

# Transcript of 1/18/22 BOE Monthly Meeting

00:05  
uh  
00:24  
yes  
02:09  
all right  
02:38  
uh  
03:07  
i don't know  
03:22  
i do  
03:24  
hey if everyone could take their seats  
03:26  
please  
03:27  
trying to get started  
03:34  
nice i'd like to call to order the  
03:36  
regular meeting of the moorestown  
03:37  
township board of education uh it's  
03:40  
called to order in conference with the  
03:41  
open public meetings act with adequate  
03:43  
notice provided as follows a notice  
03:45  
filed with a courier post on july 1st  
03:48  
2021  
03:49  
and also filed with the burlington  
03:50  
county times on july 1st 2021 uh may i  
03:53  
have a moment of silence please  
04:04  
thank you please rise for the pledge of  
04:06  
allegiance  
04:10  
i pledge  
04:12  
the united states of allegiance  
04:14  
into the republic for which it stands  
04:17  
one nation  
04:26  
thank you very much ask for a roll call  
04:28  
please mr secretary dr alberti here  
04:31  
ms sarcara burns  
04:33  
president  
04:34  
mr fairchild here  
04:36  
mrs falls macaluso  
04:38  
mrs mcopolis  
04:40  
here miss romano  
04:42  
mr villanueva  
04:45  
dr schneider here mr weeks president  
04:48

thank you  
04:51  
okay the board uh met an executive  
04:53  
session earlier  
04:58  
it has its discussions there  
05:00  
so move on  
05:03  
to the routine matters the letter a  
05:05  
approval of minutes  
05:07  
may have a motion for the approval of  
05:09  
the minutes from december i'm sorry from  
05:11  
december 21st 2021  
05:14  
i've got a motion  
05:21  
okay hearing a motion and a second are  
05:23  
there any comments  
05:27  
questions  
05:29  
okay like to call for a vote  
05:31  
all in favor  
05:34  
opposed  
05:35  
extensions  
05:38  
okay  
05:40  
okay  
05:42  
those are all noted  
05:45  
okay there are there any communications  
05:48  
uh for the board  
05:49  
um yeah i just i wanted to share that uh  
05:53  
for new jersey school boards association  
05:56  
all of the january february meetings are  
05:58  
going to be virtual and for any board  
06:01  
member um during those virtual meetings  
06:04  
especially but anytime you can attend  
06:06  
any of the county meetings  
06:09  
during january and february a lot of the  
06:11  
different counties are doing  
06:13  
equity and diversity topics  
06:17  
at their board meeting so if maybe you  
06:18  
can't catch the burlington county one  
06:21  
which is next thursday you can jump on  
06:23  
to any other county  
06:26  
and please see me

06:27  
for any other additional information  
06:29  
about the new jersey school boards  
06:31  
association  
06:32  
and their uh meetings and then in march  
06:35  
they'll go back to in-person meetings  
06:38  
great thank you mrs romano  
06:41  
any other comments can i ask a question  
06:43  
on that karen lauren  
06:45  
um if we prefer to go in person can we  
06:48  
wait until march or should we start in  
06:51  
january and february so the topics  
06:53  
change  
06:54  
monthly so  
06:55  
um  
06:57  
the topics  
06:59  
are not always the same for the county  
07:01  
so like i know um you know  
07:04  
february  
07:05  
we're doing diversity and equity  
07:08  
but there are other counties that are  
07:10  
doing that but there are other counties  
07:12  
if you look on the website you'll see  
07:14  
the different topics for the different  
07:15  
counties so  
07:17  
each month there is different  
07:19  
topics so it would be more topic based  
07:22  
if that serves your interest  
07:26  
thank you anyone else  
07:30  
okay moving on  
07:32  
[Music]  
07:34  
okay  
07:35  
that makes  
07:36  
some more people arriving helps with my  
07:38  
next statement i want to extend a thanks  
07:42  
to all of you in person and those of you  
07:45  
online tonight who are taking the time  
07:47  
to attend this meeting  
07:48

it's extremely important to me as i know  
07:50  
it is to the people joining me here on  
07:52  
the dais that the public have the  
07:54  
opportunity to gain a better  
07:55  
understanding of the operations of this  
07:57  
organization  
07:59  
we want to provide deeper insight into  
08:00  
the why behind the decisions and provide  
08:03  
additional transparency into the  
08:04  
processes  
08:06  
over the coming weeks i will be working  
08:07  
with the rest of the board in the  
08:08  
administration to continue to improve  
08:10  
the ways that this forum can be used to  
08:12  
provide better information and  
08:14  
understanding  
08:15  
well i don't have anything to announce  
08:16  
tonight i do want everyone to hear that  
08:19  
we've heard you and we are working on it  
08:22  
i also want to thank mr volpe and the  
08:23  
rest of his administration for all the  
08:25  
work they are doing to keep our students  
08:26  
in school and learning and keep their  
08:28  
learning at the forefront  
08:30  
we have seen many challenges over the  
08:31  
past two years and i know that everyone  
08:33  
is working to put our children first and  
08:36  
to care for those that care for them  
08:38  
there is still more that can be done and  
08:40  
the leadership of this body will  
08:41  
endeavor to do that  
08:42  
however i know that working together we  
08:44  
can continue to find ways to move  
08:46  
forward  
08:47  
so thank you and uh let me turn it over  
08:50  
to mr volpe for his remarks  
08:54  
thank you mr president and before i get  
08:56  
into some of my prepared remarks i

08:58  
wanted to take a moment to thank uh not  
09:00  
only the community in general but thank  
09:02  
the wonderful students of ues who  
09:04  
recently invited me to their school to  
09:07  
interview me for what they have is tiger  
09:09  
tv and an interview with me was  
09:10  
broadcast to the entire student body  
09:12  
today and i think most of these students  
09:15  
who did not know what a superintendent  
09:16  
was uh now know at least what a  
09:18  
superintendent is and will say hello to  
09:20  
me in the hallway so thank you ues for  
09:23  
welcoming me  
09:25  
as far as being a parent or community  
09:27  
member since the start of the pandemic  
09:29  
it can be quite confusing in  
09:30  
understanding how public schools are  
09:33  
making decisions relative to the public  
09:34  
health crisis as i had mentioned at a  
09:36  
previous board meeting our schools  
09:38  
continue to take a process based  
09:40  
approached  
09:42  
while guidelines and news from the cdc  
09:44  
garners national headlines and is  
09:45  
usually the first thing you see on a  
09:47  
news broadcast  
09:48  
that information from the cdc must first  
09:50  
go to the new jersey department of  
09:52  
health for their review and possible  
09:54  
guidance the new jersey department of  
09:56  
health then will inform the new jersey  
09:57  
department of education and they will  
10:00  
put out further guidance and  
10:01  
interpretation for schools  
10:03  
we as a school district then work with  
10:05  
our county board of health to implement  
10:06  
that guidance as it has now been vetted  
10:08

through all the proper channels  
10:10  
following that as our process we are  
10:13  
hopeful to maintain in-person learning  
10:15  
as long as we do not have two things one  
10:18  
a high in school uh transmission rate or  
10:21  
a high number of staff who are forced to  
10:23  
quarantine to the point where we are not  
10:25  
able to cover assignments to an adequate  
10:26  
degree  
10:28  
that being said if the latter did occur  
10:31  
which we're not close to doing we would  
10:33  
likely need to remove we'd likely  
10:35  
not need to move all schools to remote  
10:38  
instruction  
10:39  
if there was a staffing crisis among  
10:41  
teachers paraprofessionals and bus  
10:43  
drivers we would take a tiered approach  
10:45  
with specific goals uh due to staffing  
10:49  
our first thing we would we would first  
10:51  
shift the high school and the middle  
10:52  
school to virtual learning and shift all  
10:55  
of our available resources to ues and  
10:58  
the three elementary schools in order to  
10:59  
maintain in-person instruction  
11:02  
if the situation did get worse we would  
11:04  
shift ues to remote learning and make it  
11:07  
a priority to keep the three elementary  
11:08  
schools open so we have priorities we're  
11:11  
prioritizing our youngest learners and  
11:13  
our most vulnerable learners if it ever  
11:15  
came down to that but to be clear we are  
11:17  
not at such a point and our absences are  
11:20  
getting better  
11:21  
however i wanted to be known that our  
11:22  
priority in this case will be our  
11:24  
youngest learners and of course there  
11:26  
will be some exceptions at other  
11:27  
buildings where we would also make

11:28  
arrangements for our most vulnerable  
11:30  
learners  
11:31  
i am also a parent of students in new  
11:33  
jersey public schools and i myself know  
11:35  
how frustrating and confusing these  
11:37  
times can be  
11:38  
that's why it's important for me to let  
11:40  
you know where our information comes  
11:41  
from  
11:42  
and what our priorities are as stated  
11:44  
above  
11:45  
this is especially relevant in our daily  
11:47  
email that informs our community of the  
11:49  
number of covid cases reported to us  
11:52  
we will be making some adjustments to  
11:53  
that communication in order to explain  
11:55  
more clearly what those numbers mean as  
11:57  
much has changed since those originally  
11:59  
started being sent out to the community  
12:02  
there are other efforts that we are  
12:04  
engaging in with this board at the dais  
12:06  
to help keep our schools running  
12:08  
smoothly first we are hiring at this  
12:10  
agenda an additional part-time nurse to  
12:13  
help with contact tracing and to fill in  
12:15  
schools where needed  
12:17  
during this challenging time we do not  
12:19  
want to have a school uncovered without  
12:21  
a health professional for any reason  
12:24  
also it is important for us to both  
12:26  
recruit and retain substitute staff  
12:29  
to this end  
12:30  
today we are raising our substitute  
12:32  
rates and making aggressive efforts to  
12:34  
increase our substitute pool  
12:35  
substitutes you are truly unsung heroes  
12:38  
in all public schools not just here in  
12:40

morristown  
12:42  
as you can imagine i receive lots of  
12:44  
emails and inquiries about a variety of  
12:47  
items  
12:48  
as a reminder if you have a question  
12:51  
about something that is going on in your  
12:52  
child's classroom ask your child's  
12:54  
teacher first  
12:56  
if you still have questions after  
12:57  
reaching out to the teacher it is  
12:59  
appropriate to reach out to a subject  
13:01  
area supervisor or the building  
13:02  
principal for such issues or for any  
13:04  
issues about the school as a whole  
13:06  
if after exhausting those options in the  
13:08  
chain of command if you still need  
13:10  
clarification reaching out to a certain  
13:12  
department in central office is also an  
13:14  
option for you  
13:15  
following this process will help you get  
13:17  
accurate answers to your questions in  
13:19  
the most expeditious manner possible  
13:22  
finally due to the recent snow days the  
13:24  
board is looking at making potential  
13:26  
adjustments to our school calendar in  
13:27  
order to preserve spring break i think  
13:30  
we all believe that students and parents  
13:31  
deserve as much quality time as possible  
13:33  
together this year  
13:35  
hopefully by the february board meeting  
13:36  
we'll be prepared to take action on that  
13:38  
issue as well as potentially approve a  
13:40  
22-23 school year calendar  
13:43  
i just want to say it has been a great  
13:44  
and challenging first month as  
13:46  
superintendent but i've already really  
13:48  
learned what a wonderful community  
13:49  
morristown is i look forward to



13:51  
continuing to serve the community for  
13:53  
the benefit of all of its students and  
13:55  
for those of you who are at home and  
13:57  
anybody who's not listening to me after  
13:59  
every board meeting i will be sending  
14:00  
out copies of my report either by letter  
14:02  
or some other way through school  
14:04  
messenger so not only does the board  
14:06  
hear this or the people in attendance  
14:08  
hear this or the people online hear this  
14:10  
but even those who aren't listening  
14:11  
right now will get this information in  
14:13  
messaging too uh thank you so much for a  
14:15  
great start uh today is actually my one  
14:17  
month anniversary of being  
14:20  
superintendent here and uh without any  
14:22  
further ado i'm going to turn it over to  
14:24  
uh dr karen benton who is going to be uh  
14:27  
giving us a brief presentation about our  
14:30  
stark strong state assessments for this  
14:32  
year  
14:46  
[Music]  
15:05  
[Music]  
15:45  
good evening  
15:46  
our presentation tonight is to share  
15:48  
with you student performance on the  
15:49  
recent start strong assessments and to  
15:52  
provide some information about this  
15:53  
one-time assessment and how the data  
15:55  
will be used  
15:58  
because state testing was canceled for  
16:00  
the last two spring administrations all  
16:02  
districts were required to administer a  
16:04  
one-time start strong assessment this  
16:06  
fall to satisfy the federal requirement  
16:09  
to administer general assessments in ela  
16:12  
mathematics and science for the  
16:14

2020-2021 school year in other words the  
16:17  
assessments that occurred  
16:19  
in september october  
16:21  
made up for testing that we missed last  
16:23  
year  
16:24  
this spring however the summative njsla  
16:27  
assessments in e in english language  
16:29  
arch math and science will be given for  
16:31  
the first time since spring of 2019  
16:34  
and then as i mentioned last month the  
16:36  
state has also announced a new test for  
16:38  
11th graders called the new jersey  
16:40  
graduation proficiency assessment that  
16:42  
will be one of the tests that can be  
16:43  
used to meet the graduation assessment  
16:46  
requirement  
16:49  
as determined by the u.s department of  
16:50  
education the administration of start  
16:52  
strong satisfied federal statewide  
16:55  
assessment requirements to administer  
16:57  
general assessments in ela math and  
17:00  
science only for  
17:02  
last school year  
17:03  
these assessments were designed to be  
17:05  
quick online assessments that were given  
17:08  
in the classroom and without any major  
17:10  
disruption to the daily schedule they  
17:12  
provided one snapshot of potential  
17:14  
student need at the start of the year  
17:17  
the start strong assessments were not  
17:19  
meant to replace local formative  
17:22  
assessments that the districts can use  
17:24  
to monitor student progress over the  
17:25  
course of the year such as our map  
17:27  
testing that we use in the fall and  
17:29  
spring to monitor student learning  
17:31  
growth they were also not meant to  
17:33  
replace the summative assessments that

17:36  
are end of course and end-of-year  
17:37  
learning uh such as the nj sla nor are  
17:41  
they predictive of future results on  
17:43  
that uh summative testing  
17:48  
the design of the start strong test was  
17:51  
designed to assess a subset of prior  
17:54  
year academic standards to provide one  
17:56  
data point on the level of support a  
17:59  
student may need to engage in grade  
18:01  
level content at the start of the year  
18:04  
we consider this to be a snapshot within  
18:06  
the subset of standards start strong did  
18:08  
not assess summative or end-of-year  
18:11  
end-of-course learning  
18:12  
for instance in algebra 1  
18:15  
start strong assessment it looked at the  
18:17  
learning within a subset of grade 8  
18:19  
standards grade 8 excuse me standards on  
18:22  
algebraic concepts it did not however  
18:24  
look at the other standards that deal  
18:26  
with number systems geometry statistics  
18:28  
and probability  
18:34  
as stated earlier the district relies on  
18:36  
district level assessments to measure  
18:37  
ongoing growth and to identify learning  
18:40  
needs that then guide our instruction  
18:42  
startstrong designed their assessment  
18:44  
with the premise that all students would  
18:46  
need some level of support due to the  
18:48  
learning impacts of the last two years  
18:49  
of the pandemic  
18:51  
to that end they  
18:53  
identified three categories less support  
18:55  
needed some support needed and more  
18:57  
support needed  
18:59  
as we interpreted the start strong data  
19:01  
in conjunction with our own internal  
19:02

assessments we determined that students  
19:04  
needing less or some support would be  
19:07  
provided that port support through  
19:09  
classroom instruction teaching staff and  
19:11  
administration have continued to adjust  
19:13  
instruction to meet the needs of all of  
19:14  
our learners this year as we return to  
19:17  
full day in-person learning  
19:20  
because this assessment was given in the  
19:21  
fall we used our ongoing map testing in  
19:24  
last spring to identify students for the  
19:27  
summer engagement program to provide  
19:29  
extended learning opportunities in  
19:31  
english and math and then we also used  
19:33  
our fall map testing and other  
19:35  
foundational skill assessments in the  
19:37  
classroom to identify students who would  
19:39  
need additional support in those two  
19:41  
subject areas through our reading and  
19:43  
math support program  
19:44  
as we have done in the past we continue  
19:46  
to monitor students who are receiving  
19:48  
more intensive supports throughout the  
19:50  
year such as students receiving special  
19:52  
education services our esl students and  
19:55  
students receiving basic skills services  
19:57  
for instance a winter map session is  
19:59  
administered to students in grades k-8  
20:02  
receiving these services as an  
20:04  
additional data point to monitor their  
20:06  
growth over the course of the year  
20:10  
the next three slides will provide our  
20:12  
overall student performance data by  
20:14  
grade level on the start strong  
20:17  
and green and as we i stated before  
20:20  
those students we are reporting the  
20:21  
percentages of students who need less or  
20:24  
some support which we are providing at

20:25  
the crack classroom level those not  
20:28  
represented on these slides would be  
20:29  
those students that through other  
20:30  
measures we've identified for additional  
20:32  
more intensive supports  
20:35  
what we do see is that the disaggregated  
20:37  
data by grade level for subgroups of  
20:39  
students by race social economics and  
20:41  
those receiving special education  
20:43  
services and english  
20:45  
language learners uh in math and in  
20:48  
science and the subgroup is the total of  
20:50  
our total population which i've listed  
20:52  
those the percentages that within our  
20:54  
total student population here  
20:57  
because our ell population is so small  
20:59  
one percent of our total student  
21:01  
population there are less than 10  
21:03  
students in each grade level and we  
21:04  
cannot publicly report out on that data  
21:06  
to prevent to protect individual  
21:08  
confidentiality of scores  
21:10  
similar to the subgroup map data that i  
21:12  
shared in december for ela and math we  
21:14  
are seeing that some of our most  
21:16  
vulnerable groups of students have been  
21:17  
most impacted by the pandemic learning  
21:20  
disruptions and this follows trends that  
21:22  
we see  
21:23  
nationally  
21:25  
as stated some of our subgroups  
21:27  
represent small percentages of our total  
21:29  
population for example only about 10  
21:31  
percent of students are economically  
21:33  
disadvantaged here in moorestown because  
21:36  
of the small number of student students  
21:37  
demonstrating higher needs across the  
21:39

district we are able to identify those  
21:42  
students who are not demonstrating  
21:43  
growth toward achieving grade level  
21:45  
standards and provide appropriate  
21:46  
intensive supports  
21:51  
so to end i want to talk a little bit  
21:53  
about some of the considerations that we  
21:55  
looked at as a district when looking at  
21:57  
the start strong  
21:59  
assessment data as well as all of our  
22:01  
other data that we collect  
22:03  
similar to  
22:04  
um one is that the district considered  
22:07  
the continuing impacts of covet 19 on  
22:09  
learning and classroom conditions as  
22:11  
students transition back to full day in  
22:12  
person learning in september and as i  
22:15  
stated the start strong assessments were  
22:16  
given right at the beginning of the year  
22:18  
uh in september and early october we  
22:21  
also looked at our levels of student  
22:23  
participation and engagement in the  
22:26  
assessments early in the year after a  
22:28  
year of hybrid and remote learning and  
22:30  
some students still needing to  
22:31  
quarantine  
22:33  
another consideration is that districts  
22:34  
were advised by the department of ed not  
22:37  
to compare individual student scores  
22:40  
student scores or school performance of  
22:43  
the start strong data to any other state  
22:46  
level data that we've had in the past in  
22:48  
order to try to use this  
22:49  
to be predictive of how students would  
22:51  
perform  
22:52  
in the future  
22:55  
additional  
22:56  
considerations

22:58  
is that the start strong assessment  
23:00  
again is one of several district data  
23:02  
points we use to support our district  
23:04  
level curriculum planning and  
23:06  
identification of how we should be  
23:08  
adjusting our instruction  
23:10  
evaluating the scope and sequence of our  
23:13  
courses and our content delivery based  
23:15  
on the distribution of student support  
23:17  
needs  
23:18  
as well as providing professional  
23:20  
learning for our our staff as they  
23:22  
continue to differentiate and scaffold  
23:24  
instruction to meet need  
23:26  
we also use this as opportunities to  
23:28  
have conversations with parents  
23:30  
where their child may need more support  
23:32  
as we continue throughout the school  
23:34  
year  
23:35  
so as i  
23:36  
stated at the beginning  
23:39  
when we looked at the start strong  
23:42  
data  
23:43  
we saw it as a snapshot of where  
23:44  
students were at the very beginning of  
23:46  
the year  
23:48  
overall we felt like that was too late  
23:50  
for us to take a look at our students  
23:52  
and so we've been looking at the data uh  
23:55  
in terms of our map data and what we  
23:57  
have seen in the classroom over the  
23:58  
course um of the last two years and  
24:01  
we've been making those adjustments over  
24:03  
the course of time  
24:04  
thank you  
24:15  
okay next question  
24:17  
karen i didn't know if you mm-hmm it  
24:19

doesn't matter where um  
24:21  
in in the context of since the  
24:24  
since you know  
24:27  
we try to frame this politely  
24:29  
what does the state  
24:31  
indicate  
24:32  
would be a useful would be useful with  
24:35  
this  
24:36  
like i'm trying to grapple with the idea  
24:38  
that this is a one-off assessment of  
24:40  
unvalidated items that you're not  
24:42  
supposed to use predictively and don't  
24:44  
necessarily extrapolate to anything  
24:46  
so the teacher in me is just trying to  
24:48  
understand  
24:49  
what what a rational person would use  
24:51  
this so i guess another part of the  
24:53  
question is does it tell you anything  
24:56  
that you that we visit by grade or by  
24:58  
ela science or math does it tell did you  
25:01  
and your team see anything that was like  
25:03  
oh that's not what we've seen with map  
25:06  
or teacher reports or anything like that  
25:08  
so i'll re-emphasize one point which was  
25:12  
that um this was a requirement to meet  
25:15  
our federal accountability  
25:17  
uh state testing requirement from last  
25:20  
year  
25:21  
um  
25:22  
and to your point we also said well okay  
25:25  
how can we maybe make use of this and so  
25:28  
the way that we looked at that is it is  
25:30  
an additional data point so for instance  
25:33  
um if we saw that a student  
25:37  
needed  
25:38  
fell into the morris support category we  
25:41  
a teacher  
25:42  
or a principal might look to see well



25:44  
has the student already been identified  
25:47  
for our basic skills instruction um they  
25:51  
might look at how is that student  
25:53  
doing in class how are they meeting the  
25:55  
great level expectations for this year  
25:57  
is there a need that we're seeing so  
26:00  
it's one data point but we also are  
26:02  
relying much more heavily i believe on  
26:05  
all of our other data points that we  
26:06  
collect daily weekly  
26:09  
routinely throughout the course of the  
26:11  
year so in that regard i think maybe it  
26:14  
could identify a few kids who somehow we  
26:17  
had not identified and it would cause us  
26:19  
to ask the necessary questions to see if  
26:22  
that student needed support um in  
26:25  
most cases i think we've already  
26:27  
captured the students who need support  
26:29  
because as i said we've been doing  
26:32  
regular monitoring uh within uh within  
26:35  
our classrooms all along  
26:37  
and is there any indication that that  
26:39  
this data would ever be revisited in any  
26:41  
way i mean so obviously going forward  
26:43  
the the state testing will kind of be  
26:44  
back on track especially this spring  
26:47  
it's just kind of a one-off right and  
26:49  
that's why i use the word snapshot  
26:52  
that's really how i'm looking at it  
26:56  
any other questions  
26:58  
yes  
27:01  
okay  
27:02  
thanks for that um so it's a data point  
27:05  
i understand that um but i think other  
27:08  
data points show us that universally all  
27:10  
students are experiencing some level of  
27:12  
learning loss and you mentioned these  
27:15

three categories makes total sense that  
27:17  
those identified as needing more support  
27:19  
have tailored and individualized support  
27:22  
but under the presumption or the data  
27:24  
proven  
27:26  
assumption that all students have either  
27:29  
less support or some support needed and  
27:31  
are suffering from learning loss what  
27:34  
are the things that we are doing to  
27:36  
address that in classroom  
27:38  
in either a top-down way or on an  
27:40  
individualized basis because you said  
27:43  
for those students who aren't suffering  
27:44  
from  
27:45  
as severe of a gap it's happening in the  
27:48  
classroom so what does that look and  
27:49  
feel like and is it you know applicable  
27:52  
to all students across the school the  
27:55  
the class the grade how's it how's it  
27:58  
what's the  
27:59  
catch-up plan yep so i think we we're  
28:01  
doing teachers are doing what they've  
28:03  
always done which is to assess at the  
28:05  
individual student level and then  
28:08  
address the needs within their  
28:09  
differentiation and their scaffolding of  
28:11  
instruction within the classroom  
28:14  
so for example um i might uh in a math  
28:18  
lesson um build in certain kind of  
28:21  
diagnostic type of assessments which  
28:24  
might not be like a quiz or a test but  
28:26  
it could be an activity right in order  
28:28  
to be able to assess the prerequisite  
28:31  
skills that i know a student needs going  
28:33  
into this next unit or lesson or chapter  
28:37  
at our secondary levels for instance and  
28:39  
if i found that there were either  
28:41  
individual students or maybe the

28:43  
students as a whole were not stay as  
28:45  
strong as what i might have seen in  
28:47  
previous years then teachers will make  
28:49  
adjustments to their instructions in  
28:51  
order to  
28:52  
reteach reinforce  
28:55  
prerequisite skills while at the same  
28:57  
time teaching the grade level content  
29:00  
and that's something that teachers  
29:01  
always do  
29:02  
um  
29:03  
so is there anything additive on top of  
29:05  
like an individual teacher teaching hers  
29:08  
or his classroom that the school is  
29:10  
considering in a more holistic or  
29:12  
top-down programmatic way to catch up  
29:14  
with all students yes so last year's  
29:16  
supervisors did work with teachers um at  
29:19  
the different grade levels to  
29:21  
look at the standards and have an  
29:23  
understanding of what was going to be  
29:25  
taught where the emphasis was going to  
29:27  
be placed and so using that same plan  
29:29  
we're carrying forward and started this  
29:31  
year with a plan of how we were going to  
29:33  
continue to address certain standards  
29:36  
and what were those that's what the  
29:39  
the start strong when they talked about  
29:40  
the subset of prioritized standards so  
29:43  
the state provided information about the  
29:45  
things that they um were going to  
29:47  
prioritize and so districts were able to  
29:50  
make informed decisions about what  
29:52  
things they were going to um  
29:55  
emphasize  
29:56  
with the reality being that with our you  
29:59  
know abbreviated schedule last year  
30:01

there may be some standards and some  
30:04  
content that we needed to cut  
30:06  
and we did that in alignment with the  
30:08  
state um so the state you know will  
30:10  
follow along we assume with the njsla  
30:13  
assessments  
30:15  
okay did that okay  
30:17  
i'm sorry just one  
30:19  
sort of related  
30:21  
um  
30:22  
so  
30:23  
what on as a practical matter  
30:26  
what should parents expect  
30:28  
um when they get the you know they've  
30:30  
received the paperwork that their child  
30:33  
needs less support  
30:34  
i forget the three book it's last summer  
30:37  
um strong support  
30:39  
um  
30:40  
if they haven't heard any like obviously  
30:41  
the teacher is addressing it at an  
30:43  
individual level in the classroom  
30:45  
but sometimes you know some parents have  
30:47  
heard about specific actions that are  
30:49  
being taken others haven't so as a  
30:51  
practical matter  
30:52  
what should we expect or what should  
30:54  
parents expect and then how should they  
30:56  
go about  
30:58  
you know taking course of action to  
31:00  
understand exactly how some of those  
31:02  
measures are being um addressed and i do  
31:05  
have a second part of that i can ask it  
31:07  
now or i could wait uh let me answer in  
31:09  
another way i won't forget um so i think  
31:12  
practically speaking we are now in  
31:14  
january right um so i think regardless  
31:18  
of this one snapshot that we took back

31:21  
in september um teachers have a very  
31:23  
good understanding of where students are  
31:25  
at this time in the year and so for  
31:28  
those students like as you said who have  
31:30  
been identified for saying like reading  
31:32  
and math support um they've already been  
31:34  
identified for those programs um and and  
31:37  
parents have the ability to speak not  
31:39  
only to the  
31:41  
grade level teacher but also to those  
31:42  
reading and math support teachers if the  
31:44  
student is a part of that during  
31:46  
back-to-school nights during  
31:48  
parent-teacher conferences  
31:50  
again students are you know getting  
31:52  
progress reports and report cards along  
31:54  
the way so those things are happening  
31:56  
and i think you can say the same thing  
31:58  
for a student who's not necessarily in  
32:00  
that higher category where they're  
32:01  
receiving intensive reports if there  
32:04  
were significant concerns then that  
32:07  
would have been a conversation that  
32:08  
would have occurred between teachers and  
32:10  
parents already at this time of the year  
32:12  
as it would have happened in any any  
32:14  
other year  
32:18  
um  
32:19  
and then just kind of  
32:20  
to mark's point  
32:23  
how will  
32:24  
has have you guys given any thought to  
32:26  
how we will be measuring progress so we  
32:29  
have a couple we have a snapshot  
32:31  
we have a couple of other measures  
32:33  
um  
32:35  
how can we  
32:36

start to feel  
32:38  
um  
32:39  
you know a little bit more  
32:41  
i don't want to say confident because we  
32:42  
all know that everyone's working hard to  
32:44  
get our kids back on track  
32:46  
but how do we start to really see  
32:48  
where maybe the gap starts to widen and  
32:52  
you know what types of metrics are we  
32:53  
looking at to be able to do that or they  
32:56  
start to close not widen so i think  
32:58  
throughout the year what we rely on um  
33:00  
the most in terms of identifying and we  
33:03  
use what we're what we term as a growth  
33:05  
model right um so students will start  
33:08  
the year at a point and then they will  
33:11  
engage in the learning over the course  
33:12  
of the year and then we look and measure  
33:15  
growth  
33:16  
to see how that growth has occurred over  
33:18  
the over the over the year so we do that  
33:21  
with our our map testing um again spring  
33:24  
and fall and then for students who are  
33:26  
receiving into more intensive services  
33:28  
we do a winter session as well um and  
33:31  
then we also have what we've always used  
33:33  
as the classroom level uh formative  
33:36  
assessments right that measure growth  
33:37  
especially in areas where you should see  
33:40  
progressive learning um in terms of a  
33:43  
student's ability to  
33:45  
you know read and write and we will use  
33:48  
foundational skills assessments for  
33:50  
instance right to  
33:51  
to see that a student's independent  
33:54  
and instructional reading level  
33:55  
progresses  
33:57  
within a range that is considered grade

33:59  
level right and if not then we identify  
34:01  
those students to get additional  
34:03  
supports  
34:07  
thanks dr benson and first i want to  
34:09  
start by appreciating your diplomatic  
34:11  
handling of the question about why are  
34:13  
we giving this test um as someone who  
34:16  
has been involved in testing for some  
34:18  
time hopefully  
34:20  
hopefully everybody can read between the  
34:22  
lines that this was done to satisfy a  
34:24  
federal accountability requirement and  
34:27  
that being said  
34:29  
those who advocated for uh not allowing  
34:31  
states to have a waiver out of this  
34:33  
federal requirement  
34:35  
of the utmost importance is to allow us  
34:37  
to continue to measure and identify the  
34:39  
subgroups that continue to not achieve  
34:42  
at the same level as our  
34:45  
non-economically disadvantaged white  
34:47  
students achieve that and so i think  
34:49  
that is kind of the purpose behind  
34:51  
states not being able to get a pass is  
34:53  
that we need to always be keeping that  
34:55  
data at the forefront the other thing  
34:57  
that i would just like to say for the  
34:59  
board and for the community is that i  
35:01  
think it's very important that we  
35:04  
push ourselves as much as we in our  
35:06  
hearts wish our kids didn't have the  
35:08  
disruption in learning that they've had  
35:10  
over the last going on you know two  
35:12  
years now um  
35:14  
that they're that we as much as possible  
35:17  
think about the asset based approach to  
35:19  
how we think about student progress um  
35:22

lots of kids have developed tools skills  
35:24  
not to say that we're not behind and  
35:26  
that kind of thing but the kind of  
35:28  
pressure that we continuously  
35:30  
put ourselves very unrealistically under  
35:33  
as saying well by the end of this school  
35:34  
year we'll be caught up that isn't the  
35:36  
case um we need to think about the the  
35:39  
greater needs of our kids and you know  
35:41  
we've had learning loss we've had  
35:42  
teaching loss we've had social emotional  
35:44  
issues but i think when we  
35:47  
think about what  
35:48  
research is showing as most needed to  
35:51  
move our  
35:52  
kids forward and our teachers forward in  
35:54  
this environment our parents forward in  
35:55  
this environment is a much more  
35:57  
realistic  
35:59  
asset based thinking about instead of  
36:01  
thinking about what do our kids not know  
36:02  
when they come to our classrooms every  
36:03  
day what do they know what are they  
36:05  
showing how can we build on that uh and  
36:08  
research is showing that we as much as  
36:11  
possible keep kids in grade level  
36:13  
instruction and build from there and um  
36:16  
there's lots of reports coming out to  
36:18  
show that that is what's possible and i  
36:21  
i'm just very appreciative that we have  
36:23  
such a strong teaching staff because  
36:25  
that's what teachers have always done  
36:27  
that that has always been the work of  
36:28  
teachers i don't know a teacher that  
36:30  
ever assumes a kid comes into a fourth  
36:32  
grade classroom remembering everything  
36:34  
that they learned in third grade  
36:35  
obviously we have a bit more disruption



36:37  
than typical but that is the skill set  
36:39  
that we are fortunate to have here and  
36:41  
so uh as much as possible i think to to  
36:45  
keep thinking about what our kids are  
36:46  
and teachers are bringing to this  
36:48  
conversation um it would be helpful  
36:55  
one more quick question i had read a  
36:56  
note that there was um about four  
36:58  
billion dollars in state funding that  
37:00  
would be dedicated to programs to help  
37:02  
children catch up so forgive me if i  
37:04  
missed you saying this but did we get or  
37:07  
will we get any funding in morristown  
37:09  
and do we have plans on how to use it or  
37:11  
will that be tbd  
37:14  
so i'm gonna let mr heiser uh just talk  
37:16  
about what we've already done  
37:20  
absolutely thank you dr benton  
37:22  
so we have uh dr tate and his team last  
37:26  
year applied for a one-off grant  
37:29  
through the state of new jersey that was  
37:30  
specifically to address learning loss  
37:33  
we have also participated in all three  
37:36  
rounds of the esther funding uh the  
37:39  
first round was karazhak second round  
37:41  
was esser third round was arp funding  
37:44  
so we just completed our third  
37:46  
application on that and i believe  
37:48  
november we board approved that  
37:51  
so yes we have participated in  
37:53  
in federal funds to help offset learning  
37:56  
loss  
38:02  
was there did we want to talk about  
38:04  
kind of how the what some of the uses of  
38:06  
that were i would love to know that how  
38:08  
you use it i was going to follow up  
38:09  
offline but if you want to give some big  
38:10

ticket examples that's great or if we  
38:12  
could just figure out how to get more  
38:14  
transparency into how it's utilized at  
38:16  
some future time sure absolutely so so  
38:19  
some of the uh some of the uses of that  
38:21  
those funds  
38:23  
we hired uh basic skills instructors uh  
38:27  
we hired a mental health professional we  
38:30  
allocated certain funds to professional  
38:32  
development  
38:33  
certain funds to supply allocations and  
38:37  
last  
38:38  
this summer we ran a uh  
38:40  
sr2 summer program  
38:42  
that dr  
38:44  
miss butler had uh spoken about a little  
38:47  
bit earlier  
38:48  
but those those are some of the  
38:50  
overarching items that we we allocated  
38:52  
toward  
38:55  
any other comments or questions from the  
38:57  
presentation  
39:00  
hearing none  
39:02  
uh thank you everybody for the robust  
39:04  
discussion  
39:05  
and uh  
39:06  
living up to the expectation i said that  
39:08  
we would have those robust discussions  
39:10  
uh so thank you all for that  
39:17  
like after this like when will it come  
39:19  
back like when will we hear more about  
39:21  
what we're doing  
39:22  
like this isn't a one and done so will  
39:24  
there be more discussion at the board or  
39:26  
about you know how we're going to invest  
39:28  
the funding like how can we create more  
39:30  
transparency to the parent community  
39:31  
around how we're going to use the

39:33  
funding and the plans that we have to  
39:34  
address the gaps and measure the  
39:35  
progress  
39:37  
so yeah well mr volpe is getting his  
39:40  
match on i'll say i mean i think it's uh  
39:43  
you know  
39:45  
it's it's our  
39:46  
it's something we're going to do each  
39:48  
each board meeting right okay great mr  
39:49  
volpe and i have talked about  
39:51  
uh and we're going to continue to talk  
39:52  
about how we can bring these discussions  
39:54  
to the fore i think it's great uh to  
39:56  
have these conversations about this so i  
39:59  
i also think that board members in  
40:00  
between meetings will be informed  
40:02  
through committee level meetings uh  
40:03  
curriculum and instruction in particular  
40:05  
if we're looking for these things and of  
40:07  
course then we can also report out uh in  
40:09  
our minutes what is taking place at  
40:11  
those committee meetings so the work of  
40:13  
the board for the public isn't just when  
40:14  
they sit here at the days we're  
40:16  
frequently meeting in committees to  
40:17  
discuss some of these issues and then we  
40:19  
can report out afterwards as well  
40:24  
okay  
40:25  
so now uh continuing to see the effects  
40:28  
of our efforts with learning let's uh  
40:30  
hear from our student government  
40:32  
representatives  
40:34  
um i think we usually start with senior  
40:36  
class  
40:37  
would you like to  
40:38  
miss her  
40:41  
you're great right there hi um hello  
40:43

everybody my name is claire herron and i  
40:45  
am the senior class liaison to the board  
40:48  
i would like to start by welcoming the  
40:50  
new faces to the board nice to meet you  
40:52  
um when i was in the car on the way  
40:54  
heading here my dad was like how many  
40:56  
meetings do you have left you got to do  
40:57  
a countdown so um i think this is my  
41:00  
sixth last one so i'll only meet you a  
41:01  
couple more times but welcome  
41:04  
um and tonight i would like to talk  
41:06  
about  
41:07  
um updates on the senior trip  
41:10  
um our final deposit was due on the  
41:12  
seventh and i think i told my dad on the  
41:14  
10th but um we did pay it and it was  
41:16  
fine  
41:17  
um i was just talking to miss nissan  
41:19  
about it but we're staying at a new  
41:21  
place this year they stayed at it last  
41:23  
year too but it's different we're not  
41:24  
saying on disney we're staying at  
41:25  
universal so it's our universal senior  
41:27  
trip  
41:28  
um but it's right near the water park  
41:30  
and it's supposed to be super fun so  
41:31  
only good reviews i'm really excited and  
41:33  
it's a lot sooner than i think because  
41:36  
it's  
41:36  
almost april  
41:38  
um and it's the first week of april will  
41:39  
be our trip so that's something i look  
41:41  
forward to  
41:42  
um  
41:43  
today  
41:44  
not student council related i had my  
41:46  
first mock trial scrimmage which went  
41:48  
super well and it was so exciting um

41:51  
there's still a lot going on in the high  
41:52  
school outside of  
41:54  
student council and the music fest or in  
41:56  
the music concerts um there's constantly  
41:58  
um clubs buzzing around debate clubs and  
42:01  
mock trials so watch out for that  
42:04  
and um also as a part of a student  
42:07  
council initiative related to mlk each  
42:10  
grade was tasked with coming up with  
42:12  
service projects  
42:14  
so the senior class we came up with a  
42:16  
book drive with the organization book  
42:19  
smiles based in cherry hill i believe  
42:22  
um not to toot my own horn but i love  
42:24  
the book drive idea i think it's really  
42:26  
good um my favorite place in the world  
42:28  
is barnes and noble i just like love  
42:30  
walking around and looking at all the  
42:31  
books i know that not everybody else has  
42:33  
the same opportunities that i do  
42:35  
i absolutely love buying and collecting  
42:37  
books and reading them less um just i  
42:40  
love reading the backs of books it's so  
42:42  
fun the great the smell oh it's amazing  
42:44  
um so  
42:45  
being able to give you know that gift of  
42:48  
books and knowledge to um other kids  
42:51  
around our area i think is really great  
42:54  
um and i will hand it off to lucas thank  
42:56  
you thank you  
43:02  
uh hello i'm lucas mcgill i'm the junior  
43:05  
class board of education liaison as we  
43:07  
roll into 2022 the first thing on any  
43:08  
high schooler's mind is prom after  
43:10  
midterms of course uh student council  
43:13  
and our grade level advisors have been  
43:14  
hard at work locking down things like  
43:16

venue date and we got the dj from last  
43:19  
year which was a huge hit  
43:21  
and much more this year's prom will be  
43:23  
at crowne plaza and cherry hill on  
43:25  
friday may 13th  
43:28  
friday the 13th  
43:30  
now the more superstitious among us  
43:32  
might not like that but rest assured  
43:33  
we've gone to great lengths to make sure  
43:35  
everybody will have a great time  
43:36  
to start the new year off in a  
43:38  
productive manner as claire mentioned  
43:39  
each grade level will be running a  
43:40  
service project for the high school  
43:42  
students the junior class will be  
43:43  
coordinating a prom dress drive in which  
43:45  
students are encouraged to donate old  
43:47  
prom dresses to less fortunate  
43:48  
communities around us  
43:49  
as of right now we're hoping to hold the  
43:51  
drive in conjunction with an  
43:52  
organization called becca's closet we've  
43:54  
signed up to begin a chapter at the high  
43:56  
school which will be completely student  
43:57  
run  
43:58  
the drive will start on march 14th so  
44:00  
there's ample time for prom uh before  
44:02  
prom to collect them and that's  
44:03  
everything i have for tonight thank you  
44:04  
very much to have a nice evening  
44:08  
thank you  
44:17  
hello everybody my name is bavika and  
44:19  
i'm the sophomore class liaison and  
44:21  
since december student council has been  
44:23  
planning and preparing for our annual  
44:25  
martin luther king jr day assembly  
44:28  
unfortunately we were unable to do our  
44:30  
assembly live and instead we videotaped

44:32  
it in the auditorium with the help of  
44:34  
staff and our wonderful video production  
44:36  
team  
44:37  
then our wonderful video production team  
44:39  
assembled all of the clips into one  
44:40  
video which was viewed by students in  
44:42  
their classrooms last week on friday the  
44:45  
14th  
44:46  
in the assembly we discussed dr king's  
44:48  
legacy his life his beliefs  
44:51  
which included the principles of  
44:52  
non-violence in his vision of the  
44:54  
beloved community and how we can embed  
44:56  
dr king's principles into morse town  
44:58  
together as a community  
45:00  
the assembly consisted of thoughts and  
45:02  
speeches from the student council  
45:04  
members of our community students from a  
45:06  
new club this year called unity in the  
45:08  
community and a performance from the  
45:10  
orchestra string ensemble  
45:12  
our guest speaker for in the assembly  
45:14  
was mr mayne brown who is a former  
45:17  
administrator of morristown high school  
45:20  
overall the assembly was a great success  
45:21  
and a moment for our school to  
45:23  
appreciate dr king's legacy and reflect  
45:26  
on his visions and their impact on our  
45:28  
community in morristown  
45:30  
as for the sophomore service project we  
45:32  
will be assigning each grade a puppy  
45:34  
related item to donate to wolf love  
45:36  
rescue which is a foster home that  
45:38  
partners with animal aid usa to rescue  
45:41  
abandoned discarded and forgotten dogs  
45:43  
in georgia we will be counting the  
45:46  
number of items each grade brings and  
45:48

rewarding the grade with the highest  
45:49  
number of items brought  
45:51  
teachers from this high school have  
45:52  
adopted from this organization and the  
45:54  
sophomore class is very excited to work  
45:56  
with wolf love rescue to help puppies in  
45:58  
need thank you and have a great night  
46:01  
thank you very much  
46:12  
hi everyone my name is yvette and i'm  
46:14  
the freshman class liaison this month  
46:17  
i've been preoccupied with two main  
46:19  
things our entire grade is studying for  
46:21  
midterms and we at student council have  
46:24  
been working on our service project  
46:26  
for our project we call joseph's house  
46:28  
which is a non-profit organization that  
46:31  
works to aid young homeless children and  
46:33  
teens by offering many services  
46:35  
including emergency shelter and access  
46:38  
to  
46:39  
supportive housing and comprehensive  
46:41  
social services we will be accepting new  
46:44  
socks and lightly used or new blankets  
46:46  
for the people at joseph's house  
46:48  
we are working now to figure out the  
46:50  
final details then we will be ready to  
46:52  
set up the drive in school  
46:54  
our whole grade is also preparing for  
46:56  
our midterms for most of us this is our  
46:58  
first time  
47:00  
many people i know have gotten started  
47:01  
studying already which is a good sign  
47:04  
the four reading days we have been  
47:05  
assigned to review all old materials are  
47:08  
also a great way to study many of us may  
47:11  
not know how to study for such a large  
47:12  
test and those days will be very helpful  
47:15  
thank you



47:16  
thank you very much  
47:20  
okay  
47:21  
uh well students we definitely  
47:23  
appreciate your perspective and sharing  
47:25  
your experiences with us uh i will  
47:27  
continue the tradition of offering you  
47:29  
the opportunity to work on that studying  
47:32  
if you'd like to um or uh certainly stay  
47:35  
and and uh enjoy the meeting choice is  
47:37  
yours claire you only have six more  
47:39  
times to do this right five  
47:41  
all right  
47:43  
okay  
47:44  
all right thank you again very much  
47:48  
okay uh let's move on to board committee  
47:51  
reports um the questions in comment  
47:53  
section so  
47:54  
um just uh randomly maybe we could start  
47:57  
i did policy  
48:02  
no policy did not meet this month uh  
48:04  
policies meeting on february 7th okay  
48:07  
great moving on then uh how about fnl i  
48:10  
understand uh cheryl you'll give the  
48:12  
report mr villanueva's absence  
48:15  
yes  
48:17  
hang on it was a long one  
48:19  
he was very proposed in his notes i will  
48:21  
i'll do my best to get through quickly  
48:24  
um  
48:25  
we had a meeting of ethno on january  
48:28  
14th and attendance from administration  
48:30  
was  
48:31  
mr volpe jeff airy karen benton carol  
48:34  
butler  
48:35  
james heiser and dave tate  
48:37  
from the board of ed was jack fairchild  
48:39  
myself cheryl mcaulis  
48:42

mark villanueva and mick weeks  
48:44  
the guests on that day were drew seibel  
48:48  
the principal of high school and  
48:50  
mr hurley  
48:52  
the building and grounds supervisor  
48:54  
the first agenda item was to talk about  
48:57  
a class advisor stipend  
48:59  
mr seibel came and proposed a  
49:01  
reallocation of stipends to the class  
49:03  
advisors basically taking the amount  
49:05  
that exists and  
49:08  
dividing it equally among the advisors  
49:10  
along with a reallocation of  
49:12  
responsibilities so that everybody's  
49:14  
responsibilities and time commitment is  
49:16  
equal  
49:17  
in  
49:18  
concept everybody on ethno agreed with  
49:20  
this idea but given the status of  
49:24  
contract negotiations with the mea we  
49:26  
deferred that to the negotiations  
49:28  
committee  
49:31  
the second agenda item was the 2020 2021  
49:34  
audit exit conference  
49:36  
try to say that three times fast  
49:39  
it will most likely be held in february  
49:42  
um we talked about the  
49:45  
um state safe return plan update  
49:48  
um that was previously approved by the  
49:50  
boe and was resubmitted at a six-month  
49:52  
interval as required by the state  
49:55  
no changes were made in the submission  
49:58  
and the committee discussed some  
50:00  
potential changes for the next six month  
50:03  
submission  
50:06  
we talked we talked about the new jersey  
50:08  
clean energy program and admin building  
50:11  
roof

50:12  
the administrative building roof is at  
50:14  
the end of its life  
50:16  
there's  
50:17  
leaks  
50:18  
so they're evaluating a grant  
50:21  
um  
50:22  
actually i got that backwards give me a  
50:23  
second  
50:24  
so  
50:25  
we're evaluating a grant through the  
50:27  
clean energy program for led hvac and  
50:31  
boiler projects at admin building which  
50:33  
needs to be replaced  
50:35  
the grant funds 70 of that project  
50:39  
we are simultaneously evaluating the  
50:41  
roof replacement um due to the fact that  
50:44  
the roof is at the end of its life  
50:46  
and it was discussed that that money  
50:48  
would come from capital reserve  
50:51  
the roof replacement being done at the  
50:53  
same time as boiler and hvac would have  
50:56  
some cost efficiencies and it would  
50:58  
minimize disruption if we do it  
51:00  
um over the summer  
51:03  
and the roof replacement the estimate  
51:05  
for all of that is about 250 000  
51:08  
it would take about three to four weeks  
51:10  
bids are going to go out in march for  
51:13  
this project  
51:15  
um  
51:16  
mr heiser advised that  
51:18  
mtps has been identified for desk  
51:21  
monitoring  
51:22  
for the federal funds  
51:24  
the reason that we were so lucky to be  
51:27  
chosen was that  
51:29  
we  
51:31

the the federal government wants you to  
51:33  
submit for reimbursement of these funds  
51:36  
um on a more frequent basis i think it's  
51:39  
monthly james  
51:41  
um we are trying to be efficient and not  
51:43  
submit every month so we we submit at  
51:46  
um longer intervals  
51:49  
and then as a result we got flagged for  
51:51  
uh monitoring so it was the pacing of  
51:53  
reimbursements that caused that  
51:56  
we had a discussion with doc with mr  
51:58  
volpe about uh the impact of snow days  
52:00  
on the 2021-22 calendar  
52:04  
the committee discussed the impact of  
52:07  
the two  
52:09  
snow days we've already had and  
52:11  
potential resolutions  
52:13  
we have  
52:15  
182 days built in to what's required of  
52:19  
180 days  
52:20  
so we agreed that  
52:22  
at this point the least disruptive  
52:26  
route and mr volpe  
52:27  
kind of alluded to this in his opening  
52:29  
remark  
52:30  
that what we think is least disruptive  
52:32  
is to just cut down to 181 days  
52:36  
and then if anything happens that we  
52:38  
have more snow days i will have to  
52:40  
reassess the calendar and make a  
52:42  
different decision  
52:44  
we also talked about the fact that  
52:46  
juneteenth is now a federal holiday  
52:48  
um this year graduation is on june 19th  
52:52  
um  
52:53  
the committee agreed that for this we  
52:56  
will not move graduation because there's  
52:57  
just a lot of

52:59  
a lot that impacts that decision  
53:02  
um so we agreed as a committee that we  
53:05  
would  
53:06  
some general ways that we can  
53:08  
acknowledge juneteenth this year  
53:11  
um  
53:12  
i also think that carol i think you said  
53:14  
that juneteenth is going to be observed  
53:17  
the third friday  
53:19  
of every year so going forward that will  
53:21  
obviously be addressed in the calendar  
53:23  
um and it will will give consideration  
53:26  
to graduation for that and that will be  
53:28  
the discussion of future board  
53:30  
and administration discussions  
53:33  
um we also had a discussion about  
53:36  
school nurses  
53:37  
um  
53:38  
and at uh  
53:40  
there's been a couple situations one in  
53:43  
particular that mr wilby ran into where  
53:45  
we were  
53:46  
short on a nurse at ues they weren't  
53:48  
staffed  
53:49  
um so we  
53:51  
um the administration requested a  
53:52  
part-time nurse  
53:54  
and um per the mea contract  
53:57  
so we agreed to this  
53:59  
estimated expense of 35 000  
54:03  
um because we all agreed that the kids  
54:05  
shouldn't be in school without having  
54:07  
access to health care professional  
54:11  
the administration also proposed an  
54:13  
hourly rate  
54:14  
for current nurses to work up to five  
54:16  
hours a week outside of their contracted  
54:19

hours  
54:21  
for  
54:22  
contact tracing  
54:25  
mr tate went into some  
54:28  
detail dr t i'm sorry  
54:30  
went into some detail about  
54:32  
just how much time the nurses are  
54:34  
spending outside of the school time to  
54:37  
make sure that people are getting  
54:39  
contacted  
54:40  
as soon as they need to be  
54:42  
um these things sometimes happen late at  
54:43  
night  
54:44  
um and he was referencing an experience  
54:47  
where he spent almost two and a half  
54:49  
hours just trying to get stuff done so  
54:51  
we really wanted to make sure that  
54:53  
the staff is  
54:55  
being compensated for that time that has  
54:57  
to take place when it has to take place  
55:01  
the committee discussed staffing  
55:02  
shortages due to call outs and fill rate  
55:05  
challenges with respect to substitutes  
55:09  
we definitely  
55:10  
know that we need to attract more  
55:12  
substitutes  
55:13  
and there was a discussion around  
55:15  
increasing pay rates  
55:17  
the committee evaluated various options  
55:21  
that were presented by ms butler mr  
55:23  
heiser  
55:24  
and the committee supported an increase  
55:27  
in the daily sub rate from 90 dollars to  
55:29  
115 dollars  
55:31  
a day  
55:33  
this also  
55:35  
is already calculated because of the  
55:38  
challenges we've had with staffing

55:39  
through substitutes this money is  
55:41  
already within a budget line item that  
55:44  
was allocated that was not  
55:46  
being fully used  
55:48  
so this will not be incremental to this  
55:51  
year's budget  
55:53  
mr hurley and mr heiser gave  
55:56  
an update on cleaning issues  
55:58  
they both talked about how there have  
56:00  
been some improvements since last month  
56:03  
but  
56:04  
not like  
56:05  
not unlike many businesses right now our  
56:08  
vendors continuing to have some issues  
56:10  
with staffing  
56:13  
there was a very brief cursory  
56:14  
discussion around  
56:16  
the morristown mall development  
56:19  
in connection with the township's fair  
56:21  
share plan  
56:23  
there was a an estimate mentioned that  
56:26  
the school-aged children in these units  
56:29  
is projected to be about 65 by in  
56:32  
september 2025  
56:34  
um and mr heiser are also talked about  
56:37  
the best location for the students in  
56:38  
this area um this was a very early on  
56:41  
discussion so i suspect there will be  
56:43  
more discussions about that  
56:45  
we also discussed tuition rates for  
56:47  
2022-23  
56:50  
administration proposed  
56:53  
uh a pre-k increase from 35 to 3 600  
56:57  
full day kindergarten from four thousand  
56:58  
forty one hundred  
57:00  
and then a ten dollar increase across  
57:01  
the various options for summer  
57:03

enrichment um there will be no increase  
57:05  
for edc  
57:07  
and i don't have the date of the next  
57:09  
meeting  
57:13  
any questions  
57:22  
just um  
57:23  
want to amend one thing there at the end  
57:25  
that talked about a potential  
57:26  
multi-child discount for edc  
57:29  
so  
57:30  
that we can't bury that part that's uh  
57:34  
there's someone rich i'm sorry summer  
57:35  
richmond that was very important and  
57:38  
it's not in my committee report so thank  
57:40  
you mack  
57:41  
we'll talk to mr villanueva about that  
57:43  
uh okay  
57:45  
all right uh hearing no other comments  
57:47  
or questions uh thank you  
57:49  
miss micopolis for uh that detailed  
57:52  
report  
57:53  
and sharing that with us um let's move  
57:55  
on to communications  
58:01  
okay great good luck with that  
58:04  
um  
58:05  
and then how about curriculum  
58:13  
all right then  
58:14  
so that's it for committee reports we  
58:17  
can move on  
58:18  
uh now we're at the public comment  
58:20  
section as a reminder this is the public  
58:22  
comment section for agenda items we'll  
58:24  
have another public comment session at  
58:26  
the end  
58:27  
uh for other things but for right now  
58:29  
we're going to do  
58:31  
uh  
58:31  
public comment so



58:33  
um  
58:34  
let me also okay so first  
58:37  
i'll ask for a motion to open the floor  
58:40  
for public comment  
58:42  
okay a second okay all in favor  
58:46  
aye opposed abstentions  
58:50  
so this is again public comment on  
58:51  
agenda items as we move into public  
58:54  
comment please come up to the mic uh  
58:56  
please state your name and address  
58:57  
you'll have three minutes to speak  
58:59  
as you know this isn't necessarily a  
59:00  
question and answer period it's always  
59:02  
best to follow up with an email please  
59:04  
do not address board members  
59:06  
individually and please be respectful  
59:08  
when making public comment so did  
59:10  
anybody like to come to the mic  
59:17  
okay  
59:19  
seeing none i will request a motion to  
59:22  
close the first public comment session  
59:27  
second  
59:28  
second  
59:29  
a couple options there all right  
59:33  
thank you um  
59:35  
vote on that all in favor  
59:38  
any opposed extensions  
59:41  
all right  
59:42  
great moving on okay  
59:44  
so now we're up to uh section 8 reports  
59:46  
to the board uh we've got letter a  
59:49  
business administrator board secretary  
59:51  
reports that includes the financial  
59:52  
reports of the board secretary cafeteria  
59:54  
report  
59:57  
and a resolution  
59:59  
of the board of education's monthly  
60:00

certification budgetary major account  
60:02  
fund status  
60:05  
i don't need to read  
60:07  
this do i no okay  
60:10  
so that's available in the  
60:13  
in the agenda that's available to the  
60:14  
public and online  
60:16  
so number three approval of budget  
60:18  
transfers number four approval of bills  
60:21  
so uh we'll request a movement a motion  
60:24  
excuse me to uh approve items one  
60:27  
through four  
60:31  
okay and a second  
60:32  
second okay any uh comments  
60:35  
questions  
60:38  
okay i'm gonna call for a vote all in  
60:40  
favor  
60:41  
aye  
60:42  
any opposed  
60:44  
extensions  
60:46  
okay motion carries  
60:49  
okay uh  
60:50  
number nine in the agenda  
60:52  
recommendations of the superintendent uh  
60:56  
letter a educational programs number one  
60:58  
burlington county alternative school  
61:00  
placements for 2021 2022  
61:02  
number two home instruction uh for 2021  
61:05  
and 2022.  
61:09  
uh special education out of placement  
61:11  
out of district placement for 2122  
61:13  
school year homeless placements for the  
61:16  
same period and consulting service  
61:18  
agreement  
61:19  
um  
61:20  
may have a motion for the approval of  
61:23  
items one through five  
61:26  
thank you second

61:30  
questions comments  
61:49  
um  
61:52  
[Music]  
62:02  
[Music]  
62:16  
hey any other comments or questions  
62:19  
thank you drill dirty  
62:21  
all right uh so  
62:23  
so  
62:24  
yes um  
62:26  
uh let's have a vote all in favor  
62:29  
aye  
62:30  
any opposed  
62:31  
extensions  
62:38  
thank you mr fairchild all right moving  
62:41  
on uh letter b finance and business  
62:45  
this includes number one travel  
62:47  
expenditure approval requests  
62:50  
um  
62:51  
so  
62:52  
may i have a motion  
62:54  
to approve this  
62:56  
item  
63:01  
second  
63:02  
okay  
63:03  
okay mr fairchild mr dr schneider  
63:07  
um any questions comments on this item  
63:12  
okay um all in favor  
63:16  
any opposed  
63:17  
extensions  
63:19  
okay moving right along letter c  
63:22  
employee relations number one  
63:24  
appointments uh exhibit 22 183  
63:28  
we amended uh we removed a2 uh we  
63:32  
amended that in executive so  
63:34  
moving forward with it in that format  
63:36  
number two extended pandemic hours  
63:38  
contact tracing number three  
63:39

administrative leave number four change  
63:41  
of start date five leaves of absence six  
63:43  
movement on the salary guides seven uh  
63:46  
essay title one tutors number eight  
63:48  
athletics co-curricular and clubs number  
63:51  
nine resignation ten substitutes eleven  
63:54  
substitute rates twelve the creation of  
63:56  
a position so may i have a motion for  
63:59  
the approval of items one through 12.  
64:04  
thank you  
64:05  
second  
64:06  
any questions or comments on any of  
64:09  
these  
64:10  
i'll just say i i look forward to the  
64:12  
day that this agenda isn't so  
64:15  
uh heavily weighted by our responses to  
64:17  
kovid and hopefully that time is uh  
64:21  
sooner than later if you if you believe  
64:22  
what you want to hear depending on where  
64:24  
you think you  
64:25  
and i also  
64:27  
appreciate  
64:29  
finding ways both to  
64:32  
be able to  
64:33  
support the needs of this community  
64:35  
keeping the schools open  
64:37  
paying you know raising the pay rate of  
64:39  
substitutes  
64:40  
uh recognizing the hard work of our  
64:42  
school nurses and teachers uh in doing  
64:45  
what they're being asked to do one of  
64:47  
the things that  
64:50  
i hear often is that we in addition to  
64:54  
battling  
64:56  
covid in a pandemic that there is need  
64:58  
for us to remind ourselves that we need  
65:00  
to give each other our teachers our kids  
65:03  
uh

65:04  
grace and patience  
65:06  
and  
65:07  
you don't see that on an agenda but i  
65:08  
just thought in this whole idea of what  
65:10  
what we can do to to keep moving  
65:13  
forward uh just to remind how far we've  
65:15  
come and  
65:17  
hopefully  
65:18  
we'll see less and less of this future  
65:21  
thank you dr alberti for uh sharing that  
65:23  
sentiment i know it's shared by the rest  
65:26  
of us um and i think it is important to  
65:28  
take a moment as we go through these  
65:30  
procedural motions to kind of step back  
65:32  
and and recognize  
65:34  
um  
65:35  
really the context that we're doing it  
65:37  
in so thank you i really appreciate that  
65:39  
any other thoughts comments dr snyder no  
65:42  
my only uh my only comment was  
65:43  
pertaining to the  
65:45  
unified sports and uh i know this is not  
65:48  
the first year but  
65:49  
i'm you know i  
65:52  
i would implore anyone to go out and and  
65:54  
watch have your kids participate um it's  
65:57  
a great thing i'm very happy that we  
65:59  
have as many unified sports as we do um  
66:02  
and that's it  
66:05  
it may just have one thing since you've  
66:06  
messed me sorry uh  
66:08  
you know  
66:09  
we are  
66:10  
we're trying not to turn kids away  
66:12  
that's how popular this program is  
66:15  
so we we have so many kids who are out  
66:18  
who want to play basketball in our  
66:20

unified program  
66:21  
and you know you walk into the gym and  
66:24  
it looks like it's a dance  
66:25  
that's how many kids we have so it's a  
66:27  
great thing it's it's grown  
66:29  
students teachers everyone's doing a  
66:31  
great job and it really is just a  
66:32  
highlight  
66:34  
of some of the great things that we do  
66:37  
i know it's my pleasure and i'm sure the  
66:40  
pleasure of the rest of the board to  
66:41  
support another facet of our excellence  
66:44  
uh in this district so thank you for  
66:46  
that  
66:47  
so  
66:48  
um  
66:49  
with that context uh may i call for a uh  
66:52  
i'd like to call for approval of items  
66:55  
one through twelve it's gonna have a  
66:56  
motion to approve those  
66:58  
did i do that i did that we do have a  
67:01  
roll call i'm sorry i was so excited i  
67:03  
wanted to i went to the motion again uh  
67:05  
let's let's vote on it  
67:07  
while the iron's hot okay dr alberti yes  
67:10  
mr sarcara burns yes mr fairchild yes  
67:14  
mrs fallows macaluso  
67:17  
mr mcopolis  
67:19  
yes miss romano  
67:21  
mr villanueva  
67:23  
dr schneider yes mr weeks yes  
67:27  
thank you motion cars  
67:28  
thank you everybody  
67:31  
okay um  
67:33  
there are  
67:34  
number 10 suspensions uh letter a  
67:37  
suspensions uh as it's shown in the  
67:40  
exhibit and uh letter b superintendent's

67:42  
hiv report as discussed in executive  
67:44  
session  
67:45  
um may have a motion uh to  
67:49  
approve this  
67:51  
in a second second  
67:53  
okay any questions comments  
68:02  
okay sure thank you uh dr snyder  
68:05  
reminded me to remind everybody that  
68:07  
these are hiv  
68:10  
cases that were discussed in the last  
68:12  
executive so for the new board members  
68:15  
you weren't there for that discussion so  
68:17  
just in case that  
68:19  
changes how you vote  
68:22  
right  
68:24  
these are the ones from december  
68:26  
correct right  
68:27  
okay so  
68:29  
um so now we have the motions um  
68:32  
and now we'll go for the vote with the  
68:34  
anticipated uh  
68:36  
outcome so um  
68:38  
all in favor  
68:41  
aye all opposed or extensions  
68:44  
absentia i'm just saying  
68:46  
all right  
68:48  
great  
68:49  
okay thank you that motion aries uh  
68:53  
number 11 is informational only uh or  
68:55  
enrollment information  
68:57  
um  
68:58  
we're up to letter b any old business  
69:03  
okay  
69:04  
c any new business  
69:12  
i can't work this thing i have a couple  
69:13  
of questions or comments under new  
69:15  
business sure that's okay  
69:17

so um first for mr volpe i really  
69:20 appreciate your superintendence report i  
69:22 thought it was really clear and  
69:24 transparent and i appreciate your  
69:27 passion and push to keep the students in  
69:29 in person learning one kind of weedy  
69:32 question i love this principle around  
69:35 prioritizing our youngest learners and  
69:38 i'm wondering if we could apply that  
69:40 principle to those  
69:42 elementary age students who are  
69:44 unfortunately pushed into remote  
69:46 learning due to covid is there a way to  
69:48 get them access to remote learning  
69:50 faster you know than they already are  
69:52 there's a bit of a lag lag and then  
69:54 there's only a couple of hours a day  
69:56 that they're learning remotely so using  
69:58 that principle to prioritize remote  
70:00 learning or you know youngest learners  
70:02 could we do something more for virtual  
70:08 and you're going to have to forgive me a  
70:10 little bit i'm going to have to look  
70:11 into what our current practices are and  
70:12 make sure that they're aligned with our  
70:14 previously approved plan i also need to  
70:16 see if there's any contractual issues  
70:18 with that i'm unaware um but we can  
70:20 always certainly talk about things but i  
70:22 do think we have a process in motion but  
70:24 give me some time to look into it so i  
70:26 can learn a little bit more yeah that's  
70:27 great and just for purposes of clarity  
70:29 it's my understanding that elementary  
70:31 age students there's a lag time in  
70:33 getting them up and running during  
70:35 remote learning so they need to wait you  
70:37 know over a day before they can actually



70:39  
be up and running remotely so if we  
70:41  
could um you know that principle of  
70:43  
prioritizing our youngest learnings that  
70:45  
would be helpful  
70:47  
and then i also had  
70:49  
a quick question  
70:50  
around hybrid meetings i know it's been  
70:53  
approached a number of times during  
70:55  
public comment about whether or not we  
70:57  
as a board could consider  
70:59  
hybrid meetings and maybe mick this is  
71:01  
almost a question for you you talked at  
71:03  
the outset about how we're going to stay  
71:05  
focused on increased communication with  
71:08  
the parent community and public comment  
71:10  
enhancements could we also consider um  
71:13  
for a future meeting to talk about uh  
71:15  
making hybrid meetings happen for the  
71:18  
board  
71:19  
sure that is uh certainly something um  
71:22  
in the public comment from the last  
71:24  
meeting that was the comment that was  
71:26  
made and um as i said to uh the person  
71:29  
who commented then it's certainly  
71:31  
something i i definitely want to find a  
71:32  
way to  
71:34  
to work on uh i've talked briefly uh  
71:37  
with dr snyder and mr volpe about some  
71:39  
possible ways to do that i know i need  
71:41  
to talk to mr camagno and um and then i  
71:44  
think that's something that we want to  
71:45  
route through the policy and and uh and  
71:47  
communications committees so it's  
71:50  
definitely on the agenda and um i  
71:52  
already have some ideas percolating  
71:54  
um  
71:55  
but i want to share those through the  
71:56

proper channels so that we make sure we  
71:58  
do it in an effective and efficient way  
72:00  
awesome  
72:01  
i have two more unless anybody else  
72:02  
wants to jump in with something  
72:05  
no  
72:06  
okay so i i also appreciate um mr heiser  
72:10  
your response around how some of the um  
72:12  
government funding is being used in a  
72:14  
big ticket item way to address gaps in  
72:16  
learning loss and i'm just wondering if  
72:18  
we could maybe kind of double click on  
72:21  
how that federal funding is being used  
72:22  
more broadly i know the school got  
72:25  
a good deal of money  
72:27  
from the government both federal and  
72:29  
state as part of the coveted relief  
72:31  
funds and i think it would be really  
72:32  
great if the tax paying community could  
72:35  
have line item access to how we're  
72:37  
spending that money  
72:39  
and i don't know if you've given that  
72:40  
any thought or whether we can talk about  
72:42  
that now  
72:48  
sure absolutely just just to clarify too  
72:51  
we we haven't received those funds uh  
72:55  
federal funding is on reimbursement  
72:57  
basis so we have to spend the money  
72:59  
first to receive it um  
73:01  
as stated earlier the the big items that  
73:05  
we have allocated those funds towards uh  
73:08  
we took a tiered approach with all of  
73:10  
our federal funding uh to try and  
73:13  
stretch it as far as we can within the  
73:15  
allowable period so the basic skills  
73:17  
instructors  
73:18  
we put them the basic skills instructors  
73:21  
into two of the federal funding grants

73:24  
one to  
73:25  
have access to the basic skills  
73:26  
instructors in this year but also to  
73:29  
retain them for next year as well  
73:31  
we did the same thing for our mental  
73:33  
health professional  
73:35  
some of the other items that are  
73:36  
included in those funds i can certainly  
73:38  
report on to  
73:40  
on those  
73:41  
to the full board as well as to the  
73:42  
finance and operations committee  
73:44  
these have been reviewed by our finance  
73:47  
and operations committee in the past  
73:49  
before submission of the grant and the  
73:51  
board has approved them  
73:54  
for us to submit those grants  
73:56  
but it's all related to  
73:58  
either covid related supplies or  
74:00  
supporting our students  
74:02  
with learning loss  
74:04  
mr heiser actually speaking of those  
74:06  
applications um are those would those be  
74:09  
helpful in understanding it and if so  
74:11  
where are those available  
74:13  
yes so  
74:14  
the applications are electronic they are  
74:17  
online i can print those off there are a  
74:19  
few hundred pages and if you want some  
74:21  
light reading  
74:22  
you're more than welcome to do so  
74:25  
but the budget summary is the helpful  
74:28  
piece and it will speak to exactly what  
74:30  
i just said which is the basic skills  
74:33  
instructors  
74:34  
and and remember too there's a piece of  
74:36  
that that's benefits too so the benefits  
74:39

of the instructors are also paid by the  
74:41  
federal grant so it's that uh you know  
74:44  
we have a couple of um bcbas as well  
74:47  
through contracted staff uh  
74:49  
we utilize brett kenobi here  
74:52  
so i can absolutely provide the budget  
74:54  
summaries though  
74:56  
just one other before you ask her less  
74:58  
but just one other i don't want to miss  
74:59  
any chances to give accolades to our  
75:02  
excellent business  
75:03  
administrator  
75:05  
it was mentioned before in the fno  
75:06  
committee  
75:08  
that we're slow on requesting  
75:10  
reimbursements and the reason for that  
75:13  
is because we actually manage our our  
75:15  
business well enough that we have the  
75:17  
float we have the cash flow to be able  
75:19  
to to do that um and so there's the  
75:21  
efficiency of doing it on a less  
75:24  
frequent basis but then also you know  
75:27  
it's because we have the system set up  
75:28  
to do that so just wanted to have on the  
75:30  
back that's that's uh you know one of  
75:32  
the better things about having a good  
75:34  
business administrator  
75:37  
um i'll end on a lighter note um also  
75:40  
for probably from mr volpe um i'm hoping  
75:43  
we're turning the corner on kovit as  
75:45  
well dr alberti but you know  
75:48  
knowing that the summer months and  
75:49  
spring months are coming very soon are  
75:51  
we doing anything to creatively plan to  
75:54  
maybe get the children outdoors more you  
75:56  
know we'll probably be in a situation  
75:58  
where they'll have to  
76:00  
still socially distance at lunch and

76:02  
other places so have you in your new  
76:05  
superintendent role given any thought to  
76:07  
creative things like tents outside  
76:10  
that would allow the children to spend  
76:11  
more time outside versus for example in  
76:14  
the cafeteria that's just an idea maybe  
76:16  
other ideas that you might have too sure  
76:18  
an easy answer is no i have not yet done  
76:20  
that at this time uh i'd like to engage  
76:22  
with my principals uh about any  
76:24  
decisions that would be made with that  
76:25  
and i'd be happy to report out once  
76:27  
those decisions have been made in  
76:29  
general too we want to flow ideas  
76:31  
through committees as well just so that  
76:33  
everybody kind of uh is aware of that  
76:36  
and can know it once we are at the dais  
76:38  
but short answer is no i don't have that  
76:40  
yet at this time but it's something we  
76:41  
can work on yeah that would be great  
76:42  
because i do think that even though  
76:44  
we're turning this corner and i'm  
76:45  
excited about that i do think there will  
76:47  
still be some you know constraints in  
76:48  
place and to the extent we can um you  
76:51  
know  
76:52  
make things more um  
76:54  
enjoyable for the students that would be  
76:55  
wonderful  
76:57  
and just to follow up on that too our  
76:58  
finance and operations committee has  
77:00  
explored that in the past  
77:02  
when we were initially going into covid  
77:04  
we explored it we then explored it going  
77:07  
into the following school year as well  
77:09  
to give you an idea uh we did have prom  
77:11  
under a tent  
77:13

for the five-day rental of that 10 it  
77:15  
costs 14 000  
77:17  
so it's a hefty price for those tents  
77:19  
and you cannot just  
77:22  
put them up and there there's a process  
77:23  
to that there's a permit process it's  
77:25  
not to say it's not possible but we also  
77:27  
did reach out and we would have to go  
77:29  
through school facilities and receive  
77:31  
the state approval because then that's  
77:33  
considered as a  
77:35  
instruction  
77:36  
space so you could use the covet funding  
77:39  
no i'm just kidding right  
77:41  
i'm sure we could come up with 14 000 a  
77:43  
week tents are just an example of just  
77:45  
putting on our creative thinking caps  
77:47  
and saying are there things that we  
77:48  
could do to um you know be a little  
77:50  
forward thinking when it comes to  
77:52  
the spring coming thanks absolutely  
77:56  
okay anything else under new business  
77:59  
mick if i could um please as a parent of  
78:03  
two lower elementary school students um  
78:07  
and to mrs macaluso's point about the a  
78:10  
possible lag time maybe it's a matter of  
78:13  
just  
78:14  
um  
78:15  
connecting with  
78:17  
each of the um  
78:18  
school principles  
78:20  
our experience was great in fact  
78:22  
my fourth grader was supposed to be  
78:24  
online and i thought they had 24 hours  
78:27  
to get them online and i got an email  
78:29  
saying  
78:30  
is danny coming to class  
78:32  
and that was the day after break so

78:35  
you know i i wonder if it's a  
78:38  
function of the different schools um  
78:40  
and just from a personal  
78:42  
um standpoint i would just encourage  
78:44  
anyone if you are having trouble with  
78:46  
that so please reach out to the  
78:47  
principal reach out to your teacher  
78:50  
um  
78:50  
reach out to  
78:52  
the superintendent and let everybody  
78:54  
know that there's an issue and i think  
78:56  
um i feel like everybody is really  
78:58  
trying hard to  
79:00  
make it work and accommodate the best  
79:01  
they can and maybe if that those issues  
79:03  
are brought directly to their attention  
79:05  
it can get resolved quicker  
79:08  
if i can just add to that it's an  
79:09  
excellent point as i mentioned my  
79:11  
superintendent's comments if for any  
79:14  
reason you have a question about your  
79:15  
child's instruction please  
79:17  
first go to your child's teacher  
79:19  
quickest and easiest way to get the  
79:20  
answer then you can go to the principal  
79:22  
as stated to figure it out and then it  
79:24  
can come to another level too if you ask  
79:26  
the superintendent a question what the  
79:28  
question the presuper tenant is going to  
79:29  
do is ask the principal who's going to  
79:31  
ask the teacher who's going to tell the  
79:33  
principal who's going to tell the  
79:34  
superintendent who's going to get back  
79:35  
to you so if you do want to contact your  
79:38  
child's teacher first that's usually the  
79:40  
best way to get the quickest and most  
79:42  
accurate information but i can still  
79:43

look at this on the 30 000 foot view  
79:47  
thank  
79:48  
you  
79:50  
hey  
79:52  
anyone else  
79:55  
okay hearing no other suggestions for  
79:58  
new business  
79:59  
we'll move to our second public comment  
80:04  
so this uh public comment is open for  
80:07  
other items that are not necessarily on  
80:09  
the agenda so again um well let me first  
80:13  
ask for a motion to move into public  
80:15  
comment  
80:24  
okay  
80:25  
so again um please come up to the mic uh  
80:28  
please state your name and address  
80:29  
you'll have three minutes to speak and  
80:31  
as you know this isn't necessarily a  
80:32  
question and answer period but it's  
80:33  
always best to follow up with an email  
80:35  
please do not address board members  
80:36  
individually and please be respectful  
80:38  
when making public comment  
80:40  
so would anyone  
80:48  
how you doing  
80:51  
bill blanche 325 springhouse lane  
80:54  
morristown  
80:56  
hidden uas and two at roberts  
80:58  
extremely pleased with uh  
81:01  
the education my kids are getting so far  
81:03  
um extremely displeased with my right as  
81:07  
a parent to make decisions  
81:09  
about my child's health  
81:11  
because this is a board of education  
81:14  
not a board of health correct  
81:17  
so we put you in place  
81:19  
to make decisions about curriculum  
81:22  
and how our child



81:24  
are going to be brought up from an  
81:25  
educational  
81:26  
standpoint right i don't need your  
81:29  
opinion  
81:31  
or guideline  
81:33  
on how to raise my child when it comes  
81:35  
to  
81:36  
his or her health  
81:38  
so  
81:40  
we all come here and we we bicker and we  
81:43  
we  
81:44  
we just tend to like divide and conquer  
81:46  
right but everybody in this room  
81:48  
like raise your hand if you have a kid  
81:49  
you're here because you have a kid right  
81:52  
are you an american  
81:54  
so we have stuff in common right  
81:56  
we just might disagree on whether we  
81:58  
think it's right for our kid to wear a  
82:00  
mask or not  
82:01  
but we're passionate about our children  
82:04  
it's one of the it's one of the reasons  
82:05  
why we're all here  
82:07  
we love our kids we want what's best for  
82:09  
our kids we just might have different  
82:10  
viewpoints and that's okay  
82:13  
remember that's okay  
82:16  
it's okay to to not disagree on every to  
82:19  
disagree and come to a happy medium my  
82:22  
point is this and this is not a threat  
82:24  
this is just a comment i want to know  
82:26  
who's going to be held accountable  
82:28  
when we find out that wearing masks long  
82:30  
term  
82:31  
is going to be not only physically  
82:34  
hurtful to our kids  
82:35  
and i'm going to submit a video that  
82:37

will help you realize this because then  
82:38  
you'll be in the know  
82:40  
uh as far as breathing in too much co2  
82:43  
um and then mental health i mean  
82:46  
guys this is  
82:47  
i've seen it with young kids that are  
82:49  
afraid to like go shake hands with each  
82:50  
other now we're building the wrong  
82:53  
environment for our kids and the  
82:55  
definition of insanity is doing the same  
82:57  
thing over and over and over and  
82:59  
expecting different results  
83:01  
we got to change up the format here  
83:03  
allow parents to make decisions for  
83:04  
their own children's health  
83:07  
okay  
83:08  
if i don't want my kid to wear a mask i  
83:10  
think that's my right as a parent  
83:13  
kids aren't spreading this disease  
83:15  
okay and if you think your mask works  
83:17  
wear it  
83:18  
i don't i don't think it works and i'm  
83:20  
going to submit a video to everybody on  
83:22  
this board  
83:23  
and and uh mr volpe to you as well and i  
83:26  
hope you keep an open mind because  
83:28  
again i  
83:30  
i don't think any parent in this room  
83:32  
has their rights  
83:34  
you might agree with the decision or the  
83:36  
executive order  
83:38  
right you want to wear a mask that's  
83:40  
great but guess what you lost your  
83:41  
rights  
83:43  
as an american  
83:45  
like you didn't decide whether your kid  
83:47  
had to wear a mask you might be in favor  
83:49  
of that

83:50  
the executive order told you you had to  
83:52  
do that  
83:53  
i think we need to come together we got  
83:54  
to stop dividing each other and i don't  
83:57  
want to beat up the board because again  
83:59  
my only problem with the board is this  
84:01  
if you're going to follow a guideline  
84:03  
okay  
84:04  
not a law a guideline from the cdc and  
84:06  
accept money sr1 and sr2 funds of which  
84:09  
i think it's close to 800 thousand  
84:10  
dollars now that morristown has accepted  
84:13  
for my kid to wear a mess because you  
84:14  
accepted those guidelines i'll be done i  
84:17  
understand i get it but  
84:19  
let let it let's open it up  
84:22  
to allow the parents to make decisions  
84:24  
about their kids health you are a board  
84:27  
of education you're not a board of  
84:28  
health  
84:29  
we got to put things back into  
84:31  
perspective and i think if you have  
84:32  
children on this board you would tend to  
84:34  
agree with me because again we have more  
84:36  
things in common than you think  
84:39  
right it's why we're here  
84:42  
we might disagree politic whatever it  
84:43  
might be it's okay to disagree all right  
84:46  
that's it thank you for your time and  
84:48  
again mr volpe i will submit a video to  
84:50  
you that i think will help open your  
84:52  
mind there's doctor after doctor at  
84:54  
their doctor saying masks are not good  
84:57  
for people and for these children as  
84:59  
they grow i mean mental health is going  
85:01  
to be severe when we get five years down  
85:03  
the road i'm fearful of that for my  
85:05

children so i hope you keep an open mind  
85:07  
and thank you guys for your time  
85:16  
you have anybody else  
85:21  
okay  
85:23  
seeing no one else  
85:27  
okay  
85:32  
hello dawn loosener 19 windermere drive  
85:35  
um i just want to reiterate the tent  
85:38  
point  
85:38  
my niece and my nephews go to delrayn  
85:40  
high school they've been using a tent  
85:42  
since the pandemic so i don't know i  
85:44  
maybe they bought it but they go outside  
85:46  
for lunch and it's been great for them  
85:48  
it's been great for their mental health  
85:49  
um  
85:50  
speaking of mental health would like to  
85:52  
repeat that  
85:54  
just any of these policies that we come  
85:56  
up with to please consider mental health  
85:59  
these kids are struggling outside of  
86:01  
school  
86:02  
um i personally know several people in  
86:04  
therapy now that would have never been  
86:06  
in therapy young children  
86:10  
a senior at delrayn high school  
86:12  
committed suicide two weeks ago so just  
86:14  
really keep that in mind and i know that  
86:17  
the masks if they can be optional at  
86:18  
some point that would be amazing i'm a  
86:20  
spin instructor at lifetime i teach  
86:22  
fitness classes  
86:24  
um we're we're not wearing masks at  
86:25  
lifetime there's no outbreaks there's no  
86:28  
crazy  
86:29  
things happening if you're healthy take  
86:31  
care of yourself  
86:32  
be mindful if you're sick stay home if

86:34  
you're not sick  
86:36  
you know  
86:37  
go about your life it's it's over it's  
86:39  
time to be over um the last thing i  
86:40  
would like to say is  
86:42  
again the discrimination between the  
86:44  
vaccinated and the unvaccinated students  
86:46  
and the quarantine policy  
86:48  
is super maddening um  
86:51  
my daughter's not been sent home but i  
86:52  
know other kids  
86:53  
that are not vaccinated or choose not to  
86:55  
do that for their own reasons  
86:58  
um they are sent home they were sent  
87:00  
home for ten days i know it's now down  
87:02  
to five but if you have a vaccine card  
87:04  
you don't need to be sent home  
87:06  
vaccinated and unvaccinated can spread  
87:08  
this virus  
87:09  
it's now known that please work on  
87:11  
changing that policy the amount of times  
87:14  
that some children i know are being sent  
87:16  
home over and over the second they come  
87:18  
off quarantine they're exposed again  
87:20  
at lunch some of these kids have already  
87:21  
had coveted they're not going to get it  
87:23  
it's just really really maddening so  
87:25  
please um stop discriminating vaccinated  
87:28  
unvaccinated with these quarantine  
87:30  
policies that's it  
87:32  
thanks for your comments  
87:44  
anyone else  
87:48  
okay i will  
87:50  
entertain that emotion to close public  
87:52  
comment  
87:57  
all right all in favor  
87:59  
aye all opposed  
88:02

any abstentions okay

88:06

okay uh i'd like to request a motion to

88:09

adjourn

88:11

a

88:12

second second all right all in favor

88:16

aye any opposed extensions all right

88:19

thank you everybody appreciate your

88:20

participation and have a great evening