

NOTICE OF MEETING:

TO ALL BOARD OF EDUCATION MEMBERS:

The planning session meeting of the Board of Education of the township of Union will be held on Thursday, August 20, 2015 at 7:00 p.m. at the James Caulfield Administration Building, 2369 Morris Avenue, Union, New Jersey 07083

Mr. Arminio called the meeting to order at 7:00 p.m.

PRESENT AT ROLL CALL:

Mr. David Arminio, Dr. Guy Francis, Ms. Lois Jackson (by phone), Mr. Thomas Layden, Mr. Jeffrey Monge, Mr. Vito Nufrio and Mrs. Nancy Zuena

ABSENT AT ROLL CALL:

Mr. Ronnie McDowell, Mr. Angel Salcedo

ADMINISTRATORS PRESENT:

Mr. Gregory Tatum, Dr. Noreen Lishak, Mr. Manuel E. Vieira, Mr. James Damato

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

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

Mr. Arminio stated just to let you know, the public included, this is going to be a two-hour meeting, including comments from the public. At a time before 9:00 p.m., 8:45 p.m. or 8:50 p.m., I will stop the meeting and allow time for people, and if there are a lot of people, I will go over for comments from the public, last meeting two people spoke and it lasted about three minutes – so I don't know how long it will last. We don't need any comments at the beginning because there are no items being voted on this evening. We had a planning session back in February and we talked about some of the things we need to do in the District and I'm sure Mr. Tatum, the Superintendent, will go over some of those things that we have accomplished since the planning session back in February. I think I have covered everything that needs to be covered about the meeting itself – this is for the Board to look at some of the items that need to be looked at in the short-term and in the long-term for our District. The public can make their comments at the end if they like some of the things we talked about or if you don't like some of the things. You can always send emails to the Superintendent and let him know how you feel about some of the items that we are going to discuss.

DISCUSSION ITEMS:

1. Self-evaluation summary:
2. Short and long term District goals.
3. Afterschool programs
4. Preliminary report by Electro America

5. Traffic study
6. Hamilton School update
7. RFP's for banking
8. Administrative interim program

Mr. Arminio stated we will start with the self-evaluation. I don't know how many Board members have filled it out. If you didn't fill in out, I think it is a good thing to go through as a Board member to look at some of the things that we should be doing as Board members and things that we shouldn't be doing as Board members. If you look at the first page, which covers the summary of everything, we are suppose to talk about planning, and that is what we are doing right now and hopefully we will continue next year and the year after where planning continues. About policy, we did update the Policy Manual and through the Policy Committee will continue to update the policies that need to be updated. Most come by statute by the State, they say you need to update this and they tell us what we need to say. Student achievement hopefully will continue to improve and do the things that we need to do to continue to grow as a District. Finance, we always talk about how we can save money. I think the last meeting Mr. Monge talked about how we can save money. The operations, Tom always gives us an update about the operations and making sure that the things going and we have some big projects going on all the time. Board performance, I think that this is very important even though it is #6 – do we exhibit good boardmanship in areas of confidentiality, which we lacked a little bit this year in that area, listening skills, do we listen to one another, the public and the Superintendent. Are we prepared to have meetings – do all the Board members go through everything they need to go through the agenda and through the back-up items and conflict management. I'm not sure what conflict management is, is it conflict among ourselves or is conflict outside of the Board's realm. But anyway, I think that is very important. The Board-Superintendent relationship, I think that we have a very good relationship with Mr. Tatum – I don't know what he would put down for that but we certainly as a Board is a 4.0. The Board staff relationship, I know to me 8 and 9 are related. No. 9 I tried to work out something with the PTA's last year and I'm going to try again this year in September to meet with all the Board Presidents to invite them to one of the meetings and we can have cookies and milk after the meeting and talk about some of the issues that are related to the schools and maybe something like that needs to be done with the staff. I know some districts actually do that. I go to the openings of all the schools and to some of the functions to the different schools and always talking to teachers and you should always talk to the staff and have a relationship with the staff as a collegial relationship but certainly not going above and beyond what our duties are as Board members and our obligations as Board members because we are restricted by ethics to what we can and cannot do and that is important. If any of the other Board members have anything to add about the self-evaluation and I hope that next year, whoever is in charge, continues the self-evaluation because it is extremely important to look at yourself. Teachers do it all the time. Every day you finish a lesson and you go home and say I did a good job today or I did a lousy job today and what can I do to make it better. I think we all should do that no matter what area we are in.

Mr. McDowell arrived at meeting at 7:17 p.m.

Mr. Tatum stated we will be talking about this – some of the goals that we have and the progress on the goals that we have initiated in the past year, this was a two-year plan as you

recall. What I would like to do is Dr. Lishak is take you through it and I will comment along the way. There are other areas by the way and the goal area that we will put into year two that we can talk about and some other input from the Board members that had sent in requests and they may not necessarily go in order.

Dr. Lishak stated the first one we discussed is convening a district-wide planning committee that began last year with a number of members from the public, teachers and administrators all taking part. The committee will continue to meet – they have a term until the end of June 2016 and they meet at a minimum of one time per month. My understanding from these meetings the topic is generated at each meeting for the next meeting and they have subcommittees and they are asked to talk on any of the topics that they are asked to research and review which lead us right into the development of a new mission statement which was developed from one of the subcommittees within the planning committee and it was approved by the Board in June 2015. We had a district-wide needs assessment – each building was asked to conduct their own district-wide needs assessment and from that assessment survey, they were asked to develop their professional development for the upcoming school year. As a result, their skip team met together, decided on what their professional development will be for September and October, after that they will then review again and find out if there is anything that has come up and move forward from there.

Mr. Tatum stated there were two additional forms of assessment that were done and that was tied to the planning committee. One was that the survey that was conducted in each of the school buildings, and some of that data is still be correlated, because we really did a climate survey in every school to get a feel for some of the concerns and needs that the professional and support staff felt were important so that we plan to move forward we would have more information that directly relates to the concerns of those individuals. The other thing is we also have the parent survey from the planning committee which was conducted – where a group of our parents who gave us information on how parents feel about some of the operations and needs that we have in Union Township. What we are looking to do is to take all of this information to plan and to address the needs that we see that are feasible within the Union Township Public Schools.

Dr. Lishak stated the next area we touched on is a technology audit. As you may be aware, the audit actually began on July 27, 2015 and continues later on in the meeting we will discuss the preliminary findings of technology audit as it stands now. Our budget analysis that we do every year – we reviewed the current programs and developed our 2015-2016 school budget we purchased new text and any new materials and anything that went along with the Common Core and District funds were allocated to fund purchases and support the program. Although we do recognize at this point we are in need of additional programs and fundraising sources for District-sustained before and after school instructional programs as well as remediation and enrichment programs not just during the school year but in the summer as well – so we are aware that we need those programs. Mr. Tatum stated I believe Mr. Layden's correspondence that he sent out yesterday, one of the things that he mentioned is one of the things that we talked about last year that was the actual solicitation and receiving of alternative funding sources and the idea of grants and that is something in year two we are certainly going to pursue a great deal further. In fact, there are members of the Planning Committee that have

spoken to me individually and some that have actually have a desire and a background in grants and we were talking this morning, myself and Mrs. Moses, Dr. Lishak and Mr. Damato about possibly starting a subcommittee of the Planning Committee to address that need and to see whether or not we can start building the expertise of some of the faculty that we have here to just to get us off the ground and to start to find some funding sources available in the District. There are many other sources which I mentioned the other night and I'm also working along where there might be some other revenue possibilities there too.

Dr. Lishak stated we spoke about the future use of Hamilton School. As you know, Hamilton School will be utilized at the beginning of the 15-16 school year as the housing for special services district-wide supervisors and the Director of Special Projects. They will be in there starting Tuesday – that will be their new home. Mr. Arminio stated I know Mr. Nufrio and I went over to see Hamilton and kudos to Tom and his staff – it looks absolutely fantastic. How that school has stayed in such good shape for over a hundred years, I don't know, it is well made and the woodwork is beautiful, the floors are pristine, the rooms that the supervisors will be in are terrific, the bathrooms are great and large and clean and numerous. It is a terrific place, I couldn't think of one negative about the building. The parking is terrific, there is plenty of room, there won't be any problem going in and out. I think there are even less steps to go up then at the high school. It is just fantastic. I think Jim originally came up with the idea and we went with it as a Board and it is terrific. Now we just have to figure out what to do with the second floor. Mr. Tatum stated one of the things that we talked about last year, as well as our goals was to come up with some way to incorporate that building and its use within the District because actually the building was just sitting idle and we have accomplished one of our goals by having the use for it and for creating space in the school buildings and help alleviate some of the class sizes and so forth as we move forward. This was actually a step in the right direction in terms of a school that was occupied for two years with 325 students when we were in the process of building the new Jefferson School and the fact that this building is being put to good use and we can see some type of benefit even to our students is really a plus at this stage of the game. The good thing is that we did not abandon the building because it belongs to the District and down the road if we do need to use it, we still have it if we need it for student purposes. I think it was a very good decision for a short-term solution.

Dr. Lishak stated the next area was security analysis, it said you have something that says in the hands of each Board member, that was actually from the last update we had when you were provided information in regards to the number of cameras. We will not talk about that here in public that is something we do behind closed doors.

Dr. Lishak stated next is increase writing on all grade levels. All District administrative have been directed to provide in writing to teachers the requirements regarding writing on all grade levels; including the development of rubrics during PLC's and provide District administration and supervisors with progress on student writing. So that is something that we will be collecting on an ongoing basis and see where we are progressing and where we need to concentrate.

Dr. Lishak stated website updates – the District website continues to be updated as needed. Updates during the 2015-2016 school year will include District policies, curriculum

guides, supervisor web pages and contact information. Additionally, the website will be updated throughout the school year depending upon events that occur. Mr. Tatum stated one of the things that I think is always a little confusing to parents is our process for student appeals and the actual progression of meeting with school administrators and we intend on having that as part of the website this year so that parents know when you see the vice principal, the next step is to have a conversation with the building principal; the next step from there is to see the Assistant Superintendent and then ultimately they come and see me. That process will be spelled out. There is a lot more in the way of information we want to start putting out on the website and that is one of the things that as the Planning Committee we touched upon, we have plans on trying to redesign and putting in more of the information that is needed. I think we have some really good plans. We have done a lot of brainstorming on this because one of our main goals is to increase the communication within the School District and in order to do that one of our biggest communication devices is our District website. These are just some of the things our Planning Committee has discussed and will be discussing further as we move into the 2015-2016 school year.

Mr. Arminio stated Board members, if you have a question, just stop and ask the question. I have a question. I know the District's policies are on the website, are all of the curriculum guides on the website. Dr. Lishak stated yes all with the exception of, as you approve them, if they haven't been up there because they are older, new ones will go up and old ones will come down. Mr. Arminio asked is there a way to put on the website to "blow" our horn – like all the good things that are happening and put them on the website. Mr. Tatum stated we talked about all that and we have talked about the newsletter which were trying to get off the ground this year. Mr. Arminio asked can videos be put on the website? Mr. Tatum stated Anne Hart is shaking her head yes. Mr. Nufrio asked when you say newsletters, you are not talking about mailing? Mr. Tatum stated no, something that they will be able to go to the website and download and/or handed out at school. We are going to work on getting that information out. I have asked the principals once a month to give me highlights and that is what you get in the Superintendent's Report – that is one portion of the report where I do the highlights and our Board President reports on all the sports events. We can follow-up with the website as well. Ms. Hart stated I would like to add on to the front page maybe easier links for the parents to get to the teachers pages because they have kids in different schools – to make it more easily accessible and quicker.

Mr. Layden stated writing in all grade levels, I am very pleased what we are focusing on. I know when my son was in high school, he took some sort of course or workshop on writing and it changed his entire direction and now he is a phenomenal writer and a lot of our kids that graduate at the high school could improve their writing. We do a lot of scholarships with our civic association and I read some of the papers that come from the high school and other high schools and they leave a lot to be desired so I think there is a lot of room for improvement in writing for our students. Mr. Tatum stated I don't think we have any data that premises those areas that we need to work on and that is part of the reason why we tied that academic goal into that form of basic data that supports that contention. Mr. Layden stated with all the smart phones and technology and everything, writing has been become a lost art – I am glad we are trying to refocus back on that. Mr. Tatum stated that writing is indeed a process and it takes practice.

Mrs. Zuena stated to touch on what Annie just said. We had discussed this at a planning session. We have two websites – Catapult and Genesis. Is there any system that includes everything together in one system? As a parent, you have to go on Genesis to check homework or grades and the teachers use to post their homework on there. Now we have Catapult where you have to look up every individual teacher in order to see your child's work so on Genesis, everything pops up at once – all the teachers and everything. It is such a simple and friendly device to use. Ms. Hart stated that Genesis is more of a gradebook, homework that you see is the homework that the teacher has already graded. Mrs. Zuena stated a lot of my son's teachers post the whole marking period. If they have their book done ahead a time, everything is up there. If it has the access that they can use it all on one site, wouldn't it be easier to just use one site than going between two? Ms. Hart stated Catapult is for the teachers to have their own website and they post things that they want the parents to know about. Everything is not necessarily graded, everything is not necessarily in the gradebook. Mrs. Zuena stated that there are systems that you can use that teachers still can have their parent pages and everything all included in one page rather than going back and forth to different devices. Mr. Monge stated I agree with that and potentially that current system doesn't support it, but if this system could be expanded, or if there is potentially another system, choosing one system that provides both functions versus jumping back and forth. Ms. Hart stated we can look into it. Mrs. Zuena stated e-chalk – I don't know if that is the right answer. I don't know anything about e-chalk – it just seems more efficient way to go.

Mr. Nufrio stated if I can go back to the writing – increase writing on all grade levels, I assume that it is not simply an additional task as were chapter books because that didn't involve any writing, just reading. It didn't involve any discussion, it was just reading. Reading is good, it's fundamental; but writing is more important, you heard that before. Dr. Lishak stated our focus is on increasing writing, we are going to look at thematic writing but we are also going to look at the development of rubrics and the rubrics itself have more rigor which has the writing have more depth – so it is not a matter of writing three not six, write three solid pieces of grade level work and towards the end, hopefully above grade level work; but the point is we don't want to increase the writing number, we want to increase what is being done in the writing samples. Mr. Nufrio stated samples are being provided and children write. I have been in touch with several departments in higher education and their biggest problem is kids can't write. It is a rarity to find a student who actually can put a composition together that is even legible in some cases. We are talking about as far down as Rutgers – where the professors are pulling their hair out – the quality of the work that they are getting is dismal.

Mr. Monge stated the one thing that is obvious and I see it in the long-term vs short-term, as far as math and science, what goal do you have towards that. My biggest issue has been the whole Common Core thing has turned a lot of households upside down; but even beyond that the whole idea of taking this long way of doing math and then coming back and showing how we learned how we did math when we grew up. I think that our kids are definitely at a place today where they can learn how to do it and start advancing beyond that – my son can jump into Excel, but I don't know where we are going as a District, especially on the math side vs teaching to a test – what are we doing on that. Dr. Lishak stated over the last couple of years, what was happening on the secondary level – our goal is to end up no longer offering pre-algebra in the 8<sup>th</sup> grade, we would become a pre-algebra 7<sup>th</sup> grade with an algebra 8<sup>th</sup> grade and students who

would work directly up to the high school and begin with geometry. Hopefully there will be a much smaller number of students who would have to take algebra because they weren't successful in 8<sup>th</sup> grade – that is where we are going now. If you look at our long-term goals, we have increased the number of students to moving out of what would be pre-algebra into the 8<sup>th</sup> grade. So those numbers are increasing and our honors classes are increasing. Our honor classes are also increasing in math and science at the high school so those numbers are increasing. What we are doing is, we are increasing the rigor, as we are moving up towards the high school level which means now we have incorporated accelerated math in 7<sup>th</sup> grade, we moved it to 6<sup>th</sup> grade, we moved it to 5<sup>th</sup> grade and our intention is to move it down and then accelerate it at some point becomes our regular math and then we move up to more honors and AP. We have more of our students taking honors and AP classes.

Mr. Monge stated and I know about the accelerated math, but the kids that are not in accelerated math. Mr. Arminio stated I think we are moving too far off of topic. Mr. Tatum stated I think one of the things that needs to be explained here is the fact that we are getting away from the idea of rote memorization and we are getting into more affect where students are building concepts but then they are also able to extend those concepts and it is a lot more in terms of hands on and live experiences and that is where they start tying it in.

Mr. Monge stated my point that I'm trying to make is what is the long-term goals as it pertains to math and sciences that I don't see here as far as how you do it. Either put it down as part of our short-term goals – I would love to see it if we are doing it as part of our goals – it would be great to see it. As far as the surveys that we are talking about – is that being done by Survey Monkey? All you do is say, I'm a teacher, but here is my response. Mr. Tatum stated I do believe the last one we did with the Planning Committee was done on Survey Monkey and we have some Planning Committee here that might recall how that was constructed but I do know that it was an instrument on a like scale. Again, it was all throughout the District. The parent survey that was done, I'm trying to remember if they used short-answer questions but they were all formatted and they came back with a report as well. Mr. Monge stated I think it is a great idea the whole Survey Monkey, especially if we have peoples emails – you throw them out and you get responses. You can have a question of the week.

The last thing I want to mention, the whole fundraising aspect of it. We had an opportunity to talk about that this morning. I think it is fabulous if you are talking about trying to have a stem technology, go to Best Buy, all these corporations that are on 22 and I don't know how we knock on those doors but a lot of those folks take advantage of being here in Union and we should be knocking on those doors. Mr. Tatum stated Mr. Monge and I talked about possibly starting another mini-committee about something like that and he graciously indicated that is something he would like to get involved with as a Board member. So we are looking at that down the road.

Dr. Lishak stated parent workshops – each District building has been directed during the 15-16 school year to present no less than four parent workshops. Three of which will be directly related to the information collected from various surveys with their skip committee's input. Additionally, one parent workshop will be presented prior to the New Jersey State Standardized Testing in order for parents to familiarize themselves with the test. The truth is I didn't put

whatever the test name is because that could change – but that is what they are planning on doing. We touched on a quarterly news letter which really won't be an actual paper news letter. The Planning Committee would be established in order to generate a quarterly news letter. Mr. Tatum has decided that the best way to probably handle this is to come up with a subcommittee and then solicit our own teachers and students for submissions and then we would generate our quarterly news letter. Mr. Tatum stated we have a few formats – we have collected some formats that in one of our meetings we had an overview of all these different areas – but this is one area that we really haven't worked a lot on but this is a goal going into year two.

Dr. Lishak stated we have already talked about our student-parent teacher surveys; we are going to try to continue to do those, we did them last year and we will continue to do them on various topics.

Alternate funding sources – we also touched on that, we are going to delve much deeper into that this year and figuring out how we can generate additional funding sources.

Our budget review – one of the areas that we intend to look at very closely – it has been extended through the 2015-2016 school year – in order to examine the feasibility of transitioning from building greeters to security officers; but with that we will really have to take a stronger look at our budget and find out where we can do that.

Our disciplinary advisory committee – we are going to during the 2015-2016 school year review all of the levels, code of conducts and various District policies and make any adjustments as seen fit between the committee and bring it back to the Policy Committee and Board and any changes that need to be made. Mr. Tatum stated also we discussed this morning with the high school principal – I saw the new handbook that he and his staff have been working on and I talked to him a little more about the administrative discipline panel that we talked a little about last year. We actually plan on getting that off the ground this year and let's take a step back before I talk about this particular plan; but how he is actually putting it together would tie into when a student hits a certain plateau, that student would be reported to the administrative discipline panel which would function through this office that would incorporate myself, the referring principal, maybe the referring teacher, the respective Assistant Superintendent and members of the Board of Education and that would be preliminary step in terms of what recommendation may need to be made to this entire body and this way we will collect all information and we would determine whether or not something goes as high as an explosion from the District if need be. We expect to get in place by the fall of this school year 2015 because I have actually already written up all of the plans for that; but when I saw the project that he was working on this morning, it ties in very nicely and we talked about moving that plan from the high school into the middle school for continuity purposes and then watered down version for grade 5 down to the very beginning of our elementary schools. I thought that was a very powerful piece of information that he brought to me this morning which ties right in with this goal.

Mr. Monge stated let's take one step back – the parent workshop, the one thing that Nancy and I sat in on one of them – the PARCC workshop, we were there and we thought we would be able to have more questions answered than the folks could answer – it wasn't



administrative persons, it was a couple of teachers that did a great job in presenting. Dr. Lishak stated they were supervisors. Mrs. Zuena stated they were supervisors but the problem was, because I did question after that, it was a curriculum workshop. What it detailed was only what the testing was going to be and it wasn't a question and answer workshop. Dr. Lishak stated I know what you are saying because obviously because that topic came up many times at the Board meeting and I think what some of the parents at that particular workshop, because once we moved on to other workshops that were the same, it was better communicated the type of workshop that they were going to be attending for the purpose of curriculum.

In terms of answering those types of questions, that is a different type of workshop and that is something that when we discussed it with the Board and Mr. Tatum and myself unfortunately we would continue to provide the same answers, but they weren't the answers that the public was looking for but we were not able to provide those answers and to be fair, it was what are you going to do about the PARCC so many people are opting out. The answer that was given by the Board was unfortunately, I think and rightfully so, because it was such a hot topic and parents were wondering what it was going to be like, I don't know if we should have had additional workshop but that type of workshop would not be something that this parent workshop would be about, this is strictly building based and tied to what is going on in their building.

Mr. Monge stated maybe next time around, manage those expectations but still I think we should have a forum for parents to ask as to whether they are not going to get the answer that they may not want, but if you separate those two, fine, but you need to manage people's expectations because a lot parents went out looking for those answers and that wasn't the right workshop.

Mr. Tatum stated unfortunately, we did have one of those workshops that you are referring to at Union High School and it was well advertised and I have to tell you that there was a handful of people there. I was there, Noreen was there, you were there, the Board President was there, the Board Vice President was there and we were there prepared at that point to answer those questions and I believe that there was a parent group that actually had a workshop maybe even the same weekend; that was the day of our planning session, because we were invited to attend that workshop but because of the snow, I think it was suppose to be the week before, so what happened was we had a workshop, I believe it was a Wednesday or Thursday night, and it was designed for just what you were saying. Mr. Monge stated unfortunately we had a ton of parents at the workshop and I was obviously one of the organizers. Mr. Tatum stated I guess that they were tired of hearing from us only give them the information the State was giving us. Mr. Monge stated the point once again, I don't want to expand upon this, the point is you need to manage the expectations and that workshop, we just tried to do it as parents to try to get educated on it, that would have been a great thing for the Board and parents to be together to do that, so let's learn from last year and let's do a better job this year – that is all I am saying.

Dr. Lishak stated – our long-term goals. One of the items that we have been looking at through guidance and unfortunately what we thought would not be as expensive as it is turning out to be, when we looked into online courses, the amount of money and we particularly looked into our offerings in World Language. Let's start with World Language and see what type of offerings we can have. The cost of putting in an online course, where it would be that you take

Italian I, you take Italian II and you take Italian III, we are all in the same classroom and someone is online and you have headphones in and you are doing it on line we would have to pay a cost for that as well as having a teacher in the room, because you obviously could not leave students by themselves and the fact that we do not have a study hall or an extra period for these kids to cycle into, this is going to take us longer than we thought in trying to figure out what would be the best way to handle this in terms of breaking our budget to offer let's say ten students – the cost to offer ten students – let's say various levels of Italian, and having a teacher in the room, is actually more costly than hiring a teacher to teach this class. We have to figure out how exactly we can bring in more classes and how we will be able to do that.

Mr. Nufrio asked are you familiar with the K-12.net? While I was away, I must have seen at least ten commercials. Dr. Lishak stated yes I have seen it, free public school. Mr. Nufrio stated is there any way we can link perhaps. Dr. Lishak stated I have never looked into it. I have looked into programs that were taught by certified teachers – I have not looked into that; but I will. Mr. Nufrio stated maybe we should because if we could link even in part with that sight and it says it's free and it says they are State certified teachers. Dr. Lishak stated I think it is free for you as a parent, I'm taking the money from Union because you are a Union student. Mr. Nufrio stated let's see what the cost ratio is between a site that you could go to for one course as opposed to this it may actually be cost effective. Mr. McDowell asked what is that site? Mr. Nufrio stated K-12.net.

Dr. Lishak stated then there is another area that we said we have started the process but we are no where even close to figuring it out where we are with this – we want to do a full audit on the programs in special education. The cost of the program, transportation, the cost of any students who return from out-of-district and the cost of IR&S and where we have our students referred and exactly what is that true cost.

The others thing we talked about was discussing grade level configuration. Mr. Monge stated what is driving that? Dr. Lishak stated we have brought back over probably 5-6 years a number of students into our District which is fantastic because they are asking us to make sure that we are in compliance and have less than a number of students out-of-district. The issue is as we are bringing students back, with each student, depending upon what is in their IEP, we are putting in a program and then the student may need one or two aides, or they may need different therapies or they may need different trainings and we are trying to find out if it is more cost effective to run programs in-District or figure out if there is something we should be doing that is a little different; that is the purpose behind that.

The other thing is the grade level configurations – that is another area that we are looking into. Should we be a standard high school 9 thru 12? Should we move to a separate grade nine building and then a 10 thru 12 because we have a population issue at the high school, but it always comes back to the same problem. You want to move out grade nine, but where are they going, but they are going here and you move out grade eight, but where is grade eight going? We have to take a look at that and the last thing we are looking at is and it coming directly from HR, a District Handbook for our personnel; so that our personnel can just refer to it as a standard District handbook. Mr. Arminio stated that there use to be one ages ago when I first started teaching in Union back in the early 70s – there was a handbook. I don't know if it still exists

anywhere but we could use it as a model. Are there any left? Mr. Damato stated that if there is, it is probably so outdated.

Mr. Nufrio stated that he would like to comment on the grade level configuration. I would be absolutely be opposed to taking out the 9<sup>th</sup> grade and I am speaking from experience. We had that situation when the high school (in Elizabeth) was built in 1977 and it certainly there were some concepts about or thoughts or theories regarding do we need those immature little 9<sup>th</sup> graders blended in with the upper classmen. It was the biggest fiasco that we ever experienced. Where 9<sup>th</sup> graders were housed in one building which was formally Thomas Jefferson High School which was simply converted into a 9<sup>th</sup> grade building. What a fiasco that was.

Educationally, it proved to be the worst concept that was ever concocted and it was reverted back to blending the 9<sup>th</sup> with all the upper classmen because there are many theories about how children develop and certainly made absolutely no sense to isolate a 9<sup>th</sup> grader who is still really an 8<sup>th</sup> grader until things begin to mature and what do they have as role models – there are none. They just went about like a bunch of rabbits – just scampering and looking for trouble. I would be the first one to say no right now.

Dr. Francis asked would you consider a K-5? Mrs. Zueno stated the 9<sup>th</sup> graders weren't excluded if there were 7<sup>th</sup>, 8<sup>th</sup> and 9<sup>th</sup> graders wouldn't be such a bad situation.

Mr. Tatum stated here is the real issue about grade level configuration; it is really about what is effective for the particular age level that we need to be concerned about it. For example, 9<sup>th</sup> grade could be in a high school setting but the structure can be totally different because part of it is readiness for high school and what the research says out there, is that many times 8<sup>th</sup> grades come to 9<sup>th</sup> grade and they are not ready to do all the things we ask them to do at 9<sup>th</sup> grade level. In fact, the teaming approach is one approach that has been proven to be most successful with 9<sup>th</sup> grades than putting them in the high school, in a huge building such as ours, and turn them loose and say you are ready to go and be on your own. Basically, what they are saying is that the concept of slowing that process down will actually generate more progress academically and more readiness in the years ahead of them. There are 9<sup>th</sup> grade academies. Schools within a school concept – right in the same building; so those are the concepts of when we talk about configurations.

Mr. Nufrio stated that makes the difference because we have one high school. When I was working there, we had several high schools. The disbursements of the 9<sup>th</sup> graders became an even dispersion but here with one single entity, you are right it does cause other problems but they can be corrected by creating special non-integrated situations for the 9<sup>th</sup> graders. Things that they can excel in and still at the same time they are having a social integration.

Mr. Tatum stated one of the things that I am going to touch on with the Planning Committee is I would like to come up with a user friendly document that ties into a whole level of configurations of not what we teach but how we teach it and how it does relate to developmental milestones. We know a lot about middle school students and that they really are egocentric, might be a good word to describe a middle school child, and I always refer to the 5<sup>th</sup> graders, because I have a lot of experience, as being very dynamic because of their personalities

and being able to put them into an instructional situations that complement where they are developmentally. I said over and over, what we do as educators, we all learn about how students learn, how children develop and all of sudden we go in and all of sudden we have all these mandates and you have to forget all about that; the problem is that we wind up, and kind of like what Mr. Monge said before, we end of teaching to achieve on a test when we are holding back a whole lot of other students who may have talents that we are not taping into and they are not able to bring forth because we have to do things in one particular way. So I think when we talk about configuration, that all ties into that as well. Mr. Nufrio stated it is not totally isolation.

Mr. Monge stated if it pertains to ideas in this session and Mr. Arminio can offer me some direction here, if we have our own ideas like some of the things that we have talked about earlier, is this the time to bring that up. Mr. Arminio stated if it relates directly to the configuration of the school district. Mr. Monge stated I'm just talking about just in general. We talked about the training. Mr. Tatum stated I actually have that written down. Mr. Monge stated I don't know when to bring stuff like that up. Mr. Arminio stated I will let you know.

Mr. Nufrio stated usually these things, you look at model schools throughout the country that have shown over the years to be successful and most times you will find that even the most successful hits some road block and then they have to tweak it. Education is like rolling a stone up the hill – when you think you have gotten to the summit, you hit a little divot or something and the stone keeps rolling back. I felt like that way for 40 years – always trying to get that stone to the top. The top is not discernible, because it changes along with society, the climate that we are doing with business and the future. Look at the internet and how the kids text – one of the reasons why a lot of the kids today coming out of school are terrible writers because they have that wonderful text language. They are beginning to incorporate that into actual formal writing – which is amazing and the professor that I spoke with said he failed a lot of his kids. That is part of the divot, part of the obstacle – just when you think you are getting there, something happens – texting happened and that is ruining a lot of kids writing styles approach. They feel it is o.k. as long as you communicate. It is not how you communicate, as long as you understand what I'm saying. No it is not.

Mr. McDowell stated that is the point of writing, being able to get a point across, being able to present a persuasive argument with a pen and paper and sometimes because they communicate too much with texting, they don't know how to talk to each other face-to-face and this kind of compounds the problem and of course if I was a teacher, and a kid handed me a paper with “u r” for “you're” – that is wrong. But it is not right and hopefully it won't get to the point where it is acceptable. Mr. Arminio stated every generation of teachers say that kids can't write, they can't do this, they can't do that and it is going to be like that until there is no longer life on earth.

Dr. Francis asked are we getting grammar in school? Mr. Tatum stated yes. Mr. Arminio stated what you mean by grammar and what is being taught might be two different things and we would have to sit down and talk about that. What do you mean by grammar? Pointing out parts of speech in a sentence? Dr. Francis stated how to use it. Mr. Arminio stated that is definitely being taught – it should be taught. The old teaching grammar like let's pick out all the adjectives

in the sentence, then that is no longer being done because it is worthless. We would have to sit down and talk about this.

Dr. Francis stated with respect to the grade eight algebra. You would have to take algebra in grade eight, geometry in nine, algebra II in ten and calculus in 11<sup>th</sup>? Dr. Lishak stated that is the way it is set up now – if you took full algebra in 8<sup>th</sup> grade and you were successful in passing it, by the time you became a Junior you would have whatever you would like as an elective. You could take a math elective which might be calculus or whatever it is. Mr. Monge stated but they are still math electives. Dr. Lishak stated when we are successful that we progress to pre-algebra in 7<sup>th</sup> grade, then we give them algebra in 8<sup>th</sup> grade, let's assume we have a 90% pass rate for algebra 8<sup>th</sup> grade, that completes their one year required high school math for algebra, so when they move on to high school, they would take geometry or whatever level, honors or whatever level they are going to take; then they would take algebra II that would meet their three-year requirement but those same students who were able to pass algebra, geometry and algebra II, would now, and most of our kids I'm happy to say, are taking an elective that is math or science related, they could take whatever they would like that would interest them, whether statistics, pre-calculus or whatever, in their Junior and Senior year.

Mr. Monge stated but you still have a possibility of a kid ending up at the same level of math as what you are explaining, but elect not to take calculus and take whatever, but graduate with the same level of math classes as if I would have two years ago. You are not calling them requirements, you are calling them electives vs requirements. Dr. Lishak stated you have to take three years of math, of which, if they passed algebra in the 8<sup>th</sup> grade or 9<sup>th</sup> grade, it counts as their first year of math requirement, they are required to take geometry and they are required to take algebra II as their three years of math. Mr. Monge stated you getting there soon but you are not asking for a requirement to step up another level of math. Dr. Lishak stated that is correct – the requirements from the State of New Jersey, in order to receive a diploma issued by Union from the State of New Jersey is three years of math and four years of English.

Mrs. Zuena stated it does give some kids an opportunity to take AP classes and get done sooner because Michael took AP his senior year. Mr. Monge stated it is the opportunity to do so versus the requirement to do so and I understand what you are saying and it is what the State says but to me if you are going to step it up, then everybody is going to step up together and is required to all step up together. What happens is it is an elective or it is your choice to step up. Dr. Lishak stated yes because in the State of New Jersey, I can't say to you I am going to withhold a New Jersey State diploma until you take a fourth year of math. Mr. Monge asked can you make it a Township requirement? Dr. Lishak stated you can't. We issue the diplomas that is sanctioned by the New Jersey Department of Education – where it says you have met this requirement and your requirements of three years of math, four years of English – we can't, but obviously we can encourage them. Mr. Monge stated not to hold them back but you still need your requirements to graduate but there is a requirement to take the next step up in math.

Mr. Arminio stated but I want to take another English class, why are you forcing me to take math. Mr. Monge stated but if you are going to be a junior and meet your math requirements, where two years ago, you would have been a senior meeting your math requirements because you are pushing the bar up higher, at that same, take another math class

and be able to come out of this District with a higher level of math. But if we step up English, you may meet the requirements. Dr. Lishak stated but English is different because the requirement in the State of New Jersey is you must take four years of English. Mr. Tatum stated one question on this topic. Don't we have the opportunity to offer a course beyond the level that is required by the State – where students get college credits? That is the incentive.

Mr. Monge stated we talked about lunch aide and we talked briefly about this and I had a conversation with Mr. Tatum and there really isn't anything that is essentially in policy that pertains to lunch aide training. In the background, without getting too personal, there have been situations where lunch aides have basically stepped beyond their boundaries but not potentially knowing what their boundaries were and so one case I am talking about is a special needs child didn't know what the situation was but whether they need to know obviously their background, it is about how to best deal with certain kids that may have certain difficulties beyond the kids with special needs, it could be just kids in general. The biggest thing here is to have an annual training where folks understand the policies of the duties of an aide.

Mr. Tatum stated what Mr. Monge and I talked about was more in a form of a policy statement that would be formulated in a manner on an annual basis and ongoing for new people that were hired. In fact we just had training in late June for this year. As I was telling Mr. Monge this morning, maybe some of those individuals may need a refresher after the long summer. I think we should talk about the idea of some type of policy that deals with that and right now that is in the hands of special services. The first training that was done was myself and Kim Conti actually got together; now I have actually given that to her and her staff but maybe we want to re-think that maybe a make it a combined effort between our office here and someone in that office because of the special needs children.

Mr. Monge stated that my son my physically handled by two aides when he was in second grade – he was picked up and dropped in front of the principal's office so that got my interest in this area.

Mr. Tatum stated the next thing was bus stops. Mr. Monge stated the next thing is pretty simple I think. We actually have three students on my block, my son is one of them, we found out that our bus stop last year was on a corner that had no sidewalk. All we said was that if the department on an annual basis just look at the bus stops – bus stops change because street change. Mr. Arminio asked isn't that done every year? They look at the bus schedule and the bus routes. Mrs. Zuena stated it is about sidewalks. Mr. Tatum stated not about the conditions but whether students live in that area and we need a bus to go there. What we were talking about this morning was on an annual basis to review the safety and needs of that. I also mentioned that we also have the Director of Security who also actually goes out throughout the course of the year and try to make the assessment. I think it is just a matter of a statement.

Mr. Monge stated and then we talked about if you have an issue with the stop, to call whoever. When we called, there were two instances – two parents called and got the answer “well it's been there forever” and that was not the answer we were looking for. So I think that is a simple solution. Mr. Nufrio stated it may not be all that simple because there are many areas in town that don't have sidewalks. Mr. Monge stated they moved it and the middle point was

basically in front of a house. Mr. Nufrio stated and in some cases it can be, but for instance, near my corner, if you move it to where there is a sidewalk, now you are in a busy traffic area – Salem. So you want to move the kids away from heavy traffic area, you're better off having them step off on Whitewood then having to go to Salem and I specifically noticed that. Mr. Arminio stated we said about being safe – safe is the issue. Mr. Monge stated when it was snowing, the kids had to stand in the snow on someone's lawn.

Mr. Monge stated the last one was corporate partnerships, about having partnerships with local universities like Kean University I would love to partake in working with the school district. A lot of people do it and it could be classes, it could be internships coming in. Mr. Arminio stated long-term goals. Mr. Nufrio asked don't we have some partnerships? Mr. Tatum stated we do have some – Mrs. Moses actually did some work with Kean at her school with the clinical faculty and all that stuff. You did that in Washington School over the last few years, but we haven't really embraced it in a district-wide basis and I know when Dr. Martin was here, I had actually gone to Rahway to see a program that they implemented – that was the last time we looked into that. Hillside has that same partnership with them and it is a nice work relationship with teachers who have people working with them as well as the Professor working with the classroom teachers on steps and technics.

Mr. Arminio stated I will make a brief statement about afterschool programs. Mr. Benaquista and I attended an all-day conference earlier in this school year about afterschool programs and I have a stack of information and Mr. Benaquista has notes and a stack of information relating to afterschool programs not to throw out the Y – it has nothing to do with that but it is a different kind of program – it is not just an academic sit in your seat do work kind of program it's more of an active afterschool program and I would like all the Board members to take a look at the Wallace Foundation – just go on [www.wallacefoundation.com](http://www.wallacefoundation.com) and the things that they do for a lot of inner city schools but low income schools and schools that want to have afterschool programs in their district and some of the things that they offer. This is something, and the reason why I wanted to mention it, not that we are going to solve the problem, not that we are going to throw away the YMCA and aftercare and before care, but something that Mr. Tatum two years ago, we talked about developing afterschool programs for kids – educational and activities to develop the whole kid not just sitting in a seat, they sat in a sit for six or seven hours, elementary school kids do they need to sit in a seat for another two hours from 3-5; but other things involved. Take a look at the Wallace Foundation sometime in the future and at Education Committee meetings or policy meetings we can talk about afterschool programs with Mr. Tatum when we have general discussions and I have all this stuff right here if anyone wants to take a look at any of these things and the programs that are offered. These are national programs not just here in New Jersey.

Mr. Nufrio stated I have a question to Mr. Damato – do you recall when Dave brought up the YMCA – do you recall we had that discussion that perhaps we do a part-year contract as oppose to a full year? Mr. Damato stated no, the Board voted on a one year contract. We were trying to look at other options. I know Mr. Tatum has had meetings with the people from the Boys and Girls Club and other organizations and it never really materialized into anything that was able to be implemented.

Mr. Nufrio asked Noreen – did we ever complete calculating the true costs or we just guesstimated at the time. Dr. Lishak stated there is no real way to compute it unless they gave us their books – but we got as close as we could possibly get with the assumption that the same amount of students would attend one year to the next and I did share that but to be honest with you I did not commit it to memory so I would have to go back again. Mr. Nufrio stated we talked about it at the high school when we had a meeting there and you had said that at this time, which was then, you didn't think it was cost effective for us to consider using our own staff on a voluntary basis. Part of the problem was the length of time that the duration of the pre and after care. Dr. Lishak stated that Mrs. Moses made a really good point having come right from the building and wouldn't even occur to me, in the event that Mrs. Smith was the before school teacher, the day she calls in sick, are we looking for someone at 6:45 a.m. to show up to the before care, what if Mrs. Jones is her back-up and I can't get Mrs. Jones and she can't work the afterschool now we are responsible for staffing the before and the after and it could be a late notice and then we talked about the amount of money that the Y was paying their people and that would be nothing compared to what are negotiated rate would have to be with our own teachers and administrators. Mr. Arminio stated so it's complicated. Mr. Nufrio stated maybe one of those options could wind up being the solution. Mr. Monge stated Mr. Tatum's idea not mine, about internships from universities. Mr. Tatum stated this is one of the items.

Mr. Arminio stated next preliminary report by Electro America. Dr. Lishak stated I am just going to give you a brief update. I did receive; however, the report has been in this case edited for the purpose of this meeting, because of the many of the items which were discussed in the preliminary report has to do with school security so they won't be discussed. They did however start on July 27<sup>th</sup>. Their assumption is within the next three or four weeks they will have the full report completed and they will make their recommendations; but at this time they strongly recommend that all purchases be put on hold until the core infrastructure issues have been resolved; attempting to add any new equipment to an already faulty system will result in further expenditures and are system would go down. It is no secret that our system is about 10-15 years old in design; so at this point they are afraid that adding any more equipment to it will bring us down. Currently, this is how they described it to me, the internet provided by Comcast comes in through our IT Department in Union High School and then is distributed to each one of the schools which is using what they call point-to-point lines. They told us that the bandwidth on these lines, and excuse me because everyone knows I am not a techno wizard, is 200 megabits and that is responsible for handling all of our voice, our data, our video that comes from our security cameras, and the internet traffic is routed back to the high school and it goes through our firewall. How they explained it to me, so I would have a concept of where that leads us, they explained to me that most schools have 200 megabits that are sent directly to the school; we have it in the District. They are saying we are definitely well under what we need and nowhere close to meeting any of the initiatives that we are hoping to push forward in the next year or two in terms of going one-to-one with laptops or computers. At this point, they are asking us not to purchase any more material, do not purchase anything else until they can discuss what we can do with the infrastructure and over the next 3-4 weeks they will complete their audit and make multiple recommendations – everything from our data storage to our personnel, to how to fix infrastructure, what we should be doing with our service contracts – all of these things they will have recommendations in the next 3-4 weeks.



Mr. Nufrio stated I spoke with Mr. Arminio last week with regards to exactly what you just said and everything is going through central hub and then being disbursed and that is the most inefficient way of doing it. Even last week I learned that from the guy who came to fix my computer. Basically he said it is not only the least efficient, but it is the one that causes the most problems. Dr. Lishak stated that this company seems to think and they are still looking through our service contracts that the cost of going point-to-point - the way they explained it to me, ten years ago if you saw something from your phone carrier and you wanted it, it was crazy to make that move unless it was not too expensive, it is ten years later, your still paying for what you should have changed and now that service you asked about ten years ago is \$1.99. We are still, according to them, paying this crazy amount of money for this outdated system when we should have moved to something else years ago. Mr. Nufrio stated and then he said they are not going to do it unless you ask them. Dr. Lishak stated that is exactly what they said and they are not going to come to you and say here can you take this, it is only going to cost you 1/10<sup>th</sup> of the price. Mr. Nufrio asked can we sue them Jim? They never truly informed us what options we had? Mr. Damato stated I guess you have to ask the question.

Mr. Layden stated I have a question on the technology. I think our goals from this audit should be how can we insure that our District network is going to be both secure and reliable going forward. I am not sure that we have that now – I don't think we do. I don't know if Comcast is the best internet provider or if there are other ones that can do a better job, Verizon Fios, I'm not sure. I am not a technology expert. How can we better use technology to insure that all of the students in our District have all the tools that they need to reach highest academic potential. Mr. Arminio stated everything you sent to me I forwarded it – so it is in the pile of all the other things that were accumulated.

Mr. Arminio asked the traffic study is that yours Mr. Damato? Mr. Damato stated we all played a part in this. We had many committee meetings with the Hannah Caldwell traffic engineer who was here two nights ago to review all of this with you. Without getting into a lot of detail about all the proposals, some of the proposals in the short-term section are inexpensive, easy to implement, can be implemented with a minimum amount of budget allocation and a minimum amount of work and so it would behoove us to implement as many of those as we could without putting in a significant amount of money. Mainly they involve striping, #7 involves rocks, shrubs, #8 involves bus duty personnel and things of that nature – so it is a small amount of stipend to have someone out there helping you in the morning and the afternoon with the circulation of children through vehicles and traffic. Some of the items in the short-term section, particularly #5 and #6, involve a much more significant amount of money – fencing and concrete walkways and that is something that the Board is going to have to speak to Mr. Vieira about in terms of where the budgetary allocation for that or defer that to another year when we can actually appropriate the money for that. Mr. Arminio stated before you go to the long-term goal suggestions, can each one be made into a resolution separately so that we can then discuss and vote on even by September and some of them can be implemented – if we have the September meeting, some of these that are inexpensive and easy to do, get those done and then as the year goes on we can implement the others and through Manny's recommendations, which one we can afford first and go each one separately. Mr. Damato stated that is an excellent idea, I will put it on for September.

Mr. Arminio stated now the long-term recommendations. Mr. Damato stated the long-term recommendations involve much more complex issues with respect to traffic circulation might require a little more study. I think #2 if you remember from Mr. Kennel's presentation involves parent drop off where the buses drop exclusively right now. Part of the problem at that school is that parents park in the main parking area and walk their children in to the school. It would be ideal if parents were able to have a drop and go situation where they can drop their children off, if they can see a teacher or several teachers, they know that their child is going to get into school safe and sound and I think once they get into the habit of dropping them off, that could work well; that creates a problem about where to drop off the children on the buses. We talked about dropping them off on Hendricks Drive. Hendricks Drive is a narrow street and if you have buses pulled over loading and unloading on Hendricks Drive, you are going to have cars, even if it is only one-way traffic out to Vauxhall Road, you are going to have cars passing the buses while they are pulled over on the side of the road because they need to circulate through what is now the bus drop off to drop and go and out Hendricks Drive. I wouldn't necessarily jump into any of those three until we have a little bit more time to discuss them with the traffic commander – Captain Tyms and really get into them a little deeper. What is it that we are going to create? We need to change entirely the parking situation on Hendricks Drive which currently is limited parking there during certain hours that would have to be changed. Parent parking would not be allowed under the #2 scenario on Hendricks Drive. Mr. Arminio asked can we invite Captain Tyms here to speak to us at the September or October meeting? Mr. Damato stated yes. Mr. Nufrio stated don't the usual motor vehicle regulations apply with regard to buses stopping and dropping kids off. Why would there be a question about vehicles trying to go around them; that is illegal? Mr. Damato stated on a street, but at a bus drop off in the drop off area, they don't have their lights flashing. Mr. Nufrio stated they should. Mr. Damato stated no school. Mrs. Zuena stated only when they are running? Police Officer stated only on the streets. Mr. Nufrio stated we are talking about Hendricks Drive. Mr. Damato stated so if you had Hendricks Drive one-way traffic going out, and you said to the bus drivers leave your lights on and you had parent drop-off in what is now the bus drop off, no cars would be able to exit on Hendricks Drive. Mr. Nufrio stated for parents yes, I understand, they are not going to have lights that they are going to flash, nobody is going to stop for that; but you mentioned the buses.

Mr. Damato stated the buses and the cars would be exiting on the same roadway. Dr. Francis stated there is no reason for them to cross the street to the park – they don't need to go there, they just need to go to the school. You don't need that. Mr. McDowell stated I think that is what Jim is saying because the buses are stopped, the kids are getting off, the cars are going this way. The kids don't cross in front of the bus or across the street. Dr. Francis stated your saying that there is one way coming out of the school parking lot. Mr. Damato stated right now it is two way; under this scenario it would be changed to one way. Dr. Francis stated so you have cars lined up on Hendricks Drive facing going towards Vauxhall Road – the kids are getting off the bus and going right to the school; there is no need for – it doesn't matter if the cars go around the bus.

Mr. Damato stated if the lights were on the buses, the cars would not be able to go around. Dr. Francis stated don't even put the lights on, my point is why is there still a concern that cars are going around the bus. Mr. Damato stated because it is a narrow road. Dr. Francis stated but the kids are not in the street. Mr. Damato stated you are absolutely right, but there will

be passing of buses while they are loading and unloading – just so everyone is aware of that. That is not your best situation but it happens at every school when they are loading and unloading. There are a lot of cars every morning, these cars are circulating through the parking lot, parents are walking their children in by the hand and there are a lot of cars milling around in the parking lot; that is not a great situation either. We looked at a drop off on Commerce Avenue as a possibility and there were some reasons why that didn't seem like the most feasible alternative either. Again they had parking on one side of Commerce Avenue and they have no parking right now on the school side. They would have to modify that and I think that if they had buses on one side and they had cars parking on the other side and two-way traffic, they would be squeezing through those two middle isles and I think if anybody was crossing the street there it would be a dangerous situation so that was one of the things that Captain Tyms thought. Then you have the steps going up.

Mr. Arminio stated I think we need to get Captain Tyms here to go over this with us but we can at least get the short-term recommendations in place and discuss the long-term once in more detail.

Mr. Arminio stated Tom you will do Hamilton School but I'm going to skip to the RFP's for banking first.

Mr. Vieira stated I put together an RFP for banking service. An RFP is a request for proposal so what we do is we send out the RFP to different banks and based on the specs of the proposal they would provide information for our needs and then we can collect all the RFP's and we can make a decision to who to give our banking services to. Mr. Monge stated one of the folks that have a lot of foundations and community development corporations are the banks, so I don't know if there is any way to incorporate even asking them what their relationships have historically been with school districts but it would be wonderful to be able to provide somebody. Mr. Damato stated that is a really good point and we have had this discussion in our administrative circle. The intangibles that the District has had over many years are very hard to quantify and put in an RFP; but your point is very well taken. There are a lot of things that the community as a whole doesn't see unless for example they went to an Ed Foundation dinner and saw how ConnectOne Bank or Union Center Bank would sponsor scholarships or unless you went to a scholarship dinner you wouldn't know that those things are taking place. Some of the intangibles that are hard to put in an RFP. RFP's are a more objective type of a level playing field for people to bid so it is how many checks do you write, how many transactions do you have, how much is your average daily balance and those intangible things are just as important but it can't be quantified. Mr. Monge stated you get those intangibles with RFQ's which is basically, a request for qualifications which expands upon what they do because the RFP all we are going to do is say, here are our fees and we are going to try to give you the most competitive fees possible. That is what we are going to get – it is not going to be any magic beyond that. There are some banks that are fantastic and some banks that are not. Mr. Arminio stated we do know what banks are good and not good in Union – it's not a secret and that is part of it. Mr. Monge stated you would be surprised – there are some folks that do things in our neighboring town but don't do it in Union because there is no connection to Union unless we create a connection. Mr. Arminio stated that is maybe what we should do also. Mr. Monge stated that is something obviously I would work with the community.

Mr. Arminio asked do we make this into a resolution or do we just do it? Mr. Damato stated just like with any other bid, or anything like that, the Business Administrative or the Board Secretary go out for bids, you would have to present that to the Board in a resolution and the Board would vote on it and if it was approved then we would send out the RFP. Mr. Arminio stated that would be for September or October. Mr. Damato stated you tell me. Mr. Arminio asked when can it be ready. Mr. Vieira stated it can be ready to go out for September. Mr. Arminio stated we can discuss it first in fiscal during the worksession. Mr. Damato stated circulate the draft among the administrators so that everybody can take a look at it; because I have not seen it. I only saw the one that was presented to you from Summit or some other district. Mr. Vieira stated that the reason it is still a draft is because Arlene was absent today and I didn't get a chance to make the final changes; but I can make a copy of this.

Mr. Layden stated I would like to make a comment on what Mr. Monge said. He makes an excellent point that there is more than just an RFP of what a bank is giving you. What the bank has done for our community and how they supported our community and in our school district and since I have been on the Board I have been on the Fiscal Committee for several years – there is only one bank that I can think of that has given more to our community and our school district and that is Union Center Bank, they are the heart of our town and now they are known as ConnectOne. They have donated thousands of dollars not only to our school district but to our community and any time we have had an event, whatever it is in our community, Union Center Bank now known as ConnectOne has always been there for us and I think that our banking relationship with them is strong and I think we need to think carefully before we do anything that would hinder that or sever that relationship because there is a lot more that beats the eye than just numbers, it is not always about numbers. Mr. Monge has a good financial mind and I agree with him whole heartedly. Mr. Monge stated that the part of the RFP is not captured in that. The point of the RFP is to try to get the best fees as possible as a fiduciary; I think that is what is driving the selection at the end of the day with the RFP. What we are both saying here is that whoever we give our business to, we should look at their background as to what they have done not just for Union but outside and maybe bring some dollars. Mr. Arminio stated without a doubt – that wasn't the purpose of it, it was what is the best for the District in all respects. Mr. Layden stated and that is all we want. Mr. Nufrio stated the fees are competitive anyway. Mr. Layden stated they are all similar nowadays. Mr. Nufrio stated it is the peripheral benefits that you are looking for.

Mr. Arminio stated how long will it take you to go through administrative interim programs. Mr. Tatum stated very quickly. We actually touched base on it anyway. Talking about the traffic studies – one of the things that I have come to recognize is that we have a lot of our staff members who are interested in moving forward in their administrative careers and one of the things I wanted to discuss a little bit tonight is the idea of putting together some type of administrative internal program for our faculty where they will be able to do some of the administrative duties for some type of stipend that we might create but would work before and after school and also if they have duty periods throughout the course of the day rather than being assigned duties in the hall they would do administrative duties and they would learn how to do different administrative tasks. I would like to put together a little group of people like that and help train them as part of them getting prepared for administrative career we can do it here in

house. It would be very little cost to the District but the service and the experience would be good for anyone who is interested in doing that. I think it ties right into the fact that we need some additional support and I think for our buildings that don't really have secondary administrators in their buildings certainly that would be an additional support to the building principals as well. Mr. Arminio stated I think that is a good idea. Mr. Tatum stated we just have to come up with the specifics. Mr. Arminio asked is that a short-term goal or long-term goal? Mr. Tatum stated I think that could go either way. Theoretically, the need is there now; but if you want to develop it more specifically in terms of how it operates something we can use down the road. Mr. Nufrio asked who would have the final selection? Mr. Tatum stated it would be building base – so I would think the building principal would have a lot to say. Mr. Nufrio stated I wouldn't want some little autonomous situation going on where you are not even aware. Mr. Tatum stated no I would be the one to post the requirements and we can discuss what those requirements are. Mr. Nufrio stated that could turn into a free for all if it is not monitored properly. Mr. McDowell asked does that kind of thing go on now because I know at Hamilton Ms. House, I went to the track meet and she was there, and I found out she was some sort of administrator. Mr. Tatum stated that sometimes we have members of the staff that are doing internship through the college and they are actually on their way to getting their actual degree and certification. I'm just talking about people that are actually certified that with training, to take the next step – we are trying to build a career ladder here – that is like an entry level step. I know there are people that are aspiring to move forward; that gives us an opportunity to build on their administrative skills and it demonstrates that they have the ability to move into future vacancies. Mr. Nufrio stated already certified is what you are saying. Mr. Tatum stated really near completion I would think, but I would prefer someone with administrative. Mr. Nufrio stated I agree because of the liability factor could come in.

Mr. Tatum stated SRO for Burnet. Dr. Lishak stated when we met as our safety committee during the summer months and some of the concerns that came up – one of the things that came up at this point, we have such a large population at Burnet and we do have needs that are also at Kawameeh that although we talked about it a couple of years ago and again it was budgetary but it may be time to revisit the thought of an SRO in Burnet. Really for Burnet but travel back and forth to Kawameeh because apparently, this is coming from the police themselves.

Mr. Monge stated what is an SRO. Dr. Lishak stated a School Resource Officer – actually our high school resource officer is here right now – Officer Sankcer. When we were talking about it with the director and a number of other high-level police officers, they were saying and we know we have issues within the building itself, there were issues in terms of dismissal time and entrance into the building and letting the amount of kids out at the same time and it really like letting out an entire – we made references to smaller districts – when we dismiss from Burnet – last year it was 1052 and right now we are at 998 that will not stay and we will get another 20 – 25 kids before the start of the new school year or on the start date of school – that when we open the doors and kids are dismissed, that is an awful lot of students entering out onto Morris Avenue and going where they need to go; so it may be time that we get an officer there. Mr. Nufrio stated there is usually an officer there. Dr. Lishak stated no. Mrs. Zuena stated not a Burnet. Mr. Nufrio stated right at the corner of Burnet. Mrs. Zuena stated but he is there to cross. Dr. Lishak stated this would be somebody exactly what Red is for us – he is stationed.

Mr. Nufrio stated but when you mentioned about crossing the street there is usually an officer there. Mrs. Zuena stated that is only one door, most of the kids come out of the back. Dr. Lishak stated it is not just that it is things that just go on in the building. Mr. Arminio asked what committee would that go through, Education? Mr. Nufrio stated I would think Personnel? Mrs. Zuena stated so you are saying to stagger the times of dismissal. Dr. Lishak stated it is not just that it is during the course of the school day honestly the amount of things that Officer Sankcer is involved in and it is not just necessarily I'm saying they are criminal things but they are just things that he is involved in as an officer, the students look to him, he has conversations with them – possibly bring that down to the middle school and cultivate that relationship between the middle school kids and whoever the SRO would be in that case. I know that the way that it is set up, the town picks up half of the salary and we pick up the other half of the salary so we are responsible for half of the salary of whoever officer is assigned as the SRO. Mrs. Zuena stated so that same person works five days a week at the high school. Officer Sankcer stated four days a week. Mrs. Zuena asked is there someone else there on the fifth day of the week. Officer Sankcer stated yes. Mr. Nufrio stated can you perhaps incorporate that in the next Personnel meeting. Mr. Arminio stated is it Personnel or Education? Mr. Tatum stated it is Personnel, Finance, Operations and all committees. Mr. Arminio stated why don't we put it through Education and after we say great idea then send it over to Personnel.

Mr. Arminio stated we have very few moments left and I need Tom to give us the shortest of updates on Hamilton. Mr. Wiggins stated Dr. Lishak has been very instrumental in helping me try to get Comcast on board, because they have been dragging their feet; that is supposed to happen the early part of next week and we have already started to move desks, computers, equipment over there. The physical building is in pretty good shape and I think we are ready. We really need that key component of Comcast – that is the key. The copy machines are going over there Wednesday I believe. Mr. Arminio asked what about the filing cabinets? Mr. Wiggins stated that they will wait. We worked it out with Kim Conti and the majority of the filing cabinets – we are going to move the people first, get the people up and running, especially special services, we might have to do them in dribs and drabs because we always have to have a couple of people on the computers at all times. What people we can move over are the 10-month staff, their furniture is there already. The computers work and they are due to be set up on Monday or Tuesday, but if Comcast isn't there by Wednesday, there is no way we can set that up. Mr. Nufrio asked how do we light the fire? Mr. Wiggins stated Dr. Lishak has been on the phone day and night. Dr. Lishak stated they will be there on Tuesday. Dr. Francis asked will that school be one of the point-to-points from the high school? Dr. Lishak stated yes. We are set up only to run the same way. Dr. Francis asked what about the bathrooms, that was a big concern? Mr. Wiggins stated everybody has toured the bathrooms – they are beautiful and clean and very large. Mr. Nufrio stated Dave and I have personally inspected all the bathrooms.

Mrs. Zuena stated very briefly, I have some updates from the Athletic Department. Some short and long-term goals – so I don't know if it is something that we eventually need to discuss further at our regular Board meeting but I will go over a few points quickly. Our real short-term plan for athletics is that the main gym is in desperate need of painting – the gym itself, the walls, the floor was sanded down last year. Mr. Wiggins stated it was sanded and repainted and re-stenciled. Dr. Lishak stated I think that was in the budget proposal for 15-16 but removed so that the budget could be balanced but that was initially in there. Mrs. Zuena stated but even with the

painting, does that go to an outside company or do we have painters in the school system. Mr. Wiggins stated we have a painter. Mrs. Zuena stated then obviously our one painter cannot paint the whole gym by himself. So maybe since it was removed last year we can get it taken care of this year.

As for the long-term plans, she believes that there is fencing that needs to be done to secure the facilities/the fields that are being ruined. The turf at the football field is, I know Tom took care of the weeds, but there were so many weeds on the field that it was actually pulling up the tuft and in the long-term we only have one person who is allowed to spray, but that is something that needs to be done because that field is worth millions of dollars of what I understand. In turn, we need baseball bleachers, eventually these are long-term, maybe a turf field for baseball and the floor in the gym to be replaced – so those are her long-term. The other thing she feels they need to have is a second trainer because they are being pulled in every which direction because we do have a lot of sports going on at one time. Mr. Arminio stated cross that one out. Dr. Lishak stated we did talk about it. I spoke with Manny the other day, Manny said at this point, until he encumbers all of the salaries for all the already hired that run on September 15<sup>th</sup>, there isn't any way to see if there is any additional money to fund, even if we found a year-one which would be the same as Step One for a teacher and whatever that health benefit would be, we do have about \$14-\$15,000 to offset because we have money in the athletic budget which is for part-time trainer and concussion – but those two together only add up to \$14-15,000 so we would be looking for the difference between that. Mr. Nufrio stated why can't we just go part-time. Dr. Lishak stated that we do have part-time and it is not enough because we have so many sports that we just don't have enough to cover it. Mrs. Zuena stated so I don't know if this is something we need to make part of our meeting so that we can have a full discussion on it and maybe set goals to when we can start to do some of these projects. Mr. Arminio stated in our next September meeting bring up one of them in New Business. Dr. Francis asked what are the trainers doing during regular school hours. Dr. Lishak stated that they don't come in during regular school hours – they come in later on in the afternoon. Meg Berry is our trainer and she comes in about 1 p.m. and usually works until 8, 9 or 10 depending upon whatever is going on. Mr. Nufrio stated she is full time. Dr. Lishak stated correct. Mr. Nufrio stated based on the number that you indicated was in the budget, wouldn't that be sufficient to pay for another part-timer? Part-timer doesn't get benefits. Dr. Lishak stated no, right now the money that is in there, if we don't hire a part-timer, the money that we have for the part-timer in the budget and the concussion only comes to about \$14-15,000. Mrs. Zuena stated so we hire a part-timer as needed – is that what it is? Dr. Lishak stated yes and we go without an awful lot of the time because there is just so much money that is put in the budget for the part-timer. Mrs. Zuena stated but we couldn't take the concussion away because we need to pay for that separately. Dr. Lishak stated that Meg does the concussion but she obviously can't do all of them if the other trainer can pick-up the difference. They can all do the concussion. Mrs. Zuena stated so you don't have to hire the gym teachers to do the concussion training. Dr. Lishak stated yes you wouldn't have to hire the gym teachers to run the concussion training and Meg and whoever the new person would be part of his job.

Mr. Arminio stated I know the public has been very patient and as long as we need, you will have your five minutes.

## COMMENTS FROM THE PUBLIC:

Megan Delucca – teacher at Union. As some of you may know, I'm a teacher in Union. Standing here I truly wish I could specify to everyone which school community I will be part of in 2015-2016 school year. For the past 5-1/2 years I have been teaching at Union High School. Some here may find teaching a test score, a disciplinarian, a person who relays text book to each of your children and although I have may have done all of those things, I would not define five years at UHS would be. I was a teacher that came in over the summer working with the Board and the Superintendent at the time, to implement the community service, to tie together the community with the students, spending numbers of hours at the YMCA and anyone who would take our students in to work along with the community and also find what grades would do how many hours and when it would become a necessity to us. I was a teacher who was a student counseling advisor and implemented the Town Council for a day program that helps students be hands on with the politicians of our town. I am the teacher who began a powder puff game and for three years did it with previous students return in full uniform and proud to be a UHS alumni. I am also the teacher that brought back the homecoming game and brought the Mercedes back, I did that homecoming game the year your son won. All these implementations are great but they are certainly not what I am the most proud of.

I am most proud of the boy that came to my freshman class from Haiti after the earthquake and couldn't speak English – but again I had in Senior year and got an "A" in my class. I am most proud of that boy for hugging me for the recommendation letter I wrote for him for his college application that I personally mailed out for him because his guidance counselor was not available. I am most proud of teaching the Title I program afterschool from the beginning with Gerry Benaquista for five years and still going and watching all the Special Ed students who could not pass the HSPA's but slowly pass one by one and come tell me about their grades. I am even more proud of holding one girl's hand after she cut herself and threatened suicide and no one could find her in the entire school until hours after school because her mom just couldn't leave her and she was at work. I watched that girl graduate this year and hug me after she got off stage. These are the acts that I am proud of as a teacher at UHS. I can't tell you how many parents or students have told me that their child loves them and thank you, you have made such a difference. I gave my heart to UHS and I would love to continue doing so. This summer while speaking to all the janitors and making sure I can get into my classroom and setting up the last two weeks and meeting the new principal on my own, I saw my schedule at UHS still on Genesis today as a teacher of Senior and sophomore students. Then while checking the minutes at the last Board meeting, I saw that I was moved to Burnet Middle School; not switched with anyone, just moved. I still have not received a phone call from really anyone except for Miss Moses saying it was in response to my email. I haven't received a reason why I have been moved, I have received excellent scores on all of my observations, all my student reports have been fours in every observation that I have had. I still have yet to be called by anyone – in the contract Section 8.5 says it is a must that I have meeting and it is a must that I have reason why I have been moved. How can I prepare to help any of my students at any grade two weeks from now when I don't even know what I am teaching or where I am teaching. It is unprofessional and wholeheartedly feel like a piece of cattle being transferred to another pasture. I want to stay at UHS and I think I more than deserve to stay at UHS. If I don't, I will still lovingly open my classroom door to all the students at Burnet Middle School but what has



happened to myself and so many other teachers is unjust to the employee and the children who are missing out on me and teachers like me. I have been given no answers from anyone as to why I was moved, just guesses.

With perfect observations and excellent student repertoire, I hope the Board will reconsider my move as well as any other teacher. Our students are in trouble, our schools are in trouble, that is obvious and ripping people from where they belong without the common courtesy of an email or phone call is how I know the community will continue to be in trouble. What I am asking of the Board is just to reconsider my being transferred to Burnet Middle School. I understand that another person from Burnet was moved up; but there is still a job opening at the UHS because Randi Moran was positioned as a Supervisor so I would love to stay at UHS. I love UHS. It is not like every teacher can teach high school kids. Rad can tell you that the kids love me in the hallway – they come and hug me. Kids that I don't even have come into my classroom and ask me can you help me.

Lisa Jackson dropped off of conference call at 9:00 p.m.

Andrew Selby – longtime resident of Union, graduated in this school system in 1980, I retired as fire captain in the City of Paterson. What I want to say here is – I'm going to be very positive and you at the Board have hired me as part-time security for which I am very proud of and I have a lot of ideas and thoughts on how to better secure this school system; however, what I want to say to you is if education is not important, and this is nothing on the Board at all, and the teachers, please understand this, if education is not important in your household and then what you do here means absolutely nothing, this is my opinion. It has to be important in the household first, then you have to have teachers that are enthusiastic and willing teach the students that want that. My daughter graduated from here and in 10<sup>th</sup> grade she was an average student, the teacher came from UHS and talked to her and she got so interested – she went over to Kean, English Honors and became a teacher and the only point I'm making here, nothing else about my ideas about security, but what I'm trying to say it has to be a collective effort and everyone has to work in this together. It can't be we are fighting against this – it has to be collective together. The parents have to be involved; the parents that are not involved in the household, and this has nothing to do with economics, it doesn't have to do about race, it doesn't have anything to do with those demographics, it has to do with the importance of education in your household and what you want to do. Still to this day, in this school system, I see you in the hallway and you do have a great repertoire with the students, but it is not about that, what I'm talking about is everyone has to work together, that is basically what I'm saying here and I think about this thing, we don't fight against each other, we work collectively to make this happen. This school system is still great. We sent people to all kinds of universities, they go to top rated universities in this country – so if you want to succeed, you will succeed; so that sounds so corny, but it is the honest to god truth. That is all I wanted to say – you produced me. I am a retired fire captain, I played football here, I'm proud of what I accomplished here and I moved back to this school district sixteen years ago. I am happy and I am proud and I don't see us failing. I see us succeeding and I see a lot of people here – I have known Mr. Arminio forever. This is a great community here so let's don't start looking at differences let's see if everyone has a common goal. That is all I wanted to say – a positive speech.

Henry Wiley – life-long resident of Union and I went through this whole school system. I am here today representing the #24 Free and Accepted Masons – we are a non-profit organization in Vauxhall in Union Township and we do a lot of charity work and we work with children; that is what we focus on. What we do we have many activities, we have scholarships, annual community day and we focus on the children and everything is free for the entire community. We do bookbag programs and we give out hundreds of bookbags with supplies for the children of Union. We also do Toys for Tots at Christmas time and we also a mentoring program for girls and boys – it is called pathagrians?? and philisitiers?? and we mentor those children to make them better citizens until they are 18 years old and hopefully some will become masons and eastern stars. We also do sponsor camps through camp sponsorships and my point is we could not do any of this without the support of Union Center Bank now ConnectOne. They have supported us throughout the years that I can remember and the only bank we have ever dealt with for my 35 years now. Every year Union Center/ConnectOne supports our programs. Without their support, I don't think we could do many of these activities and I am just here to appeal to you to keep them as your bank and keep your account with them. I encourage you to do that because they are truly a community bank.

Kevin Woodbridge – parking enforcement officer. This is my first Board meeting and this is tremendous – some things that I have learned myself I am amazed by it. Some of you know me some of you don't know me. I am the parking enforcement guy. I am sure most of you have parking complaints all around the world but we are working on that. Dr. Guy Francis, Mr. Ronnie McDowell, Henry Reiley and Mr. Patrick Scanlon – I just want to commend you guys. It is hard to make decisions and you are the heartbeat of this community as far as the Board and everything. I grew up in the Vauxhall section of Union. I have been here since 1992. Miss Moses and I go way back to the Belleville days. I left Belleville and I moved over to Union. I have seen the community change five different ways. It enabled me to start an organization. The name of my organization is the Vauxhall Community Association. Many of you might have seen it on FaceBook. I started implementing different shows for the community. My first show I did was back May 15<sup>th</sup> – Herby Davis Park – a big basketball game. You might have seen it on FaceBook or you may just have heard about it. There was one man that I went to and this man is Mr. Patrick Scanlon. I have known Mr. Scanlon since I was 10 years old – he was my baseball coach. It is guys like him – loyalty is everything to me. I went to him and I said Mr. Scanlon, what can I do, let's make it happen. As far as the money, which was a concern for me, he fronted all the money from the bank for me to help me out with my organization. Like I said I am basically here to support everybody but I believe in one thing – we are one community, police, fire, board of education, everybody, we are one – let's come together and our relationships with the people we have here – let's keep it in town.

Patrick Scanlon – I have lived in Union for 30 years, I have three children that have gone through the school system and they are all very successful in their respective careers. Thirteen years ago I was sitting in an office in Town Hall and had the pleasure, first let me tell you that I love this town, of being on the Township Committee, serving as Mayor and working for the school system at Jefferson School in special services capacity. I got a call from Union Center Bank asking me if I was interested in a position there and I had to think long and hard about it because this Town has meant so much to me. So having been convinced that the bank would continue to support the Town, I took the position. Over the years, I can tell you in thirteen years

I have never said no because most of the community decisions are mine. I never said no to any community request whether it was board of ed, little league, soccer club, churches, various ethnic groups. The relationship between Union Center Bank, now ConnectOne, and the Board of Ed goes back to 1975 – that is 40 years. Just to highlight a couple of things, we supported virtually every PTA, every PTA request that comes across my desk. Every year I make a \$3,000 donation to Union Educational Foundation, which is a direct benefit to teachers and ultimately our students.

About 5 or 6 years ago, we incorporated a program in conjunction with the District with Everfi Corporation. We sponsor a literacy program which is part of the curriculum here at the high school. To the best of my knowledge there is only one other school in the State that has this or at least in north central Jersey. What this program does, if anyone is not familiar with it, it gives students a chance to learn basic financial knowledge, how to balance a checkbook, what credit means, how to apply for a car loan, how to apply for a college loan, things that you usually don't get in a regular mathematics classroom. Things that I wish I had gotten in high school or college for that matter. Anyway, that program started with 60 students – last year we gave out 265 certificates to Union High School students. We recently reinvested \$12,000 to maintaining that program for the next 2-3 years. Check has been sent and it will be on the curriculum this year. We give away a scholarship to a Union High School senior who is participating in and looking to further his career in banking or financing for a \$1,000. Arts, we recently supported \$3,000 to the Union's Got Talent Show that is at the high school. We support athletics through programs and anything that is asked of us. Every year I get a call from Larry Petrish, he is faculty advisor for the gifted and talented. Asked if he could use one of the parking lots this year, I said sure, what he does he gets the kids from the gifted and talented program and they come down and use our car wash to do a car wash to raise money to send the kids to Boston to represent our community and they usually win. This year there was another car wash from another organization, it was a school organization, and naturally we approved that too. You brought it up before, it doesn't have anything to do with the Board of Education directly, but a request to start to refurbish the Caldwell Parsonage which has a lot to do with our students going there for tours and stuff. You mentioned fees, in 40 years, the Board of Ed has not been charged 5 cents in fees - forty years and not a nickel in fees. We run a co-op program, we hire eight students a year and we give them jobs in our banks as tellers and that goes towards their grades and there are a whole bunch more. Also from an operational point of view, I am sure that Manny can tell you – we went through a merger last year, a major merger which could have been a nightmare and I know that there were some glitches, but we sent our best people up here to sit with Manny and we got everything straightened out and we sent people up here to educate payroll. We have probably between high schools and colleges, 25 different accounts across the whole state, but this is number one and I like to say and I'm not bragging, we go all out for this District. I seriously doubt that you will get that from another bank. I don't want this to be a commercial because I am proud of what I have done. The only thing that I have found kind of disheartening is like I said, nobody has ever stopped to ask me for something and I have never said no, if there were a question like rates, come talk to me. If you want me to increase the rates, I'll try to increase the rates for you. You don't get charged any fees; you get all the donations in the world. Now if you are going to be giving the business to someone else, I can't even discuss rates but I know I can raise them, no problem, make more money for the District that way too. I just wanted to make that known.

Anne Margaret Shannon – teacher at Union High School – Patrick you weren't on my list but you are now because two years ago, an approval from the alumni from Burnet and Kawameeh Junior High started an annual fundraiser that directly benefitted the Union Ed Foundation and Patrick did personally help me with some seed money for that annual benefit so thank you.

Couple of points, when you guys were focusing on writing, I disagree with you. A severe lack of knowledge and grammar – because I'm a math teacher, but I'm always using grammar to teach – we do a lot of work obviously; but in math there are nouns and there are verbs and I'm always trying to make that connection and they don't know parts of speech so I hope that we can put parts of speech back in the writing curriculum.

The interim program, just a personal request, it sounds great and when you do it, just remember that peers that are now soon administrators for whatever purpose, just might get a little dicey so when you are deciding what types of things that they will be involved in. I don't know if I could ask the chair, Ms. Zuena, about the trainer, Linda said she needs a second trainer, is that in addition? Because I just saw that we are paying another part-time trainer, so is that in addition to that. Mrs. Zuena stated that would be in place of that. Normally that is just the part-time trainer, I think that money is just allocated for when we have to hire a trainer. Dr. Lishak stated there is a name going through as part-time because they have to be approved by the Board, but they don't have set hours or anything. When the money is over – they are over. But if someone is hired in its place, then that money, whatever was left, would be allocated.

Mrs. Shannon stated just a little aside on that part-time that I saw on the agenda, I don't ever remember seeing a job posting on that – so if someone could clarify that. The one thing that I really want to talk about is about this whole transfer situation. Mr. Arminio uses a term of collegial relationship with the staff and I think regardless of nouns and verbs and math, I think that the biggest problem, I said many times in this District, is lack of professionalism. Because there were four pages of transfers, not new hires, just people's lives being changed whether it is going to school earlier and now there are childcare issues or whether when you are very passionate about what you do, that is why you are good is because you are where you want to be. You are better when you want to be where you want to be. So for these employees not to have received the courtesy of a phone call or an email, and you know I'm a big Union person, and we already mentioned the contract, I'm not even talking about that it is in the contract and it must be done, I really want to know why these people were not notified and I don't know if there is anyone can answer that – or if someone can send me an email. Why weren't they notified.

Dr. Francis stated can you give them an answer. Mr. Monge stated I heard this to. Mr. Tatum stated that one of the things that happened with the reorganization and letters have been generated for all of the staff members that were being transferred, but the letter normally comes after the action because the Board has to actually vote before any moves are made. Let me just take it from this standpoint, as far as the actual numbers of the staff that were selected. They were selected based upon the recommendations of who they thought would be the most effective to go into those particular schools and change the form of education in those buildings.

The next thing is as far as the one liner that you are speaking about in the contract that must be done, the term that is used there is immediate supervisor. From the standpoint from where I sit, the notification is coming after because it is district-wide and in some cases the supervisor is also being reorganized to another location and they are not working during the summer months; so the point of the matter is that is something that we have been working on for quite some time on how we are going to reorganize the District and basically, we have to take a hard look very carefully and it is not customary that the Superintendent in the schools would sit with each individual – it is a different story if you are talking about a supervisor who is recommended to me. I think the way I was interpreting it with your contract is that indeed the math supervisor says I think I would like to move Mrs. Shannon to another school – o.k. then you need to make sure that you have the communication with her. But unfortunately, we did not have a math supervisor at that time that we were moving the math teacher. The whole idea was that this was a much bigger undertaking than the normal and what your contract really covers.

Mrs. Shannon stated I can appreciate what you are saying because it was a large amount of people, but even though there was no math supervisor, just as the example you used, there are plenty of administrators in this District and I think someone else could handle it. I think no matter if it is one person or 40 people, I think the contracts says there should be a conference. Mr. Tatum stated with the immediate supervisor – let's stay with the language. It says immediate supervisor. Mrs. Shannon stated then it should not have been done until it could have been done, that is all I am saying. My real concern again, regardless of the contract, just something, even in June when we get our letters that say we are going to be at Union High – we got those letters – maybe those letters should have said maybe if you were talking about this in June maybe more of a notification – look out, it might happen. Honestly I think there are people out there that don't even know that they are being transferred because they never read P-1, they don't go on and look at the agenda and then to open the attachment, there might be people out there that don't even know. I'm just asking in the interest of moving forward because I think there are going to be many changes that I think will be good but really the professionalism has to be there.

Mr. Arminio stated I like to thank the public for coming and we do understand and we did listen to everyone, I took notes and we will discuss it with the Superintendent and thank you very much. Board members thank you for two nights in one week and for your dedication to the students of Union.

#### MOTION TO ADJOURN:

There being no further business before the Board, it was moved by Mr. Nufrio, seconded by Dr. Francis that the meeting be adjourned at 9:30 p.m. All present voting Yes.

Respectively submitted,

JAMES J. DAMATO  
BOARD SECRETARY