs. Carvalho read the resolution.

“WHEREAS, Joseph Papetti, Jr. was born January 26, 1936 and was raised in Elizabeth, New Jersey in the Peterstown community, attending Christopher Columbus School No. 15 and Grover Cleveland Junior High before graduating from Thomas Jefferson High School in 1954, and

WHEREAS, Joseph Papetti, Jr. would continue his lifelong pursuit of education at Newark State Teachers College, now Kean University, where in 1971 he earned his bachelor’s degree in General Elementary Education, and

WHEREAS, Joseph Papetti, Jr. returned to the school district that helped develop his love for teaching and learning, beginning his career in education in September 1971 as a sixth-grade teacher at George Washington School No. 1, and

WHEREAS, Joseph Papetti, Jr. continued to strive for higher educational pursuits, both as a student and professionally, earning his master’s degree from Newark State Teachers College in 1973 and being appointed as Coordinator of Career Education Program in 1976 where he would help provide a framework for students to perform better academically and assist them in their self-appraisal of personal goals and values while exploring career pathways, and

WHEREAS, Joseph Papetti, Jr. was next appointed Director of Secondary Instruction and Curriculum, and later Director of Instruction and Curriculum, roles he served for a combined 15 years in which he helped develop instructional practices and content which would guide countless numbers of Elizabeth Public Schools students in their growth, development, and eventual success, and

WHEREAS, Joseph Papetti, Jr. continued his professional climb to Administrative Assistant to the Superintendent before ultimately receiving an appointment as Assistant Superintendent of Schools, a role in which he helped guide Elizabeth Public Schools with the development of leadership teams at all schools, emphasizing site-based management and shared decision making to empower administrators, staff members, and parents in their respective roles, and

WHEREAS, throughout his 26 years of extraordinary service to Elizabeth Public Schools, Joseph Papetti, Jr. inspired countless students to pursue their dreams and provided guidance and mentorship to many faculty members who continue to shape the future leaders of Elizabeth in our schools today, and

WHEREAS, following his retirement, Joseph Papetti, Jr. continued to find ways to connect to his community and his love for education, serving as a board member of the Clark Board of Education among other personal endeavors, and

WHEREAS, the Elizabeth Board of Education and Elizabeth Public Schools Professional Learning Community were saddened to learn of Joseph Papetti, Jr.’s recent passing and express their sympathy and heartfelt sorrow to his family, friends, and loved ones, and

NOW, THEREFORE BE IT RESOLVED, that the joy, passion, and purpose with which Joseph Papetti, Jr. lived each day of his life and served the Elizabeth Public Schools community serve as inspiration to us all.

BE IT FURTHER RESOLVED, that the resolution be spread on the official minutes of the Board of Education and a copy of this resolution be presented to his family.”

Colors were presented during the Flag Ceremony by members of the Admiral William F. Halsey, Jr. Health and Public Safety Academy Marine Corps Junior R.O.T.C.

Pledge of Allegiance

National Anthem

Pledge of Ethics

Mrs. Moreno-Ortega called for Mr. Kennedy to read the following public participation statement:

“At this time, the microphones are open for public comment to those who have signed in prior to this session. I shall call individuals to the microphone based on the order of the sign-in. Each statement made by a participant shall be limited to three minutes in duration. The time limit will be strictly enforced and audio transmission will be terminated at the end of three minutes. The total time of public comment shall be limited to 60 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 participation 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.”

Mr. Kennedy called upon the first public participant, Maria Lorenz, to address the Board.

Maria Lorenz spoke about the lack of an Epi-pen on the bus for her son and a bill sponsored by Assemblywoman Annette Quijano.

Mrs. Moreno-Ortega thanked her for her comments.

Mr. Kennedy called upon the next public participant, Andres Sanchez, to address the Board.

Andres Sanchez, student, asked about taking an assessment to skip a grade.

Mrs. Hugelmeyer requested Assistant Superintendent Rafael Cortes to speak with Andres.

Mrs. Moreno-Ortega thanked him for his comments.

Mr. Kennedy called twice upon the next public participant, Indalyna Sanchez, to address the Board. Indalyna Sanchez did not respond.

Mr. Kennedy called upon the next public participant, Jasmine Rosa, to address the Board.

Jasmine Rosa stated that she was here to support her son, Andres, who said everything.

Mrs. Moreno-Ortega thanked her for her comments.

Mr. Kennedy called upon the next public participant, Maria DaRassi, to address the Board.

Maria DaRassi spoke against the person who mentioned her name at the last Board meeting. Mrs. DaRassi stated that the bill sponsored by Assemblywoman Annette Quijano has not been signed into law and Epi-pens are not required on the bus.

Mrs. Moreno-Ortega thanked her for her comments.

Mr. Kennedy called upon the next public participant, Michelle Santos, to address the Board.

Michelle Santos spoke about special education.

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

Mrs. Hugelmeyer stated that we would like to take some time to show appreciation to a special group of people who are vital to the success of our schools and our students. Mrs. Hugelmeyer stated that the nine members of our Elizabeth Board of Education are selfless volunteers who spend long hours working to ensure all of our students have the opportunity to learn and grow. Mrs. Hugelmeyer stated that in honor of School Board Recognition Month, we would like to present the Elizabeth Board of Education with a video to show them our appreciation for their leadership, dedication, and sacrifices that they make. Mrs. Hugelmeyer presented a video recognizing the Elizabeth Board of Education Board members.

Mrs. Hugelmeyer stated that also in honor of this special month, we would like to present the members of the Elizabeth Board of Education with the proclamation from Governor Phil Murphy recognizing School Board Recognition Month. Mrs. Hugelmeyer read the following Proclamation:

“WHEREAS, New Jersey's public schools serve nearly 1.4 million children in pre-kindergarten through 12th grade; and

WHEREAS, New Jersey's 5,000 local board of education members and charter school trustees devote countless hours, without remuneration, to the oversight of school district operations, including finances, policy, curriculum and staffing; and

WHEREAS, as the policymaking bodies for local school districts, New Jersey's local boards of education endeavor to meet the challenges facing public schools and to help students attain the education necessary to excel in college and in the workplace and to enable them to compete in a global economy; and

WHEREAS, local boards of education have contributed to New Jersey being among the leading states in measures of academic quality such as National Assessment of Educational Progress scores, and the preparation for college through advanced placement courses and other curricular offerings; and

WHEREAS, the New Jersey School Boards Association has declared January 2022 to be School Board Recognition Month; and

WHEREAS, by making meaningful contributions to public education, the dedicated members of local school boards have greatly enhanced the quality of life in our state;

NOW, THEREFORE, I, Philip D. Murphy, Governor of the State of New Jersey, do hereby proclaim January 2022 as School Board Recognition Month in New Jersey.”

Mrs. Hugelmeyer presented each Board member with the Governor’s Proclamation and thanked them once more for the great work they do for our schools and our community.

Mrs. Moreno-Ortega thanked Mrs. Hugelmeyer.

Superintendent of Schools Ola Hugelmeyer introduced Supervisor of Anti-Bullying/EEOC/Affirmative Action/Guidance Peter Vosseler to present the Harassment, Intimidation and Bullying Investigative Results and the 2020-2021 Harassment, Intimidation and Bullying Self Assessment.

Supervisor of Anti-Bullying/EEOC/Affirmative Action/Guidance Peter Vosseler stated that according to Board Policy 5131.1 Harassment, Intimidation, and Bullying (HIB) and New Jersey Statute 18A:37 the results of each investigation shall be reported to the Board of Education no later than the date of the next Board meeting following completion of each investigation and include any services provided, training established, discipline imposed, or other action that was taken or recommended.

Mr. Vosseler stated that at the next regularly scheduled meeting after Board members receive the report of HIB investigations, the statute requires that the Board issue a decision in writing to affirm, reject, or modify the Superintendent’s decision pertaining to the cases that were reported to the Board members at the last meeting.

Supervisor of Anti-Bullying/EEOC/Affirmative Action/Guidance Peter Vosseler stated that we are required by state law to present the Harassment, Intimidation and Bullying Self Assessment two times per year. Mr. Vosseler stated that tonight he is presenting a report, *Assessing Our Performance Under the Anti-Bullying Bill of Rights*. Mr. Vosseler stated that the schools complete the self-assessment at the end of each school year and tonight he is presenting the results for the 2020-2021 school year.

Mr. Vosseler stated that a No Bully Zone is important and in Elizabeth it is important to make the school a thriving heart of the community, a place that people love, a place with quality teaching, and a place where parents want to send their children. Mr. Vosseler stated that a child’s future and their family’s future is really improved with good access to education and support.

Mr. Vosseler stated that a rubric was developed by the State to aide districts in assessing the school’s efforts and improving their Anti-Bullying Bill of Rights programs. Mr. Vosseler stated that the rubric was designed to be a growth model and to be used to enhance programs at schools and districts and consists of eight core elements and twenty-six indicators with each indicator having a score of zero to three points. Mr. Vosseler explained that the first core element

deals with programs, approaches, and initiatives and whether they are designed to create a better school climate. Mr. Vosseler stated that the second core element is training on our policy and includes looking at who we have to train, making sure our policy includes the protected classes under the law, and that we discuss the policy with students in an age appropriate manner. Mr. Vosseler stated that the third core element is about staff instruction and training programs and there is a requirement in the law that in every five-year cycle certified staff have to get two hours of HIB training and suicide training. Mr. Vosseler stated that the Anti-Bullying Specialists have to be able to meet with the Anti-Bullying Coordinator during school time and to be able to receive training during that time. Mr. Vosseler stated that we have to be able to provide professional development to the school safety and climate team, which is a group that oversees the process at each school, and that school leaders have also received the appropriate information. Mr. Vosseler stated that the fourth core element is curriculum and instruction and although it does not have a lot of indicators within this core element it is important because it is assessing how the school is providing appropriate instruction within the curriculum and whether the school and district are observing the Week of Respect which is the first full week in October. Mr. Vosseler stated that the fifth core element is regarding HIB required personnel and whether there is an Anti-Bullying Specialist who met at least two times per school year with the anti-bullying coordinator. Mr. Vosseler stated that it assesses whether we met the minimum requirement of meetings which we do and surpass and that the school safety team met in the appropriate manner. Mr. Vosseler stated that the sixth core element is whether we have implemented the district's procedure for reporting HIB that includes all required elements and whether we have the procedure for reporting new information on a prior HIB report. Mr. Vosseler stated that the seventh core element is our actual procedure and this deals a lot with timelines and did we meet all the timelines including doing investigations within ten school days and sending the results to the superintendent within the two days of the completed investigation. Mr. Vosseler stated that the last core element is HIB reporting and is there a system for our staff to report things. Mr. Vosseler stated that our HIB assessment scores are on the main website and each individual school website.

Mr. Vosseler explained the scoring and that zero is for not meeting the requirements, 1 is for partially meeting the requirements, 2 is for meeting all the requirements, and 3 is for exceeding the requirements. Mr. Vosseler stated that to meet and exceed the requirement there are a lot of indicators on the rubric that the school has to meet. Mr. Vosseler stated that the highest possible score is 78, which means that every indicator was scored a 3 and they have exceeded every indicator. Mr. Vosseler stated that a score of 52 means all of the indicators were met. Mr. Vosseler stated that our schools this year ranged from 58 to 78, and all thirty-six schools scored a 58 or more which is meeting the requirements. Mr. Vosseler stated that the average score across all the schools becomes the district score which is 67 and is up from 66 for the 2019-2020 school year.

Mr. Vosseler stated that the self-assessment process is that all of the school safety and climate teams complete the self-assessment. Mr. Vosseler stated that they input the information on the NJDOE website and the results are then presented to the public. Mr. Vosseler stated that then we receive approval from the Board of Education as well as assurances from the Superintendent. Mr. Vosseler stated that after that is completed, we submit all of our self-assessments to the NJDOE for the school year and after it is approved, then the results are uploaded to our websites. Mr. Vosseler stated that at the next Board meeting a second presentation is required by state law to present the Harassment, Intimidation and Bullying Self Assessment. Mr. Vosseler presented PowerPoint slides showing the scores for each school and stated that the HIB

Self Assessment for the school year shows how well our district is implementing the Anti-Bullying Bill of Rights.

Mr. Vosseler stated that the highlights of our work to date include an annual Week of Respect, district training for our team members, state and county training for the Anti-Bullying Coordinator, and guest speakers who address different aspects of anti-bullying at the schools. Mr. Vosseler stated that we have contracted with the community program called Breaking the Cycle and also contracted for cyber-bullying and internet safety training to all of our students from the Union County Prosecutor's Office. Mr. Vosseler stated that we contracted with Connie Palmer, LCSW from Imagine, Inc. for grief and trauma training for staff and parents. Mr. Vosseler stated that we have HIB character education programs including Positive Behavior Supports in School (PBSIS), Panorama Education, Bully-Busting Curriculum, Harmony Power Awards, Goalbook, Relationship Violence Prevention Training, and Afterschool Social Emotional Learning programming. Mr. Vosseler stated that this is the ninth year that we are using the HIBster reporting system which is a streamlined way to process the incidents in a most efficient manner.

Mr. Vosseler stated that the work ahead of us is to analyze self-assessments by school, ensure ongoing parental involvement on our School Safety/Climate Teams for all of our schools, focus on working with the School Safety/Climate Teams in improving school climate at all schools, focus on providing the most effective and appropriate interventions and consequences for each HIB investigation, and implementing and proactively addressing Social Emotional Learning/HIB Character Education programming for all schools. Mr. Vosseler stated that the Panorama Education – Social Emotional Learning Program has been expanded to all 36 schools along with equity and inclusion student surveys. Mr. Vosseler stated that each school creates SMART goals and implements social emotional learning interventions to achieve those goals. Mr. Vosseler presented PowerPoint slides showing the artwork and activities in the schools to create a positive atmosphere.

Mr. Vosseler asked if there were any questions and if there was anyone who would like to comment on tonight's report. There were no questions or comments from members of the public.

Mrs. Moreno-Ortega thanked him for the presentation. Mrs. Moreno-Ortega stated that the average score for all the schools was 67 and last year it was 66. Mrs. Moreno-Ortega stated that we cannot forget that we were virtual. Mrs. Moreno-Ortega thanked the schools because she knows the schools had virtual guest speakers, cyber bullying training, Week of Respect, and different kinds of activities. Mrs. Moreno-Ortega stated that now we are open and we need to keep analyzing our self-assessments by school. Mrs. Moreno-Ortega stated that we need to make sure we focus on our school safety. Mrs. Moreno-Ortega stated that school safety is one of her goals this year. Mrs. Moreno-Ortega stated that we need to improve our school climate at all of our schools. Mrs. Moreno-Ortega stated that this is part of educational management and today we received data. Mrs. Moreno-Ortega asked Educational Management Committee Chairperson Charlene B. Dorgely to continue to analyze the work ahead of us.

Mrs. Moreno-Ortega asked if any Board members had questions or comments.

Mrs. Dorgely thanked Mr. Vosseler for the presentation. Mrs. Dorgely stated that she will make sure she follows through on the request from President Moreno-Ortega. Mrs. Dorgely asked Mr. Vosseler about the fifth core element and how many people are on the school safety team.

Mr. Vosseler explained that at the minimum there is at least one administrator, both the social worker and guidance counselor, one of whom is the anti-bully specialist and chairs the committee, a parent has to be on the committee, at least one teacher, and generally most schools have the school nurse, security officer, and multiple teachers. Mr. Vosseler stated that generally there are at least seven or eight people on the committee in most schools.

Mrs. Dorgely asked about the committee meeting minutes so they know what was discussed.

Mr. Vosseler explained that every meeting is required to have an agenda and a sign-in sheet for each of the meetings.

Mrs. Dorgely asked what the common things are causing the schools to have low scores.

Mr. Vosseler explained that they are not low numbers because if they are above 52 then they are meeting all the requirements and doing everything they need to do. Mr. Vosseler stated that any school with above 52 is exceeding the requirements. Mr. Vosseler stated that some schools are exceeding in every area whether that is providing more classroom lessons or more proactive activities with the students. Mr. Vosseler stated that overall, the more proactive the schools are in implementing social emotional learning and anti-bullying curriculum and lessons, the higher their score will be.

Mrs. Dorgely thanked Mr. Vosseler for answering the questions that her colleagues and she had about the scores. Mrs. Dorgely stated that above 52 is the minimum that we want and we were trying to figure out what they were doing to get higher scores. Mrs. Dorgely thanked Mr. Vosseler.

Mrs. Hugelmeyer thanked Mr. Vosseler and all of our mental health staff, including our guidance counselors and social workers, who work diligently each and every day to support our children and to implement SEL practices. Mrs. Hugelmeyer stated that it is much appreciated. Mrs. Hugelmeyer stated that they work diligently and the HIB investigations certainly do take a great deal of time. Mrs. Hugelmeyer stated that they work very hard and we thank you very much.

Mrs. Hugelmeyer thanked Mr. Vosseler for his leadership. Mrs. Hugelmeyer stated that Mr. Vosseler, Mr. DiDonato, and Mrs. DiNardo-Lippi are the mental health administrators in our district that are leading this charge and provide some phenomenal recommendations in order to implement the ESSER and the ARP funded programs. Mrs. Hugelmeyer thanked them and stated that has been the cornerstone of our return to schools this school year.

Mrs. Carvalho stated that with the transition coming back to school and we are all glad to be back to school, she can't imagine what his job was while we were learning virtually. Mrs. Carvalho asked Mr. Vosseler to explain what an investigation is like for a student learning virtually that is bullying another child.

Mr. Vosseler stated that during the pandemic the cases were much lower because the students were home. Mr. Vosseler stated that a virtual investigation is conducted if the student or a parent reported that they saw somebody being bullied, whether it was in a chat room and it didn't

have to be just during virtual learning. Mr. Vosseler stated that any time a student is being bullied through means of technology the school is required to conduct an investigation. Mr. Vosseler stated that during virtual learning, our counselors and social workers and he for when it is an investigation for a staff member, have to call the home to gather the statements of all the students involved. Mr. Vosseler stated that it is much more difficult rather than having a staff member or student sitting in front of you to get the information. Mr. Vosseler stated that you are doing everything over the phone and there is a lack of privacy and not knowing who you are talking to, and there may be people listening who can influence what they say in an investigation or taking their statement.

Mr. Vosseler gave great kudos to, as Superintendent Hugelmeyer eluded to, all of our counselors and social workers who conducted the majority of these investigations. Mr. Vosseler stated that they really go above and beyond dealing with all of their competing priorities. Mr. Vosseler stated that HIB investigation is one portion of their responsibility amongst dozens of others. Mr. Vosseler stated that the investigations are very time-consuming and much more so virtually. Mr. Vosseler explained that in person you would meet with the student in person and get much more feel of the situation as to what is going on versus virtually where it is distanced and harder to understand the situation. Mr. Vosseler stated that it is much more trying but our staff and students persevered through the challenges and we will continue to do so, hopefully, as we get back to more normalcy as the months go on.

Mrs. Carvalho thanked Mr. Vosseler.

Mrs. Dorgely asked about the school safety committee and if the parent is selected by the school principal.

Mr. Vosseler stated that it is a team decision. Mr. Vosseler stated that the school safety team is selected and they ask the parent if they would like to volunteer and it could be more than one parent if more are interested. Mr. Vosseler stated that the requirement is at least one parent attends at least one of the meetings.

Mrs. Dorgely stated that if a parent is interested, they can ask the school to join the committee.

Mr. Vosseler responded yes and they can either ask the administration or the counselor or social worker in the school.

Mrs. Moreno-Ortega asked if Mr. Vosseler can please share with the chairperson of the educational management committee the criteria to select the group and who is part of this process.

Superintendent Olga Hugelmeyer presented the announcements for the month of January. Mrs. Hugelmeyer presented PowerPoint slides about the development of the New Five-Year Strategic Plan. Mrs. Hugelmeyer stated that creating a strategic plan was one of the goals set by the Elizabeth Board of Education for this school year. Mrs. Hugelmeyer stated that in December 2021, the Elizabeth Public Schools selected FourPoint Education Partners and The Valbrun Consulting Group (TVCG) to help develop a five-year strategic plan for the district. Mrs. Hugelmeyer stated that both FourPoint and TVCG, together and separately, have worked with

many districts across the country to assess needs, engage community, plan strategically, and build capacity for strategic plan implementation through leadership development, performance management, and organizational development. Mrs. Hugelmeyer stated that the project will involve two phases. Mrs. Hugelmeyer stated that for the first phase, FourPoint will collect information including reviewing existing data related to student achievement, discipline, and access to courses and programs, such as special education and advanced placement; reviewing other existing information, including job descriptions, organizational charts, and district plans and guidance documents; administering online surveys to parents, teachers, and principals; administering the Intercultural Development Inventory to the district's leadership team; and conducting virtual interviews and group interviews during the week of February 7th with parents, students, teachers, principals, district administrators, and community leaders. Mrs. Hugelmeyer stated that once all data are collected and analyzed, FourPoint will produce a report that summarizes EPS' strengths and challenges and makes recommendations in five domain areas including teaching and learning, school improvement, special populations, family and community engagement, and system alignment. Mrs. Hugelmeyer stated that for the second phase, FourPoint will begin to work with a few groups in early March to develop a strategic plan. Mrs. Hugelmeyer stated that the groups include the District Leadership Team which will play an active role in all aspects of strategic planning; School Board which will lead development of the vision, mission, and core values and will approve the final plan; Advisory Group which will include approximately 15 community leaders and will provide high-level input on the strategic plan; and the Working Group which will include approximately 25 members with a diverse array of expertise and perspectives and include community leaders, district administrators, principals, teachers, and parents. Mrs. Hugelmeyer stated that the expectation is that the Elizabeth Public Schools will have a new, bold, and equity-focused strategic plan by the end of April 2022. Mrs. Hugelmeyer stated that as we continue to work toward our goals, we need to ensure our strategic direction is keeping up with our community's diverse needs and priorities. Mrs. Hugelmeyer stated that we are engaging students, families, and community members in dialogue about our strategic direction. Mrs. Hugelmeyer stated that we want to hear from you on how we are doing and how we might improve or change to ensure we are responsive to the needs of our diverse and growing student population and community. Mrs. Hugelmeyer stated that we are inviting community members, educational partners, parents, students, and team members to join us by participating in focus group discussions that will be facilitated the week of February 7-11, 2022 as part of a District Needs Assessment. Mrs. Hugelmeyer stated that, in addition, we will be inviting all parents to participate by completing a survey that will be available in Spanish, Portuguese, Haitian-Creole, and Arabic.

Mrs. Hugelmeyer presented PowerPoint slides on the Assessment Updates. Mrs. Hugelmeyer stated that the College Board is transitioning to a digital SAT administration. Mrs. Hugelmeyer stated that the College Board will make the transition to the digital SAT at international test centers in March 2023 and at U.S. schools and test centers in the Spring 2024. Mrs. Hugelmeyer stated that most students take the SAT for the first time in the Spring of their junior year of high school. Mrs. Hugelmeyer stated that the students testing internationally in the Class of 2024 will be the first to take the digital SAT and in the U.S., students in the Class of 2025 will be the first to take the digital test. Mrs. Hugelmeyer stated that all students will take the digital PSAT 8/9, PSAT 10, and PSAT/NMSQT starting in the Fall 2023. Mrs. Hugelmeyer explained a chart showing the timeline for administering the SAT and PSAT related assessments for digital and paper and pencil administrations for the Spring 2023, Fall 2023, and Spring 2024 for international and U.S. students. Mrs. Hugelmeyer stated that the SAT administration is for all

grade 11 students in all high schools and grade 12 students who do not have SAT scores as per Policy 6146 Graduation Requirements. Mrs. Hugelmeyer stated that students will be assigned to either March 2, 2022 or March 23, 2022 administration of the test.

Mrs. Hugelmeyer presented a PowerPoint slide on the administration of the Access for ELLs. Mrs. Hugelmeyer stated that all English Language Learners (ELLs) in grades K-12 are required to participate in the ACCESS for ELLs administration each year. Mrs. Hugelmeyer stated that the statewide administration is from February 14, 2022 through April 8, 2022 and individual students will be scheduled at the school level.

Mrs. Hugelmeyer presented a PowerPoint slide on the administration of the New Jersey Graduation Proficiency Assessment (NJGPA). Mrs. Hugelmeyer stated that the NJGPA assessment is for all grade 11 students in all high schools (Class of 2023). Mrs. Hugelmeyer stated that the administration dates are from March 14, 2022 through March 18, 2022. Mrs. Hugelmeyer stated that on September 8, 2021, the State Board of Education adopted graduation assessment requirements for the Classes of 2023, 2024, and 2025. Mrs. Hugelmeyer stated that the new regulations comply with state statute (N.J.S.A. 18A:7C-1 et seq.) and require, as a prerequisite for graduation, all students to demonstrate proficiency by achieving a passing score on the English language arts (ELA) and mathematics components of the New Jersey Graduation Proficiency Assessment, by achieving a passing score on a substitute competency assessment, or by submitting portfolio appeals through the district.

Mrs. Hugelmeyer presented PowerPoint slides on the New Jersey Student Learning Assessment (NJSLA). Mrs. Hugelmeyer stated that the NJSLA must be administered in English language arts, mathematics, and science between April 25 and June 3, 2022 and explained a chart for the administration schedule for grade 3 through grade 11.

Mrs. Hugelmeyer presented a PowerPoint slide on the Dynamic Learning Maps Assessment. Mrs. Hugelmeyer stated that the Dynamic Learning Map is administered as the alternative to the New Jersey Student Learning Assessment (NJSLA) and the New Jersey Graduation Proficiency Assessment (NJGPA). Mrs. Hugelmeyer stated that the Dynamic Learning Maps assessment is available in grades 3-8 and grade 11 to students with disabilities as determined based on specific guidelines and as identified in the IEP. Mrs. Hugelmeyer stated that the statewide administration is from April 1, 2022 through May 27, 2022 and individual students will be scheduled at the school level.

Mrs. Hugelmeyer presented PowerPoint slides about the Start Strong Fall 2021 Administration. Mrs. Hugelmeyer stated that the Start Strong assessment produced information to be used as a standards-based complement to the resources used by educators in their classrooms to evaluate the needs of students. Mrs. Hugelmeyer stated that the Start Strong assessments were administered quickly, in-person, and provided immediate results. Mrs. Hugelmeyer stated that as determined by the U.S. Department of Education, the administration of Start Strong satisfied federal statewide assessment requirements to administer general assessments in English language arts, mathematics, and science only for the 2020-2021 school year. Mrs. Hugelmeyer stated that the Spring NJ Student Learning Assessment will resume for the 2021-2022 school year. Mrs. Hugelmeyer stated that the Start Strong Fall 2021 assessments do not replace local standards-based benchmark assessments that districts may already have in place and do not replace the Spring 2022 NJSLA statewide summative assessments or are predictive of their results. Mrs. Hugelmeyer stated that the Start Strong test design is based on a subset of prioritized prior-year academic standards to provide a data point on the level of support a student may need to engage in grade level content. Mrs. Hugelmeyer stated that the grade 5 English language arts Start Strong

assessment is aligned to a subset of the NJSLA for grade 4 English language arts. Mrs. Hugelmeyer stated that the Start Strong assessment used released high-quality items from the NJSLA item bank, contained efficient question types to produce on-demand results for educators, and could be administered in 45 to 60 minutes. Mrs. Hugelmeyer stated that the test design, which allowed for shortened testing time and immediate results, means that the Start Strong results must be interpreted and used differently than the NJSLA results. Mrs. Hugelmeyer stated that the Start Strong assessments do not cover the breadth and depth of standards as seen on the NJSLA and do not support the same comparisons or inferences about student proficiency. Mrs. Hugelmeyer explained a chart showing the Start Strong grade and content alignment for English language arts, mathematics, and science. Mrs. Hugelmeyer explained a chart showing the number of students tested for each grade level for English language arts, mathematics, and science. Mrs. Hugelmeyer explained the charts showing the support levels for More Support Needed, Some Support Needed, and Less Support Needed by number of students and percentages for each grade level for English language art, mathematics, and science. Mrs. Hugelmeyer explained the graph charts showing the comparison of our demographic groups including Asian, Black, Hispanic, White, ELLs, General Ed, Students with Disabilities, and ELLs with Disabilities for English language arts, mathematics, and science. Mrs. Hugelmeyer presented PowerPoint slides showing the English language arts interventions and supports. Mrs. Hugelmeyer explained the interventions and supports including Heggerty Phonemic Awareness support in grades K-2 (American Rescue Plan); graphic organizers such as Thinking Maps and Frames of Reference have been written into curricula to address rhetorical choices, structural elements, character description, etc.; multicultural, diverse, and authentic texts for read-alouds, guided reading, and passages at various DRA and/or Lexile Levels that are theme-aligned, and classic texts; iRead and Waggle to support literacy skills in grades K-3; MyAccess Online Writing Program to hone literacy skills and develop digital writing portfolios for students in grades 3-11; expansion of MyAccess to grade 12 (American Rescue Plan); Cite-Smart for grades 9-12 to serve as a plagiarism checker (American Rescue Plan); updated benchmark assessments that reflect NJSLA released items; alignment of curricula to the New Jersey Student Learning Standards, including career ready practices with emphasis on metacognitive strategies; continued curricula revisions of project-based learning activities to increase student choice and voice; scaffolded writing instruction in all grade levels; additional practice in research simulation tasks, literary analysis tasks, and narrative writing tasks in grades 3-9, as well as text-based argumentative writing in grades 6-12; supplemental resources to support curriculum including Nearpod, Flocabulary, and NewsELA (American Rescue Plan); district-wide professional development on MyAccess, Nearpod, Flocabulary, NewsELA, text structure of rhetorical modes, vocabulary acquisition strategies, interrater reliability scoring for various genres of writing, and close reading strategies like Notice & Note and AVID marking the text and annotation strategies for grades 3-12; district and school-level data analysis of benchmarks, evidence statements and performance summaries with teachers in grades 3-12; Saturday SAT Preparation Program for grade 11 (American Rescue Plan); AP Test Preparation Program for students enrolled in AP courses (American Rescue Plan); NJSLA Saturday Intensification Program for grades 3-9; focused instructional coaching to support all teachers; Children's Literacy Initiative (CLI) job embedded coaching and professional development for teachers in grades K-5 on foundational reading skills, comprehension, and small group work (American Rescue Plan); after school academic programs such as Really Great Reading for grades K-2 and Step Up to Writing for grades 3-5 (American Rescue Plan); afterschool literacy intervention for grades K-5; and lunchtime tutoring for grades K-8. Mrs. Hugelmeyer presented PowerPoint slides showing the

interventions and supports for mathematics. Mrs. Hugelmeyer explained the interventions and supports including curricular alignment to the New Jersey Curricular Framework; Thinking Maps and Frame of Reference written into curricula to organize student thinking processes; problem solving to include extended constructed-response questions and low floor-high ceiling tasks; vertical progression for each math concept is outlined within the K-5 curriculum for acceleration or intervention; continue to address curricular changes, effective engagement strategies, differentiation, the use of manipulatives, and collaborative lesson planning for grades K through Algebra II; dedicated days for NJSLA released items and Illustrative Mathematics for grades 6 through Algebra II; implementation of calculator and non-calculator active standards for grades 6 through Algebra II; clarification and examples of NJSLA mastery embedded within the unit plans for grades K through Algebra II; NJSLA released and illustrative mathematics items embedded within pacing guide for grades 6 through Algebra II; adjusted pacing calendar to prioritize major and priority content standards; incorporated prerequisite lessons necessary based on previous year's district benchmark data results; embedded reteach opportunities throughout the unit plans based on district benchmark results and teacher feedback; provided opportunities for grade level fluency diagnosis and practice throughout the curriculum in grades K-5; NJSLA-M intensification plan for grades 6 through Algebra II; instructional coaches support teachers throughout the district in grades K-12; implementation of enVision for grades K-7; Agile Mind: Intensified Algebra for grade 8; Carnegie Learning High School Math Solution for Geometry, Algebra I Advanced, and Algebra II high school courses; continue to utilize ST Math for grades K-5, SuccessMaker for grades K-8; MATHia for Geometry, Algebra I Advanced, and Algebra II; provide on-site coaching with consultants for enVision for grades K-7; ST Math for grades K-5; Agile Mind: Intensified Algebra I for grade 8; and Carnegie Learning for Geometry, Algebra I Advanced, Algebra II; principals participate in district leadership meetings with math department for grades K-5, 8, Geometry, Algebra I Advanced, and Algebra II; guidance document provided to principals to support instruction in grades K-5, 8, Geometry, Algebra I Advanced, and Algebra II; continue to use Agile Mind, enVision, and Carnegie Learning interactive tools and digital manipulatives for grades 6-8, Geometry, Algebra I Advanced, and Algebra II; provide High School Saturday Intensification Program to support Geometry and Algebra II; provide High School Saturday SAT and Advanced Placement programs to support college preparation (American Rescue Plan); provide selected students in grades 3-12 with after school tutoring with certified Carnegie Learning Tutors (American Rescue Plan); implement Moving with Math for Kindergarten, Building Fact Fluency for grades K-5, and Legends of Learning virtual simulations, tutorials, and gamification during the mathematics after school academics program in grades K-5 (American Rescue Plan); utilize Agile Mind Academic Youth Development Program to address social and emotional needs and Metacognition to build math confidence in grades 6-8 mathematics after school academics program (American Rescue Plan); and lunchtime tutoring for grades K-8. Mrs. Hugelmeyer presented a PowerPoint slide showing the intervention and supports for English language learners. Mrs. Hugelmeyer stated that the interventions and supports for ELLs include department created language resource guides for additional support instruction based on students' Spanish literacy needs and English language proficiency levels; implementation of native language literacy resources, such as Heggerty and Esperanza program to support and scaffold literacy instruction based on student needs; personalized learning platforms including Achieve 3000, SuccessMaker, and IXL to address regression in learning and support learning acceleration; Children's Literacy Initiative (CLI) job embedded coaching and professional development for teachers in grades K-5 on foundational reading skills, comprehension, and small group work; Houghton Mifflin Harcourt

Arriba La Lectura training in native language with scaffolding and native language resources; professional development in enVision Mathematics; and after school programs to support English language development and mathematical skills including Point of Entry for grades K-8, bilingual achievement strategies program for grades 9-12 and Best of Both Worlds for grade 9. Mrs. Hugelmeyer presented a PowerPoint slide showing the interventions for special education. Mrs. Hugelmeyer stated that the interventions for special education include IEP training to support targeted instruction at students' independent functioning level while addressing student strengths and weaknesses and to ensure instruction is aligned with IEP goals and objectives; scaffold instruction to ensure students have necessary supports to access curriculum; address each student's learning style through multisensory instructional strategies including visual, auditory, kinesthetic, and tactile; analyze formative and summative assessment data to differentiate and target instruction; department meeting professional discussions regarding implementing and selecting appropriate modifications and accommodations aligned with student strengths and needs; SuccessMaker Reading and Math program provides adaptive learning that continuously personalizes instruction for student growth and differentiation; Moving with Math and Moving with Algebra used to support scaffolding grade level standards and provide targeted intervention; reading interventions; DRA progress monitoring tool utilized to target reading comprehension at students' instructional and independent levels; provide professional development in the area of guided reading to support small group reading instruction; implement Sonday reading intervention; academic afterschool growth program offered to students in grades K-8 to target and differentiate instruction to address skill deficits; implementation of supplemental resource programs in grades 9-12; special class programs in all content areas; promoting small group, leveled instruction, activities and classroom assessments in all special class programs for grades K-12; increased child study team support and collaboration to target social emotional, behavioral, and academic deficits to ensure we are supporting the whole child; mindfulness training for teachers to support social emotional needs of students; behavioral support; class-wide behavioral management strategies in place; student engagement strategies; student choice, individual and whole class reward systems, high interest incentives, incorporating high interest concepts, topics, and activities into lessons; increased BCBA support; addressing the importance of building positive relationships with students and families to ensure students feel welcome and supported to achieve. Mrs. Hugelmeyer presented PowerPoint slides about the Individual Student Reports. Mrs. Hugelmeyer stated that you should have received your student's Individual Student Report (ISR) in the mail. Mrs. Hugelmeyer stated that the ISRs are meant to give families a sense of their child's understanding in the tested content areas. Mrs. Hugelmeyer stated that on the first page, it will show the support level assigned to the child, indicating how much support they may need this school year. Mrs. Hugelmeyer stated that on the second page there is a description of the major concepts that were assessed and the number of points the child earned for each one. Mrs. Hugelmeyer stated that the ISR can be used as a starting point for discussions between families and their child's teacher. Mrs. Hugelmeyer stated that you may go to the New Jersey Parent Portal (pearsonaccessnext.com) and use the code from your score report to create an account in the parent portal. Mrs. Hugelmeyer stated that on the parent portal there is a link for an overview of your child's test results. Mrs. Hugelmeyer stated that the portal will also include a video score report which communicates information from the ISR through animations and a voiceover in New Jersey's top five student home languages, English, Spanish, Chinese, Portuguese, and Arabic. Mrs. Hugelmeyer stated that the Start Strong assessments were not designed to predict future student performance on the NJSLA, nor were they designed to estimate what score a student would have received if they had

taken the NJSLA in the Spring of 2021. Mrs. Hugelmeyer stated that the Start Strong assessments were developed in response to the disruption in education caused by the pandemic and were designed specifically to inform instruction going forward. Mrs. Hugelmeyer stated that if you have additional questions about your child's performance, please reach out to your child's school.

Mrs. Hugelmeyer presented a PowerPoint slide about the Early Childhood Lottery Registration. Mrs. Hugelmeyer stated that the registration for the Early Childhood Lottery would be held from February 24, 2022 through March 25, 2022.

Mrs. Hugelmeyer presented a PowerPoint slide about the Gifted and Talented Program Application and stated that the application would be available from February 23, 2022 through April 1, 2022.

Mrs. Hugelmeyer presented PowerPoint slides about the Covid-19 Guidance Information. Mrs. Hugelmeyer stated that providing students and team members a safe learning environment is our top priority. Mrs. Hugelmeyer stated that students and team members should stay home if they have tested positive (viral test) for Covid-19, have pending Covid-19 results, are sick, or are not fully vaccinated and have had close contact with a person with Covid-19 in the past 14 days. Mrs. Hugelmeyer presented a PowerPoint slide showing the State of New Jersey levels of transmission and stated that as of January 15, 2022, Union County, along with 17 of the remaining 20 counties in the State of New Jersey, has been given the red designation on the state's Covid-19 transmission level map, which indicates there is a very high risk of Covid transmission. Mrs. Hugelmeyer presented PowerPoint slides showing the exclusions criteria for persons with Covid-19, Covid-19 compatible symptoms, and close contacts and explained the exclusion type and the very high risk exclusion protocol. Mrs. Hugelmeyer presented a PowerPoint slide showing the Exclusions from School and stated that parents should not send students to school when sick. Mrs. Hugelmeyer stated that parents should not send students to school when sick. Mrs. Hugelmeyer stated that for school settings, the NJ Department of Health recommends that students with the following symptoms be promptly isolated from others and excluded from school: at least two of the symptoms, fever (measure or subjective), chills, rigors (shivers), myalgia (muscle aches), headache, sore throat, nausea or vomiting, diarrhea, fatigue, congestion or runny nose; or at least one of the following symptoms, cough, shortness of breath, difficulty breathing, new olfactory disorder, or new taste disorder. Mrs. Hugelmeyer presented a PowerPoint slide showing the tips for symptom checking and the chart for symptom comparison for flu, Covid, and allergies. Mrs. Hugelmeyer presented PowerPoint slides showing the Exclusions from School Close Contacts and stated that a close contact is defined by the CDC as someone who was less than 6 feet away from an infected person (laboratory confirmed or a clinical diagnosis) for a cumulative total of 15 minutes or more over a 24-hour period. for example, three individual 5-minute exposures for a total of 15 minutes. Mrs. Hugelmeyer stated that this definition excludes students in K-12 classroom settings or structured outdoor settings where mask use can be observed who were between 3 to 6 feet of an infected student (laboratory confirmed or a clinical diagnosis) if both the infected student and the exposed student correctly and consistently wore well-fitting masks the entire time. Mrs. Hugelmeyer stated that this exception does not apply to teachers, staff, or other adults in the indoor classroom setting. Mrs. Hugelmeyer stated that exposed close contacts who have no Covid-19 symptoms in the following groups do not need to be excluded from school: age 12 or older and have received all recommended vaccine doses including boosters and additional primary shots for some immune-compromised people; age 5-11 years and completed the primary series of Covid-19 vaccines; had confirmed Covid-19 within the last 90 days (tested positive using a viral test).

Mrs. Hugelmeyer presented PowerPoint slides showing the City of Elizabeth and the Department of Health and Human Services testing and vaccination information. Mrs. Hugelmeyer stated that Covid-19 testing is being held at the Stephen Sampson Center on Monday through Friday from 9:00 a.m. until 5:00 p.m., Wednesday from 9:00 a.m. until 8:00 p.m., and Saturday from 10:00 a.m. until 3:00 p.m. Mrs. Hugelmeyer stated that Covid-19 vaccines are available at the Peterstown Community Center on Tuesdays from 1:00 p.m. until 5:00 p.m. Mrs. Hugelmeyer stated that the Covid-19 vaccines and boosters are available at St. Elizabeth's Episcopal Church on Monday, Thursday, Friday, and Saturday from 10:00 a.m. until 6:00 p.m.

Mrs. Hugelmeyer presented PowerPoint slides showing the Union County Covid-19 vaccine information and stated that to make an appointment at any of Union County's free Covid-19 vaccination clinics, visit ucnj.org/covid19/vax and any Union County resident may use any of these clinics, regardless of their hometown. Mrs. Hugelmeyer stated that the vaccination clinics are at Warinanco Ice Skating Center in Roselle, Downs Hall at Kean University, and Plainfield High School. Mrs. Hugelmeyer stated that Union County residents who are homebound or have difficulty leaving their home can use a new toll-free number (833-256-2478) to make an appointment to receive a Covid-19 vaccination at home. Mrs. Hugelmeyer stated that Union County also provides free Covid-19 tests at Kean University, Gerald B. Green Building in Plainfield, and the Plainfield Performing Arts Center and for further information please visit ucnj.org/covid19/testing/covid19testing. Mrs. Hugelmeyer stated that concludes the announcements.

Mrs. Moreno-Ortega thanked her for the presentation. Mrs. Moreno-Ortega thanked the Superintendent, assistant superintendents, teachers, administrators, supervisors, and a lot of people behind the scenes. Mrs. Moreno-Ortega stated that the district is working to develop a Five-Year Strategic Plan. Mrs. Moreno-Ortega stated that we are doing our work now and we want to engage our community, leaders, and administration. Mrs. Moreno-Ortega stated that we need support from our community. Mrs. Moreno-Ortega stated that we are doing our job and the community needs to do your homework. Mrs. Moreno-Ortega stated that when we post our surveys on our website and when your child arrives home with a letter inside the bookbag, please answer. Mrs. Moreno-Ortega stated that if we want true data, we need your answer. Mrs. Moreno-Ortega stated that this is our work and we need to work together. Mrs. Moreno-Ortega stated that it's community leaders, parents, guardians, Board members, administration, teachers, and everyone. Mrs. Moreno-Ortega stated that we are developing a plan for the next five years and you have the opportunity to be part of this plan.

Mrs. Moreno-Ortega asked if the Board members had any questions or comments.

Mr. Jacobs thanked Superintendent Hugelmeyer for the presentation. Mr. Jacobs stated that we can see from the numbers that the pandemic truly affected our children in the learning process. Mr. Jacobs stated that in person learning has always been done since the beginning of time. Mr. Jacobs stated that we realize the challenges that lay ahead for our Superintendent, administration, our teachers, and our team in working with our children and reacquainting our children to being back in school in person. Mr. Jacobs stated that we, as a Board, are in full support of the administration, our teachers, and our staff in trying to make sure our children get the education they require.

Mr. Jacobs stated that he understands that the test was only a forty-five minute test and doesn't correlate to the NJSLA which will be given later in the year. Mr. Jacobs asked Superintendent Hugelmeyer if the state has any plans to do another Start Strong assessment either at the end of the year or the beginning of next year.

Mrs. Hugelmeyer responded that at this time the NJ Department of Education indicated in their application to the U.S. Department of Education that the Start Strong assessment administration would only be in the Fall 2021. Mrs. Hugelmeyer stated that she believes the reason why it is only a one year administration is because the NJDOE was not able to administer the state assessments last year. Mrs. Hugelmeyer stated that therefore, they needed to document to the U.S. DOE that they would be conducting an assessment in a relatively short amount of time which brings us to the Fall. Mrs. Hugelmeyer stated that Mr. Jacobs' question is a valid one and it would be interesting to see if the NJDOE, upon reviewing the state's data for all of the school districts, considers this assessment for a future administration. Mrs. Hugelmeyer stated that she will follow up with our Board and explore that question.

Mr. Jacobs thanked the Superintendent.

The President requests a motion to go into Private Session to consider matters exempt under the Open Public Meetings Act, specifically for discussion of personnel matters, specifically, supplemental personnel report, interviews, appointments, administrative leaves B.M., I.C., A.C., and A.Z., fit for duty M.G.; and workers' compensation matters, specifically, J.D., M.N., J.G., and R.D. The Board will reconvene in public and may add to the agenda.

A motion was made by Mrs. Dorgely, seconded by Mrs. Chevres, to go into private session at 8:35 p.m.

The motion was carried by the following vote:

Affirmative: Mmes. Alcaide-Hernandez, Barbosa (via online platform), Carvalho, Chevres, Dorgely, Mr. Jacobs, Mmes. Goncalves Pestana (via online platform), Moreno-Ortega – 8

Negative: None

A motion was made by Mrs. Chevres, seconded by Mrs. Carvalho, to reconvene in public session at 11:20 p.m.

The motion was carried by the following vote:

Affirmative: Mmes. Alcaide-Hernandez, Barbosa (via online platform), Carvalho, Chevres, Dorgely, Mr. Jacobs, Mmes. Goncalves Pestana (via online platform), Moreno-Ortega – 8

Negative: None

Mrs. Moreno-Ortega stated that we will go tab by tab to review the agenda and each board member may ask questions.

Minutes of the Meetings of December 16, 2021 and January 5, 2022
Secretary/Treasurer's Report for the Month of November 2021

Mrs. Moreno-Ortega asked if there were any questions.

Personnel Report

Supplemental Personnel Report

Mrs. Moreno-Ortega asked if there were any questions.

Tuition Report

Mrs. Moreno-Ortega asked if there were any questions.

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 Report

Mrs. Moreno-Ortega asked if there were any questions.

Authorization Report

Supplemental Authorization Report

Mrs. Moreno-Ortega asked if there were any questions.

Mrs. Dorgely asked why we are accepting funds now for the prior years for the Wrap Around Services Enhancement Grant for the Division of Early Childhood Services and why didn't we accept it in that year.

Mrs. Hugelmeyer responded that as a result of the pandemic, the funds were not issued to the district. Mrs. Hugelmeyer explained that they were recently issued to the district and we were instructed that we needed to categorize them as 2019 and 2020. Mrs. Hugelmeyer stated that we also received the 2021-2022 funding. Mrs. Hugelmeyer stated that the purpose of it is to offset the cost for wrap around services for the families.

Mrs. Dorgely asked about the Covid protocols for the Relay for Life event.

Mrs. Hugelmeyer responded that the event is tentative. Mrs. Hugelmeyer stated that we will be monitoring Covid especially with today's announcement. Mrs. Hugelmeyer stated that the original intent of the principal was to ensure that he utilized all of the large spaces at Elizabeth High School and had a maximum number of adults that would be with the proper social distancing. Mrs. Hugelmeyer stated that we will be closely monitoring to make sure that we can have the gathering at that time.

Mrs. Dorgely thanked the Superintendent. Mrs. Dorgely stated that she is happy to see that we have a financial literacy partnership coming to our schools to help our students better understand their finances at an early age.

Mrs. Carvalho stated that we are accepting funds for the Early Childhood program. Mrs. Carvalho asked if the Early Childhood providers paid the money that they owe us. Mrs. Carvalho asked if they are in good standing and if they are not, who is not in good standing with us.

Mr. Kennedy responded that he believes they are in good standing but will confirm that tomorrow when he speaks with the comptroller.

Mrs. Alcaide-Hernandez asked which schools and grade levels will be able to take part in the Circle of Rainbow Sisters Seeking Spiritual and Wellness Connection for the financial literacy program.

Mrs. Hugelmeyer explained that right now it is Thomas A. Edison Career and Technical Academy that is participating in the initiative. Mrs. Hugelmeyer stated that this is an initiative with a number of large urban school districts. Mrs. Hugelmeyer stated that this initiative was brought to us by the NJDOE and based on the available slots right now, Edison qualified.

Finance and Accounting Report – Authorization to Pay Vouchers

Finance and Accounting Report – Transfer of Funds

Mrs. Moreno-Ortega asked if there were any questions.

Award of Contracts Report

Supplemental Award of Contracts Report

Mrs. Moreno-Ortega asked if there were any questions.

Mrs. Dorgely asked about the contract with Harbor Consultants.

Mr. Kennedy explained that it is for the Westfield Avenue property next to Hamilton. Mr. Kennedy stated that we are in the process of closing and in due diligence, this contract and the contract with Whitman are to provide an environmental site assessment and the land survey.

Mrs. Dorgely asked about the contract with the dance company to provide dance during school hours.

Mrs. Hugelmeyer explained that we have had a long-standing partnership with the Carolyn Dorfman Dance Company. Mrs. Hugelmeyer stated that this is one of the partnerships we have and they service our high schools. Mrs. Hugelmeyer stated that they provide a residency during the day to the students together with the teacher so they are benefitting from the skills that are being taught to the students. Mrs. Hugelmeyer stated that we have them coming in to work with several classes and expanding on the techniques. Mrs. Hugelmeyer stated that it is very similar to a field trip where the students are going to a dance studio and obtaining that same experience.

Mrs. Dorgely asked how many hours and days they come in.

Mrs. Hugelmeyer stated that she will ask the director for that information.

Mrs. Carvalho asked Mr. Kennedy if we looking into other properties near the one on Westfield Avenue.

Mr. Kennedy stated that the first step was to get this one and then move forward on those.

Mr. Kennedy stated that on the Finance and Accounting Report – Authorization to Make Payments there is a \$5.5 million disbursement for the purchase on the closing of Benedictine Academy. Mr. Kennedy stated that the Elizabeth Public Schools now owns that property and the building on it and we hope to do good things with that property.

Mr. Kennedy stated that there is a payment for Honeywell for \$2.7 million which is a drawdown on the financing we obtained under the ESIP Program that we've talked about for almost two years. Mr. Kennedy stated that we closed on the financing on Wednesday for that project so now we have \$32 million in escrow to move forward on those projects. Mr. Kennedy stated that there is a resolution for all the ventilation projects and things like that under our \$72 million capital improvement projects that we are using federal money for in addition to the ESIP.

Mr. Jacobs asked Mr. Kennedy if it is possible to have a capital projects tracker for the upcoming projects to come in front of the Finance Committee. Mr. Jacobs stated that we can have a report next month to talk about all the exciting things we are doing in the district as far as all these improvements and things of that nature.

Mr. Kennedy stated that it is not only possible it is crucial because in that \$72 million we have ESIP money, ARP money, ESSER money, and our own capital reserve money. Mr. Kennedy explained that when we go for reimbursement for all those things we are going to need that tracker so we can point to what we are doing and where we are going for the reimbursement.

Mr. Jacobs thanked Mr. Kennedy. Mr. Jacobs stated that he agrees with that to be transparent with the community about the funds we are using to make all of these improvements in all of our facilities across the City.

Mrs. Carvalho asked if the contract with Chef's Depot is a rollover or did it go out to bid.

Mr. Kennedy explained that it was a bid.

Mrs. Alcaide-Hernandez asked about the contract with Spruce Industries.

Mr. Kennedy explained that it is the renewal on the previous contracts.

Mrs. Alcaide-Hernandez asked if the PPE equipment would be covered under any Covid grants.

Mr. Kennedy responded that it would be.

Mrs. Alcaide-Hernandez asked if we would be receiving reimbursement.

Mr. Kennedy responded yes and it will be charged against the federal program.

Mrs. Carvalho asked if Mrs. Alcaide-Hernandez was asking about the contract with Medify Air.

Mrs. Alcaide-Hernandez responded that she was asking about Spruce Industries but Medify Air would fall under the same.

Mr. Kennedy explained that the district had the initiative to purchase air purifiers for use throughout the district. Mr. Kennedy stated that we have been using the air purifiers and this contract is for the replacement filters.

Mrs. Carvalho asked if the contract with Aspire Technology went out to bid.

Mr. Kennedy explained that went out to bid but it is different and goes through the E-Rate program. Mr. Kennedy stated that it gets posted on the governmental site and there are responses to that. Mr. Kennedy stated that this is the vendor that won the bid.

Claims List

Mrs. Moreno-Ortega asked if there were any questions.

Resolution – African American Heritage Month
Resolution – Career and Technical Education Month
Resolution – Children’s Dental Health Month
Resolution – Honoring Harriet Tubman
Resolution – National School Counseling Week
Resolution – Approving J & J Transportation for Student Transportation 2021-2022
Resolution – Approving Villani Bus Company for Additional Student Transportation
Resolution – Project Application for NJDOE
Resolution – Appointment of Architects
Resolution – Appointment of Construction Managers
Resolution – Appointment of Engineers
Resolution – Appointment of Environmental Consultants
Resolution – Appointment of Special Counsel
Resolution – U.C.E.S.C. Coordinated Transportation Services for 2022-2023
Resolution – Appointing Spruce Industries, Inc. to Provide Ice Melt Pellets
Resolution – Appointing Five Vendors to Provide Athletic Equipment for Spring Sports
Resolution – Approving Form of Contract for Chef’s Depot, Inc. for Kitchen Appliances

Mrs. Moreno-Ortega asked if there were any questions on the above resolutions.

Mrs. Moreno-Ortega added the above to the agenda.

Mrs. Moreno-Ortega stated that there is a resolution for National School Counseling Week. Mrs. Moreno-Ortega recognized our guidance counselors who were working hard during Covid and are still working hard. Mrs. Moreno-Ortega stated that one of her goals is that we pass the resolutions and this is the time for administrators, principals, and vice principals to engage and start creating lesson plans for National School Counselor Week and African American Month. Mrs. Moreno-Ortega stated that she has a special request and it would be great if after the meetings if our Superintendent sent a friendly letter to the principals and copy the vice principals for the teacher to have time to create the lesson plans and deliver the lesson on the resolutions we passed. Mrs. Moreno-Ortega stated that this is part of our education. Mrs. Moreno-Ortega stated that she

wants every child, every staff member, every person inside each school to know that it is African American Month or National School Counselor Week and they feel it because it is part of our teaching priority. Mrs. Moreno-Ortega stated that she is requesting the development of different activities inside the classroom. Mrs. Moreno-Ortega stated that we have African American Heritage Month, Career and Technical Education Month, Children's Dental Health Month, honoring African American people, and National School Counselor Week. Mrs. Moreno-Ortega stated that her goal as President and our goal as a Board member is that we need to make sure that all these resolutions go inside the classroom to reinforce our students.

Mrs. Chevres stated that this initiative is a wonderful idea. Mrs. Chevres stated that we have to thank our school community because the pandemic affected all of our previous activities. Mrs. Chevres stated that in the video that was presented today, we continue to modify our plan to continue to engage the school community. Mrs. Chevres stated that we have a lot of schools who are so proactive on the resolutions. Mrs. Chevres stated that definitely she is happy to see if we can implement that in each school.

Mrs. Moreno-Ortega thanked Mrs. Chevres. Mrs. Moreno-Ortega stated that she wants to see this across all the schools. Mrs. Moreno-Ortega stated that what she noticed, and she wants to be transparent and honest with everybody, is that some schools implement in one way the Week of Respect and the other schools a little less. Mrs. Moreno-Ortega stated that she wants to see all schools feel like this is African American Month or National School Counselor Week and everybody in the district can speak about it.

Mrs. Hugelmeyer stated that she fully supports it and is something Mr. Neron has always talked about over the years. Mrs. Hugelmeyer stated that President Moreno-Ortega and Vice President Chevres are both reinforcing how important it is to ensure that the resolutions are recognized. Mrs. Hugelmeyer stated that Excellence News is structured based on the resolutions. Mrs. Hugelmeyer stated that you are seeing examples from across the district that support the resolutions that are passed every month.

Mrs. Moreno-Ortega thanked Superintendent Hugelmeyer.

Mrs. Moreno-Ortega asked Mr. Kennedy if there were additional items to add to the agenda.

Mr. Kennedy added the following to the agenda:
Resolution – Appointment of Vice Principal – Joseph Collins
Resolution – Appointment of Vice Principal – Lindsay Walker
Resolution – Suspension with Pay – B.M.
Resolution – Suspension with Pay – I.C.
Resolution – Suspension with Pay – M.G.
Resolution – Administrative Leave with Pay – A.Z.
Resolution – Settlement of Workers' Compensation Claim (2007-35042) – J.D.
Resolution – Settlement of Workers' Compensation Claim (2020-1723) – M.N.
2nd Supplemental Personnel Report

Mrs. Moreno-Ortega asked for a motion and second to adopt the following agenda:

- Minutes of the Meetings of December 16, 2021 and January 5, 2022
- Secretary/Treasurer's Report for the Month of November 2021
- Personnel Report
- Supplemental Personnel Report
- 2nd Supplemental 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 Trips
- Superintendent's Report – Harassment, Intimidation, and Bullying Investigative Report
- Authorization Report
- Supplemental Authorization Report
- Finance and Accounting Report – Authorization to Pay Vouchers
- Finance and Accounting Report – Transfer of Funds
- Award of Contracts Report
- Supplemental Award of Contracts Report
- Claims List
- Resolution – African American Heritage Month
- Resolution – Career and Technical Education Month
- Resolution – Children's Dental Health Month
- Resolution – Honoring Harriet Tubman
- Resolution – National School Counseling Week
- Resolution – Approving J & J Transportation for Student Transportation 2021-2022
- Resolution – Approving Villani Bus Company for Additional Student Transportation
- Resolution – Project Application for NJDOE
- Resolution – Appointment of Architects
- Resolution – Appointment of Construction Managers
- Resolution – Appointment of Engineers
- Resolution – Appointment of Environmental Consultants
- Resolution – Appointment of Special Counsel
- Resolution – U.C.E.S.C. Coordinated Transportation Services for 2022-2023
- Resolution – Appointing Spruce Industries, Inc. to Provide Ice Melt Pellets
- Resolution – Appointing Five Vendors to Provide Athletic Equipment for Spring Sports
- Resolution – Approving Form of Contract for Chef's Depot, Inc. for Kitchen Appliances
- Resolution – Appointment of Vice Principal – Joseph Collins
- Resolution – Appointment of Vice Principal – Lindsay Walker
- Resolution – Suspension with Pay – B.M.
- Resolution – Suspension with Pay – I.C.
- Resolution – Suspension with Pay – M.G.
- Resolution – Administrative Leave with Pay – A.Z.
- Resolution – Settlement of Workers' Compensation Claim (2007-35042) – J.D.
- Resolution – Settlement of Workers' Compensation Claim (2020-1723) – M.N.

A motion was made by Mrs. Chevres, seconded by Mrs. Alcaide-Hernandez, to adopt the entire agenda.

The motion was carried by the following vote:

Affirmative: Mmes. Alcaide-Hernandez, Barbosa (via online platform), Carvalho, Chevres (abstain- Personnel Report – A.M.; Supplemental Personnel Report – C.A., S.C.; Supplemental Award of Contracts Report – Prevention Links), Dorgely, Mr. Jacobs, Mmes. Goncalves Pestana (via online platform), Moreno-Ortega – 8

Negative: None

On a motion made by Mrs. Alcaide-Hernandez, seconded by Mrs. Chevres, the meeting was adjourned at 11:48 p.m.

The motion was carried by the following vote:

Affirmative: Mmes. Alcaide-Hernandez, Barbosa (via online platform), Carvalho, Chevres, Dorgely, Mr. Jacobs, Mmes. Goncalves Pestana (via online platform), Moreno-Ortega – 8

Negative: None

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