

**MONTGOMERY TOWNSHIP BOARD OF EDUCATION**  
**Minutes of the Thursday, April 26, 2018 5:30 P.M. Special Meeting**

These minutes have not been formally approved and are subject to change or modification.

The Montgomery Township Board of Education held a Special Meeting on Thursday, April 26, 2018 at 5:30 p.m.

**OPENING OF THE MEETING**

- A. The Montgomery Township Board of Education held a special meeting on Thursday, April 26, 2018 in the Montgomery Upper Middle School Media Center.
- B. Roll Call - The following Board Members were present: Phyllis Bursh, Richard Cavalli, Minkyo Chenette (arrived at 5:49 p.m.), Dharmesh Doshi, Charles F. Jacey, Jr., Dr. Paul Johnson, Amy Miller (arrived at 6:05 p.m.), and Ranjana Rao  
Absent: Dharmesh Doshi and Shreesh Tiwari

Also Present: Nancy Gartenberg, Superintendent  
Annette M. Wells, Business Administrator/  
Board Secretary  
Robbin Boehmer, Assistant Business Administrator/Assistant  
Board Secretary

- C. Mr. Cavalli read the following Statement of Open Meeting and Public Participation – In accordance with the State’s Sunshine Law, adequate notice of this meeting was provided by mailing notice of meeting on April 20, 2018. Notice was provided to Board of Education Members, Montgomery Township Clerk, Rocky Hill Borough Clerk, Public Library, Township Posting, School Postings, PTSA Officers, Courier News, Princeton Packet, Trenton Times, and The Star Ledger.
- F. Mr. Cavalli then led everyone in the Salute to the Flag.
- G. Mr. Cavalli welcomed all to the special meeting.

EXECUTIVE SESSION- A motion was made by Ms. Rao and seconded by Dr. Johnson that the board adopt a resolution to go into executive session at 5:35 p.m.

WHEREAS, the Open Public Meetings Act, Chapter 231 of the Laws of 1975 provides that a public body may exclude the public from that portion of a meeting of which the public body discusses certain matters for which confidentiality is required as permitted in Section 7B of the act.

RESOLVED, by the Board of Education of the Township of Montgomery in the County of Somerset and State of New Jersey as follows:

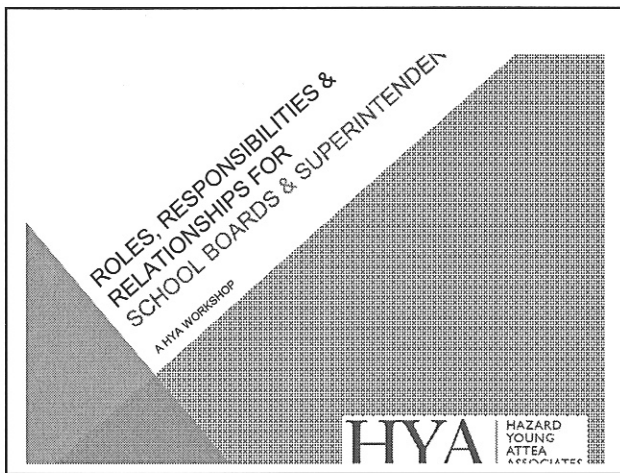
1. Items related to personnel will be discussed.
2. The matters discussed in executive session shall be disclosed to the public when the need for confidentiality no longer exists.

Upon call of the roll, the motion carried with a unanimous vote recorded.

RETURN FROM EXECUTIVE SESSION- The Board returned from Executive Session at 6:20 p.m.

**PRESENTATION**

Dr. William Adams, Regional President of ECRA Group/Hazard Young Attea Associates gave the following presentation on Board Governance:



**RESEARCH ON EFFECTIVE SCHOOL BOARDS**

Effective School Boards have a positive effect of Student Learning!

Here is a highlight of a few of the many studies that detail the characteristics of effective school boards and effective board/superintendent relationships.

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**EFFECTIVE SCHOOL BOARDS: A REVIEW OF THE LITERATURE**

Academic Development Institute 2013:

**Effective School Boards:**

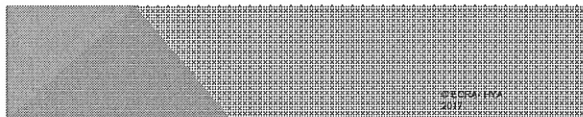
- Develop shared and strategic goals with companion implementation plans to drive focused, bold change efforts and ensure that the budget process and priorities align with the strategic plan.
- Establish policies that facilitate board professionalism (e.g., structured strategic planning, board evaluations, and board member self-evaluations)

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**EFFECTIVE SCHOOL BOARDS:  
A REVIEW OF THE LITERATURE**

Copich 2013 University of Nebraska at Omaha –  
Board’s Role in Student Learning:

- The board’s tool to improve district function and student learning is through effective policy making
- Leadership and trust are important and matter when it comes to improving teaching and learning.
- The board should set the precedent for improvement by supporting the success of the superintendent.



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**7 CRITICAL CONDITIONS FOR SCHOOL RENEWAL**

1. Shared leadership – focus on student learning through shared clear vision, high expectations, and dynamic leadership at all levels
2. Continuous improvement – focus on improvement with high levels of involved, shared decision-making
3. Ability to create and sustain initiatives – understanding of how to start and sustain a district or school improvement effort
4. Supportive workplace for staff – “opportunity to do what I do best every day”
5. Staff development – focuses on teaching and learning
6. Support for schools through data and information – use data to make improvements
7. Community involvement – strong connections between school, parents, and community

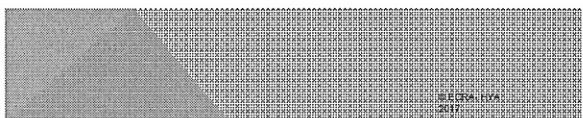


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**EFFECTIVE SCHOOL BOARDS:  
A REVIEW OF THE LITERATURE**

Copich 2013 University of Nebraska at Omaha –  
Board’s Role in Student Learning: Continued

- Boards set mutual and ongoing expectations for the Superintendent and evaluate him/her both formally and informally based on district goals and interpersonal skills.
- Boards and Superintendents implement self-evaluations and use these as a basis for ongoing discussion aimed at progress.



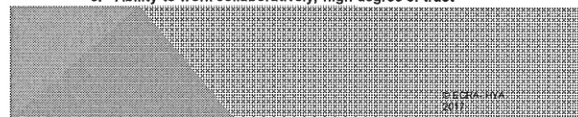
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**NEW ENGLAND SCHOOL DEVELOPMENT COUNCIL (NESDEC) & EDUCATIONAL RESEARCH SERVICE (ERS), 2000**

Based solely on interviews of high-achieving and low-achieving districts

Six characteristics of well-governed districts:

1. Stability (board members served 6-8 years and generally did not seek higher office)
2. Short regular meetings with annual or biennial goal-setting retreats
3. Effective management where complaints were referred to administration; lack of subcommittees
4. Communicative board chair/president who acted as go-between board and superintendent
5. Focus on student achievement in policy, budget, facilities: support for superintendent as instructional leader
6. Ability to work collaboratively; high degree of trust



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**EFFECTIVE SCHOOL BOARDS:  
A REVIEW OF THE LITERATURE**

Lighthouse Project (Iowa, 2002) and Lighthouse II (2007)

- Compared districts with low student achievement versus high student achievement
- Identified seven conditions for school renewal that were central to student achievement



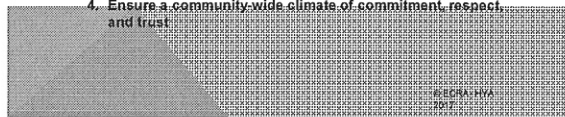
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**PANASONIC FOUNDATION REPORT (2009)**

Based on extensive work over many years with larger urban districts

Four Sacred Duties of Board Members

1. Establish and promote ownership of district’s vision and values
2. Articulate expected results and monitor progress
3. Create conditions for achievement through five areas of Board authority
  - a. Deciding on and promulgating policies
  - b. Governing use of fiscal resources
  - c. Engaging the community in its schools
  - d. Sustaining effective board-executive relationships
  - e. Negotiating and approving union contracts
4. Ensure a community-wide climate of commitment, respect, and trust



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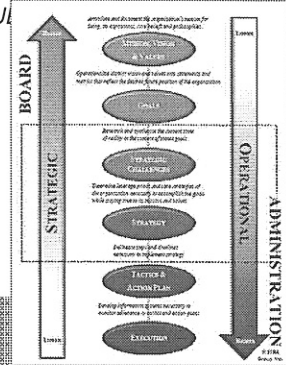
THE RESEARCH ALL FOCUSES ON THE SAME THEME ....

Effective Boards do not blur their role with that of the Superintendent and Administration. Rather effective Boards, set the direction for the district (through Strategic Planning and Policy) and consistently monitor the progress and performance of the Superintendent and the District on increased student achievement.

DEFINITIONS (CONTINUED)

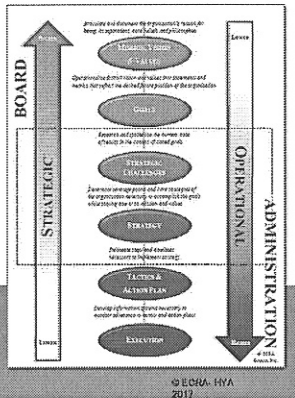
The Board & Administration's Collaborative Work:

- ❖ **Strategic Challenges** research and synthesize the current state of reality in the context of stated goals
- ❖ **Strategies** determine leverage points and core strategies of the organization necessary to accomplish the goals while staying true to its mission and values.



GOVERNANCE MODEL

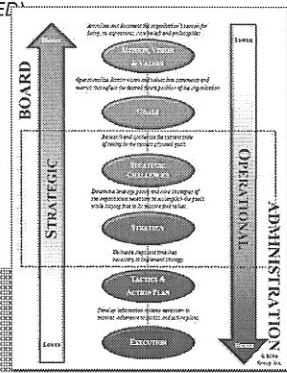
- ❖ The organizational model at right illustrates how effective organizations are governed.
- ❖ The Board's focus is the green; the Superintendent and Administration's focus the Blue



DEFINITIONS (CONTINUED)

The Administration's Work:

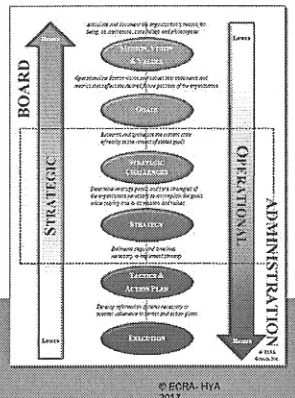
- ❖ **Tactics and Action Plan** delineate steps and timelines necessary to implement each of the strategies
- ❖ **Execution** involves developing the information systems necessary to monitor adherence to tactics and action plans



DEFINITIONS

The Board's Work:

- ❖ **Mission, Vision & Values** articulate and document the organization's reason for being, its aspirations, core beliefs and philosophies
- ❖ **Goals** operationalize the district's vision and values into statements and metrics that reflect the desired future position of the organization.



COMPLEMENTARY ROLES

BOARD MEMBER

- Defines mission
- Develops common vision
- Establishes long- and short-term goals
- Employs superintendent as CEO
- Defines parameters (policies)

SUPERINTENDENT

- Moves organization toward mission
- Provides leadership to achieve vision
- Achieves short-term goals and moves district on long-term goals
- Hires all other staff for board approval
- Leads and manages within established policies

**COMPLEMENTARY ROLES**

<p><b>BOARD MEMBER</b></p> <ul style="list-style-type: none"> <li>• Monitors overall operations</li> <li>• Evaluates superintendent</li> <li>• “Makes sure the train runs well”</li> </ul>	<p><b>SUPERINTENDENT</b></p> <ul style="list-style-type: none"> <li>• Monitors operations; informs board of progress, successes, and setbacks</li> <li>• Oversees evaluation of all other staff</li> <li>• “Runs the train”</li> </ul>
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**CRITICAL ISSUES IN THE BOARD-SUPERINTENDENT RELATIONSHIP**

**BOARD MEETING ISSUES**

- Content/follow-up communication to all board members about meeting with board president to set meeting agendas
- When/how board members receive agenda materials
- How questions from board members about agenda items are handled
- How board members can add topics for discussion to board and/or committee meetings
- If/how board members can add items to the board meeting agenda, etc.
- How meetings are handled when board members disagree
- How board members handle complaints from community or staff

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**CRITICAL ISSUES IN THE BOARD-SUPERINTENDENT RELATIONSHIP**

- Ongoing communication (*regular emails, notification of unusual events, coffee or lunch with individual board members, etc.*)
- Board member communications with each other
- Board member visits to schools (*announced versus unannounced*)
- Questions from board members in general (*who sees questions and answers*)
- Board member meetings with principals/staff members

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**BOARD MEETING MONITORING QUESTIONS**

1. Did board members believe they received adequate information ahead of time on which to make good decisions?
2. Did board members prepare for the meeting?
3. Was board meeting time adequately balanced between governance and management issues?
4. Did each board member have an adequate opportunity to participate in discussions and decision-making?
5. Did board members treat all staff and visitors courteously, equitably, and consistently?
6. Did the board:
  - a. Adhere to the agenda?
  - b. Treat each member courteously?
  - c. Use effective decision-making strategies?

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Time was allotted for board discussion and questions.

**BOARD/PUBLIC COMMENTS**

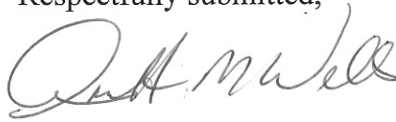
None

Mr. Cavalli asked the board to consider and all agreed to holding an Executive Session on May 8th starting at 5:30 PM in lieu of an additional Executive Session at this point in tonight’s meeting.

**ADJOURNMENT**

A motion was made by Mr. Jacey and seconded by Ms. Chenette that the meeting be adjourned at 9:07 p.m. Upon call of the question, the motion carried unanimously.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Annette M. Wells".

Annette M. Wells  
School Business Administrator/  
Board Secretary