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A **regular meeting** of the Kenilworth Board of Education **was called to order** at 7:30 p.m. by President Gregg David, in the Board of Education Conference Room of the Brearley School on **March 11, 2019**.

This meeting is being held in accordance with the schedule of meetings adopted at the organizational meeting held January 2, 2019. **Adequate notice of this Regular Meeting** of the Kenilworth Board of Education has been provided to the Home News Tribune, The Star-Ledger, and the Local Source. A copy has been filed with the Kenilworth Borough Clerk, posted in the Board Office, the Kenilworth Borough Hall, Brearley and Harding Schools, **as is provided by the Open Public Meetings Act**.

President David led the **salute to the Flag**.

Upon **roll call**, the following members were present: Robert Beiner, Genean Braun, Gregg David, Paulette Drogon, Ryan Haberthur, Mark Jankiewicz, Michelle Panichi, Anthony Laudati, and Nancy Zimmerman.

Also in attendance were Kyle Arlington, Superintendent, Vincent A. Gonnella, Board Secretary/Business Administrator and M.L. Fabian, Jr., Attorney.

The following members of the administrative team were present: Dana Chibbaro, Principal (for student spotlight)

Approximately fifty (50) members of the public were present.

Minutes of the Secretary, a copy having been sent to each Board Member (February 4 & 11, 2019) were approved upon motion by Drogon, seconded by Braun. Motion carried 9 to 0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, A. Laudati, and Zimmerman.

Correspondence:

Distributed February 15, 2019:

Public Participation at 2-11-19 Board meeting

1. Letter from Jill Rappa to the KBOE. Re: Large percentage of honor roll/high honor roll student's and low PARCC scores.
2. Letter from Denise Goncalves to the KBOE. Re: Importance of the Special Education Resource Room.
3. Petition from Lynn Smith. Presented a Petition of Lack of Confidence in Interim Leadership.

Motion was made by Drogon, seconded by Braun, that the Board of Education **accepts the correspondence as read**. Motion carried unanimously.

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Adjourned at 7:40 p.m. to cafeteria.

President David called for discussion on the **Superintendent's Report:**

PRESENTATIONS:

- a. Student Spotlight: Principal Chibbaro; Kayla Mendez, Brearley Student
- b. District/Superintendent Update: Kyle Arlington
- c. Superintendent's HIB Report (February 2019)

Superintendent's Report 3/11/19

Mr. Arlington made the following statement:

I realize it's customary to share the good news of the district in the Superintendent's report, and I look forward sharing the great happenings across the district in future reports. However, for just a quick fifteen minutes tonight I would like to use this place and space in my inaugural report to share more about me - who I am as a leader and teacher, who I am as a problem solver and innovator, and who I am as a collaborator and thought leader. It's been said that the most pathetic person in the world is the man or woman who has sight but no vision. With this in mind, I'm excited to also use this time to share my vision for teaching and learning.

To start, I'd like to thank the board of education for their trust in my experiences and support in my belief system. The process to get here was rigorous and comprehensive. So much of the superintendent's hiring process happens out of view of the public eye, so I understand it may be easy to assume the process ends with an offer to the successful candidate after two or three meetings. Maybe this is the case in some districts. In Kenilworth, deep conversations around finance, special education, technology, buildings and grounds, and of course - curriculum, instruction and achievement - were part of ensuring your next leader was a right fit for the community.

I was impressed with the inclusion of a site visit as part of the process. It was a unique opportunity to immediately get to know stakeholders including many teachers, as well as Ms. Smith and Ms. Bedford as leaders of the teachers' association.

For me personally, the decision to accept the offer to come to Kenilworth was made easier by the inclusion of students in the interview process and site visit. How easy it is for adults, educators, and leaders to sometimes push kids under erasure. Schools are bureaucratic. Some might argue too much so. But my student led tours and lunch with kids as part of the interview process was an acknowledgement - as I saw it - by the district that nothing matters until it happens to kids. And as we all know, if you want to know the truth about what school is like for kids, ask them. I assure you, you'll get the truth.

Mr. Gonnella was a knowledgeable and supportive docent through the process and I'm excited, and consider myself lucky, to be able to lean into his support, institutional knowledge, and experience. I

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appreciate the time the administrative team has already devoted to me to share what's working and where first steps towards growth might need to be taken. And of, course, I would be remiss if I didn't thank Dr. Birnbaum, our interim superintendent, for helping me to build schema about the district. I deeply admire and respect anyone who has devoted four plus decades of her life to education.

With this in mind, I also have enough teaching and administrative experience to know how to form my own independent ideas and thoughts. I know the best ways to do this are to be a visible presence in the community, in the district, in school buildings, and in classrooms. I have strong instructional opinions but know that what I did in my former district to help build my reputation, which hopefully precedes me, can't simply be superimposed upon the Kenilworth school community. However, there sure are hallmarks and practices that transcend individual school districts that could and should be used across schools. These are the belief systems and practices that help good school districts like Kenilworth thrive.

But as board members, administrators, teachers and parents I must tell you, good is not good enough. I plan to leverage all that is working now and collaborate with stakeholders to help move Kenilworth from good to great.

This movement involves thinking innovatively and relying on best practices, research, and data to continue the district's effective instructional practices that may already be at-play. This is the science of teaching and leadership. But, the movement from good to great also must bend towards people. As much as we may try and overlay a business model on top of running a school district, we cannot. We are in the people business. Working together and establishing rapport - that's the art of teaching and leadership. You need both - art and science - to move student achievement, teachers' practice, and our district forward.

As it relates to instruction, I believe in differentiation. That is, in order to meet students where they are, we should be looking at how to modify content, process, product, and environment to meet kids' needs. Special education students are not the only ones who deserve modifications and accommodations, all kids do. I believe we ought to stop worrying about where kids are educated and start thinking about how they are educated. That is, what instructional practices are current and best suited to help students achieve?

To do this, we need to invest in resources and programs, but first and foremost, we must invest in people. We must invest in teachers. I believe in high quality professional learning that is borne out of a yoking together and balance of where the district wants to go, but also what teachers identify as needs they have. Professional development is about checking boxes (think: how to use Think Central or completing a course on blood borne pathogens.) But, Professional Learning, is what matters most. Conversations about practice, learning opportunities that are scale-able, job embedded and systematic are the types of professional learning I've orchestrated in the past and the kind I will bring to Kenilworth. I've reimagined articulation sessions and peer observation programs in the past to help make teaching visible, and I'm excited to eventually explore the feasibility of such efforts

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here in Kenilworth. I believe that when someone walks into a classroom that students should be working harder than their teachers. There should be opportunities for wonder and space for curiosity. There should be constructs for collaboration and conversation. There should be varied patterns of discourse. Teachers shouldn't just be talking to students. Students should be talking to teachers. Students should be talking to each other. Classroom conversations should be sustainable and multi-directional. School should not be about memorizing information. What year did the Civil War start or what color was Hester's dress in the Scarlet Letter or what are the four types of sentences? Who cares? We have Siri for that. We have Alexa for that. We have Google Home for that. School should be about solving problems and the thinking skills and strategies that you learn across the content areas and grade-levels to help solve those problems. With this in mind, design challenges and integrative design matters.

While there is still a need for a humanities-based education in order to thrive in our post-secondary school world, there is an increasing need for STEM education. Even if our children will never code for a living or enter into a robotics field, children need to be able to think like engineers and designers. And more than just acquiring those academic and scientific skills, STEM thinking teaches the soft skills that our students, and young people everywhere, desperately need. It teaches them the habits of mind needed for success in our world: perseverance, stamina, and resilience. What happens when your design challenge collapses? Get back up and improve it! What happens when you fail? Get back up and try again! STEM experiences help teach us the iterative process. Kids as young as kindergarten should be engaged in design challenges and have access to robots. All kids should have access to these experiences, not just students labeled as gifted and talented. I look forward to focusing on this during my time here in Kenilworth.

I know part of actualizing this vision means prioritizing technology in the classroom. I'm proud to have advanced a 1:1 initiative in my former district as a way of increasing anytime, anywhere technology access. Technology in and of itself doesn't matter. Technology itself doesn't have the power to transform learning - teachers do! When teachers leverage technology in value additive ways, not only does engagement increase, but learning opportunities increase, and so too do ways for students to demonstrate their understanding. If we want our students to be Future Ready, we have to instruct them in Future Ready ways. 21st Century learning has become such an overused, trite expression that at this point it means almost nothing. Our youngest students will graduate from high school in 2031. With some good health and (hopefully) fortune, many of our youngest kindergartners and pre-K students will live into the 22nd century. I'm excited to put an end to the cliché: "schools are preparing students for jobs that don't exist yet" and flip that idea on its head by asking: "what jobs are we, as a school system, still preparing kids for that will be obsolete by the time they graduate college."

Looking at our college acceptance rates and also longitudinally tracing the percent of Kenilworth students who do graduate from college will be important data points for this vision moving forward. Other metrics such as advanced placement scores, special education data and standardized testing data needs continued digging into. In some areas, the results are good. But again, good is not good enough. In other areas, achievement data reflects underachievement.

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I believe achievement can't be measured by standardized tests alone. I believe in educating the whole-child. The arts matter. Some kids excel in the band room and on the theater stage. Athletics matter. Some kids excel on the field or on the playing court. That being said, achievement data does matter also. My early assessments are that we have a supportive parent community, an engaged board of education, hard working administrators and highly qualified teachers. I look forward to holding these early assessments up against our standardized achievement data and working to increase student performance.

As part of my initial assessment of curriculum, instruction, & programs I've had a plethora of introductory, transition conversations. A theme of constant change was a common thread of these conversations. New superintendents, new building leaders, and new administrators seem to be an overwhelming concern for many. I get that. Schools already have what educational writer Michael Fullan calls "innovation-itis." The idea that "the main problem [of schools] is not the absence of innovation, but rather the presence of too many disconnected, episodic, fragmented, superficially adorned projects. Schools take on every innovation, and problem of practice that comes along that looks appealing and that needs solving and as a result, schools end up with severe case of 'projectitis' or 'meaninglessness.'" What does this lead to? Initiative fatigue.

I sincerely am sorry that such change has disrupted this community. I get it. A new person comes in with a vision. You eventually get onboard with that vision only for another new person to come onboard with a different vision and take you in a new direction. While I can't take responsibility for that here in Kenilworth, I can certainly empathize. I can also try to pick us up, bring us together, and move us forward.

I realize that in this bringing together, I will get push back. I'm okay with that. A nominal amount of it is healthy. If I don't get a healthy amount of pushback, it means I'm not pushing us forward. To navigate this pushback there are certain principles of relationship building that I believe in and use frequently. They're a part of my leadership practice.

First, while I'll always look to achieve consensus in the decisions I must make, I realize sometimes consensus is impossible. The former union president with whom I worked (and deeply admire and respect) once pointed out to me that there are different types of decisions that need to be made: those that we will make together, those that I will need to make independently and those that a group will make without me. Researchers suggest that each day teachers make hundreds of instructional decisions on the spot. I would argue so too do leaders. In cases where I am making decisions either independently or as a part of a group, I promise to listen first as a way of seeking to understand before being understood. I promise to look at and consider multiple viewpoints. I promise to put kids first.

I realize in so doing, not everyone will like me. And, well, that's a hard pill to swallow. Like most of you, I imagine, I was raised and taught to be kind. And when you are, in turn, people usually like you. After holding several administrative roles, I know this is not always true, nor should it be my

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goal. While I still believe that there is no greater wisdom than kindness, it's more important for me to be respected than well liked.

Part of being respected in decision making is to remember that people are not inherently incapable of following a decision that they don't agree with, so long as they've been part of the decision making process. At some point, we will need to disagree but commit.

Second, like life itself, educational decision making isn't always black or white. There are countless shades of gray. And, if we impose a black and white framework to our decision making, we're essentially dichotomizing matters into a win or lose framework. By looking at data, developing a norm of systems thinking, having tough conversations, and thinking flexibly, sometimes it's possible to find a third alternative.

To do this, I pledge to use an admiring lens. That is, not look for problems and look to work from a deficit mode or scarcity model. I pledge to start with what's working by using an admiring lens. Not by abandoning the good work that's come before me, whether it be through a pretty thoughtful strategic plan that I reviewed or advancements in classroom curriculum and instruction that I'm looking forward to learning more about, but by celebrating what's working, leveraging those things, and building from them.

All in all, leadership is a team sport. I look forward to leading the community but also learning from it. To me, a growth mindset is everything. I will make mistakes. Administrators will make mistakes. So too will parents, teachers, and students. I know I will learn from them and encourage you to learn from them also in hopes we may embrace each other as part of a unified community of learners. The mother of growth mindset, Carol Dweck, said "becoming is better than being."

I look forward to becoming the leader who harnesses the power and taps into the support of the community to help move Kenilworth from good to great.

COMMITTEE REPORTS & REVIEW OF RESOLUTIONS:

Finance & Facilities: Anthony Laudati, Chairperson.

- The Committee has been working diligently on the 2019-2020 budget since mid-January.
- Due to the changes to the Governor's budget message, State Aid figures were released on Thursday, several weeks later than normal.
- Traditionally, we would have been adopting a tentative budget this evening, but due to the change, we will not be able to do so. We have scheduled a meeting on March 18th to adopt the budget for submission to the ECS. The deadline for submission still remains March 20th.
- State Aid was increased overall from the budgeted 2018-19 figures, but there was a slight decrease from the adjusted figures that we received in the summer of 2018. The reduction was in Choice Aid and resulted from the calculation which takes into the increase in Equalization Aid of \$1.4 million dollars. It also appears that the program is being funded at 90% of the 2018-19 level. Mr. Gonnella has put an inquiry in with the Department of

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Education to determine why this reduction occurred. Mr. Gonnella will contact our local legislators.

- The Board still has a lot of work to do to ensure that the increase and State Aid we deferred in the summer are properly used and ensuring the decisions this year will not impact programs in the future.
- At our last committee meeting we had an opportunity to review the various projects scheduled for the 2019 summer. They include:
 - Brearley Gymnasium renovation
 - Brearley 2nd Floor Hallway (Tile & Asbestos Abatement)
 - Tennis Court Maintenance
 - Parking Lot Maintenance
 - Fencing around Harding Loop
 - Redesign Harding Nurse's Office for Epipen access
 - Exterior Water fountains
- Mr. Laudati attended the Safety Committee Meeting last week and was impressed with the process. The NJSIG Representative in attendance stated that we have an excellent experience with little claims.
- The resolutions on the agenda were reviewed.

Curriculum & Instruction: Nancy Zimmerman, Chairperson.
Mrs. Zimmerman reviewed the resolutions on the agenda

Personnel & Management: Ryan Haberthur, Chairperson.
Mr. Haberthur reviewed the resolution on the agenda.

OLD BUSINESS: None.

NEW BUSINESS: None.

PUBLIC PARTICIPATION:

Motion was made by Haberthur, seconded by Laudati, that the **meeting be opened to the public.**
Motion carried unanimously.

- Mr. Arlington made a statement regarding public participation:

“For the purpose of level-setting, I’d like to spend just 2 minutes norming a standard operating procedure for the public participation section of board meetings.

First and foremost, the purpose of a public board of education meeting is for the board to conduct the business necessary to run a school district. However, I realize, and very much appreciate, that the public participation section of a meeting provides a unique opportunity to share concerns, thoughts, and ideas. Public participation

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usually and eventually leads to good organizational health. Robust public participation means we have engaged citizenry.

It's impossible to answer every single question posed - at a granular level and with specificity -on the spot. So, where possible, if it is reasonable in terms of length and appropriateness to respond - I will. Not for the purpose of engaging in a back and forth dialogue but to acknowledge receipt of the question and to ensure I conceptually understand what's being asked. Oftentimes, many questions involve further investigation and study.

As you know, some questions such as those that involve student discipline, specific student programming, or personnel, are confidential and can't be answered publicly.

In the event you have very specific questions about your child or a very specific program concern, I encourage you to reach out to the appropriate stakeholder at the school-building level. And, know that my door is always open to meet with you and/or converse via phone or email.

Finally, for questions of a general nature where more information is needed in order to satisfy an answer, I plan to start posting a board-meeting follow-up document on our website that lists the questions posed and a corresponding, high-level answer. I will be sure to do this prior to the next month's regularly scheduled meeting."

- Jill Rappa, welcomed Mr. Arlington to the district. District ranked 490 among 610 in the State. She provided additional rankings and provided a copy of her statements.
- Mrs. Lopez and Mrs. Goncalves discussed concerns regarding special education on behalf of parents in attendance. Their written statement was provided to the Board.
- Logan Church, Sophomore at David Brearley spoke about his educational experience at David Brearley.
- Janice Marsili, Brearley Teacher spoke about Jasmine Shaw and Race that Matters. She has won the Princeton Prize in Race Relations. This is a great honor for her.
- Leslie Bedford, KEA Vice President. Presented a "School Climate Survey", conducted by the KEA.
- Lynne Smith, KEA President the provided the Board a detailed rationale for the petition of lack of confidence presented last month.

Motion was made by Haberthur, seconded by Drogon, that the **meeting be closed to the public.** Motion carried unanimously.

ROLL CALL WAS TAKEN ON THE FOLLOWING RESOLUTIONS:

Superintendent's Report

RESOLUTION #1: Introduced by Laudati who moved its adoption, seconded by Haberthur, Be It

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Resolved, That the Kenilworth Board of Education approves the report of the Superintendent for the month of February 2019.

Be It Further Resolved, That the Board of Education accepts the list of suspensions conducted during the month of February 2019 as submitted;

Be It Further Resolved, That the Board of Education accepts the list of emergency drills conducted during the months of February 2019 as follows:

<u>School</u>	<u>Date</u>	<u>Drill Type</u>
Brearley	2-4-19	Fire
Brearley	2-22-19	Lockdown
Harding	2-5-19	Fire
Harding	2-13-19	Lockdown

Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Bill List

RESOLUTION #2: Introduced by Laudati who moved its adoption, seconded by Haberthur, Be It Resolved, That the attached bill list be approved for the month of February 2019 in the amount of \$3,140,576.16. Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Financial Reports

RESOLUTION #3: Introduced by Laudati who moved its adoption, seconded by Haberthur, Pursuant to *N.J.A.C. 6A:23A-16.10(c)(4)*, we, the members of the Kenilworth Board of Education, certify that as of and after review of the secretary's and treasurer's monthly financial reports (appropriations section) and upon consultation with the appropriate district officials, to the best of our knowledge, no major account or fund (Current Expense, Capital Outlay, or Debt Service) has been overexpended in violation of *N.J.A.C. 6A:23A-16.10(a)(1)* and that sufficient funds are available to meet the district's financial obligations for the remainder of the fiscal year.

Be It Further Resolved, That the Kenilworth Board of Education accepts the reports of the School Business Administrator/Board Secretary and the Treasurer of School Monies and that they are in agreement for the month of January 2019. Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Line Item Transfers

RESOLUTION #4: Introduced by Laudati who moved its adoption, seconded by Haberthur, Whereas, pursuant to Board of Education Policy #3160, the Superintendent and Secretary to the Board have made the following line item transfers (February 2019) in the 2018-2019 school budget,

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Be It Resolved, That their actions be ratified and recorded in the minutes as per attached. Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Conferences, Workshops & Travel

RESOLUTION #5: Introduced by Laudati who moved its adoption, seconded by Haberthur, Be It Resolved, That the Kenilworth Board of Education approves the attendance of the following personnel at conferences/meetings with reimbursement in accordance with Board Policy No. 6471-School District (M), with full details attached, as follows:

Attendee Name	Conference/Workshop Title	Date	Location City, State
<u>Teaching Staff:</u>			
Ewa Lavin	Mindfulness Based Cognitive Therapy	4/11/19 & 4/12/19	Edison, NJ
Brittany Desch	School Social Workers	3/25/2019	Iselin, NJ
Brittany Desch	Psychopharmacology	5/8/2019	Princeton, NJ
Brittany Desch	The Opioid Crisis in NJ	4/29/2019	New Brunswick, NJ
Johanna Quintero	FLENG-2019 Annual Conference	4/6/2019	Iselin, NJ
John Ondrey	Improving Learning Through Questioning	6/18/2019	Montclair, NJ
Lora Kaprowski	Differentiating Instruction in Math	4/16/2019	New Brunswick, NJ
Angela McGee	Data Integration with NASA's Insight	3/13/2019	Montclair, NJ
Tiffany D'Arpa	Differentiating Instruction in Math	4/9/2019	New Brunswick, NJ
Megan Loconte	Differentiating Instruction in Math	4/9/2019	New Brunswick, NJ
Ewa Lavin	Understanding & Meeting the Needs of Transgender Students	1/7/2019	Scotch Plains, NJ
<u>Administration:</u>			
Lauren Bound	NJSLS Science Crosswalk	3/27/2019	Somerville, NJ
Dana Cansian	Lifting the Level of Student Reading Through Conferring	4/11/2019	Monroe, NJ
Lauren Bound	What Should We Observe in an NGSS Classroom	5/16/2019	Montclair, NJ

Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Opposing A-3395 / S-296

Undermining a School Board's Ability to Subcontract Services

RESOLUTION #6: Introduced by Laudati who moved its adoption, seconded by Haberthur, WHEREAS, New Jersey's boards of education represent the community's interests in the governance and budget oversight of school districts that collectively serve the health and educational needs of nearly 1.4 million children; and

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WHEREAS, school boards continually strive to provide cost-effective ways to deliver services, which will free up additional funds to be used in the classroom or for property-tax relief; and

WHEREAS, many New Jersey school boards have found subcontracting of services such as transportation, cafeteria, custodial and maintenance is an option that has saved millions of tax dollars every year; and

WHEREAS, 40 percent of school districts responded to a 2009 survey conducted by the New Jersey School Boards Association, which found the responding districts saved more than \$34 million annually through subcontracting services; and

WHEREAS, Assembly Bill 3395 and Senate Bill 296 of the 2018-2019 Legislative Session is a union-backed bill that would place severe obstacles in the way of a school board's ability to subcontract services and save tax dollars; and

WHEREAS, the sole purpose of Assembly Bill 3395 and Senate Bill 296 is to undermine a board's ability to subcontract services, thereby increasing school employees and increasing the rolls of union membership, which generates more dues for union coffers; and

WHEREAS, Assembly Bill 3395 and Senate Bill 296 would remove a school board's option to subcontract services, thereby diverting funds from the classroom and burdening property taxpayers.

NOW, THEREFORE, BE IT RESOLVED that the Kenilworth Board of Education, in its continued effort to provide cost-effective school operations to the community, opposes Assembly Bill 3395 and Senate Bill 296; and be it further

RESOLVED, that the Kenilworth Board of Education calls on the New Jersey Legislature to reject any such measures that will have the effect of depleting limited resources from our classroom; and be it further

RESOLVED, that a copy of this resolution shall be forwarded to the members of the District 21 legislative district delegation, Assembly Speaker Craig J. Coughlin, Senate President Stephen M. Sweeney, Governor Phil Murphy, and to the New Jersey School Boards Association. Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Opposing A-3664 and S-3089

Creates Tenure-Like Protections for Non-Teaching Staff

RESOLUTION #7: Introduced by Laudati who moved its adoption, seconded by Haberthur, WHEREAS, New Jersey's local boards of education represent the community's interests in the governance and financial oversight of school districts that serve the educational needs of nearly 1.4 million children; and

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WHEREAS, Assembly Bill 3664 and Senate Bill 2089 of the 2018-2019 Legislative Session would give non-teaching employees, such as teacher assistants, bus drivers and cafeteria aides, tenure-like protection by forcing school districts to enter into binding arbitration over non-renewal of employment, as well as virtually any “disciplinary” action, ranging from reprimands to withholding increments; and

WHEREAS, A-3664 and S-2089 would undermine the authority of local boards of education, the public’s elected and appointed representatives, by preventing them from negotiating disciplinary procedures to effectively and efficiently manage employee conduct and performance; and

WHEREAS, mandated binding arbitration would require the expenditure of valuable time and resources, while placing critical decisions in the hands of arbitrators, who are not accountable to the taxpayers of the community; and

WHEREAS, A-3664 and S-2089 would subject economic decisions, such as a reduction of non-teaching staff due to a budgetary shortfall or enrollment decline, to binding arbitration; and

WHEREAS, A-3664 and S-2089 define “disciplinary action” so broadly that the term would include non-renewals of employment contracts, thereby bypassing court rulings that have consistently held that the decision not to renew fixed-term contracts of such staff does not constitute discipline; and

WHEREAS, extending binding arbitration to such “disciplinary” matters involving non-teaching staff employees will have an adverse economic impact on local school budgets at a time when school districts must make the best possible use of limited financial resources.

NOW, THEREFORE, BE IT RESOLVED that the Kenilworth Board of Education, in fulfilling its responsibility to provide effective governance and financial oversight to our community’s public schools, opposes Assembly Bill 3664 and Senate Bill 2089; and be it further

RESOLVED, that the Kenilworth Board of Education calls on the Governor and the New Jersey Legislature to reject any and all measures that would require binding arbitration over disciplinary matters and non-renewal of employment; and be it further

RESOLVED, that a copy of this resolution shall be forwarded to the members of the District 21 legislative district delegation, Assembly Speaker Craig J. Coughlin, Senate President Stephen M. Sweeney, Governor Phil Murphy, and to the New Jersey School Boards Association. Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

NP Security Aid Expenditure Plan

RESOLUTION #8: Introduced by Laudati who moved its adoption, seconded by Haberthur, Be It Resolved, That the Kenilworth Board of Education approves the expenditure plan of Nonpublic Security Aid funds for 2018-2019 at St. Theresa’s School as follows:

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Item Description	Amount	Account
Airphone IX Intercom	\$21,769.41	20-511-200-420-000

Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Submission of Facility Plans to the DOE

RESOLUTION #9: Introduced by Laudati who moved its adoption, seconded by Haberthur, Be It Resolved, That the Kenilworth Board of Education authorizes the submission of schematic and final documents to the New Jersey Department of Education for the Gymnasium Upgrade (#39-2420-010-19-1000) at the David Brearley Middle/High School, along with any necessary and required modification of the Long Range Facilities Plan to incorporate this work. This project is being undertaken as a capital project, not seeking a ROD grant or debt service aid. Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

PERSONNEL & MANAGEMENT

Executive Asst. to the Superintendent's Salary

RESOLUTION #10: Introduced by Haberthur who moved its adoption, seconded by Panichi, Be It Resolved, That the Kenilworth Board of Education accept the recommendation of the Superintendent to adjust the annual salary of Lisa Casamento, Executive Assistant to the Superintendent to \$70,000 effective March 1, 2019, to reflect the change in responsibilities associated with her revised Job Description. Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Payment of Unused Vacation Days-Priolo

RESOLUTION #11: Introduced by Haberthur who moved its adoption, seconded by Panichi, Be It Resolved, That the Kenilworth Board of Education reimburses Mercedes Priolo, Guidance Secretary at the DBMS/HS, whose last day was 2/12/19, for her unused vacation days in accordance with the Secretaries, Clerks and Aides Bargaining Agreement as follows:

Annual Salary	Day's Pay*	Accumulated Days	Reimbursed Amount
\$ 37,086	\$142.64	17.75	\$ 2,531.86

*Calculated at 1/260th of annual salary.

Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

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Substitute Staff

RESOLUTION #12: Introduced by Haberthur who moved its adoption, seconded by Panichi, Be It Resolved, That the Kenilworth Board of Education approves the hiring pursuant to the provisions of N.J.S.A. 18A:6.7.1 et seq., N.J.S.A. 18A:39-17 et seq., or N.J.S.A. 18a:6-4.13 et seq., as applicable to the employment of the following substitute teacher(s), home instructor(s), custodian(s), secretaries and/or aide(s) for the 2018-2019 school year:

Substitute Name	Per Diem Rates		Hourly Rates			
	Nurse	Teacher	Classroom Aide	Cafeteria Aide	Secretary	Custodian
Halozan, Kristen		\$85.00	\$15.00			
Hoag, Samantha		\$95.00	\$15.00			
Menendez, Emily		\$85.00	\$15.00			

Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

CURRICULUM & INSTRUCTION

Home Instruction

RESOLUTION #13: Introduced by Zimmerman who moved its adoption, seconded by Jankiewicz, Be It Resolved, That the Kenilworth Board of Education approves the following instructors to provide home instruction services for the students below at a rate of \$42.00/hour.

IN DISTRICT STAFF					
Student #	Instructor	Commencing	Ending	# of Hours/Wk	Rate
203307	Elizabrth Marranca	1/2/2019	1/31/2019	2.00	\$ 42.00
203307	Neal DeLuisi	1/2/2019	1/31/2019	2.00	\$ 42.00
20330384	Christa Candon	1/2/2019	1/31/2019	10.00	\$ 42.00
20190383	Christa Candon	1/2/2019	1/31/2019	10.00	\$ 42.00
203931	Monica Bader	2/20/2019	2/27/2019	1.00	\$ 42.00
203931	Marie Gallina	2/20/2019	2/27/2019	1.00	\$ 42.00
203931	Joelle Pizzano	2/20/2019	2/27/2019	1.00	\$ 42.00
203931	Michelle VanSteenacker	2/20/2019	2/27/2019	1.00	\$ 42.00
203931	Johanna Quintero	2/20/2019	2/27/2019	1.00	\$ 42.00
203833	Katie Pollock	2/20/2019	2/27/2019	1.00	\$ 42.00
203833	Lauren Blizzard	2/20/2019	2/27/2019	2.00	\$ 42.00
203833	Caitlin Martin	2/20/2019	2/27/2019	2.00	\$ 42.00
204010	Caitlin Martin	2/8/2019	2/21/2019	4.00	\$ 42.00
204010	Robert Kleiven	2/8/2019	2/21/2019	2.00	\$ 42.00
204010	Rosanne Barilla	2/8/2019	2/21/2019	4.00	\$ 42.00
CONTRACTED SERVICES					
Student #	Contractor	Commencing	Ending	# of Hours/Wk	Rate
20220509	Professional Education Services	2/11/2019	3/7/2019	5.00	\$ 41.00

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Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Curriculum Writing

RESOLUTION #14: Introduced by Zimmerman who moved its adoption, seconded by Jankiewicz, Be It Resolved, That the Kenilworth Board of Education approves staff to conduct team meetings and write curriculum and guides at a rate of \$42.00/hour as follows:

Grade Level	Curriculum Content Area	Sub Needed	Hours Needed	Unit Cost	Total Cost	Staff Member	Account Number
7	Keyboarding	1	3	\$42.00	\$126.00	Manuel Antao	11-000-221-104-000

Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Curriculum Adoption

RESOLUTION #15: Introduced by Zimmerman who moved its adoption, seconded by Jankiewicz, Be It Resolved, That the Kenilworth Board of Education adopt the following curriculum which has been updated to be aligned with the NJSLS Standards.

Curriculum	Prior BOE Adoption	Revised
Visual Arts K-6	1/14/2013	3/11/2019
Introduction to Programming	New	3/11/2019
Web Design II	New	3/11/2019
Web Design I	New	3/11/2019

Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

HIB January 2019

RESOLUTION #16: Introduced by Zimmerman who moved its adoption, seconded by Jankiewicz, Be It Resolved, That the Kenilworth Board of Education accepts the recommendations of the Superintendent as reflected in her January 1, 2019 to January 31, 2019 HIB Incident Report.

This report was disseminated to the Board of Education in February and reviewed by the Interim Superintendent at the February 11, 2019 Regular Board of Education Meeting.

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The Board reserves the right to discuss this matter in executive session should any Board Member need additional information before voting on the HIB report. Motion carried 9-0-0. Voting yes was: Beiner, Braun, David, Drogon, Haberthur, Jankiewicz, Panichi, Laudati and Zimmerman.

Motion was made by Haberthur, seconded by Beiner, that when the **meeting adjourns, it adjourns to the call of the chair.** Motion carried unanimously.

Meeting adjourned 8:33 p.m.

Respectfully submitted,

Vincent A. Gonnella
Secretary to the Board