



***Barnegat Township  
School District***

**BARNEGAT BOARD OF EDUCATION  
REGULAR MEETING MINUTES**

**August 18, 2009  
Tuesday, 6:30 PM**

Barnegat High School  
180 Bengal Blvd.  
Barnegat, NJ 08005

*OUR MISSION: The Barnegat Schools, in partnership with our community, nurture and educate our children in accordance with all core curriculum content standards to prepare them for responsible citizenship and success in life.*

## DISTRICT HIGHLIGHTS

### **I. CALL TO ORDER**

Mr. Houser: We need to turn off cell phones. I hereby call this meeting of the Barnegat Board of Education to order.

### **II. OPEN PUBLIC MEETING ACT**

The notice of this meeting has been forwarded to the Asbury Park Press, and placed in the foyer of the Barnegat High School, the Municipal Building and filed with the Municipal Clerk, in conjunction with the Open Public Meeting Act N.J.S.A. 10:4-10.

### **III. ROLL CALL**

Mr. Adorno	Present
Mr. Davis	Present
Mrs. Mitchell	Present
Mrs. Pilovsky	Present
Mrs. Taylor	Present
Mrs. Becker	Present
Mr. Houser	Present

Mr. Scully	Absent (arrived 6:52 p.m.)
Mrs. Sarno	Absent (arrived 6:35p.m.)

Also Present:

Mr. Jason Bing, Superintendent  
Mr. Dean Allison, Business Administrator/Board Secretary  
Mr. Ben Montenegro, Board Attorney

Mr. Houser: Mr. Scully and Mrs. Sarno should be here in a couple of minutes.

### **IV. FLAG SALUTE**

Mr. Houser: Would everyone please stand for the Pledge of Allegiance?

All: Pledge of Allegiance

## **V. APPROVAL OF AGENDA AND/OR ADDITIONS**

Mr. Houser: Do we have a Motion for the approval of the Agenda and/or Additions adding under XIV Personnel Motions, #11, adding #6 Lee Ann Brown from CSCS to JTDS and under XI, Finance Committee Motions eliminate #4, 5, 7 and 8. Do we have a Motion?

Mrs. Mitchell: So Moved

Mrs. Taylor: Second

Mr. Houser: All those in favor signify by saying Aye.

All: Aye

Mr. Houser: Opposed? Motion carried

## **VI. PRESIDENT'S REMARKS**

Mr. Houser: We will move on to the President's Remarks. At last month's Board meeting, parents voiced their concerns regarding a redistricting rumor to the Board of Education. In our continuous effort to answer questions from the community, the school district reviewed the redistricting issue and here are the facts.

The Barnegat School District will not be doing any redistricting for the upcoming 2009-2010 school year. Barnegat Superintendent, Mr. Bing, has put a letter on the Barnegat Schools website describing the school district's position regarding redistricting for next year, the 2010-2011 school year. That position will be to take the up-coming school year to review redistricting for next year, 2010-2011, looking at safety first and making the least amount of impact on the students as possible.

A parent also stated that last year the school district promised that no redistricting would be done again. Based on what changes are taking place with new regulations from the state and the budget constraints of the state as well as the overall economy, a school district or an elected official cannot promise you that nothing will change. The only promise a school district can make is to do the best job possible in ensuring the safety of the children, do the best job possible to make sure that our students receive a quality education, and to do the best job possible with the school district budget.

In regard to the statement that the school district is putting money ahead of the children, this is just not true. The safety of the students will always be the first priority of every one of us elected Board of Education members as well as the school district. What we do have to acknowledge is that we do receive some \$23M per year from the State of New Jersey and we do need to work with the State in making changes as not to affect our

ability to collect that \$23M per year. If we refuse to work with the State on these changes and we do allow our \$23M to be cut or taken away, then the quality of education of the students will definitely be negatively affected. Our commitment has and will continue to be that we will take the suggested changes from the State to you, the community through our Public Representation Committee, a budget process, our open-door policy and our Board of Education meetings and allow you, the public, to have real honest input on these changes. Our changes and processes will not be rushed and instead be done in a timely fashion to insure that the changes will be done in a safe manner and will result in a manner that will allow our school district to increase the quality of education, not decrease the quality.

As you are all aware, we are taking the same approach with the Safe Routes to School Committee which is a state and federal initiative. Your Board of Education believes that by all of us making the changes and decisions together we are in a much better position than in sitting back or fighting the state and allow them to decide our futures. We did not believe that you elected us to do this nor do we want to allow this to happen to our students. The Barnegat School District will be combining our Public Representation Committee with the Superintendent Townhall Meeting. This meeting will now be called the Superintendent/PRC Townhall Meeting and we will continue to meet on the last Tuesday of the month at 7:00 p.m. at Barnegat High School. The next meeting will take place on Tuesday, September 29, 2009.

Also, the Board of Education will be voting tonight to change the Board of Education meetings from the second Tuesday to the third Tuesday of every month to allow the school district more time for financial matters. As you can see we also moved our meetings to the cafeteria and we would like you to please voice your opinions on having the meetings in the cafeteria or the auditorium. With that, I turn the meeting over to Mr. Bing.

## **VII. SUPERINTENDENT'S COMMENTS/CURRICULUM UPDATES**

Mr. Bing: Usually in August you would have received scores back, but we just received them today. The state has been promising them since June 1. Usually at this point we present a strategic plan for the year, but obviously we cannot do that without a better analysis of the scores. So, in September we will present that strategic plan once we go over the scores in the next month. Tonight I just quickly wanted to go over what those scores actually mean in reference to No Child Left Behind, and I am sure many of you heard the terminology. No Child Left Behind is obviously out of the Bush Administration. It comes on the grounds that education should be (1) research based, we should rely on data, it should be data-driven, parents should have more choice and a big portion of that is also testing. In the State of New Jersey it is the NJ ASK. Every state has something else; in our state it just happens to be the NJ ASK.

Now kids are tested in grades 3, 4 5, 6, 7, 8 and 11. That is as per federal standards, so that is as per federal law, No Child Left Behind. When No Child Left Behind first came onto the scene only fourth, eighth and eleventh were tested. Over the last five or six

years it phased in for grades 3-8 and grade 11. So those are the scores you see reported either on the Department of Education website or in the Star Ledger, in your local realty office, most realtors will post those scores as soon as you walk in. Now in New Jersey, let's rewind, nationwide by 2014 according to No Child Left Behind, 100% of your students have to be proficient or advanced proficient on the NJ ASK; 100%. As a state you had the choice to develop your own benchmarks, meaning what scores the kids had to get in order to be considered proficient and also what percentage of your kids had to score proficient for you to make annual yearly progress. States determined that on their own, that was up to the states. The only thing not left up to the states was the 2014 number where 100% of your kids in math and reading have to score proficient or advanced proficient.

So, New Jersey, Massachusetts, Connecticut, New York decided to take the high road and schedule or develop benchmarks that are relatively high compared to the rest of the country. I will give you a quick example. In 2008, top of my head and the numbers could be wrong, 76% of Grade 4 students had to score proficient or advanced proficient on the NJ ASK in Language Arts Literacy. If you did not meet that number you were put on notice by the State. If you did not meet that number for two years in a row you were considered a school in need of improvement, and then parents were given the choice in the third year to move their children to various schools in the district and that is a little more complicated than what I just said, but in general that is the gist of it.

Now, in Grade 4 New Jersey 76% of your kids had to score advanced proficient or proficient to meet AYP, the state benchmark, what they considered kids should score. Let's go to a state such as Arkansas, let's go to a state like Louisiana, Georgia, Florida. Florida for example, 2008, Grade 4 kids had to score 42%, 42% of your kids had to be proficient or advanced proficient in order for your school to meet the state benchmark. So these numbers when you read about them can be a little tricky, because what 46 states did when they decided to determine their benchmarks every three years, that is how they are determined. You have to come up with a benchmark that your kids have to meet and by 2014 it is 100%. What 46 or 47 states decided to do was when developing these say that there is a pretty good chance that Mr. Bush isn't going to be in office by 2014, so our benchmarks we will keep really low so the federal government doesn't come into our state and take over any of our schools. That is what 46 states did. The states I previously mentioned who are the top states in the country in terms of educations decided to go the other way. They decided to put their benchmarks rather high and that is the route New Jersey chose. So when you look at these numbers and you see a state like Georgia and all their kids are meeting AYP, they are all meeting the state benchmarks, they are. They are meeting those state benchmarks that are about 30-40% lower than what we have in our region. So a Grade 4 student in Georgia that is considered proficient and advanced proficient would not be considered proficient or advanced proficient in New Jersey, Connecticut, Massachusetts or New York. There is the leeway in terms of the No Child Left Behind. The states can determine their level of proficiency in their students.

The states I mentioned went rather high, the other 46 went rather low so if you look at their whole progression, and I will take Florida for example, in year 2013, their Grade 4

students only have to score, I believe it is 62% of kids have to score proficient or advanced proficient. In 2014, 100% have to score, so you see that big jump, that big jump is almost every state figuring Mr. Bush would not be in office and No Child Left Behind would not be around so they would not have to meet the 2014 requirements. New Jersey, Massachusetts, Connecticut and New York progressively went higher every year. So you will see in 2013 our kids have to score, 92% of our kids have to be proficient or advanced proficient to meet the state benchmark. We went progressively; the other states did not, so when you read the paper and see this comparison between states, there really is not a comparison.

When you look at numbers if you want to compare state to state and you are looking at New Jersey, I would look at New York, Connecticut and Massachusetts and New Jersey, those are the four states you are looking at. Do not compare us to any other states because the numbers do not match up. It is plain and simple. A large portion of No Child Left Behind is state assessment and you know that, that is what you hear about all the time. Another large portion is using data and research based techniques in the classroom. A little different than when we went to school, and I went to school when you went to school. Very simple process, the teacher came into the room, they were the holder of knowledge, the purveyor of knowledge. They had the knowledge, they walked into a room, you were an empty vase and they poured that knowledge into your head and their job was done and they moved you on to the next year.

That is not how it is done anymore. The education that we received is not even close enough to being good enough for these kids today. These kids today have different brains than we do. How do I know that? I know that because nowadays we can actually measure, using medical equipment, the brain activity and what works and what does not. We know now, through research, that in order for kids to get knowledge and it to go into long-term memory, they have to construct, they have to play and they have to manipulate it. They can't just sit there and receive it; it doesn't work. Every bit of brain research shows that and most of the brain research and most of the education research that you will hear our principals talk about and that you will read about in the newspapers come out of New Jersey. Rutgers is now the top education university in this country when it comes to education research. The major reading programs that every district is using in the country come out of Rutgers. Standards-based math comes out of Rutgers. So when you are looking at the top universities in regard to educational research, it is Rutgers #1, Columbia is up there and University of Chicago, those are your top three.

So, we are the first to get things, so when you see things going on in your child's classroom that may be different than the way you learned, that is for a reason. It is research based. Take a look at textbooks you used growing up. Textbooks that you used growing up were developed by retired teachers, retired professors and a publishing company. They sat in a room and put together a book and they published it. It is not how it is done anymore. Anything your children are using in their classroom is research-based. Meaning it has gone through anywhere from three to ten years of classroom use before it was put on the market. I will take Everyday Math as an example because we use Everyday Math K-5 in this district. Everyday Math was run through the Chicago

School System for seven years before it was ever published. They ran it for one year to see how it would do, they made revisions; ran it through another year. Seven years of research in the classroom with over 20,000 kids before it was pushed out to the public. So, there is a big difference in what your kids are getting now in comparison to what we were getting. That is out of No Child Left Behind which requires research-based materials used in the classroom. You are not allowed to buy anything that is not research-based with federal funds or state funds, plain and simple. That goes for software, that goes for textbooks, you name it, and it has to be research based. Once you buy something research-based according to No Child Left Behind you are required to now track the effectiveness of that material. Meaning, when they give you money to buy something they want to know what they are getting for their buck. What bang are they getting for their buck?

You are going to hear the word data all the time thrown around and that is for a reason. The federal government and state government are requiring data on your child on a regular basis. The decisions that your schools make, that we make as a Board are based off that data, plain and simple. Then that data is then submitted to your County office here in Ocean County, then to Trenton and then to the federal government, plain and simple. New Jersey is going in the direction of a huge database that they started about three years ago called NJ Smart with every student on it with their testing scores on it, with benchmarks on it. We submit that data to our state on a regular basis. I would say monthly, a ton of data has to be submitted to the state. That is all tied into No Child Left Behind monies.

Future of No Child Left Behind now that Mr. Bush is no longer in office, the future of No Child Left Behind does not look like it is changing much. According to NJ Department of Education in 2014, 100% of your students have to be proficient or advanced proficient. Now when I say 100% I mean your regular ed students, your special ed students, your English as a second language students, every student has to score proficient or advanced proficient on the NJ ASK. So where does that leave many districts in this state? Many districts in this state are falling under the category of schools in need of improvement. Meaning, I will break it down, when you meet certain sub-groups in your district those sub-groups have to score proficient or advanced proficient as well as your total population, meaning in a district such as Barnegat, we have a couple of schools that meet the special education sub-group numbers, meaning we have more than 30 students in that school that are special ed and have IEPs. So those 30 kids, this year I believe it was 81%, that is the benchmark for this year. Eighty-one percent of those kids have to score proficient or advanced proficient in language arts literacy, I think it around 73% in math.

If you are a district such as Newark, using Newark as an example, Newark meets all the sub-groups, so their English as second language students, meaning the students who just came over from South America in January who are taking the test in March, those kids still have to pass. So, they have to pass, the special ed students have to pass, their Title I students have to pass and then their total population has to pass. You see the problem Newark is going to have, as an example? What most schools such as Barnegat, the obstacle or challenge that we are facing in most of the districts and I have had talks with

many Superintendents throughout the state, is your special ed sub-group. How do you take special ed kids and get them to pass a standardized state assessment? How do you get 100% of them to pass in 2014? There is the challenge. That is the challenge that most districts are facing and we are facing it in two of our schools. We do not meet the sub-group number; our special ed students are not meeting that benchmark. Meaning, 76% of our special ed students are not scoring proficient or advanced proficient in language arts literacy.

So, in September when we are back here you are going to see a plan presented based on the NJ ASK scores about how we are going to intercede to get those kids to meet the state benchmarks, to get them to meet AYP, Annual Yearly Progress. That is the plan we will be presenting in September once we look at the NJ ASK scores. But I just wanted to give you a background when you see those scores you often see and I have been to many districts, I worked for the state, I talked to parents and they say, Oh my school is a school in need of improvement. Your total population of kids passed the test, but only your ESL kids failed so you are right you are a school in need of improvement according to NCLB, but you are not in a failing school, you have a sub-group that did not pass the NJ ASK test, and the case I am referring to is English as a Second Language kids. So you are labeled a school that needs improvement. That is how NCLB works, when you see labels it does not mean your total population of students are failing NJ ASK on a regular basis. It usually means a sub-group is failing the NJ ASK and that your district then has to come up with a strategic plan to help those kids meet that goal. That is where we are right now with two of our schools. Many districts in Ocean County, more than 75% of their schools are in need of improvement mostly in the special ed group. It is a challenge and any administrator will tell you it is a challenge to get your special ed sub-group to take two weeks worth of testing and to pass and to get 81% of them passing. It is a challenge even with modifications.

When you are bringing a student with learning disabilities into, let's say, a language arts literacy section where the reading is eleven pages long and the questioning is ten pages long and they have to sit still for two and one-half hours, it is a challenge. So, when we present our plan in September you will see how the Barnegat District is trying to handle that challenge. We are trying to use different strategies; different skills to make sure these kids are at the benchmark level they should be at. Your only tricky thing with that is, and I have sat down and talked to many parents about this, let's say you have Johnny reading on a third grade level in fifth grade. By the end of fifth grade, Johnny is reading at a 4.5 grade level. That school and teacher did a hell of a job, would you agree? That child was moved up a grade and one-half in one year. That child is still probably going to fail the NJASK-5 because the NJASK-5 is on the grade 5 grade level and that child reads at a 4.5 grade level.

So, you see the problem with test scores? Test scores are not reporting the progress that your child or a student might have made. It is a small photograph of your child's success. So when you get those test scores and the letters I always say on the letter, just that, they are a small photograph of your child's progress at school. I am an advocate of you being involved with your student's education. I prefer parents that call every day rather than

parents I just see at graduation twelve years later. I don't know too many Superintendents that don't. If you are running a community-based school, a community-based school only works when the community is involved. Plain and simple. So, if the community is not involved it doesn't work, it doesn't work. There is not one spectacular teacher in this district that is a magician and can make your child the greatest learner ever without your help. It is impossible, impossible. I tell most of these teachers when I go to different districts, it is very simple, everybody in this room aside from the kids are digital immigrants. Kids are digital natives, they were born into the worldwide web, born into cell phones, they were born to 600 channels, they were born to life-like videos, they are born into it. There is a reason why you see in the mall, a six year old texting; because they were born into it. It is not a learning curve for them, they are born into it. It is a learning curve for us, but not for them.

So if you honestly believe that a ten year olds brain works the exact same way that our brain works after being bombarded with 600 channels, after spending 3 ½ hours a day on the computer, after spending an average of about three hours a day watching TV in most states, you are insane. You are insane. Their brains do not work the same way our brains worked when we were growing up. Therefore, we have to modify the way we teach. You are not going to modify the kids. You cannot reach into their brains and change them. These are the brains we are dealing with. So, what you will see over the next couple of years, and we started this summer, you will see a large infusion of technology because every bit of research and my personal experience tell us that is what kids relate to, one. Two, that is what they are going out to in the real world.

Technology, they need to know how to use it. So, you will see our 21<sup>st</sup> Century classroom initiative over the next three years. It is pretty simple, every classroom with a smart board, every classroom with a document camera; we are the only industry that still uses overheads. I challenge you to find any other industry in the world that still uses overheads, there are none. I just had this discussion at one of my workshops. When Atlantic City holds its NJEA workshop the manager of the Expo is sweating because he has to find 200 overheads and nobody makes them anymore. One company makes overheads and one company makes the lights, that is why they charge \$350 per light, there is no competition. Document cameras, smart boards, overhead video projectors in the classrooms not in the ceiling, student interactive response systems, there is your 21<sup>st</sup> century classroom. For those of you in the private sector you are looking at me saying "no, duh, we have had this for 15 years". That is correct; the education field is 15 years behind where we should be. That is the reality of it, in regards to technology.

If you talk to anybody who works for Goldman Saks, anybody who owns their own business, they have been using a smart board for ten years, video conferencing for ten years; they have been using document cameras for 15 years. It is just getting into the public education field which is a bit scary. So, we have a lot of catching up to do. Over the next few years you will see us using some of the No Child Left Behind money, this stimulus money that you are hearing, in our classrooms. A lot of it will be used towards technology to upgrade what we are doing in the classroom. So, once we upgrade our classroom materials, out next step, obviously then, is to upgrade our professional

knowledge. So, any new material does not do much if it is just sitting there collecting dust. So, then, as teachers, as professionals, as principals, we then work on our professional knowledge to learn how to better use smart board technology in the classroom to help our children become better learners. That is where most schools are right now. You have teachers on a learning curve, principals on a learning curve, learning all new things because they are getting kids in with totally different brains than what they were trained for. I graduated 15 years ago with a teachers' cert.; 50% of the stuff I learned does not apply to the students that are walking in the door any more.

So, if I don't make the choice as a professional or the school district to improve my knowledge, I am going to be pretty stagnant and our kids are not going to be where they should be. So you will see two major focuses in the Barnegat School District via No Child Left Behind, increasing our technology and also increasing our professional knowledge and our teaching strategies. Plain and simple, we have to change, the kids don't. This field has to change; we have to do certain things that are different than the way they used to be done. You will hear the word change quite often, and I know it is a very scary word...but you are going to hear it at my Back to School presentations, you are going to hear it over the next three years, and I am not just talking particularly about Barnegat. I am talking in general about the education field. We need to go in a new direction, and so you are going to be seeing a lot of things that you did not see when you were young and you were in school.

I often hear from parents that "it was good enough for me". It is not good enough for our kids, I am telling you that right now. If we taught these kids the way we were taught the United States would fall even farther behind than what they are doing right now internationally. You can pull up any of the numbers from national assessments to see how the United States is doing compared to other countries. Other countries, newer countries, younger countries, over the last five to ten years have been focusing on brain research, focusing on technology. The United States, not such much, we are stuck in a rut. So you are going to see a big change over the next five to ten years in what you see in the classroom. When you walk into a classroom and you see rows of desks, a blackboard and a desk, that should scare you because it looks exactly the way it did when you went to school. If that doesn't scare you, then that is a problem because those classrooms should not look exactly the same as when we went. They shouldn't. You should see groups in there and interactive white boards in there, you should see laptops and computers, kids using software. Things they are going to have to use in the real world. So, you are going to see some changes.

A lot of those changes are out of No Child Left Behind, I have absolutely no problem with No Child Left Behind. You will see many people bashing No Child Left Behind; I have no problem with No Child Left Behind. I think in our State the implementation was a little lethargic, it could have been done a little better. However, the State along with New York, Massachusetts and Connecticut are moving in the right direction, especially New Jersey. At this moment, New Jersey has on its payroll; I don't know why they are claiming that they are broke, five of top education researchers in the country. Two of them are re-writing the New Jersey core-curriculum content standards. One of them is

working on differentiated instruction practices; another is working on infusion of technology. These are some of the top people in the field. So, New Jersey is way ahead of the curve, but as I mentioned before you are going to see some change and you should see some change. You should expect to see some change when you walk in that classroom.

When you sit down with your child's teacher and you are hearing the same thing that you remember when you were that age and your Mom or Dad was there, that is a problem. Because we have the technology and we have the instructional practice and the knowledge now to really pinpoint students' learning and how they learn and to make it better. A lot of that ties into technology and you will see, a quick example because I am taking up too much time, we used to take paper and pen assessments, paper and pen, ok, take an hour and one-half for assessment, run it through a machine and figure out what level you are on and where you are at, we can do that in 15 mins. nowadays. I could take a kid for 15 minutes with a PDA handheld and give him that same assessment in 15 minutes and get that data within 5 minutes and then adjust my instructional practices within seven minutes to meet that child's needs. That is the point we are at in education.

So, when you walk around these schools and you walk in the classroom, I ask you to keep your eyes open and note things that are different because if you are looking at things that are exactly the same as when you went to school we are not doing something right. We are not. So, when you walk into these classrooms you should say, Wow, I never say that. Or, when you go to the parent/teachers conference you should say to a teacher, why do you do this? Can you explain to me why you are doing this, because this is how I learned it? They will tell you and give you the research answers to back it up. So you will see a lot of changes and all those changes come out of No Child Left Behind.

Now, when we analyze our scores we will report them out in September along with that plan that I mentioned. So, we will go a little deeper into where we are going in terms of state assessments and how we are going to improve. That is what the September meeting is going to be about so I ask that you come out to that one and we will tie it into the No Child Left Behind and the funding and all that fun-stuff. I thank you very much. Sorry.

Mr. Houser: Mr. Allison, just for the record, I just wanted you to know that Mr. Scully and Mrs. Sarno are now in attendance. We will move on to Public Session.

## **VIII. PUBLIC SESSION**

Mr. Houser: In accordance with Board of Education Policy, each participant must be recognized by the presiding officer and must preface their comments by and announcement of their name, address and group affiliation, if appropriate. Your anticipated courtesy to the members of the public and the Board is appreciated.

Can I have a Motion to open the meeting to public comments?

Mrs. Pilovsky: So Moved.

Mrs. Taylor: Second

Mr. Houser: All those in favor signify by saying Aye.

All: Aye

Mr. Houser: Opposed? Motion carried. Would anyone like to speak from the public?

Bernard Laufgas, Schooner Ave.: I would like to start off with I hope the school continues supporting the athletic programs and if a child qualifies for a national meet whether it is Middle School or High School, I think the public should be aware of that. Now, to finance the trip, we do not need to spend taxpayer's money, what we need to do when you tell the public we are raising money to send an athlete to a national championship. We have a kid in the eighth grade and he happens to be one of the best in the country, he is going to be a freshman, Matt Nelson. We can have car washes; I will have my car washed at least twice, once for me and once for my wife. I do that every year with Southern Regional's girls' track team which raises money to go to the nationals. We can raise the money and it would not cost the taxpayers anything. I am sure many people would come out and have their car washed or many other things.

The other thing, I spoke to Mrs. Taylor and I asked her for the Barnegat School to sponsor a Special Olympics for handicapped. We can have a State or National and I am sure we can get many sponsors. I know Mr. Houser can get them by calling different businesses. He is good at this with the union and we can do the same thing or any of the members of the Board. This way we can get some recognition and the special kids need that. I will help. I don't want to get paid.

The next item is the marquee. What is going on with the marquee?

Mr. Bing: In talks with a couple of local banks in the area who have responded to our letters. In fact, we have a meeting next week with one of them. So, we will see what comes out of that.

Mr. Laufgas: Did you talk to the A&P and Genuardi's? You will get some sponsors. The A&P was willing to do it a couple of years ago when the previous President, that I am not going to name, but she did not care. Am I correct, Mrs. Mitchell? You don't have to answer that.

Mrs. Mitchell: Show a little bit of respect, Mr. Laufgas.

Mr. Laufgas: I will give you respect when you deserve it. The third one is, you have a problem on page 1, Mr. President, you want to know the group affiliation. Why? What difference does it make? Isn't it enough you state your name and your address? That should be good enough, group affiliation does not mean anything, unless they have special influence and I am sure we cannot influence you. You have done a good job

since you got elected. So, could you take that part out of this statement? I think it would be appropriate.

Mr. Houser: We will have to look at the policy. It may state that because if someone is from a group, and a representative, they would have to give that and if not you just don't say it. Most of the public would not be part of a group or affiliation but a business may be. So, I guess that is why it is probably in there.

Mr. Laufgas: The group that I belong to is we are a pain in the neck. Am I correct, Mrs. Taylor? No, I do not feel that is appropriate to announce affiliation. Obama likes to do that for his health plan. The next one is on page 16, oh on page 2 you have the next Board Meeting is on the third Tuesday of the month starting August, 2009. Mr. President, this is August, 2009 and the meeting is on the second. I think this should be corrected to maybe put September.

The next item is how are we doing with my civil suit? Have we settled it? By the way you have a very fine attorney; he has saved the Board a lot of money. I don't like lawyers.

Mr. Montenegro: The answer is it has been resolved and the final papers have been signed, as you know you signed your part of it and the Board signed their part and it has been set for a filing with the Court and we are waiting for that back and that will end the case.

Mr. Laufgas: So, when is the agreement? Are we going to settle?

Mr. Montenegro: Yes. The document you signed resolves it, the only thing we are waiting for back from the Court is the filed copy of that document.

Mr. Laufgas: As soon as it is filed?

Mr. Montenegro: Then you will get a copy; I will send it to you directly.

Mr. Laufgas: I will get my check for the \$1,000.

Mr. Montenegro: Absolutely.

Mr. Laufgas: I work cheap. By the way, part of the agreement is that there will be a clock there so the public will be able to see their five minutes. While the Board is very liberal about the five minutes, I am afraid that in the future we might have some crazy President of the Board that might decide to be strict with the five minutes. So, the clock should be up there so the public can see it. A few years ago the President of the Board told a member of the public that your five minutes is up when in fact it was not. That is why I put it as part of my suit. The next thing, from the \$1,000 I am getting, \$250 will go to the top athlete at graduation, they will get \$250. I did not care too much about the money. The money wasn't important, what was important was to bring some common

sense. This Board has done a good job and I will work for you guys again. In fact I will give you guys a donation.

The next thing is, that is all I have to say. I thank you very much.

Mr. Houser: Any one else?

Noel Toner, 4 Adelia Court: I am a concerned citizen from the Cecil Collins School, my children go there. My question is regarding the Safe Routes to School Program. I am on the Committee for that, but I have a little concern with the fact that in 2002 a study was done by an engineering firm that came up with a whole list of hazards for walking routes and our area failed. Now, the new study that has been established that just came out recently, Remington & Vernick is saying that it is safe. The only difference is that the flashing school sign was put in; we still have that signal light intersection when the original study was done.

We are spending a lot of time and effort with this program for the children to walk to school; however, there are still a lot of hazards out there that still make up fail. My question is why are we spending so much time and effort if nothing has changed since that original study.

Mr. Houser: Mr. Adorno?

Mr. Adorno: What I can tell you is I was not here for the 2002 study and I did look at it to the current one. I don't know what influence the 2002 study had if I could put it in other words.

Ms. Toner: Well they have a chart.

Mr. Adorno: Yes and what they did this time around is what you see in the new report. The new report tells us that as long as we meet the criteria that they saw fit to walk, that is what we are going in that new study. You are saying there were really no changes other than the light.

Ms. Toner: Originally it was a signal light intersection. They recommended with the original study, they still said it was unsafe to walk, but because the crossing guard said like nobody pays attention to the speed limit and it is unsafe there, they said you should put in a flashing ahead sign. They did not say it was still safe to walk, they said it would help matters. But there are so many other hazards that you can't change. The fact that the volume is not even the same as 2002, it has increased more. There are more businesses; it is two lanes in each direction with a median there. There are all these standards that have not changed.

Mr. Adorno: Some of the conversations that we did have and this is anyone, in any area or town, when we go to implement we are taking the precautions for the children's safety. We have additional crossing guards if we need them, more signage, removal of

some other signs that we saw, but also what happens is that when we start walking, law enforcement is going to work with us to issue traffic tickets, work with us, but the people who generally travel in our town and on our roads when they know that we are now a walking district in that particular area, they know they need to avoid those streets because they want to go the fastest way they can to where they want to go. So between 8-9:30 am. There is a very good possibility that people will say I need to avoid Barnegat Boulevard and I need to go down West Bay and Route 9 because I do not want to deal with that walking. So the traffic study does show a large majority of people still going through there in matter of time and with awareness and people knowing that this is going on, there is a very good possibility it will be decreased. I am not saying it all depends on your children walking there; there are many things that we still will continue to look at.

Ms. Toner: You are doing these trial runs under unsafe conditions. I understand the point that the Board wants to get us to be a walking district, but there is a couple of major issues. One is the safety of the children that it was deemed unsafe back in 2002, nothing has changed. Now we are running these trials under these conditions where it could be unsafe for our children. Number two is a lot of the people out here are not going to walk their children. So now besides the pedestrian study has the Board hired anybody to do a traffic study to tell us for all those additional people not on school property for a drop off situation, who are going to drive their vehicles up there, there is going to be a huge back-up through that intersection where you will not be able to cross your children.

Mr. Adorno: That is correct. We have had that conversation; we have discussed it with traffic advisory here in town, the police department, Mike Moore is aware of it and a couple of the others that attended the meetings.

Ms. Toner: Have you done an engineering study on it?

Mr. Adorno: We are discussing some tentative plans where they have to give us, because it involves the traffic, they have to give us a route that will help divert traffic to one area. There has to be a pattern, that is all part of what...

Ms. Toner: I am just talking about the parents alone coming out of Rosehill and the stacking distance who are going to make a left into the Collins School can accommodate two cars. I drove my children on the day, because my son had a class trip, on the day where we had the walking program. I could not make the left because the car heading northbound on Barnegat Blvd., were stopped for the children crossing. Now, you have those cars stopped blocking the left into the school. It is going to be a traffic nightmare because there are a lot of people who are not for the walking for various reasons, time constraint, working parents or like my son who has focusing issues who cannot walk for one-half hour and then go to school and sit and be attentive.

Mr. Adorno: I also want to clarify one other thing too; this isn't that it is just the Barnegat Board of Education wanting your children to walk. We probably said this over and over and over again, because we are over adequacy in our spending as Mr. Houser mentioned in his President's Report when we first opened tonight, we want to control

how we do spend our money and the tax dollars of this town and our state funds. We don't want that man in the big blue suit in the County saying you have to do this so either we sit back, do nothing and our taxes do go up because we lose state aid they will still then go out and say will you raise taxes when we lost funds. But if we get ourselves below adequacy in spending we then produce a fiscal budget that they will allow and approve, we have to take the steps. One of the things is that it is not just about the money, it is also true that it is healthier for the children; it is going to help us with green gases and issues. Understand this is a long process; this is not something we were throwing to the public to do in September, we have to take a year.

Ms. Toner: How does it help with green gas emissions if 70% of the parents are driving their children? You are taking these children off of five school buses and now all of these people are driving their children.

Mr. Adorno: If they chose to drive.

Ms. Toner: Correct, but have you taken a survey to see how many parents decided to drive?

Mr. Adorno: I don't want to sit and be a little combative, but then your children will be late for school or your will leave for school 45 minutes earlier to get there because of the traffic. One way or another we are going to continue to work at this and see what is the best way to go.

Ms. Toner: It just seems like we are pushing forward with it without looking at the full picture. Right now you are establishing these programs and being told that probably by the following year we are walking. Has anybody looked at the geometric changes that are going to have to be done to that intersection? Where are we getting the money for that, the time, the plan to go to the County and the State, NJDOT? It seems like we are pushing forward so much with this program when still back in 2002 we said it was not safe by professional engineers.

Mr. Bing: Very quickly, I just spoke to Rafael about this today, if those safety precautions are not met, it will not be implemented, plain and simple.

Ms. Toner: But it is being implemented. This document says it isn't safe and the new document says it is their recommendation, but they have not changed any of these geometric constraints.

Mr. Bing: If you would like, and I don't think Rafael or Ben made the suggestion, we can invite the engineer down to the open meeting and we can ask these questions of him or her.

Ms. Toner: I did ask that at the first Committee meeting. I did ask the engineer and he said that the traffic signal was not in. The traffic signal was in and installed one year

before this study was done. Ocean County date on that signal was 2001. This study by Shoor DePalma was done in 2002.

Mr. Bing: I can tell you as of 11:00 a.m. this morning I was sitting next to this gentleman here and on his phone he had twenty pictures of various options for the town and district to purchase to make our streets safer such as strips that go along the street that are bumps that would be put out during walking times and then picked up, speed bumps, signage in the middle and all along the streets.

Mr. Toner: Regardless of that fact we have one intersection to get to the Collins School that is safe because the other one there is too much merging and stuff going on. Besides having one intersection where all those students are going to cross, you have one leg of a crosswalk, it is not even a full round cross walk. You mean to tell me you think you are going to cross everybody in the school on one crosswalk? Impossible.

Mr. Adorno: We had discussion about the option of another cross walk that we see off of Pennsylvania Road and Barnegat Blvd. There are things we have to speak to the town about and the county about.

Ms. Toner: Yes but you have people coming off of Pennsylvania who are merging on and trying to get across into the left. It is a weaving section and unsafe conditions.

Mr. Bing: One of your biggest transitions when you go to a walking district, and I did it probably eight years ago in another district, it is your change in traffic patterns. It is like Rafael said; you are not just putting these safety precautions in. What happens is the town and school district and local police as partners literally change the traffic patterns in that town. So, like he was mentioning you will not see people coming down there at 8:00 a.m. because the patterns will be changed.

Ms. Toner: You will still have us as parents, the people opposed to it who would like to drive our children. You cannot get rid of that traffic it is still there we are trying to get in and out of the school. The way the geometrics are laid out on that road it is a difficult situation to change.

Mr. Bing: The best we can do at the schools is make the drop off points more efficient and I know for a fact that Brian and the Principals have gone around to the various schools and have been looking at that pretty closely.

Ms. Toner: I am on the Committee but it just doesn't seem like that is the place to bring these kinds of questions up because everybody there is saying we are moving forward and we are doing this. I just question if everybody has looked at the full picture as far as all these other hazards that have not been eliminated that are still present but yet we are still moving forward with it.

Mr. Bing: Now, the pilot groups will not go forward unless their safety is guaranteed and some of those things that Rafael and I just mentioned are in there and done. We will not move forward with the pilot for certain areas, plain and simple.

Ms. Toner: The major thing that made this fail in 2002 that Shoor DePalma said it was unsafe to cross that many students on that one cross walk. It is still that situation. You can't just go in and paint another cross walk, you have to go to the State, County and approved. How are you going forward with this program this year if there is only one crosswalk?

Mr. Bing: It is a volunteer pilot program, so the routes that are going to be put out to the parents to volunteer are routes that we have been assured from the county, our municipality, our police, the State Police that they are safe routes. Some of the routes you are talking about need improvement and we will not be piloting some of those kids.

Ms. Toner: Well I am talking about the one intersection in front of Collins. It is one intersection that failed all of these criteria and that is the route you are using.

Mr. Bing; There is a reason why the pilot is not in place for 2009-2010, you have one year's worth of work there that we will have to do as a community to make the routes safer.

Ms. Toner: Are you offering other options for those of us opposed, not just for safety reasons but if you have a child with focusing issues and cannot take a one-half hour to walk to school and then sit attentively. So now you want to drive your child is there any way to say, ok, for those of you who want busing, if it is a money constraint there are other townships where if you want to bus your children you can. It seems like we have all these questions and nobody is addressing them. Is there is a way to have a more formal meeting where people can get these concerns out. Take the voice of the people and say how many want to walk their kids, there is a few, for healthy reasons; a lot of us have our kids in sports so to me to walk my kid to school, my kid is on six sports so I don't care if they walk to school. I want them to go to school to get their education and get there not tired. There are other safety concerns and it seems like we are pushing with this pilot program and being told this is what it is and in one year we are walking. What about the rest of us who are not for that?

Mr. Bing: They will have open meetings over the next year to get input from everybody. From what I am hearing, and I will say this again, it is not a choice. The County Superintendent did not come into Barnegat and isn't coming into your eight other districts that failed adequacy in transportation and saying listen guys do what you can to improve that number. They are not saying that. What they are saying is you are going to change, your kids should be walking and if not we are going to withhold this amount of money every year for the next five years until you do change. That is how they are going about it. This is not a choice.

Ms. Toner: In the following when we are supposedly walking, is it just certain sections that go to Collins or as the state mandates, within two miles, everybody is walking?

Mr. Adorno: Everybody is walking in that area but meaning though...from what I gather the grants that were filed by the township, say \$700,000 grant that they were hoping to get according to Remington & Vernick recommendations, if they put the Burr Street extension, they put what they need at Bengal Blvd., they put some additional things that are needed for Collins and Brackman whatever those recommendations are, the township filed for a grant for Safe Routes to School and if they do get the funds for that those things will be done. In the meantime, Collins, the entire district who will go to Collins and Brackman in the Deer Run Section in the area you are living, whether it is Pennsylvania, Lilac and Periwinkle, all that area without any redistricting done yet, those children who live there, live within the recommended mileage for them to walk. When we put in the necessary safeguards whether it is more signs, the painting, the road strips or whatever is necessary that we feel as the Board of Education and the community to feel safe that it is good for those kids to walk, then that is when we will implement everyone. It will not be the cut off at Spruce Circle South; it will be your entire community of that school district there.

Now if there are children that still go to Collins from, I can't remember the street, Bayshore if that is where it is, I know there is a cutoff there that is Collins, Donahue, Dunfee, those children will always still be bused. So it still depends on what we have to do in the next thirteen months.

Ms. Toner: I am just concerned, you keep saying what you have to do but the original hazardous walking route criteria there are things you cannot change. You cannot change the speed limit is 40, ok that is only ten points. The traffic volume is there, the visibility, percentage of trucks, lane geometry; some of these things that made it fail you cannot change about that route.

Mr. Adorno: The 40 mph, we are already made a contact that where you see 40 mph, then you see 25 mph and then 35 mph we are communicating that with our municipal representatives to speak to the county about taking the 40 mph sign out that is right next to Bright Start. It is very confusing and there are other things we are aware of.

Ms. Toner: The speed limit is one thing you can change. On this chart we scored 95 points, it said over 75 points it is not safe for your children to walk to school. Twenty of it is the cross walk capacity, how many children we are crossing, then you have 40 because it is four lanes with a median. That is 50 points right there and percentage of trucks, number of driveways, there are some characteristics you are not going to change to get that to pass. That is what I want to know if you guys have actually, we are spending all this time and effort, but has anybody looked at this old study and said why we are failing and, wow, a lot of these things we cannot change.

Mr. Bing: There is a 2008 – 2009 state formula similar to that criteria if your district or area does not meet that criteria those kids are not walking, plain and simple. The state

has that it is part of their template. So that sort of criteria that you were mentioning are exactly what we have to make sure we meet, if we do not than that area cannot walk.

Ms. Toner: And have we met it, has it been determined that our area has met it through the State?

Mr. Bing: I can say that the first five things you just mentioned are things that are changeable and things that we are talking about including the speed limits, including the walkway length.

Ms. Toner: How are you going to change Barnegat Boulevard going two ways in each direction with a median? You are not changing that.

Mr. Bing: The first four you mentioned, traffic patterns, traffic volume can be changed and speed limits can be changed.

Ms. Toner: How are you going to tell people they cannot drive down there?

Mr. Bing: Any walking district has to change the pattern of their traffic, they have to. Talk to any district that walks. Your traffic pattern is changed and you do that through a partnership with your local police, your State Police and your municipalities. What is lucky in our case is that our municipality is working hand and hand with what we are doing and so are the local police. So, you have got three entities working really hard to meet the state criteria to help these kids to make sure they are safe. And, again, you are looking at thirteen months that we have.

Ms. Toner: OK, so basically you are telling me also that because of the percentage of the people that are against it and say that we are driving our children, have you hired an engineering company to do a traffic study now for the vehicles to tell us who is going queue up there and tell us how we will eliminate that kind of traffic problem?

Mr. Bing: We are working, like I mentioned before, with Brian, Bill, our Principals with regard to adjusting how our students are dropped off and picked up at our schools. That is being looked at very closely through this whole process. Again, I just want to emphasize this is not a choice. The state is coming to the districts; they have the right to do that. That was the point of electing County Superintendents. They have the right to come into school districts that do not meet the adequacy formula which is around 90% of the districts in New Jersey and tell them what they need to do. Plain and Simple. We are being told what to do. Our job now is to work with everyone, that is the community, the municipality, the police, the County to make sure that anything we put out there ensures the safety of these kids. So, looking at it as if it is a choice is not an option at this point. We have to move forward with a way to make this as safe as possible for our kids and if we are not meeting state criteria for safety, than that certain area or neighborhood isn't going to be walking, they will be bused.

Ms. Toner: A bunch of us had some concerns because at one of the first meetings of this Committee it was told when we asked the question about traffic back-up and so forth, we were told the police are handling it. That is great that there will be a policeman, but it needs a little bit more than just the police are handling it.

Mr. Adorno: They have to change the timing maybe a little bit on the lights to make it a few more seconds for the pedestrians to walk.

Ms. Toner: My problem is that left turn into the school. It has the capacity for two stacking vehicles. Basically they are going to be stacked up through your intersection, and then the people who are stopped to go northbound for the kids to cross are blocking the people to make the left in. So there are situations there. I don't know if you realize how many people feel that they want to drive their children. It is going to be, besides the trials you should say ok, on the day we are doing these trials if you are not walking your kid don't take the bus, drive, and actually see out there what is going to happen. Then you will get a realistic example of what is going to happen out there on those days or a rainy day where maybe there are some children walking but 90% of the school is driving their kid.

Mr. Houser: We hear you loud and clear. We want your input and we are glad you are part of the Committee and I would suggest you bring this information up at the Committee meetings because we do want to talk about it. The police officers are there, the engineers are there and all the players are at those meetings and they are working through this process. We understand that when the children are dropped off it is going to be an issue. We understand that and we need to work through it and we want your input so when you come to the Committee meetings, bring it up because whatever the problems are, we have to make sure they are fixed before this can be implemented. Anyone else?  
Mr. Sarno.

Scott Sarno, 7 Herkimer Court: Just quickly on what the woman here was speaking about. I don't know all the information on it,- but the only thing I have not heard anyone up here mention is that I know if I am correct, that Dunfee has a good majority of walkers there. I am sure all measures and things that need to be done between the police department and municipality and the Board to keep our kids safe. As far as I can remember I don't think anything has happened to any of the children at Dunfee. I know that road going through that area by Dunfee School is a busy road. Maybe not as busy as in front of the Collins, I understand, I used to live in that same development there so I understand what they are talking about. I do know that things were done and implemented with Dunfee to accommodate all of those children who walk to Dunfee School and in all the years I have been coming to the meetings I have never heard parents get up here and complain or put up concerns about safety or hazards for their kids walking to school. I have never seen major problems with traffic and the parents bringing their kids and dropping kids off. I think all of that over the years has been worked out and taken care of for the best interest of the kids.

I know anything with change people get nervous and worried and, obviously, anyone's kids are more important than anything in the world so it is your first concern. But, I think like with Dunfee School it has developed pretty well and my daughter went to summer camp there this summer and I drove and dropped her off and picked her up every day and I know what the traffic is there. It is not bad but you live with it and I am sure in time at Collins School if this was implemented you would somehow work around it and get it to where it is accommodating for everybody. If they felt the need to drop the kids off they can do it without any traffic concerns.

Mr. Houser: One of the things that I just saw, I travel all over the country in my job and I just saw that if you did a survey or asked your child, that 75% of the children prefer to walk. So it is something that most of the children would really like to do. I know the parents are concerned and we heard a lot of we cannot do this or we cannot do that. I think we have to do them. So any of issues dealing with the lights, traffic, it has to be done or yes, you are right, it cannot be implemented. So, we have thirteen months as Mr. Bing said to make these corrections. The town has guaranteed us they will help us in making the corrections, the County is helping us. These things can be done in thirteen months and if it doesn't look like it is safe or it is an issue then it cannot happen. It will not happen.

Mr. Bing: I will emphasize this. You really do have three parties that are working very well together in regards to the police, the town and the Committee. I can just speak to what I have seen over the last month. They are working extremely close and very well together. Some of the members of that Committee, including a gentleman up here, has a cell phone with 25 photos that he took from driving around the town and looking for dangerous spots and taking photos with his cell phone, and then bringing those shots back to Committee and to the municipality and the police. He then said, listen, we need to do something about this. So, it is going to take some time but from what I can see you really do have some people who care about the safety of our children. That sort of input is what is needed. That parent driving model is a great idea to run through to be honest with you. Those are the kind of things that need to be heard.

Kimberly Hockran, 3 Tulip Court: I just have a question over some of the stuff I just heard, I did come in a little bit late and I am sorry. It is my understanding that this is all to reduce courtesy busing to meet a state financial formula?

Mr. Bing: The state introduced with the QSAC, the new accountability law, something called the adequacy formula. So in certain areas such as Transportation, Governance, Curriculum, Administration, Personnel, you have to meet their adequacy formula. If your school does not meet that formula they are given the right to come into your school and let you know what your should be doing.

Ms. Hockran: OK, and it is also my understanding that after school program busing is considered courtesy busing in the township. Is that true?

Mr. Bing: That is correct. That is on the table.

Ms. Hockran: OK, because I was going to say is this Board looking into cutting the after-school busing for extracurricular activities and making that more of a fee-based thing since that actually has nothing to do with our children's learning process whereas getting to school in the morning and getting home from school is actually the core curriculum which I think everyone should be focusing on.

Mr. Bing: That is on the table and being discussed.

Ms. Hockran: OK, also I am a Committee member on the Safe Routes to School Committee and very glad to be there by the way. I think they have started to implement a few good things. One thing I am sorry that I did not see on the district website this year in the Transportation Handbook for parents, maybe somebody could put a line in there that right now all children in any area have the right to walk to school. Parents do not have to put their children on the bus yet. I noticed with this it says how the busing works and there are a lot of people out there saying they want to walk their kids to school. They already have that opportunity and if they want to try it this year, it would be a great year to try it with the walking days and weeks. I think that not enough people are familiar with it that they can say right now that they can do that.

Also, I would like to comment on the school pedestrian study that was done. The recent one. I am just not really sure how they came up with their criteria. I know I missed most of Noel's talk but there were just a few things I wanted to point out in this study. Basically, when it came to the high school and Donahue study they wrote in here that many of the residential areas whose students attend these two schools are on opposing sides of West Bay Avenue and Barnegat Boulevard. That would mean they were located across the street. These roadways have high traffic volumes and speeds and are therefore dangerous to the pedestrian level. Now, I do not see why they would write that in that section and in the Collins School and Brackman section where kids are also located on opposing sides of that roadway that it is suddenly safe to cross. So it is safe to cross the road one way but not safe to cross back so does that mean our kids are safe to go to school but then they have to be bused home because it is not safe to cross that road on the way home?

Mr. Houser: Before you go on, let me deal with that. There is a huge difference between the front of the Collins School with the lights.

Ms. Hockran: There is also a light at the corner of Bengal Blvd.

Mr. Houser: Right, we just got that light and how many accidents took place and the problem there. I understand that and the light had to be put there, but there is no flashing signs that say 25 miles per hour, there is nothing slowing down the cars and I think that is what they are talking about that there is nothing there to indicate that there is even a school in that area. So, that would have to be all redone too.

Ms. Hockran: Ok, and that is what part of that budget is for? The money you are going after for the Safe Routes to School Committee?

Mr. Houser: Yes.

Ms. Hockran: Also, I would like to point out the one section that also says in their findings is the excess speeds. They have down that they measured it and that even with the 25 mph flashing sign on Barnegat Boulevard going during those hours the average speed of a car is 40 mph. That is in their study, that means that nobody is paying attention to any of that, never have and probably never will. For an average speed of 40 mph means that some people are probably going 25 mph which means just as many people are going 55 mph there. So, I just wanted to point out that I don't really understand their study and how they came to the conclusions and I just hope that somebody on the Board is questioning those conclusions since I am sure we paid for this. That is really all I wanted to point out.

Mr. Houser: Well, we do have a lot of work ahead of us and that is why we want your input, we want you to be there. We want to know your concerns, we know that speed there is an issue and we have to deal with those and we know we have to change things. If they are not changed, this doesn't happen. Bottom line, we have to change it, but we can't say we can't. We have to try and do it because if we say we can't, we are in trouble. The \$23M is in jeopardy here. I know a lot of people don't believe that and I am not putting them ahead of our kids, but why can't we do it right. We can take the time to do it right, we have smart people out there including yourselves that are part of this Committee and we can do it right. We have a year to do it and we just need to take our time and make sure it is done properly.

Mr. Scully: The police department is on our side with this?

Mr. Houser: Yes.

Mr. Scully: I am sure once that school starts, in my experience with 15 years in law enforcement and five years working in the school, the first day of school I guarantee that Barnegat will have the traffic safety trucks out on the road when it goes from 40 mph to 25 mph. and when you see one, two or three cars pulled over that speed limit will drastically change. That average that you are getting, the 40 mph, I guarantee it will drop down to 20. Once a couple of cars get pulled over and this is because I have done it, I have pulled cars over and sat in school things where we pulled people over, they will be out there and they will I guarantee you, pull people over.

Mrs. Sarno: And probably also detour some traffic because if you know there is a trap there the word will get out and they will say oh no, don't go that way there is always a cop sitting there. I see it when they are pulled over in the Collins School to do a seatbelt check. You see people going the other way because they do not want to get that seatbelt check.

Mr. Adorno: What I do want to make a comment on too is that this is like a personal thing for me to say. I do not wake up in the morning and think I am going to fail at whatever I attempt to do each day. With the type of attitude we have to have when we head a Committee is that (1) I do have your children's safety as the number one thing. As I am leading this, I will absolutely look at that, talk to everyone and want to know what everyone is saying. If you go into things in life and think you are just going to fail, you have to at least try, roll up your short sleeves and go to work and do the best we can do. If it turns out that we can't even get to walk, then we can't, but at least I know we gave an honest effort trying. With all things taken into consideration.

Voice: (inaudible for audience)

Mr. Adorno: That is true, the first few there were probably not as much communication, but now that everyone is involved and there are more than 40 sets of eyes now. Everybody is looking at it and the more information we get, the more we can keep pounding the pavement to see what can be done. The thing is that I just do not want to have the sense out there that we are setting ourselves up to fail at it. We are going to do our best and hear everybody's input. We want you to be a part of it and we have asked you to be there when you have your information. Some of the other people involved too. I just want it to be as productive as we can and safe for the kids. I go out of my way to try and get as much information and hear people as thoroughly as I could and communicate back to everybody who has to make the final decisions. We will keep your children's safety first at hand.

Mr. Houser: Anyone else?

Theresa Ross, 14 Compass: My question is about the NJ State testing because we are all together on the busing. My question regarding the testing is that last year we got the testing back and the scores for, you said proficient to advanced proficient, go between for math, in particular, about 220 -240 or 250 or higher. My concern is my daughter as well as some of the other kids in the neighborhood if she scored a 222 even though she struggles with math even though her teachers know she has trouble with math, every day it is a constant struggle. When I went to her teacher last year and I said she really needs extra help what can we do? My answer back was I looked at her test results and because she passed it, a 222 which was 2 points above what the failing was she got no help from the school system. How is that acceptable? You just got the results. I am not the only parent who has a child that struggles with reading or with math. Because she scored in that bracket that is not reason enough for her not to get extra help.

Mr. Bing: Correct. As I mentioned before, to me, the monitor of this district, the NJ ASK assessments are a small picture in time of how your child is doing. Over the next year in some of the stuff that I mentioned, the data gathering instruments will be put in place and that information is going to be used to determine what instructional needs a child requires. We are not going to be relying on NJ ASK scores because your daughter scores 221 that doesn't mean she doesn't need help in math.

Ms. Ross: That is what it came down to. Even though her teacher was like, I would like to give her the help, I would like to put her in Basic Skills, but I can't because she passed it. I mean, that is not a fair exchange.

Mr. Bing: I can only speak on moving forward because, obviously, I have not been here. I can speak on moving forward and speak on the implementation of an RTI program which this district has never had which is a response to intervention program which will be implemented this year. A comprehensive program to catch those children that are in between. There will be various benchmark assessments, various tools that we will be able to use to address all learners. When No Child Left Behind means everybody should be learning, it means everybody and not just focus on certain kids that fall below a benchmark on a state assessment. You have to focus on your middle students; you have to focus on your high students, that is differentiated instruction that is working with every student. A lot of the professional development we are going to be doing this year starting September 1 will be focusing on those.

Ms. Ross: But the test results are not out yet.

Mr. Bing: They are out, we just received them.

Ms. Ross: OK, but when do the parents receive them?

Mr. Bing: Once they are posted online, we usually receive them within one month.

Ms. Ross: So school will be started by the time we get these?

Mr. Bing: Correct and that is one of the problems.

Ms. Ross: Right, so how are you placing kids at this point?

Mr. Bing: Again, how students are placed, that NJ ASK score is a piece of it, it is not the entire piece of it. There are various benchmarks that your child has taken throughout the year and various other assessments that are used to determine where a child is. Once a child is placed somewhere, they are not in there for life. That is the beauty of flexible grouping and moving.

Ms. Ross: Right and that is what I agree with, but I was just concerned.

Mr. Bing: In this state right now your cycle of testing is horrible because they take them in May and then schools don't get them back until August or September so the data is not really used until October or November.

Ms. Ross: We did have the data early last year and that is how, the teacher called me the next day and said since she scored within the proficient she doesn't qualify for anything even though she was two or three points above what the below was.

Mr. Bing: The criteria for qualifying for a different program is also something that is going to be addressed.

Ms. Ross: It has to be.

Mr. Bing: We have already gotten together, and when I say we I mean teachers, administrators to sit down and discuss ways to get the assistance to the student that need it. Again, obviously, we want kids to do well on the NJ ASK, but we also want the kids to do well from September through May, those months count it is not just the NJ ASK. So, when we look at our students we want to just look at progress. I want to see that child growing through the year and if they are not, then we are not doing something right.

Ms. Ross: Right, and that is my concern.

Mr. Bing: That is the bottom line. The data that we share with you, and I am hoping the transparency that we initiate over the next year will show parents what we are doing, how we are doing it and where your child is academically and what we are doing to get that child to better their education.

Ms. Ross: I don't want to hear well she just scored two points above so she gets no help.

Mr. Bing: Nobody wants to hear when they sit down in the parent/teacher conference and they say how is my child doing in reading and they hear, well, they are a good reader. Nobody wants to hear that. As a parent I want to hear specifics, I want to hear how they are doing comprehension-wise; I want to hear how they are doing grammatically. Those are certain things that are doing to be addressed and you should see a change in this first year as we start moving towards professional development in September. A lot of these tenants that you mentioned will be part of our philosophy because they have to. Those are tenants of effective school districts. So, school districts that are not effective or ineffective don't hold true to those tenants that you just mentioned. Those are things that school districts have to not only believe, but put into practice if you want to be successful.

Mrs. Sarno: Can I just say one thing as a parent also, I don't know if you ever reached out to your teacher because I know as far as just meeting that benchmark. I am just saying the teachers that I have had are willing to two or three times a week, offer it to the children, whatever kids want to come in on recess instead of having recess, come on in and they teacher extra math during recess. My son would stay in two or three times a week and get extra math.

Ms. Ross: My daughter did that, but just because it is two points above you are letting kids slip which means their grades are going to get lower which means your testing the following year is going to get lower because they happen to be two points above from where they would have received help. That is the affect that is going to happen.

Mrs. Sarno: That is what I was just saying a way to get the help.

Ms. Ross: Just because she was two points above does not mean she should not get the help in school time as well.

Mrs. Sarno: I think what Mr. Bing was saying, our children have IEPs and they are stereotyped because you have an IEP, I think every child should have an IEP whether you are at one level, the middle level or the high level like he was saying. If you have one student who needs extra help and one student who is off the benchmarks it does not mean we should not give them help to even succeed further or the child in the middle to get to their top potential. I hope that we see that in the future too.

Ms. Ross: I am in contact with my kids' teachers.

Mr. Bing: As Lauren just mentioned the state is moving in that direction of having IEPs for every student. They are actually running a pilot program this year in various schools around the state, but I would like to blame everything on Karen McKeon.

Mrs. McKeon: Just so everybody understands. There are two different cycle reports that the individual schools and the districts receive. We received cycle one reports, it is a preliminary review. You as the parent do not receive the report until we get the final adjustments because what happens is, if a student scores within a certain range the state of New Jersey, the scorers, look at the test results again and then they rescore them, they have a third party rescore them to make sure that when they send that final result to us that we are clear.

As far as offering after school activities, each of the elementary, middle school and high school have after-school activities that are provided to any student that would like to participate in all academic areas. The other area that I think you might be referring to is basic skills. There are five points of reference. Every year, every student in this district has a needs assessment filled out for every child regardless of what their classification is general education, special education, ESL students, gifted and talented students, whatever the case is. The teachers look at teacher recommendation, overall quarterly reviews, and every single grade is looked at and one of the points of reference is the standardized test results. We understand that the standardized test result is not the end-all or cure-all; it is a one, two or three day test. If your child needs help you need to contact the teacher if you do not get any results regarding that, contact the building principal, if you do not get results after that you contact me. Basically, I receive all of the test results and there are three tiers that every student is assessed at. Number 1, standardized test results and all of the points of reference I mentioned before, Tier 2 is a needs assessment is filled out for each child and each assessment is evaluated and if a child is receiving 20 points from their teacher/teachers, they automatically get put into basic skills.

The third tier is those students that are at risk. Those students, if by chance are falling behind on certain clusters or strands, they automatically if the parent or teacher requests it the child automatically gets put into basic skills. I am not sure if that is what you are

referring to but after-school activities are available as well as basic skills. I can talk to you later if you would like me to.

Voice: (inaudible from audience)

Mrs. McKeon: OK, I have preliminary results and if you would like to speak to me tomorrow call the high school and I can give you preliminary results and if you feel that you need help let me know and we will take care of it tomorrow. Thank you.

Mr. Houser: Anyone else?

Laurie Paxo, 7 Lilac Lane: I just wanted to comment on the busing situation. If we are looking next year to do some redistricting, there is a good chance that some of the people that would be walking to Collins maybe walking to Donahue and are we going to be making improvements in certain areas that we don't need to make? I guess my other question would be are they going to be doing it for Horbelt as well?

Mr. Houser: The plan is a grant that we talked about, it is for all the schools because Horbelt does not have sidewalks any place, the high school and Donahue really don't have sidewalks and the problem is we are watching people being bused that live right across the street from Horbelt because there isn't any sidewalks.

Ms. Paxo: Couldn't they put in sidewalks? Would that be inexpensive?

Mr. Houser: Yes, that is part of the whole grant program and why the town is looking at that. We need sidewalks anyway and the thing is, and one of the biggest issues is, I know we are getting back to the can't thing, but I think we can't wait until next year to tell the state we can't. We have to go through this program and then if we have things we cannot implement then we have an argument. We can say we did every step of the way and here is our argument to go back to an engineering study from 2001 and say this is our argument because things have not change since 2001, well, I lived here before 2001 and some things have changed. We still need to make more changes.

So, we can take the old study, we can take the new study and we hired an engineer to do the study and they had no reason to forge it or anything, they came in to do a study so we could fix things, implement things and do things for the students. We wanted them to tell us what was wrong. We did not want them to tell us what was right; we know what is right, tell us what is wrong and needs to be fixed. That is what that study was supposed to do and they showed us and we know we need improvements. I just want you to know that the thought here with the Committee was let's do it right and allow everyone to have input into it. We do want you to come and tell us what is wrong, because that is important, we have to fix what is wrong before this can ever happen. I just want t make sure that everyone understands that this is your Committee, it is for your children, all of our children, our students and we want to do this right. We really want you to be part of this and we want you to tell us every side street that is a problem, every sidewalk that is a problem, every street light that is a problem, the traffic patterns that are a problem so we

can do this and we can slowly figure out what needs to be done here so at the end of the year we have an actual plan and we can see how far we have progressed and if we have done the things that need to be done or we have not.

Ms. Paxo: So will everybody be walking to Brackman that goes to Brackman within two miles like Atlantic Heights and people who live over in the Ryan Homes and back there, they will all be walking within the two miles as well?

Mr. Houser: Eventually, as long as all the sidewalks are in and everything is safe.

Ms. Paxo: They all have sidewalks along there. So, they will all be walking then?

Mr. Bing: The Safe Routes to School works on that diagram, the two miles for middle school and so on.

Ms. Paxo: And will there be busing if there is no busing for after-school programs for the middle school like for sports, will there be crossing guards after-hours as well.

Mr. Bing: We have not gotten deep enough yet into that conversation.

Ms. Paxo: OK.

Mr. Bing: It was just put on the table at the last meeting in regards to after-school activities and busing. Once we get into deeper discussion about that we will have a better idea.

Ms. Paxo: So as of September we will have that though until actually implemented we will have that busing for after-school activities.

Mr. Bing: Yes.

Ms. Paxo: Thank you.

Mr. Houser: Nothing has changed with the transportation for this coming year, in fact the budget was increased for transportation for this coming year. This is why because we wanted to go through everything and make sure everything was done right before we jump to any conclusions or made any decisions. Anyone else? Seeing none, may I have a motion to close Public Session?

Mrs. Sarno: So Moved

Mrs. Pilovsky: Second

Mr. Houser: All those in favor signify by saying Aye.

All: Aye

Mr. Houser: Opposed? Motion carried.

## **IX. BOARD OF EDUCATION MOTIONS**

Mr. Houser: We are moving on to Item IX, Board of Education Motions. Motion to approve Motions 1 and 2. Do we have a Motion?

Mrs. Taylor: So Moved.

Mrs. Sarno: Second

Mr. Houser: Roll Call

Mr. Adorno	Yes
Mr. Davis	Yes
Mrs. Mitchell	Yes on 1 and abstain on 2
Mrs. Pilovsky	Yes
Mrs. Sarno	Yes
Mr. Scully	Yes
Mrs. Taylor	Yes
Mrs. Becker	Yes
Mr. Houser	Yes

1. Motion to change the Board of Education meetings from the second (2<sup>nd</sup>) Tuesday of the month to the third (3<sup>rd</sup>) Tuesday of the month starting August, 2009. The meetings will be held in the high school cafeteria at 6:30 pm. The following are the proposed dates:

**August 18, 2009**  
**September 15, 2009**  
**October 20, 2009**  
**November 17, 2009**  
**December 15, 2009**  
**January 19, 2010**  
**February 16, 2010**  
**March 16, 2010**

2. Motion to approve the “Update to Uniform State Memorandum of Agreement between Education and Law Enforcement Officials” as required by the Department of Education.

## **X. APPROVAL OF MINUTES**

Mr. Houser: Item X, Approval of Minutes, Motion to approve Minutes 1 and 2 do we have a Motion?

Mrs. Taylor: So Moved

Mr. Scully: Second

Mr. Houser: Discussion? Roll Call

Mr. Adorno	Yes
Mrs. Davis	Abstain on 1 and Yes on 2
Mrs. Mitchell	Abstain
Mrs. Pilovsky	Abstain
Mrs. Sarno	Abstain on 1 and 2
Mr. Scully	Yes
Mrs. Taylor	Yes
Mrs. Becker	Yes
Mr. Houser	Yes

1. Motion to approve the Executive Minutes from the Regular meeting of July 14, 2009.
2. Motion to approve the Regular Minutes from the Regular meeting of July 14, 2009.

## **XI. FINANCE COMMITTEE MOTIONS**

Mr. Houser: Item XI, Finance Committee Motions, Motion to approve Finance Committee Motions 1-22, eliminating # 4, 5, 7 and 8, do we have a Motion?

Mrs. Taylor: So Moved.

Mrs. Sarno: Second

Mr. Houser: Discussion?

Mrs. Mitchell: I have a clarification for Mr. Montenegro. On Number 1, PO100569, \$1,000 to Bernard Laufgas, can you advise me if your name is in that suit should you vote or if you received a contribution from Mr. Laufgas, a campaign contribution, do have the right to vote? Because my name was specifically in that.

Mr. Montenegro: As a named defendant?

Mrs. Mitchell: Correct

Mr. Montenegro: As a Board member you would still be able to vote on it in terms of settling the litigation based on the terms we discussed and voted on as a Board so this would solely be the action to settle it on those terms was already approved by the Board. This is solely the payment of the settlement that was already approved. So you would be ok to vote on that.

Mrs. Mitchell: Would I also be OK if I received contribution money from him for a campaign could I also vote on that?

Mr. Montenegro: As long as you were comfortable that you would not be biased under the ethics act and that it would impact your ability to vote without any prejudice, you could.

Mrs. Mitchell: OK, thank you.

Mr. Houser: Roll Call

Mr. Adorno	Yes
Mr. Davis	Abstain on 1 and 10, yes on the rest
Mrs. Mitchell	No. 1, yes except PO 100569 \$1,000 to Bernie Laufgas, no; No. 2, abstain and yes on everything else
Mrs. Pilovsky	Abstain on Line Item 1, PO 104637, yes on everything else
Mrs. Sarno	Abstain on 1-3, 6 and yes on 9-22; abstain on 8 also
Mr. Scully	Yes
Mrs. Taylor	No. 1 abstain on PO 104517 and abstain on #15; yes on everything else
Mrs. Becker	Yes
Mr. Houser	Abstain on 9 and yes on all the others

1. Motion to approve August bills in the amount of \$1,318,718.73; and July payroll in the amount of \$663,883.93.
2. Motion to approve hand checks written for second-half of June in the amount of \$137,823.80.
3. Motion to approve hand checks written for July in the amount of \$9,018.09.
4. Motion to approve the monthly report of the Treasurer (A-149) for June, 2009.
5. Motion to approve the monthly report of the Secretary (A-148) for June, 2009.
6. Motion to approve Appropriation Transfers for June, 2009.
7. Motion to approve the Board Secretary's Monthly Certification: Line Item Status for June, 2009.
8. Motion to approve Board Secretary's Monthly Certification: Budgetary Major Account/Fund Status for June, 2009.
9. Motion to approve the following workshops:

NAME	SCHOOL	WORKSHOP TITLE	DATE(S)	LOCATION	WORKSHOP FEE	MILEAGE	TOLLS /PARKING	TOTAL
Karen McKeon	BHS	Understanding PreK-3 Vision	10/5/2009	Monroe Twp	Free	\$67.00	\$0.00	\$ 67.00
Mary La Bruna	BHS	AMTNJ Conference	10/15-16/2010	Somerset	\$200.00	\$176.72	\$10.00	\$386.72
Loretta Vogel	ROBMS	AMTNJ Conference	10/16/2010	Somerset	\$150.00	\$88.36	\$5.00	\$243.46
Maureen Tyrell	LMDS	Infectious Diseases	9/24/2010	Edison	\$174.00	\$79.13	\$4.00	\$257.13

10. Motion to approve the replacement of the existing wall flashing above the Cecil S. Collins School building roof at a cost of \$129,900. The work will include temporarily removing masonry, replacing the flashing and reinstalling the existing masonry in the same locations. Spiezle Architectural Group, Inc. is authorized to submit this project to the Department of Education on behalf of the Barnegat Township School District.
11. Motion to approve the following Resolution as per the financing Agreement for purchase of one 2010 International Type C-22 passenger bus with wheelchair lift.

At a duly called meeting of the governing body of the Barnegat Township School District held on the 18<sup>th</sup> day of August, 2009, the following resolution was introduced and adopted:

RESOLVED, whereas the governing body of the Barnegat Township School District has determined that a true and very real need exists for the acquisition of the equipment described in Installment Purchase Agreement No. S1450 (the "Agreement") presented to this meeting; and

WHEREAS, the governing body of the Barnegat Township School District has taken the necessary steps, including any legal bidding requirements, under applicable law, to arrange for the acquisition and financing of such equipment,

WHEREAS, the governing body hereby directs its legal counsel to review the Agreement and negotiate appropriate modifications to said Agreement so as to assure compliance with state law and local statutory law, prior to execution of the Agreement by that person so authorized by the governing body for such purpose,

BE IT RESOLVED, by the governing body of the Barnegat Township School District that:

Finding: Authorized Officers: The terms of said Agreement are in the best interests of the Barnegat Township School District for the acquisition of such equipment and the governing body of the Barnegat Township School District designates and confirms Dean Allison to execute and deliver the Agreement and any related documents necessary to the consummation of the transactions contemplated by the Agreement.

RESOLVED, the acquisition of the Equipment , under the terms and conditions provided for in the Agreement, is necessary, convenient, in the furtherance of, and will at all times be used in connection with, the Barnegat Township School District's governmental and proprietary purposes and functions and are in the best interests of the Barnegat Township School District and no portion of the equipment will be used directly or indirectly in any trade or business carried on by any person other than a governmental unit of the state on a basis different from the general public.

RESOLVED, the Barnegat Township School District certifies that it has not issued or effected the issuance of, and reasonably anticipates that I shall not issue or effect the issuance of, more than thirty million dollars (\$30,000,000) of tax-exempt obligations during the 2009 calendar year, and hereby designates the financing of the equipment to which the Agreement pertains as a "qualified tax-exempt obligation," as defined by Section 265 (b)(3) of the Internal Revenue Code of 1986, as amended.

RESOLVED, the Barnegat Township Board covenants that it will perform all acts within its power which are or may be necessary to insure the maintenance of its legal status as being a duly organized and existing entity under the laws of the state, which status is the basis for the interest portion of the rental payments coming due under the Agreement to at all times remain exempt from federal income taxation under the laws and regulations of the United States of America as presently enacted and construed or as hereafter amended.

12. Motion to accept the loan of a Township vehicle for use by the Security Department of the Barnegat Township School district and to express the appreciation of the Board of Education, the Superintendent and the Security Department for Barnegat Township's generous support of the School District.
13. Motion to approve the following Resolution:

At a duly called meeting of the governing body of Lessee (as defined in the Agreement) held on August 18, 2009 the following Resolution was introduced and adopted.

WHEREAS the governing body of Lessee has determined that a true and very real need exists for the acquisition of the Computer Equipment and Textbooks described in the Lease Purchase Agreements presented to this meeting, and

WHEREAS the governing body of Lessee has taken the necessary steps, including any legal bidding requirements, under applicable law to arrange for the acquisition of such Equipment.

(WHEREAS the Lessee does not reasonably anticipate that the amount of qualified tax-exempt obligation to be issued by it in the calendar year ending December 31,2009, will exceed \$30,000,000;)

BE IT RESOLVED, by the governing body of Lessee that the terms of said Lease Purchase Agreement are in the best interests of Lessee for the acquisition of such Equipment, and the governing body of Lessee designates and confirms the following persons to execute and deliver, and to witness (or attest), respectively, the Lease Purchase Agreement and any related documents necessary to the consummation of the transactions contemplated by the lease Purchase Agreement.

(BE IT RESOLVED, by the governing body of Lessee that the Lessee designates the Lease Purchase Agreement as a “qualified tax-exempt obligation”, as defined in and for the purposes of Section 265(b)(3) of the Internal Revenue Code of 1986, as amended.)

By: \_\_\_\_\_ Title: President, Board of Education

By: \_\_\_\_\_ Title: Business Administrator/Board Secretary

The undersigned further certifies that the above Resolution has not be repealed or amended and remains in full force and effect and further certifies that the above and foregoing Lease Purchase Agreement is the same as presented at said meeting of the governing body of Lessee.

\_\_\_\_\_  
Secretary/Clerk

\_\_\_\_\_  
Date

14. Motion to approve the following Out of District Placement:

STUDENT	PLACEMENT	TUITION	TRANSPORTATION
DK	Enhancement Technology	\$29,425 = Approx. 180 days x \$163.47 per day	N/A

15. Motion to approve Memorandum of Agreement for the 2009-2010 to participate in the Ocean County High School Challenger League with enrollment fee of \$4,500 to cover itemized costs associated with the League as outlined in the Agreement.

16. Motion to approve submission of the IDEA FY 2010 Grant Application in the following amounts:

- A. \$716,878 – Basic
- B. \$ 31,662 – Preschool

17. Motion to approve submission of the ARRA-IDEA Grant Application in the following amounts:

- A. \$742,832 – Basic
- B. \$ 26,815 – Preschool

18. Motion to approve Regional In-school Suspension seats (2) at MOESC for SY 2009-10 at \$13,936 each for a total of \$27,872.

19. Approve Crossroads Drug Program seat (1) at MOESC for SY 2009-10 at \$13,936.

20. Approve the following Resolution:

BE IT RESOLVED that the Barnegat Board of Education authorizes Ocean Academy, a Private School for the Handicapped to provide breakfast and lunch to the students enrolled of the Barnegat school district through the food services of Ocean Mental Health Services, Inc.

The Barnegat school district Board of Education does not require Ocean Academy to apply or and receive funding from the Child Nutrition Program nor does it require Ocean Academy to charge students for a reduced or paid meal.

21. Motion to approve the 2009-2010 contract with Compass Group USA, Inc. through its Chartwells Division located at 3 International Drive, Rye Brook, NY 10573 with the Management Fee, Administrative Fee and Guaranteed Return as follows:

Administrative Fee – Chartwells shall charge the Local Education Agency an Administrative Fee of six thousand nine hundred ninety-one dollars (\$6,991) per month for the ten (10) months during the academic year. Chartwells' Administrative Fee represents its overhead expenses necessary to operate the food service including, but not limited to: area and zone supervision; general support provided by Chartwells' corporate offices, including without limitation, accounting, purchasing, tax, legal, research, safety, quality assurance, payroll, auditing and other related administrative functions.

Management Fee – Chartwells shall charge the Local Education Agency a Management Fee of eight cents (\$.08) per meal served and meal equivalents during the academic year.

Computing Meals – Total meals are calculated by adding reimbursable meal pattern meals (breakfast, lunch and after school snacks) served and meal equivalents. Cash receipts, including vending machine revenue, other than from Sales of National School Lunch Program, School Breakfast Program and After School Snack Program meals served to children, shall be divided by one dollar (\$1.00) to arrive at an equivalent meal count.

The per meal Management Fee of eight cents (\$.08) will be multiplied by total meals.

Guaranteed Return – Chartwells guarantees that the return to the LEA from the Food Service Program for the school year will be one hundred, one thousand dollars (\$101,000). If the annual operating statement shows a return less than one hundred, one thousand dollars (\$101,000), Chartwells will reduce its Management Fee by the difference between the actual and the guaranteed amount, but in no event shall the reimbursement obligation exceed the amount of Chartwells' Management Fee, as set forth above. The Guaranteed Return is based on the following conditions and assumptions remaining in effect for the school year.

Conditions:

- ◆ Reimbursement rates for NSLP and SBP meals will not be less than the rates estimated in Chartwells' proposal
- ◆ The value of government-donated commodities and/or cash in lieu thereof will not be less than the value of government-donated commodities and/or cash in lieu thereof received during the 2008-2009 school year.
- ◆ The number of days meals are served during the school year will not be less than 170 days.
- ◆ The number of serving periods, locations, serving times and types of service will not change materially.
- ◆ The student enrollment for the Term of the Contract will not be less than 3,400 students.
- ◆ The level of wages, salaries and fringe benefits will not exceed those included in Chartwells' proposal.
- ◆ The actual costs charged to the Food Service budget by the District shall not exceed the projected operating expenses as set forth in Chartwells' proposal.
- ◆ The selling prices of Menu Pattern meals and a la carte selections will not be less than those included in the proposal.
- ◆ Service will not be interrupted as a result of fire, work stoppage, strike or school closing.
- ◆ The District and its representatives including but not limited to, school principals, teachers and District employees shall fully cooperate with Chartwells in the implementation of the Food Service Program. The District shall fully cooperate with Chartwells to limit the expansion of competitive food sales in order to maximize the gross receipts and other non-cash sales of the Food Service Program.

- ◆ The LEA shall have timely submitted all applications for reimbursement for free and reduced price meals, except where such failure is due to an act or omission of Chartwells.
- ◆ The number of approved free and approved reduced price applications will be no less than that estimated in Chartwells' proposal.

In the event the foregoing conditions are not met during the school year, Chartwells' guarantee obligation shall be reduced by an amount equivalent to any increased cost or loss of revenue attributable to the changes in such conditions.

22. Motion to accept the donation of a Zenith VCR with an approximate value of \$30.00 from Ms. Susan Puder, Barnegat, NJ.

## XII. EDUCATION COMMITTEE MOTIONS

Mr. Houser: Moving on to Item XII, Education Committee Motions, Motion to approve Education Committee Motions 1-7.

Mrs. Pilovsky: So Moved.

Mrs. Taylor: Second

Mr. Houser: Discussion? Roll Call

Mr. Adorno	Yes
Mr. Davis	Yes
Mrs. Mitchell	Yes
Mrs. Pilovsky	Yes
Mrs. Sarno	Yes
Mr. Scully	Yes
Mrs. Taylor	Yes
Mrs. Becker	Yes
Mr. Houser	Yes

1. Motion to Approve Curriculum, Supplemental Materials, Novel and Field Trip Lists for SY09-10 – See attached

2. Motion to Approve Addition to Field Trip List

Count Basie Theater, Red Bank, NJ

3. Motion to Approve Additions to Novel List

How to Lie with Statistics by Darrell Huff  
Thin Wood Walls by David Patneaude

High School Level  
Grade 8

4. Motion to Approve New & Revised Curriculum Developed During Summer 2009
5. Motion to Approve Elimination of Self-contained LLD Classes Level Primary, 1 and 2

Self-contained LLD classes level primary, 1 and 2 will be eliminated and replaced with General Education inclusion classes at each grade level.

6. Motion to Approve the NCLB Title I -ARRA Grant Submission
7. Motion to Approve Accepting Title I Allocations for ARRA Part A and Title I SIA Part A.

### **XIII. PERSONNEL COMMITTEE – INFORMATION:**

#### **A. NOTIFICATION OF RESIGNATIONS (2) – CERTIFIED STAFF – SY 2009-2010**

Michael Maschi, Social Worker at the Collins School, has submitted his letter of resignation effective August 4, 2009.

Gregory Brandis, Vice Principal at Barnegat High School, has submitted his letter of resignation effective September 30, 2009.

#### **B. NOTIFICATION OF LEAVE OF ABSENCE – NON-CERTIFIED STAFF – B&G – SY 2009-2010**

Keyla Vargas, Part-time Custodian, has submitted notification of a leave of absence effective August 1, 2009 with a tentative return-to-work date of August 17, 2009.

#### **C. NOTIFICATION OF EXTENSION OF LEAVE OF ABSENCE – CERTIFIED STAFF – SY 2009-2010**

Laura D’Agostino, 3 L/LD Teacher at the Collins School, has submitted notification of a change in maternity leave of absence tentative return-to-work date from September 1, 2009 to September 1, 2010.

### **XIV. PERSONNEL MOTIONS**

Mr. Houser: Item XIV, Personnel Motions, Motion to approve Personnel Committee Motions 1-17 with the addition on #11 to add #6, do we have a motion?

Mrs. Mitchell: So Moved.

Mrs. Taylor: Second

Mr. Houser: Discussion? Roll Call

Mr. Adorno	Yes
Mr. Davis	Yes
Mrs. Mitchell	No on 11 and 12; yes on everything else
Mrs. Pilovsky	Yes
Mrs. Sarno	Yes on 1-16, #17 yes on all except #44
Mr. Scully	Yes
Mrs. Taylor	Yes
Mrs. Becker	Yes
Mr. Houser	Abstain on #16, yes to all the others.

1. APPROVE SUMMER TECHNOLOGY WORK – SUMMER 2009

Motion to approve Lou Balka for Summer Technology Work for summer 2009.

Stipend: Per diem rate not to exceed 6 days total.

2. APPROVE HIRING CERTIFIED STAFF (3) – CHILD STUDY TEAM IEP MEETINGS – SUMMER 2009-2010

Motion to approve the following certified staff to cover mandated summer Child Study Team IEP meetings:

1. Lisa Dada
2. Abby Shubsda
3. Regina Santolla

3. APPROVE SUBSTITUTE CERTIFICATE RENEWAL – SY 2009-2010

Motion to approve the renewal of substitute certificate for David Kelton.

4. APPROVE HIRING SUBSTITUTE STAFF (2) – SY 2009-2010

Motion to approve hiring the following Substitute Staff for the 2009-2010 school year:

1. Todd Elsasser – Applying for Substitute Certificate
2. James Bennett – Substitute Security Guard

5. APPROVE SALARY CORRECTION – CERTIFIED STAFF – SY 2009-2010

Motion to approve salary correction for Deanna Bartolini, Behavioral Disabilities Teacher – Elementary from Step 3/BA to Step 3/BA+15 for the 2009-2010 school year.

6. APPROVE EMERGENT HIRE PENDING CERTIFICATION OF CERTIFIED STAFF – BHS – SY 2009-2010

Motion to approve the emergent hire of Cheri Wittlieb, pending certification, as Business Teacher for Barnegat High School for the 2009-2010 school year. DOE: Emergent Date. Salary: Step 1/MA as per negotiated contract.

7. APPROVE HIRING PENDING CERTIFICATION OF CERTIFIED STAFF – SY 2009-2010

Motion to approve hiring Amanda Sojak, pending certification, as Part-time Special Education Teacher for the Collins School for the 2009-2010 school year. DOE: September 1, 2009. Salary: Step 3/BA+15 (pro-rated) as per negotiated contract.

8. APPROVE EMERGENT HIRE OF CERTIFIED STAFF FILLING MATERNITY LEAVE – SY 2009-2010

Motion to approve the emergent hire of Rena DiNeno as Full-time Special Education Teacher filling a maternity leave for the Dunfee School for the 2009-2010 school year. DOE: Emergent Date. Salary: Step 1/BA as per negotiated contract.

9. APPROVE HIRING TECHNOLOGY COORDINATOR – SY 2009-2010

Motion to approve hiring Jonathan Jones as Technology Coordinator for the 2009-2010 school year. DOE: August 19, 2009. Salary: \$50,000 (pro-rated).

10. APPROVE HIRING NON-CERTIFIED STAFF (8) — SY 2009-2010

Motion to approve hiring the following non-certified staff for the 2009-2010 school year. DOE: September 1, 2009.

1. Grace Gerhauser, Playground/Café Aide for the Dunfee School. Salary: Step 2 as per negotiated contract.
2. Deborah Culp, Playground/Café Aide for the Donahue School. Salary: Step 1 as per negotiated contract.
3. Letitia Tompkins, Playground/Café Aide for the Donahue School. Salary: Step 2 as per negotiated contract.

4. Deborah Majewski, Full-time Instructional Aide. Salary: Step 3 as per negotiated contract. \$
5. Sharon Costello, Part-time Instructional Aide. Salary: Step 2 (pro-rated) as per negotiated contract. \$
6. Kathy Thelin, Part-time Instructional Aide. Salary: Step 4 (pro-rated) as per negotiated contract. \$
7. Rosemarie Kessinger, Part-time Instructional Aide. Salary: Step 2 (pro-rated) as per negotiated contract. \$
8. Colleen Tafaro, Part-time Instructional Aide. Salary: Step 4 (pro-rated) as per negotiated contract. \$  
\$ = Federal/State Funding

11. APPROVE CERTIFIED STAFF TRANSFERS (6) – SY 2009-2010

Motion to approve the following certified staff transfers for the 2009-2010 school year:

1. Stacy Fonner from Part-time Speech Language Therapist to Full-time Speech Language Therapist
2. Valerie Cericola from Part-time LDT-C at CSCS to Full-time LDT-C at JTDS
3. Mary Ellen Driesse from JTDS to RLHS
4. Jocelyn Husko from JTDS to LMDS
5. Patricia McCabe from CSCS to LMDS
6. Leigh Ann Brown From CSCS to JTDS

12. APPROVE NON-CERTIFIED STAFF TRANSFERS (11) – SY 2009-2010

Motion to approve the following non-certified staff transfers for the 2009-2010 school year:

1. Barbara Moran from ROBMS to JTDS
2. Michele Visconti from CSCS to BHS
3. Carol Zarrillo from ROBMS to BHS
4. Mary Kern from JTDS to CSCS
5. Corrin Woods from JTDS to RLHS
6. Rosanne Rokas from RLHS to LMDS
7. Regina Sicilia from ROBMS to JTDS
8. Betsy Mitchell from ROBMS to RLHS
9. Karen Steen from ROBMS to CSCS
10. Sandra Littleford from Central Office to JTDS
11. Peggy Doty from JTDS to Central Office

13. APPROVE HIRING COACH – BHS – SY 2009-2010

Motion to approve hiring Todd Elsasser as Assistant Girls Volleyball Coach for Barnegat High School for the 2009-2010 school year. Stipend: on the appropriate step of the negotiated contract.

14. APPROVE HIRING CURRICULUM PERSONNEL (13) – SY 2009-2010

Motion to approve hiring the following Curriculum Personnel for the 2009-2010 school year:

<b>Employee</b>	<b>Position</b>	<b>Stipend</b>
1. Nancie Prevot	Professional Development Chairperson/Mentor-Mentee Coordinator	\$1,500
2. Lindsay Hoyt 3. Dayna Lardinelli	SRA Panel – Selection, Evaluation & Scores	Contracted Overtime Rate
4. Tracy Paskalides - 2 5. Angela Smith - 2 6. Patricia Kilfeather - 3 7. Donna Durning - 3	Revise Grade 2 & 3 – Science Quarterlies (2 teachers per grade level)	\$250 each
8. Regina Santolla - 4 9. Kathy Rice - 4 10. Regina Santolla - 5 11. Kathy Rice - 5	Revise Grade 4 & 5 – Science Quarterlies (2 teachers per grade level)	\$500 each
12. Janice Papola 13. Kim Gorecki	Kindergarten Teachers – Registration & Testing	Contracted Overtime Rate

15. APPROVE HIRING AFTER SCHOOL ACTIVITIES PERSONNEL (19) – JTDS – SY 2009-2010

Motion to approve the following Afterschool Activities Personnel for the Donahue School for the 2009-2010 school year:

<b>Employee</b>	<b>Position</b>	<b>Stipend</b>
1. Mary Grace Cahill	Teacher Coordinator	\$1,600
2. Leah Froberg 3. Maureen Healey 4. Suzanne Mayo	After School Assistance	Contracted Rate
5. Sarah Flynn	Yearbook Club Advisor(s)	Contracted Rate
6. Sarah Flynn	Academic Bowl Advisor(s)	Contracted Rate
7. Sarah Flynn	Leaders in Training	Contracted Rate

8. Nicole Green	Intramurals/Horbelt Crew	Contracted Rate
9. Sue Sellarole	Read-A-Loud	Contracted Rate
10. Mary Grace Cahill 11. Maureen Healey	Student Council Advisor(s)	Contracted Rate
12. Lisa Fisher 13. Gina Verderosa	Computer Club Advisor(s)	Contracted Rate
14. Jennifer Appice (3) 15. Gina Verderosa (4)	Ask 3, 4 Prep Teacher(s)	Contracted Rate
16. Nicole Whitman	Ask 5 Prep Teacher(s)	Contracted Rate
17. Mary Grace Cahill	Safety Patrol Advisor(s)	Contracted Rate
18. Sue Mayo	Foreign Language Club Advisor(s)	Contracted Rate
19. Nora Green	Drama Club Advisor(s)	Contracted Rate

16. APPROVE HIRING AFTER SCHOOL ACTIVITIES PERSONNEL (36)  
– LMDS – SY 2009-2010

Motion to approve the following Afterschool Activities Personnel for the Dunfee School for the 2009-2010 school year:

Employee	Position	Stipend
1. Maria Delaporte	Teacher Coordinator	\$1,600
2. Carrie Calaguire	After School Assistance	Contracted Rate
3. Billie Ambrose	Yearbook Club Advisor(s)	Contracted Rate
4. Jenna Walsh	Academic Bowl Advisor(s)	Contracted Rate
5. Billie Ambrose	Leaders in Training	Contracted Rate
6. Gene Garritt 7. Billie Ambrose 8. Maureen Tyrrell	Intramurals/Dunfee Crew	Contracted Rate
9. Cheryl LaFarrara	Read-A-Loud	Contracted Rate
10. Carrie Calaguire 11. Jenna Walsh	Student Council Advisor(s)	Contracted Rate
12. Linda McGlynn 13. Jenna Walsh	Computer Club Advisor(s)	Contracted Rate
14. Laura Arluna 15. Colleen Healey 16. Patricia Kilfeather	Detention Monitor(s)	Contracted Rate
17. Donna Durning 18. Patricia Kilfeather 19. Deborah Reardon 20. Carrie Calaguire	Ask 3, 4 Prep Teacher(s)	Contracted Rate

21. Dana Plaia 22. Kerinn Ruthven 23. Laura Arluna		
24. Maria Delaporte 25. Laura Portelli 26. Linda Cellini	Ask 5 Prep Teacher(s)	Contracted Rate
27. Maria Delaporte	Safety Patrol Advisor(s)	Contracted Rate
28. Yasmine Ramp	Foreign Language Club Advisor(s)	Contracted Rate
29. Holly Carson 30. Sue Harkness	Drama Club Advisor(s)	Contracted Rate
31. Linda Cellini	Ocean County Math League Advisor(s)	Contracted Rate
32. Carrie Calaguire 33. Colleen Healey 34. Patti Kilfeather 35. Jenna Walsh 36. Laura Arluna	Alternate Advisors	Contracted Rate

17. APPROVE HIRING AFTER SCHOOL ACTIVITIES PERSONNEL (53)  
– ROBMS – SY 2009-2010

Motion to approve the following Afterschool Activities Personnel for the Brackman School for the 2009-2010 school year:

<b>Employee</b>	<b>Position</b>	<b>Stipend</b>
1. Elisabeth Scott	Academic Bowl Advisor Gr. 7	Contracted Rate
2. Katie Romano	Academic Bowl Advisor Gr. 8	Contracted Rate
3. Elizabeth Worsham	Academic Bowl Advisor Gr. 6	Contracted Rate
4. Donna Buscio	After School Assistance Moderator – ILA	Contracted Rate
5. Elizabeth Worsham	After School Assistance Moderator – Social Studies	Contracted Rate
6. Kendall Carola	After School Assistance Moderator – Math	Contracted Rate
7. Carol Tooker	After School Assistance Moderator – Science	Contracted Rate
8. Barbara Gross	SAT Prep (CTY) Math Assistance Teacher	Contracted Rate
9. Ryan Eckert	SAT Prep (CTY) ILA Assistance Teacher	Contracted Rate
10. Theresa Howanich	NJ ASK-8 – Science Assistance Teacher	Contracted Rate
11. Lauren Ritter	NJ ASK-8 – ILA Assistance Teacher	Contracted Rate
12. Kendall Carola	NJ ASK-8 – Math Assistance Teacher	Contracted Rate
13. Michael Leone 14. Tara Gianni	4-KAPS Chaperones	\$250 each

15. Cathy Brown 16. Joe Papernik		
17. Cathy Brown 18. Tara Gianni	2-KAPS Advisors	\$1,300 each
19. Susan Stashkevetch	Safe Night Advisor	\$400
20. Lauren Ritter 21. Susan Stashkevetch	2-PROS Advisors	\$1,000 each
22. Susan Stashkevetch 23. Lauren Ritter 24. Elizabeth Worsham 25. Mike Leone	PROS Chaperones	\$250 each
26. Kimberly Burke 27. Mary Mitchell	Leaders in Training Advisor	\$1,000 each
28. Kathy Prisbell	Literary Magazine Advisor	\$1,000
29. Linda McGlynn	Computer Club Advisor	\$1,000
30. Kimberly Bopp	Spanish Club Advisor	Contracted Rate
31. Marie Kozlowski	Yearbook Club Advisor	\$2,300
32. Stacy Ramsay 33. Nancie Prevot	2-Yearbook Club Asst. Advisors	\$1,600 each
34. Michelle Kazanowsky	Student Council Advisor	\$2,152
35. Barbara Gross	Convocation Program Advisor	\$650.00
36. Denise Bense	Vocal Ensemble Advisor	\$1,500.00
37. Denise Bense	Drama Club Advisor	\$1,250
38. Maria DiPisa	Drama Club Assistant	\$811
39. Susan Stashkevetch 40. Dianne Stack	2 - National Jr. Honor Society Advisors	\$1,564 each
41. Barbara Gross	Math Contest Moderator	\$500.00
42. Frank Constantine	Band Club Director	\$2,450
43. Frank Constantine	Jazz Band Director	\$1,000.00
44. Frank Constantine	Music Arranger	\$1,200
45. Frank Constantine	Musical Play Director	\$500.00
46. Marge LaRocca	Detention Monitor	Contracted Rate
47. Elizabeth Worsham 48. Maria DiPisa 49. Linda McGlynn 50. Tara Gianni 51. Lauren Ritter	Dance Chaperones	Contracted Rate
52. Shirley Holly 53. Colleen Faulkner	Substitute Dance Chaperones	Contracted Rate

## **XV. EXECUTIVE SESSION RESOLUTION**

Request resolution for Executive Session at this point in the meeting of the Barnegat Township Board of Education on Tuesday, July 14, 2009 for the purpose of personnel/contracts.

**WHEREAS**, Section 8 of the Open Public Meeting Act, N.J.S.A. 10:4-12 permits the exclusion of the public from a meeting in certain circumstances and

**WHEREAS**, this public body is of the opinion that such circumstances exist.

**NOW, THEREFORE, BE IT RESOLVED** by the Board of Education of the Township of Barnegat in the County of Ocean and State of New Jersey, as follows:

The public shall be excluded from discussion on the actions upon the hereinafter specified subject matter(s) personnel/contracts.

The general nature of the subject matter(s) to be discussed is listed in Executive Session, Executive Discussion and Executive Information.

It is anticipated at this time that the subject matters will be made public, if and when, confidentiality is no longer needed. Action may be taken.

This resolution shall become effective immediately.

#### **XVI. EXECUTIVE DISCUSSION**

Mr. Houser: May I have a Motion to go into Executive Session?

Mrs. Mitchell: So Moved.

Mrs. Sarno: Second

Mr. Houser: All in favor signify by saying Aye.

All: Aye

Mr. Houser: Opposed? Motion carried. We will be about 45 mins. because we have quite a few things to cover in Executive Session. Thank you very much

- a. Proposed Realignment of Committees/Members – See attachment
- b. Advertising Discussion
- c. SDA Construction Discussion
- d. Personnel: Asst B&G Supervisor  
Asst Supervisor of Transportation
- e. Parent Teacher Request/Parent School Request

#### **XVII. ROLL CALL**

Mr. Houser: Roll Call

Mr. Adorno Present

Mr. Davis	Present
Mrs. Mitchell	Absent
Mrs. Pilovsky	Present
Mrs. Sarno	Present
Mr. Scully	Present
Mrs. Taylor	Present
Mrs. Becker	Present
Mr. Houser	Present

### **XVIII. OLD BUSINESS**

Mr. Houser: We will move on to Item XVIII, Old Business, does anyone have any Old Business? Seeing none, we will move on to New Business.

### **XIX. NEW BUSINESS**

Mr. Houser: Under New Business we have a Motion to approve Memorandum of Agreement dated 8/18/09 with the BEA for 2009-2012 do we have a Motion?

Mrs. Pilovsky: So Moved

Mrs. Taylor: Second

Mr. Houser: Discussion? Roll Call

Mr. Adorno	Yes
Mr. Davis	Yes
Mrs. Pilovsky	Yes
Mrs. Sarno	Yes
Mr. Scully	Yes
Mrs. Taylor	Yes
Mrs. Becker	Yes
Mr. Houser	Abstain

Mr. Houser: We have a Motion to approve Resolution to authorize participation in the New Jersey State Health Benefits Program effective 12/1/09. Do we have a Motion?

Mrs. Sarno: So Moved

Mrs. Pilovsky: Second

Mr. Houser: Discussion? Roll Call

Mr. Adorno	Yes
Mrs. Davis	Yes

Mrs. Pilovsky	Yes
Mrs. Sarno	Yes
Mr. Scully	Yes
Mrs. Taylor	Yes
Mrs. Becker	Yes
Mr. Houser	Abstain

**XX. ADJOURNMENT**

Mr. Houser: Do we have a Motion to adjourn the meeting?

Mrs. Taylor: So Moved

Mrs. Sarno: Second

Mr. Houser: All those in favor say Aye.

All: Aye. Meeting adjourned at 9:31 p.m.

Respectfully submitted,

Dean Allison  
Business Administrator/Board Secretary