

Transcript from BOE Meeting 10-18-22 Part 1

0:00

behind we'll get started in just a moment thanks

0:33

foreign

1:11

foreign

1:37

I guess Carol will be back okay good evening everybody [Music]

1:45

great I'd like to call to order uh the regular

1:52

meeting of the Morristown Township Board of Education this meeting is called in conformance with the open public meetings act with adequate notice

2:00

provided as follows in The Courier Post on July 1 2022 in the Burlington County Times on July 1 2022.

2:08

um I'm going to start off I'd like to ask for a moment of silence and during this moment

2:14

um I'd like to mention we have a uh a staff member uh here at the district

2:20

um Yolanda uh pesto has um

2:25

sorry just want to make sure I pronounced her name properly uh Yolanda's father uh passed over the

2:30

weekend so um our thoughts and condolences are going out to her and her family in this difficult time so

a

2:37

moment of silence please foreign

2:52

thank you everyone please rise for the Pledge of Allegiance pledge allegiance to the flag of the

3:00

AIDS of America which it stands for one nation under God

3:05

indivisible with liberty and justice for all foreign

3:15

[Music] all right Mr Heiser could you please do

3:23

the Roll Call Dr Alberti here Mrs Arcaro Burns

3:29

Mrs spouse Macaluso yeah Mr mccopless here Mrs Morano

3:36

Mr Romano Mr Villanueva Dr Snyder here Mr weeks president thank you

3:43

advisor so the board has already had executive session

3:50

and return from that we will move on to um let's see routine matters first we'll

3:57

start off with the approval of the minutes from previous meetings September 20 20th executive session and regular

4:03

meeting and September 24th special meeting which was our board retreat I'll entertain a motion for approval of those

4:09

minutes thank you all in favor

4:15

I'm sorry any abstentions or comments okay all in favor I'll try

4:21

again hi hi any opposed extensions thanks very much are there any at this

4:28

point any Communications to share with the board

4:34

hearing none we'll move on to the president's remarks um those who are connoisseurs of my

4:40

remarks will uh should take note tonight I will be very brief we have a lot to get to in this meeting so I will just

4:47

say um going back talking about the special meeting we had our board retreat back on

4:53

September 24th it was a Saturday morning we had that over in the Star Center at the high school it was a really great

4:59

opportunity for the board to get together and uh discuss plans and uh

5:04

talk about priorities among them were um the focuses were Safety and Security

5:10

for our students both physical and emotional their well-being student achievement and then also inclusion so

5:17

felt really good about how the board was able to come together along with Administration and have good

5:24

conversation about that tonight you're going to hear a little bit more about our progress academically

5:30

Dr Benton and uh you know when you hear that information we're um just know I think as a board

5:38

we're still encouraged um that you know we have good plans and

5:43

things are are moving in the right direction and so we're we're excited about that so uh like I said I will be

5:50

brief tonight so I will turn it over to Mr Volpe oh sure

5:56

okay yes right because we have all the other things so all right uh why don't we do that so student board

6:02

Representatives why don't we have you guys go and I guess we're going in order of seniority all right

6:07

thank you good evening ladies and gentlemen I hope

6:13

you're all doing well my name is Lucas McGill uh today I have some information to share with you regarding Spirit Week

6:19

as usual we have our themed days which start on Monday Halloween and go as follows Monster Mash Monday since it's

6:26

Halloween we encourage students to wear appropriate Halloween costumes to classes then we have a fan favorite team

6:31

Tuesday where students can wear jerseys or apparel from their favorite sports teams a new addition Wild West Wednesday

6:37

will encourage students to dress like Cowboys flannels boots jeans Etc tropical Thursday is exactly how it

6:43

sounds Hawaiian shirts and lathes for everybody and to top it all off we'll be wearing our class shirts on Friday and

6:49

we'll finish the day with our pep rally competitions the next day Saturday we'll be having our homecoming parade uh we'll meet at

6:56

Memorial Field at 5 15 go down Main Street and make our way to the high school in time for the dance which will be later that night is luau themed from

7:03

seven to nine in the Mac gym we're all very excited for what the week has to offer and I'll let you all know how it went at the next meeting now I'm

7:09

going to hand it off to our junior class liaison thank you Mr McGill

7:20

hi everybody I'm the junior class liaison pavica it's really nice to see you all after break I'm honored to be

7:28

here for my third year of meetings and looking forward to making it a good one anyways um I'm here to

talk about our

7:33

Veterans Day assembly our assembly will be held on November 15th just because of

7:39

the way the teachers convention weeklands we have to have it a bit after the actual Veterans Day so to talk a

7:45

little bit about what we do during our assembly we invite veterans who are a

7:50

mix of Morristown alumni and relatives of Morrison High School staff so we have a couple student council

7:58

officers posted outside of the main entrance to invite the veterans in and it's overall a very welcoming scene we

8:04

have our sidewalks decorated with American flags just to invite them and let them let our veterans know that we

8:10

appreciate them during our assembly we feature speeches from student council officers where we list the names of past

8:17

Morristown alumni who have been veterans sash who are veterans we also had a

8:23

keynote speech last year from Kono palakowski father Matthew he gave a very

8:28

insightful speech so we're looking forward to having something similar to that this year we also feature speeches

8:35

from the presidents of each grade who give their thoughts on Veterans Day and speak to the student body about honoring

8:42

this day and remembering our veterans following the assembly we escort the

8:47

veterans to the Star Center from we were in the gymnasium this year for our assembly last year it was in the

8:53

auditorium but this year will be in the a Mac so we escort them from the Mac to the SAR Center for refreshments and once

9:00

again just to let them know that we are thinking about them and we would like to thank them for their service

9:05

um in the past or last year it was virtual so our assembly had to be broadcasted to the student body who

9:12

watched the assembly in their homerooms this year we are looking forward to it being in person which I'm very excited

9:18

for last year was also broadcasted meaning that the link was sent out to

9:23

parents staff so we are looking forward to doing that again this year possibly

9:29

but if that is done the student council and I strongly encourage everyone here parents members staff to watch it

9:36

because it is really a rewarding experience to hold the assembly and in past years it has been a success and we

9:42

are looking for another success of a Veterans Day assembly this year thank you so much have a great night everyone

9:48

I'll pass it on to our sophomore liaison ameen thank you papika

10:00

good evening everyone it's great to be back here again I get to see all of you just as a reminder my name is Amin Cosby

10:06

and I'm the sophomore class for liaison now a big event we have coming up in the high school is the Thanksgiving food

10:13

drive during the course of this event each grade has their own designated food item where they will bring in over the

10:18

course of a week and it will be collected in big bins in the front and then at the end we will be giving these

10:24

food items to the families in Morristown in little Thanksgiving baskets we've

10:30

been doing it every year and it's been success after success the freshmen will be bringing in mashed potatoes the soft

10:36

ones we'll be bringing in stuffing the Junior's vegetables and the seniors cranberry sauce

10:42

and that's basically the update you need to know for Thanksgiving food drives thanks for listening and I'm going to

10:48

pass it to Dom the uh freshman classes on

10:53

thank you Mr Cosby hello everyone good evening I'm Dom

11:00

Gorman freshman class liaison and I said last time school year is flying by we're only a month in we are already getting

11:07

into the swing of things like classes Sports and different activities well the incoming freshmen are really

11:13

getting comfortable in the new school and are doing great in new environment and are looking forward to upcoming activities

11:19

just like that homecoming and Spirit Week are just around the corner the rest of student council and I are breaking up

11:25

into our spirit week committees just like the homecoming dance group pep rally group parade group competitions

11:31

group the decorations group and and that's it all of which are working

11:37

all of which are working hard and together to make sure the students have a great experience during this week overall we are all working hard and

11:45

looking forward to Spirit Week and homecoming all together thank you and have a great evening

11:51

great thanks very much thank you all for that uh insight into

11:56

how things are going at your perspective uh in your respective classes at the high school so um at this point this is

12:03

where we invite you to stay or go ahead and handle any of the other uh

12:09

require or I guess the obligations that you have so if that's homework or catching up on your rest

12:16

thank you all [Applause]

12:23

okay now we'll go back to Mr Volpe for his remarks and then also a presentation

12:29

thank you Mr President I just knew we had a couple presentations so I want to get our students on their way they're always welcome to stay but if they

12:35

wanted to go I want to have that option my superintendent's report tonight will be very brief as we have two other

12:40

members of our administrative team who will be updating the public about matters related to harassment intimidation and bullying as well as our

12:47

annual state of the district presentation tonight I want to make the public aware of a few specific things

12:53

first as a part of my Safety and Security presentation this summer I spoke about the stop it app where

12:59

students or parents will have the ability to anonymously report threats through the app to the administration in

13:05

off hours such reports will go to the staff at stop it who will either then make a recommendation to refer to law

13:11

enforcement or to Administration when they are available depending on the severity of the event or the threat

13:16

originally I had planned for this to be operational by October however in order to make sure that we are most

13:22

effectively preparing for the use of the app our go live date has been pushed back to November 18th hopefully you have

13:29

started to receive some communication from your schools about the use of this app and if not please know that you'll

13:34

be receiving such Communications over the course of next month just wanted to make you aware of that date change

13:40

additionally at that same summer presentation I had mentioned that we will be collaborating with Rutgers University and participating in a survey

13:46

relative to school climate as we acknowledge that psychological safety is just as important as physical safety and

13:52

well-being students in grades 3 to 12 parents and staff would have the option to participate in the survey the results of

13:59

which will be shared with anti-bullying Specialists and school climate teams in order to help them make informed

14:05

decisions as to how to create optimal and inclusive environments for all the survey is

14:10

completely voluntary and I'm going to be asking that parents opt in in order for their students to participate this

14:17

opt-in will be done through Genesis during the first week in November at that time when you log into Genesis you

14:23

will be asked one simple yes or no question as to whether or not your child can participate once answered you will

14:29

have complete access to Genesis at that same time we'll have a copy of the survey itself on our website for your

14:34

review right now individual buildings are making plans in order to have students take the survey in school between

14:40

November 14th and 18th again this is strictly voluntary and I'd like to take

14:45

a moment to thank Ms Sherry caravano the whams Middle School assistant principal and District anti-bullying coordinator

14:50

for her leadership in this area lastly I want the entire Community to know that all of our buildings have

14:57

completed their first step in order to be assessed by the regional operations Intelligence Center of the New Jersey

15:02

State Police pertaining to School Safety and Security today the roic submitted their first completed report to us about

15:09

the status of one of our buildings I'll be sharing this report with members of the board in the facilities and operations committee for consideration

15:16

our next building is already scheduled for an assessment and it is my expectation that all other buildings

15:21

will be completed and assessed throughout the course of this year so just some updates about School Safety

15:27

and Security that I wanted to make sure everybody knew if you didn't write all that down you'll get it from me in an email shortly so that being said it is a

15:33

shorter report for me tonight as I do want to introduce our anti-bullying special coordinator for the district who

15:39

I had mentioned Ms Sherry caravano who is going to report to the board and the public about our data from the last half

15:46

of the last school year and our self-assessment foreign

16:42

there it is okay

16:48

good evening my name is Sherry caravano I am the district hip coordinator I am here to present our ssds information

16:55

from the second half of last school year we are required to report twice a year

17:01

with the information that we collect we need to report our hip trainings and

17:06

programs which I'll go over for each level of our district and the incidents that we are required to report include

17:12

alleged and confirmed hips and certain types of removals from an educational setting so there are a few categories

17:20

that we have by Alton vandalism substance abuse weapons and other incidents that could lead to a removal

17:27

these are the numbers for the district the total number of incidents including the hips that are alleged and confirmed

17:33

as well as all the incidents that lead to a removal the categories are a wide range any type of physical altercation

17:40

the removal needs to be a half day or more from an educational setting so that

17:46

could include an in-school suspension of a half day or more or an out of school suspension

17:55

in addition to the incidents we need to report on the trainings and programs that we do across all levels they look

18:03

very different some of the trainings um are well excuse me all of the trainings are focused on anti-bullying

18:10

efforts across the district our programs some of them you will see are one-time events such as the Boosterthon Fun runs

18:16

that are happening at the elementary school others are consistent that happen all year student meetings and different

18:22

lessons that are happening in the classroom at the ues you will see a similar Trend

18:27

some one-time events that took place in the spring of last year others are consistent from September through June

18:34

so they would also be included in this report

18:43

I think I just lost the ability to click here at Lambs again you will see a trend

18:50

last year we did our mindful Mondays program all year long that is included in the second reporting we also have the

18:56

IROC assembly in January and other events that took place at the end of the year we did our getting to know whams

19:02

for the incoming seventh graders and at the high school again you will see a consistent trend of

19:08

some events that took place all year long and one-time events such as Quaker games which took place in the spring at

19:15

the end of the school year in the district this is just the summary of an example

19:21

of the trainings that were offered to staff members some of the professional development opportunities that they were

19:27

provided throughout the spring of last school year

19:33

and the last piece of information that I need to share is our school self-assessment we are required every

19:39

year to self-assess based on eight criteria it's essentially how we are

19:44

implementing the anti-bullying Bill of Rights each school has a rubric that we complete it allows us to identify any

19:52

deficiencies and areas where we think we could improve one example one of the criteria is just the location of

19:58

anti-bullying information on the web page it is accessible under the parent tab but in talking with the

20:03

anti-bullying Specialists after every school went through this the request was made to move it to the front page of

20:10

every school's website it's the top Link in the quick link section just to make it more available so that was an example

20:16

that came out of doing this self-assessment all of the schools agreed and we were thankful that it was

20:21

able to make that change for us on the website this will get reported no later than October 31st and as soon as we

20:28

submit to the state this report card will go on our school website

20:35

any questions yeah

20:40

yes I would good mine's probably a higher level question

20:46

I completely am tracking everything that you just said but I think what I'm missing a little bit is the bigger

20:52

picture or the context exactly what are you presenting to us and why can you go back over that I know you went through

20:58

it super briefly like what is this whole presentation and what's the back story for it so this is a requirement within

21:05

the anti-bullying Bill of Rights that we need to provide this report we have to present to the Board of Education twice

21:11

a year twice a year okay under the anti-bullying Bill of Rights yes okay

21:16

and so this is being presented by you to us and your role as again I'm sorry the anti as the district's hip coordinated

21:23

Kim coordinator okay thanks

21:50

yeah in terms of the incidents I will say during the pandemic the years that we were in flux the numbers were very

21:57

down so last year was probably our first snapshot of what would be normal and even that is a little challenging to say

22:04

last year was normal I would say this year right now we're experiencing in my opinion the most quote unquote normal

22:10

school year we've had since pre-pandemic the incidents were a little inconsistent I think the numbers naturally went up

22:17

just given we were back to school every day in a quote unquote typical year um Trends the the socialization among

22:24

students tends to be across all levels one of the things we're seeing the most

22:29

um comments between students just the ways that they're interacting that I would say is probably right now the the

22:37

biggest concern that was my that was my question and

22:43

thank you very much I was curious in terms of going back to 2019-18 just trying to understand if this is

22:50

what we have expected more or less very similar to Sandra's question is just in the context of where to situate these

22:56

numbers as opposed to just like they're greater than zero I would say the years this is so this is my fifth year in

23:01

District my first year was normal and then the spring of my second year we went into covid so even for me to have

23:08

an understanding I saw the data from prior to covid the last few years made it very

23:13

difficult to track I would say it depends on students we're only a two-year building here at wam so there

23:19

are some years in comparison that you really can't look year to year and see a linear Trend because our students change

23:25

so quickly so we try when we look at our information to not look at numbers

23:30

whether they're going up or down but just the context of the incidents to see if we can identify Trends and focus our

23:37

anti-bullying efforts or even just our school climate efforts towards that right now the biggest thing we're seeing  
23:42  
is socialization and then it's having difficulty socializing knowing how to interact things that maybe they were  
23:48  
saying behind a screen that now they're saying in person and and the Fallout from that yeah no and I guess the  
23:54  
self-assessment that you showed at the very end as well look because I guess that you because that would be against  
24:01  
the same standard regardless of how many students correct so this criteria for the self-assessment  
24:07  
is really how we are rolling the training how are you rolling this  
24:15  
out to staff are you building anti-bullying efforts into your curriculum and that looks different at  
24:20  
every grade level at the lower levels the counselors go into the classrooms at the high school that's not really how we  
24:26  
would get curriculum embedded into the day-to-day for the students the ways  
24:31  
that we put the information on the website the reporting procedures are we meeting the 10-day deadline so this is  
24:36  
more how we are implementing the law right and it's an ability for us to see where we might need to work on our own  
24:44  
growth to the next school year thank you did that answer your question I mean kind of I was just more Curious  
24:50  
like what what is our self-assessment what was our self-assessment in 18 19 20. just in terms of like  
24:57  
you know these are the self-identified areas of need yes so in terms of like hey we fixed this but then this other  
25:02  
need cropped up and I get how the cohorts of students go through and it's really not tracking individuals and this is really how we as a building are  
25:09  
implementing the law not like this doesn't have anything to do with the students and their behaviors  
25:15  
um to be fully transparent I haven't compared to last year's information it is on the website and I can do that and  
25:20  
get you that information I was just curious about comparison yeah yeah thank you you're welcome Nick  
25:26  
can I ask um thank you I appreciate it so I see a lot of the same programming that I've  
25:33  
you know I have a 21 year old and I have a young one so I see a lot of the same programming going through how often do  
25:38  
you evaluate the programming that's offered to match kind of the behaviors that you're seeing so maybe we would do  
25:43

more socialization type things this year giving what you've said so there are some things we are legally required to

25:49

do we are required to uh to recognize the week of respect every year that is in the anti-bullying Bill of Rights so

25:55

you will always see that for every school building in terms of what we need for our students it does vary across

26:01

levels I know here at the middle school we always bring in IROC which is Internet safety because we always see

26:07

social media issues popping up at this age level in terms of evaluating what our students need I think the school

26:13

climate survey is going to be really helpful because that will be an excellent snapshot at what not only we think our students need and what our staff think our students need but also the students saying what they need because we really haven't had an

26:19

opportunity to ask our full student body what do you need and like at this level in the high school I mean

26:26

of course it's

26:32

a three and a grade three and up survey but they're in their feedback is going to be essential

26:38

sharing thank you so much for that I just do want to let the board know and members of the public know too that uh

26:43

we appointed uh Sherry to Ms caravano to this uh uh a position two months ago uh

26:49

so she's already doing a bang-up job on it too and I'm expecting that over time she's going to be able to more

26:54

critically analyze Trends but um I think that school survey is going to be an important part of things that we do

27:00

moving forward and we should be able to track that I have a quick question about the survey um

27:05

I'm getting the sense from the email and then from what you had said Mike at the beginning it's much bigger you keep

27:10

using the word climate so I understand that we're technically required to do a lot of things with regard to bullying

27:16

under the law and I completely respect that but it sounds like your plan is a bit more holistic to look at climate

27:23

overall for example a culture of inclusiveness and things of that nature am I on the right page you are and I

27:29

will say just in my conversations with Mr Volpe about taking on the role I understand the part of this role that

27:35

has to do with the reporting and the nitty-gritty of the law but what excites me the most about being the District of

27:41

coordinator is actually the other side the preventative the culture the climate the way things are done here that for me

27:48

is what excites me the most about this position and I would say that is a focus that's great thanks yeah you're welcome

27:58

thank you all right thank you thank you Miss caravano much appreciated

28:04

uh we do have one other presentation this evening uh Dr Benton one more thing on that sure absolutely I got super

28:10

excited about your excitement about the survey and all of that jazz so will there be then a plan or something that's

28:18

broader than even bullying coming out of the climate survey and will you be responsible for that plan and will you

28:24

present it to the board can I can I speak to that too the the data that we're going to receive is going to be presented back to each of our buildings

28:31

a school climate teams that is chaired by our anti-bullying specialists at the

28:36

building and we can talk about what the efforts are going to be moving forward but the uh the data is going to be specific to the buildings so although uh

28:43

Miss caravano may have some oversight as to what's going on there could be very different things going on in one building versus another gotcha and then

28:50

sort of this work what's required by a law when it comes to bullying is a bit of a double click on the more holistic

28:56

kind of thinking around climate is that right yeah that is correct I believe as

29:02

an educator that the experiences that our children have in schools have to do with an overall climate and if you have

29:10

students who aren't included in a good climate this is where your problems

29:15

happen so we do want to make sure that we do the minimally compliant things that we have to do by the law like put

29:21

together some presentations but we also want to make sure we have an outstanding experience for every child and that's

29:27

the uh more of the leadership that I have tasked Miss caravano with that she's off to a really great startup yeah

29:32

for sure thank you and now I'll introduce Dr Benton who is

29:38

going to be uh presenting our state of the district presentation for this year

29:46

I'm going to back up so I can have my note

29:51

so good evening uh and our presentation uh tonight is to share with you where we

29:57

are as a district in terms of our students learning um over this past year so a lot of the

30:03

data that you will see tonight is from our 21-22 school year um uh and a little bit of a look into

30:11

what are the things that we're looking for and looking at as we start the 22-23

30:16

school year as you know this is the first year that we've returned to schools without you know the

30:23

um covet Protocols of the previous two school years and as I mentioned last

30:29

time this year we all lived through those past two years attempting to ensure the safety and well-being of our

30:36

students and staff but with an understanding that there would be an impact on learning

30:41

um and so the goal tonight is to look at our district level data knowing that our

30:47

building administrators and our staff are continuously looking at building level data and individual student data

30:53

to address and I'll sorry I'll try to speak to both sides of the room um uh student level data to make the

31:01

supports and interventions that we know that our students need and then we want

31:06

to talk a little bit about how we're going to focus moving forward as well as to give some highlights of the things

31:11

that even with all of the craziness of the last two years our students have been able to achieve and accomplish

31:24

so um a lot of what you will see tonight um are K-12 content area supervisors

31:31

which are part of my department and curriculum instruction uh helped us to assemble

31:36

um what we're looking at and it also is the team that I use along with our building administrators and our staff to

31:42

begin to analyze and lead the conversations with our teachers and collaborate with them to develop the

31:48

supports and interventions um that we'll talk about

31:53

so teaching and learning this year we return to schools with each building being able to invite students and

31:59

parents back in the ways that we've been traditionally been able to enjoy as always principals and their staff begin

32:05

the year working with students to establish a sense of school culture and

32:11

community and learning expectations for the classroom

32:19

in the next several slides we will look at the state testing requirements and the graduation assessment requirements

32:25

as well as the results of State Testing from Spring of 2022 that are available

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at this time so uh in New Jersey in terms of our

32:35

Statewide assessment this year uh we just recently finished giving the start strong assessment for grades 4 through

32:43

11. um this was a new test for us last year um with the intent or the design of that

32:49

test is to be a look back of a prioritized subset of Standards from the previous year so for instance our fourth

32:56

graders that took the exam this year were being assessed on a set of priority standards from their third grade year

33:04

um and we just finished that assessment so we don't have the results of that you won't see that tonight um in the spring moving forward we will

33:11

again be able to get now a second year of our NJ SLA um assessment formerly known as park for

33:18

grades three through eleven um and the New Jersey graduation proficiency assessment which was a new

33:24

test last year will be given to our grade 11 students we have received

33:30

notification that last year's test that the 11th uh graders who are to now

33:35

seniors took was going to be counted as a field test and they have waived the

33:41

graduation requirements for the class of 2023 so our current year seniors will

33:47

not have to meet any of the three Pathways that you see on the screen

33:52

um um let's see on the screen here but the class of 2024 and the class of 2025 our

34:00

current Juniors and sophomores will have to meet these requirements so the first pathway

34:06

um that students um have to or can meet their graduation requirement uh is through the new test the New Jersey

34:13

graduation proficiency exam however they can also access the second

34:19

pathway which is the um different alternative assessments

34:25

which includes a former njsla test which at this point only our students who took

34:31

it in grade nine um would would have access to that SATs

34:36

their act accuplacer PSAT act and ASVAB

34:42

and then the third pathway for students who are not able to meet their graduation assessment through one of the

34:49

tests there's a third pathway which is the I'm sorry the Appeals

34:56

the portfolio appeal

35:02

so for our class that just graduated the class of 2022 we have 318 students who

35:10

graduated um most the overwhelming majority of those students met their graduation  
35:15  
assessment requirement through pathway one or pathway two um there are other alternatives for  
35:22  
students for instance who um are waived from the state testing through an IEP they can have a different  
35:28  
set of that and then we do have students who were denied graduation you do see  
35:34  
asterisks there because those numbers are less than five and therefore we report them we don't report  
them because  
35:40  
of confidentiality  
35:45  
so now we'll take a look at our new uh NJ SLA results and you can see here that for grades 3  
35:54  
through 11 from this past spring um we administered this the last time that  
36:00  
we were able to administer this was in Spring of 2019. so two and a half years  
36:06  
ago and so this is the first data point that we have after two and a half years  
36:11  
or three school years of not testing we acknowledge that the remote and hybrid learning  
36:17  
environment that occurred throughout the pandemic was no replacement for in-person learning with our  
teachers  
36:25  
um and because of that um we anticipated seeing a drop in our performance and we've worked along the  
36:31  
way I think to be proactive um to try to negate that  
36:36  
um what we impact to learning um and again as I said we've done that in a very  
36:43  
many of ways that I'll talk about so you can see that  
36:49  
as the sorry the district percentage of  
36:54  
students who are meeting or exceeding expectations is significantly higher  
36:59  
than the state in all of the grades we saw the greatest impact however in our  
37:05  
fourth graders as well as a significant um uh drop in our 7th and eighth grade  
37:19  
if we look at this again our last data point in terms of looking just at the  
37:24  
New Jersey student learning assessment was in 2019 and so you can see that  
37:30  
there is a decline from 2019 to 2022 which we anticipated  
37:35  
um and we see similar declines when we look at the the state data as well  
37:41  
as a district We performed above the state and averages and all of the grades but as anticipated we did  
see it drop  
37:48  
and for ELA specifically in grades four seven and eight however it is important  
37:53  
to note that this is not cohort data meaning that to track student performance for those who were in third

37:59

grade in 2019 before the pandemic hit and those students would now be sixth

38:04

grade sixth graders so this doesn't give us a snapshot of what individual students or individual grade levels as

38:11

they moved through their um through the the those three school years what it does show however is how our third

38:18

graders in 2019 who were not impacted by the pandemic did compare to our third graders post pandemic

38:27

another note to consider in interpreting this data is that the decline in overall performance on the test cannot be

38:33

directly correlated to the amount of loss of learning that students experience due to how njsla was

38:39

constructed and scored so that is something else that we're considering

38:44

so in evaluating our decline one of the other things that we've looked at and we have been able to do

38:50

over the course of the pandemic is to use a set of different internal

38:56

assessments one of those being our map assessments so if you look at this data it shows you some cohort data I will say

39:04

we look at this over we start our map testing now in first grade on a consistent level and so the way that

39:12

this data is most useful to us is to look at several data points across several years of growth and then we can

39:19

start to make some determinations about how different grades are performing as well as this gives us individual student

39:25

data along with all of the different assessments that teachers do in the classroom

39:35

one of the specific things that we did note that we saw reflected in both our njsla data as well as our map data or

39:42

that was supported by our map data is that for instance in grades seven and eight the specific uh standard that was

39:49

um saw the greatest loss and performance was in writing and we use a writer workshop model for instance and we know

39:56

INE teacher will tell you that's a very hard model to write writing workshop model to deliver in a remote or a hybrid

40:03

setting so now that we're back in person and in full that is something that our

40:09

teachers are focusing on right is writing in the classroom so that we can address that need

40:20

so we're look at that same data for our math here we did not see as significant

40:26

of the of declines uh both in um for the district level data although

40:31

the state did see um significant drops in their performance

40:40

and for them we look for grades three through eight and then we look at our high school level courses which I note

40:47

um we do have middle school students who test in algebra one um and geometry as well

40:54

if we look at the year-to-year comparison between 2019 and 2022 again

41:00

you see that there were some declines not as significant as what we saw uh in ela

41:06

um and again we still are outperforming the state averages um in all of our grades

41:16

and at our high school level I think we saw um the least decline

41:21

um and again these are typically our older students we're talking 9th 10th 11th graders

41:27

um who we also know that in the hybrid and the remote they were much more tech savvy and so the delivery of instruction

41:34

Could Happen easily not easy but then we saw in the

41:40

the younger grade levels so again we also look at that cohort

41:46

data and it does support um the trends that we're seeing as we

41:51

look at for instance you know our third graders in the fall of 2022 we're here and then in the fall of 2022 uh I'm

41:59

sorry 2021 we're at 84 uh meeting expectations and in 2022 at 87 so we do

42:08

see some growth when we look across our cohort in math

42:16

the next area that we look at is our different subgroup performance so this

42:21

is this includes we look at subgroups of gender we look at our racial

42:27

um breakdown as well as our students who are economically disadvantaged um and our ell population and our

42:34

students receiving special education um Services it is important to note but

42:40

it was hard for me to fit on the slide here that many of these populations uh overall represent small percentages of

42:47

our overall student population for instance our ell population is about while it has grown it still only

42:54

represents about 0.5 percent of our overall student population

42:59

um also our um ell I mean I'm sorry our special education population is about 17 percent

43:07

of our overall student population that said we do see disproportionate outcomes

43:13

for some of our subgroups one thing that we keep in mind is that some of our

43:18

students here may be represented in multiple categories for student for instance I may be a Latino student who

43:25

is also uh ell and ell learner who may also be economically Advantage so that

43:32

one student would be counted across and in all of those groups another thing and

43:38

this has been shown across the state Across the Nation is that many students especially those who were economically

43:44

disadvantaged we know we're most impacted um by you know the pandemic and the

43:50

after you know effects of that um and so there are a lot of other factors that contribute to this that

43:56

said while we certainly look at the data broadly to develop grade level and building level supports we also because

44:03

we have small numbers our teams of Administrators and staff work to develop individual supports for students to

44:11

improve outcomes and so a similar

44:17

we see similar uh similar outcomes when we look at our

44:22

older grade levels in those subgroups as well as when we look and compare between

44:28

mass and Ela

44:36

sorry this is okay so moving forward in ela what are we doing and what are our areas of focus

44:44

so one of the things that we have in our Elementary grades K through five is a new um Ela curriculum that we are in the

44:52

first year of implementation one of the things as we went uh the the team of

44:57

teachers and our pilot teachers as well as our Ela supervisor thought about when we were selecting and then piloting the

45:05

resources um is we were looking for something that was going to help us to provide tier one

45:11

interventions in the classroom to all students and so the program that we've adopted has that it also has several

45:18

formative assessments that allow student excuse me allow teachers to make in on the spot support plans for students and

45:27

to identify what the needs are and how they can be addressed as part of the general education program in addition we

45:34

are using our reading and math support teachers in order to deliver targeted instructions in small group settings at

45:42

the secondary level we are just beginning the process of piloting the resources that are going to look to

45:47

address some of the same concerns that we have as I mentioned we're focusing on

45:52

written expression in grades seven and eight and actually also in nine because those students moved up to the high

45:58

school and we're looking to review the current high school English resources for future programming needs

46:05

we're also in our younger grades we're piloting a new fluency and dyslexia

46:10

screeners that will both help to identify students early as well as to help develop a plan for support to address

46:18

early indicators for dyslexia in math

46:25

our goal has been for several years to increase student engagement with mathematical modeling reasoning and

46:31

application we are using the investigative math program in grades four through five which has a push-in

46:37

structure with enrich enrichment activities for all in addition to that

46:43

we do have our math support teachers who are looking at specific data to identify student needs as well as that small

46:49

group and targeted instruction

46:55

um as I said while there are many different uh there are these standardized assessments um such as the

47:02

NJ SLA um I think more importantly are all the ways that teachers gather data about

47:07

students and their needs along the way because those are the things that allow us to make immediate instructional

47:13

decisions in support of students learning needs

47:19

so very we'll also look at our science data so here we do not uh test every year we do that in grades 5 8 and 11.

47:27

and as you can see compared to the state average our students do significantly uh

47:33

better we do however from previous years have seen drops in performance

47:40

and um as we saw before we do see again some of the same disproportionalities when we

47:47

look at our subgroup so for science

47:52

um similar to how we were we now have two data sets that are three years apart

47:57

um so we continue to look at our standards um to help us and align our curriculum to the standards

48:04

um as well as adopting a set of Assessments that are both formative and substance that will mirror the state

48:09

assessment in their format and complexity to help prepare our students to sit for that exam

48:17

uh we continue to develop and adapt those assessments as well as in grades

48:24

one through five when we are next up for curriculum adoption in both science and

48:29

what's not here in social studies but we're looking for ways to integrate that with both the new Ela program and the  
48:35  
math program that would be adopted in the next couple of years  
48:41  
so we do have for some special education students where it is themed through the  
48:47  
IEP um that the NJ SLA would not be an appropriate assessment students take an  
48:54  
alternative assessment we do have again a small number of our special education  
48:59  
students who who are eligible for this exam and so we again have reported kind  
49:05  
of root data here grades three through six our elementary population and then our secondary population  
this gives us  
49:13  
information in these four categories and again where you see asterisk information it means that the  
population test it was  
49:20  
less than 10 so we do not report those numbers for confidentiality  
49:25  
and then our English language Learners so I will draw your attention to the  
49:31  
chart on the left um which just gives um how our ell population has grown  
49:38  
since 2018. um and you can see that post uh pandemic  
49:44  
in this last two years we've had more than a doubling of our ell population  
49:49  
and while that certainly still represents a very small like I said about point five percent of our overall  
49:56  
student population it is a significant increase and so part of what we have  
50:01  
done is that we are making sure that we're addressing the needs of those students one way that we do  
that is when  
50:08  
those students are initially when the students initially enter into the district  
50:13  
they take the access test and then they take that again at the end of the year  
50:19  
and so what you see here is the spring 2022 access results and it assesses the  
50:26  
four language domains of listening speaking reading and writing and we use that information uh to  
provide supports  
50:34  
for the ESL as well as to determine the proper placement in terms of their  
50:39  
English learning and so you can see here again we've kind  
50:44  
of cohorted this data in grade bands and how our students are what  
50:51  
um uh what level our ell students are in their language acquisition  
51:03  
and so we will transition a little bit to talk about the academic achievement of our students and again I've  
stress  
51:10

that there's no way that I could talk about each individual student our group of students and the wonderful things

51:16

that they do but over the next couple of slides I like to end with just kind of highlighting some of the things that our

51:21

students have achieved so here you can see that at the high school which is really like the culmination of our K-12

51:27

program um you can see that when we look at things like our National Merit program that is based on Sat performance you

51:36

know we've had five students across the nation who qualify for that honor as

51:42

well as another 23 who receive Commendation

51:48

um we also for our AP scholar program and we'll look a little bit at some AP data we have more students who are

51:55

taking the AP exam and not only have we seen an increase in the number of

52:02

um students taking it but we've been able to maintain our pre-pandemic performance in terms of the AP exams and

52:10

so this is kind of is represented here in terms of another number of students who are getting the honors level and the

52:17

distinction level um in the AP our national French exam and Latin exam

52:23

and Spanish Tim I think represents our robust World language program as well as

52:28

we look at our community service hours that students are able to achieve over the course of their four years in high

52:35

school at 191 students are able to attain 50 to 250 hours of community

52:42

service and here at the bottom you can see some of the awards that our students have earned

52:54

and now um we do offer many opportunities for students to

53:00

participate in the College Board Suite of Assessments we give the PSAT to our

53:05

juniors and so you can see here the three-year uh performance in both math as well as

53:12

um in English and I mean reading and writing

53:17

and that's also for our sophomores I will also note that this year for the first time we gave the PSAT 8 9 test to

53:26

our ninth graders as an opportunity for them to one kind of have the PSAT

53:33

experience as well as they from that test they're able to get information about areas that they can improve on as

53:41

well as access to the College Board resources to help prepare for future PSAT and sat tests

53:49

as well you can see our SAT performance  
53:54  
and just to remind you that in you know 2019 and specifically 2020 there were  
54:02  
many less opportunities for students to sit for the SAT or act exams but you can see that overall  
54:10  
throughout that our performance has actually improved um from you know from the 2019 school  
54:17  
year and similar results when we look at the  
54:25  
ACT and then here if we look at our  
54:30  
five-year AP performance you can see that we have increased the number of  
54:37  
students sitting taking AP courses um  
54:43  
and then total number of exams that they're taking and what's really nice is that when you push for  
increased  
54:50  
enrollment in creating access for more students to have that AP experience which we know is a great  
preparation for  
54:58  
college oftentimes with that you may see an initial dip in scores right because you  
55:04  
have students who are first time to AP and they are adjusting to the rigor  
55:09  
however the quality of our instructional program within our AP has allowed us to  
55:15  
actually you know stay consistent percentage of students who are  
55:20  
receiving a three or better and you can see here that we've been able to maintain the  
55:28  
same percentage of students getting the three where we did see in that first year right back from from a  
from the AP  
55:35  
exam that there was a decrease and in 2020 um because of uh the uh virtual setting  
55:42  
the test was abbreviated and so it was a very different exam than what students took uh post  
55:48  
um pre-covid and so 2022 was the first year that we had a fully uh restored AP  
55:55  
exam if you will so that is very promising performance from our students and staff  
56:03  
um we also one of the things that we look at is our post-graduation outcomes  
56:08  
and so one of the things that I will you know note here is that over you know as  
56:14  
students made decisions about their post high school goals  
56:20  
um in 2020 and 2021 a lot of students made difficult decisions about do I pursue  
56:28  
two-year do I pursue four-year do I go directly into the workforce and so for  
56:33  
instance as one example we saw an increase from previous years in the number of students who were  
going are  
56:39

choosing to go to say Community College because at that time schools were colleges were mostly all virtual and so

56:46

in 2022 our recently graduating class we started to see a shift back to students

56:52

pursuing uh four-year colleges as an option so that's just one example

56:58

um of some of the decision making that happen and the adjustment that students made for their post high school plans

57:10

um and probably the biggest indicator that we want to look at is we can send our students to college but we want to

57:15

see them matriculate through and so one of the things that the national student Clearinghouse looks at

57:21

um is what is the college persistence meaning that they are in year two

57:27

um at the school that they enrolled in when they after graduation and so

57:33

um Morristown specifically for this past year and when we look over

57:39

um our previous three classes has maintained College persistence at 95

57:44

percent so that is um very good the average uh

57:49

nationally is about 80 to give context and this is a list of some of our class

57:56

of 22 College acceptances not all but some

58:04

and last year was the first year that we were able to return for our Visual and

58:12

Performing Arts although we did so with a few modifications this year we

58:17

anticipate that we will be able to have a full Visual and Performing Arts schedule without any restrictions these

58:25

are some highlights from last year's performances um

58:34

okay he might have died on me finally can you thank you advance it for me and

58:42

um again we have a very rigorous performing art program where our students um uh are able to achieve a number of

58:51

honors and Rewards

58:56

um we also have a active extracurricular and athletic program at our high school

59:02

and at whams and a few highlights from that

59:07

um is that our girls lacrosse and field hockey were sectional champions in 2021

59:14

and 2022 our boys golf for sectional champions in 2022.

59:20

we also have uh um our state champion for you state champions for unified

59:27

basketball and our programs for our Unified sports program go to the next

59:32  
one uh sorry include I'll just go through them at whams it is basketball  
59:37  
and Oh Sherry left she uh basketball let's see if I can name them all  
59:42  
basketball bowling we add it um track  
59:48  
is that okay and then at the high school I'm like forgetting at the high school we do bowling track  
59:55  
um basketball as well and soccer thank you honey Dave would  
1:00:00  
help me out um and so you can see here that many of our students do go on to play  
1:00:06  
um uh Collegiate Sports and represent it here are 32 students  
1:00:13  
um at 14 different universities from last year  
1:00:19  
I think so yep as well as our Unified sports program  
1:00:25  
um received the Special Olympics of honor and distinction and we're able to  
1:00:31  
travel to Orlando Florida last year and some of our  
1:00:37  
Milestones are listed here and  
1:00:44  
that is my presentation we do want to thank our staff and administration for  
1:00:49  
their dedication and commitment to our students over the last couple of years  
1:00:54  
but even as we now move into what we is this post-pandemic we know that our  
1:01:00  
teachers our staff our administrators are still working very hard for our students and I think that you see  
that  
1:01:06  
reflected in our presentation today when we look at our our students both in  
1:01:11  
terms of their academic performance their extracurricular activities that  
1:01:17  
they have been able to accomplish over the last two years questions  
1:01:24  
sorry Dr Ben now thank you for that thorough presentation I'm sure you are going to get a few other  
questions but I  
1:01:30  
just want to say for for members of the public especially if you like digging into the data we will have this  
presentation posted on our website so if  
1:01:37  
you if you didn't write down every single little thing you wanted to look at you will have this as a reference  
up there I just wanted to make that clear  
1:01:48  
thank you Dr Ben that was that was uh very very informative as it always is every year  
1:01:54  
um with respect to specifically grades four seven and eight in the the one data  
1:02:00  
slide or I guess a couple of data slides that you'd shown what are your thoughts on the reasons  
1:02:07  
for sort of the the greater decline within those bands

1:02:13

in grade seven or eight um we have set down and done an actual standards analysis and we've looked at

1:02:19

what was the performance in each standard and specifically we did not see as great of an impact in Reading as we

1:02:26

did in writing so we know that in grades seven and eight the the overall decline

1:02:31

is attributed to um writing which as I said we use in the

1:02:37

grades preceding seven and eight we use the writer's workshop model which is difficult to deliver in a virtual and

1:02:44

remote setting so again in terms of you know we we've talked a lot about how did

1:02:50

we anticipate what the learning needs were going to be that is one of the things and so we did address it as I

1:02:55

said in the uh into reading program K to five writing is an essential component

1:03:02

um and teachers are have time to go through that they've conference you know

1:03:07

like we're addressing it through some of the curricular decisions that we that we made in grade four it is a year that we

1:03:15

typically see a dip um not just here in Morristown but in the state across the the nation I think

1:03:22

and so that is year to year when we compare to other breeds we see that

1:03:27

um but I think some of the other factors it's a year of transition for our students right they go from their k-3

1:03:34

buildings to the ues building um so I think that was another thing

1:03:39

that may have you know contributed to what we saw as the decline okay thank

1:03:45

you that's all I have for questions

1:03:50

a couple comments similar to Marx about the transition

1:03:56

um but I will say um continued frustration about the disparity and achievements among groups

1:04:02

and um I know that's not new news um doesn't mean it's acceptable news

1:04:08

either and I do Wonder as I was you know reviewing the rest of the data

1:04:14

um what it looks like to disaggregate some of that other data that we shared AP participation and AP scores

1:04:21

participation in extracurricular events all of those things I think it's incumbent upon us and even looking at

1:04:28

some of the action steps in literacy Math and Science um do we think about disparate

1:04:36

disproportionate results when we think about the professional learning in literacy instruction math instruction

1:04:41

you know I'm super supportive of our literacy initiative going forward um and I think you know that thinking

1:04:49

about how um the educational experience that all kids receive uh impacts you know in in

1:04:56

every day that it's not just something we look at when we get a score report back from the state but I will say as

1:05:01

often as people on this board have heard me complain about map testing there was a correlation where you saw that the map

1:05:08

testing in fourth grade had a dip last year and that was shown shown to prove out in state assessments so it's

1:05:15

probably one of the few instances I've seen where map was somewhat predictable of the state assessment stuff Carol has

1:05:20

heard me complain about this in seven years that I've been looking at that data but um you know I you know commend

1:05:27

all the the work that goes into this and um you know I just encourage us not to

1:05:33

explain away some of this stuff and I think one of the things that is super important is um that we take action

1:05:40

based on this and I know when we looked at this data and curriculum committee there's a huge anticipation of what

1:05:46

would happen with our third graders last year you know you talk about opportunity to write I just can't even imagine what

1:05:52

it would be like to learn how to read in a virtual environments over these last few years and that was not as

1:05:58

significant impact as I think we may have anticipated so I think you know we

1:06:03

have the right people on board and and I appreciate all this work but I um would be remiss not to call out some of those

1:06:09

disproportionate outcomes I was curious in the context of math

1:06:14

similar to Mark's question with the ELA given that we are going into a math K to

1:06:21

four K-5 adoption process have you or can we look at that sort of

1:06:29

bystander approach because I was looking at like grade eight in particular like it only only it went from 55 to 45 so

1:06:37

it's it's always been an area of need and struggle for us as a district that by eighth grade at in 2019 55 of the

1:06:46

students were reaching proficiency I didn't know if that level of sort of

1:06:52

you know specification in terms of where those deficiencies might help instruct

1:06:57

the kind of adoption that we undergo for K to five knowing that it's all

1:07:03

Downstream of of grade seven or eight and I think that we we will um for instance when we had the ELA

1:07:11

adoption and I reported it about this in in our curriculum committee meeting it was in the process as covid you know

1:07:19

unfolded and so um when it picked you know so it was it

1:07:24

was for a year it was kind of like let's you know we got to focus on the kids but then when we picked it back up they

1:07:30

actually reassessed right based on current data that they had

1:07:35

um and they made a decision to switch to a different uh curricular resource right and that was a direct response to what

1:07:43

teachers were identifying as the needs that we could see and then the

1:07:48

needs that we were also anticipating because for instance we couldn't you

1:07:53

know deliver the writing workshop model the way that we knew it needed to be done and with Fidelity right so I think

1:07:59

we we've done that and we will continue to do that um Julie Colby is our math supervisor

1:08:05

and so she is looking at the data um she's incorporating that into kind of

1:08:11

the professional discourse that she's having with teachers she's working with her math support teachers to kind of get

1:08:18

in an insight to what our neediest students that are already receiving the basic skills instruction are and so all

1:08:25

of that in addition to standards and instructional technology offer all of

1:08:31

those are going to inform right that selection committee and the process and

1:08:36

I think what we'll and we'll talk about this in November one of the things that we will move to when we talk about

1:08:42

selection process is that there have to be some things that based on our known

1:08:48

students needs that become non-negotiables right that we know that these things need to be present in any

1:08:55

what you know a curriculum that we choose because these are the things that we prioritize as the needs of our

1:09:00

students so I do think there's a process to that and you know I'll be sharing that with you no thank you

1:09:07

so along those lines and and I'm going to try to change up my question a little bit on the Fly because you spoke to it

1:09:14

or Sandra spoke to a little bit and Dr Snyder did as well um

1:09:20

you know I I guess I'm trying to get a deeper understanding of how you know we've got the the I guess the greater

1:09:29

ship to lift right especially in those grades that Mr Villanueva pointed out

1:09:34

um but then we the poor perform the lower performance I should say of of those specific groups can you talk a

1:09:42

little bit about the challenges of trying to to kind of serve both of those purposes at the same time and and kind

1:09:49

of how you're thinking through that please so I really think it goes to kind of like that multi-tiered systems of

1:09:56

support so we know that we have to choose uh curricular resource right

1:10:02

um and have instructional strategies that address the needs of all of our Learners right

1:10:08

we use our data though to innovate identify students who may be in need of

1:10:13

additional supports and additional interventions and then we can offer those those uh interventions and

1:10:20

supports in the classroom we call those tier one interventions we also have other programs such as our basic skills

1:10:27

program which we call reading and math support um that either our pull out programs or

1:10:32

at the upper levels students are scheduled for additional classes where they receive what once some people might

1:10:40

call a second touch right and that may not be just reiterating the same

1:10:45

curriculum but it is an intervention program for incidents right so it's going to address a subset of needs that

1:10:52

may not be present in the classroom of 25 right but now we're in a classroom of

1:10:58

maybe six or eight students a small group setting where that teacher is able to deliver some intervention learning I

1:11:05

mean instruction and that we would not normally um offer to students who are not in need

1:11:11

of that in the general education setting that said we're not taking those students who who need additional

1:11:17

supports out of the general education so it's not a replacement but it's on top

1:11:22

of so I think that's really the way that we do it and then there's you know a tier three if needed for students who

1:11:29

you know may have other things um other needs that can't be addressed in

1:11:34

the classroom and can't be addressed within the scheduling of the basic skills program okay

1:11:41

um and then answer your questions it does I guess I'm I'm left with then how

1:11:46

different is that I you know I understand we have you know it's a different program right

1:11:52

um the most tiered system of support but how is that different I mean I remember when I was in this school building it we

1:11:58

had that obviously I wasn't I didn't understand the pedagogy then but uh we

1:12:04

had something similar where kids were pulled out they were grouped differently so how is that different in our in that

1:12:10

approach versus what we've been doing that's getting us the results we're getting now so um I may not be able to speak to it

1:12:17

fully because um I mean but my understanding you weren't here when I was just for the record you were not

1:12:22

teaching here or in charge of curriculum when I was in school here yes but uh for instance so I'll take Ela for an example

1:12:28

so we have adopted into reading right into reading one of the things that it

1:12:33

had um that we knew we needed was that it does have specific supports for

1:12:39

um instructing and providing tier one um uh supports in the classroom so

1:12:46

that's the program that we use all K to five within our reading and some uh reading or basic skills program the

1:12:52

reading and math support we use Wilson we have level literacy at the ues and

1:12:58

and the whams and those are specifically intervention programs so they would for instance focus on things like fluency

1:13:04

building which is a foundational skill that supports right the general education curriculum

1:13:10

um so because what we know is that if student students may not be be able to

1:13:15

perform with the higher level and complexity of tasks if they don't have fluency skills we don't want to just

1:13:23

have them do fluency skills though right and take them away from those more complex and rigorous tasks that then

1:13:30

prepare them to take you know the njsla for instance so it it's kind of a

1:13:36

two-pronged approach if you will for those students and then we're using the data to identify who those students are

1:13:42

and then what their needs are yeah I appreciate your answering your

1:13:48

patience with me because I know it's a curriculum committee anymore so get to ask it something yes they

1:14:01

thank you right so at those different tiers there are different tools in the toolbox that the teachers are using so

1:14:07

you know the latest and the greatest professional development that we can give to the teachers we are doing that

1:14:12

so we are providing them with the tools they need to to try to reach those kids in a different way

1:14:43

and I I just would not maybe so much of a question but I'm

1:14:49

sure it is a question that you are starting to think about as far as looking at the

1:14:56

um and we started to talk about it in curriculum committee um but really looking at the learning

1:15:02

loss and I know we're talking a little bit about directing it um addressing it through new curriculum adoption but then

1:15:09

really starting to as we move into budget season looking at how we have used our

1:15:16

um you know covid funding to support you know student learning but now moving

1:15:21

forward really how we're going to be able to support still you know the learning um uh loss and and and uh

1:15:29

helping with those scores you know and how we're going to need to really prioritize our budget so you know really

1:15:34

looking at I know I think we're going to look at doing the budget a little bit differently this year and really trying

1:15:40

to itemize in each of the Committees how we were prioritizing what comes out so you know looking at November and

1:15:46

December that coming through curriculum as far as really identifying not just how the math

1:15:51

Pilots but you know how we're looking at allocating resources you know will be important moving forward in our

1:15:57

discussion so thanks I just have one question so it's very

1:16:04

clear it was a great presentation and a good 20 000 foot overview with lots of little deep Dives but it's clear using

1:16:11

the data to find Trends and insights to inform your day job and the day job of

1:16:16

all the other folks on your team and professional staff but Mike it makes me really think like when it comes to the

1:16:22

role of the Board of Education and I don't sit on the curriculum committee you talked about one of your three goals

1:16:29

that we've all held hands with you on being to look at cumulative and

1:16:34

aggregated data for gaps in student achievement and to get specific leaning on the data on what are

1:16:41

we going to do to say these are the gaps that are the most important and this is to Lauren's point this is where we're

1:16:47

going to prioritize our resources and investment and then we're going to measure our progress against those very

1:16:53

specific goals or targets that we set so what can we expect there from you when

1:16:59

it comes to taking all the data and getting more specific in what we want to

1:17:05

focus on and then how do we measure ourselves because I keep I'm very we're getting hit with this information in

1:17:10

lots of places but I need to get specific sure there's a couple things right now my principles and I believe

1:17:16

supervisors too with Dr Benton and you can correct me if I'm wrong on this they're looking at data too they're not

1:17:22

only looking at this data but they're looking at some of their internal data and the reason why we have until the end

1:17:27

of October to to finalize our goals is because we want to make sure we do a deep dive into that data and for for

1:17:33

some of our administrators it's the first time in a couple of years we've really looked at academic achievement data and put goals to it so that is

1:17:41

being developed right now and I think you can look at two things during the course of this year during the course of this year there's

1:17:47

going to be some um either summative goals or Benchmark goals because what some of my principals

1:17:53

are reporting back to me is Mike this has been a problem over time so I want to work on this goal but I actually have

1:17:58

a three-year goal planned on this and I'm like that's fine let's make incremental progress towards closing

1:18:03

that Gap this year I don't expect that there's a silver bullet out there that I have the magic knowledge it's going to

1:18:09

be constant assessment of students it's going to be constant assessment of what we're doing and if it's not working

1:18:15

doing something different so at the end of this year we should have some kind of uh some kind of goal statement where we

1:18:22

can say we've made this much progress in closing this Gap whether it is in ela

1:18:27

across the board at a building whether it is an Ela and one of those disaggregated areas whether it's our

1:18:32

students of color or economically disadvantaged students we want to see these gaps close and it should be able

1:18:38

to be reported back through curriculum committee what is each building doing and what is their progress now as

1:18:44

superintendent it's part of my my role to check in with them it is a mid-year review in February

1:18:50

and one of the things that I've asked my building to do is shoot High Because by the state in February if we shot too

1:18:56

high they let us adjust our goals so I'm like let's not start low and like meet it by February let's start really high

1:19:02

and say we're going to close it this much so there could be a mid-year review point where we could look at that and

1:19:07

then it'll be reported out again at the end of the year also just so I'm tracking then the goals

1:19:13

are developed at the building base level and there may be double clicks based on specific populations and those goals

1:19:19

roll up to you and subsequently get visibility through the curriculum committee and then me not on the

1:19:24

curriculum committee will get a readout from the curriculum sure and I think in a longer term uh sense is that if if

1:19:32

I've laid forth this this pathway and if this is done correctly we should kind of be turning the corner coming into next

1:19:38

year already having a sense of of where we're going on the next step since we came out of a pandemic and it's the

1:19:44

first time that uh in a long time the principals have really been asked to look at this data and create goals sort

1:19:50

of starting from scratch but if we make progress in one of those Gap areas at the end of this year and we can say

1:19:56

let's keep that going and move towards that next year we'll already be another step ahead so I would anticipate that

1:20:03

not only will we have what you described right there but we'll also have a sense of where we're going into next year hey

1:20:09

this goal has been achieved we can move on or you know what we're we're like really moving in the right direction we're 70 there this should be the same

1:20:15

goal for that building next year okay got it thanks

1:20:27

necessarily have anything all that different to say except that I think what was

1:20:34

I I think the data that we saw in curriculum that has now been shared was

1:20:39

not surprising um but I do think that it is great for

1:20:44

us to have a starting point to really understand um where our students on an aggregate

1:20:52

level and I appreciate the attention given at

1:20:57

both the macro and micro level about how we can affect the education of all of our

1:21:04

students because every student lost something in the past two years and we cannot take our eye off

1:21:11

the ball and to Lauren's point that was a significant part of our conversation

1:21:17

was that human resources and capital resources Financial Resources it is all about

1:21:25

getting these students back on track in my mind um and so I I do think that

1:21:31

it was great that we are all aligned we know where we are and we can start to

1:21:36

set goal posts um to get you know to get our kids learning back to where they should be  
1:21:44  
that's all I wanted to say I'm sorry quickly I just had a question  
1:21:51  
about the um dyslexia uh it sounds like there's a new screen is it a new screening that the district  
1:21:58  
is going to implement or is it so we've always had a requirement for screening for several years right um  
and um I  
1:22:05  
think we've used a couple of different tools to do that um the disc the dyslexia screener that  
1:22:10  
we're using now is a part of this in WEA which is also does map so the nice thing  
1:22:18  
about it is that it allows us to kind of the data to speak to each other  
1:22:24  
um as well as it's a tool that the teachers are familiar with in terms of the platform and whatnot  
1:22:30  
um and we we have found that the level of reporting that we get back in terms of you know what are the  
needs of the  
1:22:36  
student what would be suggested next steps is a starting point for there to  
1:22:41  
be a plan in place for students who might be identified through the screener okay thank you  
1:22:51  
any other comments questions all right I guess actually I should letting you  
1:22:57  
conclude and that is the conclusion of the superintendent's report thank you Mr  
1:23:03  
President stickler for process all right uh okay so now we'll move on to the  
1:23:09  
board committee reports um so you do this in any order we like  
1:23:15  
Lauren all right thank you so curriculum met on October 13th um  
1:23:22  
first thing uh cat diabra presented a Teen Mental Health award update uh she  
1:23:28  
informed the committee that the high school had received a mental health Grant um it should be noted  
that this  
1:23:33  
was not funding related just resource related the 11th grade is piloting a  
1:23:38  
program that will be used to train and inform curriculum decisions moving forward so she presented an  
overview of  
1:23:44  
that um then uh you know Dr Benton uh  
1:23:50  
reviewed the state of the district presentation we had a very robust discussion about the data that we just  
1:23:57  
you know had presented to us so we'll recap that um and then we talked about the curriculum approval  
1:24:03  
um process last month I had said that we would vote for approval of the summer  
1:24:11  
curriculum in October we decided in curriculum to postpone  
1:24:16  
that for November's agenda I think everyone at this point has access to the  
1:24:23

curriculum that was written over the summer it's in the shared Board of Ed drive so you can take a look now review

1:24:29

it if you want you can ask Karen or Mike questions about it and then that will be

1:24:35

on November's board agenda to um to approve

1:24:41

um and then we just kind of talked again about what the new five-year cycle is going to be for

1:24:47

um implementation of curriculum moving forward that you know Karen had set up

1:24:52

um and moving forward that was uh how we're going to have the curriculum scope and sequence of documents that have been

1:24:58

shared and that's all in the shared drive for review and that is our meeting minutes

1:25:08

questions or comments all right I think we'll just keep going this way

1:25:13

sounds good uh so policy committee met on October 11th so we had a couple

1:25:18

things that we discussed that aren't on for first or second reading the first was policy 9190 which is the community organization and 9210 which is the

1:25:26

parent organization um so we were there's a there's three different things we were trying to work

1:25:32

through and kind of making a plan going forward the first is to sort of adequately communicate with all current

1:25:38

affiliate organizations uh a similar level of understanding uh

1:25:44

we want a similar level of understanding about any events that would be planned in the 22-23 year

1:25:50

for for liability concerns um so Mike is drafting something that

1:25:55

will go out to the affiliate organizations to sort of better help us understand between now and April which

1:26:01

leads me to the second part which is that as the policy is currently written um

1:26:07

affiliate organizations would come to the policy Committee in April and sort

1:26:12

of discuss their plans that what happened and then potential plans for the following year and that is not very

1:26:18

clearly defined and it's very ambiguous as to why a policy committee would or would not Advocate to the rest of the

1:26:25

board that an affiliate organization retain its affiliate status so it seems it seems problematic as currently

1:26:31

written and we wanted to sort of clarify what that process would specifically look like um

1:26:37

the third thing that we are concerned with is just the very nature of those two policies

1:26:43

um is not terribly clear in light of how the different organizations are delineated um be they Club Community organization a

1:26:50

booster club parent organization so um again this is going to be a recurring theme on the minutes for this committee

1:26:57

as it is something that's going to take several months to sort of lay out um we'll be meeting as a group both

1:27:04

probably multiple times during the month to try to work out both in the short term what to do and then in the long

1:27:10

term what makes sense from a policy perspective for the district uh the second thing we looked at was

1:27:16

um it was brought to our attention that the um the district currently has two policies of the same title which is not

1:27:23

surprising given that sometimes things happen over time so one of the policies that's on for abolishment tonight is

1:27:31

something that has been subsumed by some other existing policy 24 25 physical education

1:27:36

um because 2425 which is the emergency remote plan which is mandated by the

1:27:41

state is on as well so they both can't have the same number so that's why you see an abolishment for the physical education policy

1:27:48

um that is accounted for somewhere else we also talked about um

1:27:53

policy 163 which will come back dealing with Quorum and the uh

1:28:00

the doctrine of necessity and sort of the clarifications around that

1:28:05

um so again that's going to be something that will come back to the board um but again um we wanted to get further

1:28:12

clarification on what exactly it should say the one again another thing we talked

1:28:18

about was policy 143.2 which deals with high school student representation to the board

1:28:23

um we were really kind of excited about this there is new mandated legislation I

1:28:28

should say policy that requires we have a student member of the board we

1:28:34

currently have board Liaisons but this would be different this would be some this would be a student representative

1:28:39

who would be on the board and hopefully a more integrated capacity

1:28:45

um so that's again that's not on for first or second reading but seemed to us to be a really exciting way to integrate

1:28:50

students and improve student voice on the board of education and the last

1:28:56

thing we discussed which is not on for uh is the student journalism 57-22 which again deal there was new

1:29:03

mandated statutes dealing with students freedom of expression we have a currently a policy 24 32 dealing with

1:29:11

school-sponsored Publications and rather than just abolish one and accept the new one we needed more time to look at the

1:29:18

two and how we could coexist and sort of probably combine them into one cohesive policy

1:29:23

the policy is on for first reading tonight um there's just a small revision to 3161

1:29:29

dealing with Examination for cause it does not change anything in the process it just deals with the underlying code

1:29:35

and again similarly 5513 care of school deals strictly with addressing the

1:29:42

school district's right to reimburse for damage lost or destroyed things it does not change anything in current mtps

1:29:48

process but just updates the language and deals with an updated legal citation

1:29:54

and there are no changes oh maybe one change

1:30:00

to a policy um

1:30:08

we can we can get that when we get to the actual right yeah all right

1:30:15

um so other than other than a a grammatical change there will be no changes to Second reading um and that's

1:30:21

all I got uh 143.

1:30:37

just real quick um the the community organizations and clubs policy I appreciate the the

1:30:43

committee continuing to look at it it's been you know I was chair of the policy committee years ago and that was always

1:30:49

something that we were looking at um and trying to figure out you know

1:30:54

where their how we can make it clear and more applicable I think to to Morristown and

1:31:02

so it's not like this is a new thing um and so I think it's it's great that

1:31:07

the committee is continuing to look at it and and it sounds like get some momentum into actually

1:31:13

you know concretizing some changes and implementing it um as intended so thanks

1:31:24

Dr Snyder okay moving right along Dr Alberti

1:31:30

we did meet as a Communications committee right after our last board meeting on September 28th which was

1:31:37

right after our board retreat as well and so most of the time in

1:31:42

Communications committee we talked about a lot of the same content that we talked about in our street specifically about

1:31:49

board meetings and how they run and one of the things we attempted to do is kind of set the room up differently so it

1:31:55

invites us to have more conversation among board members during our meeting we talked a little bit about the open uh

1:32:01

public comment sections which I'm sure you'll hear more about as Mr weeks

1:32:06

introduces those uh segments of um the meeting this evening and then

1:32:13

finally just starting with some ideas around resurrecting the community engagement forum and what some

1:32:20

possibilities might look like about how we structure those the purpose behind those the topics for those as well and

1:32:27

so I will just take take this opportunity to remind members of the communication committee that we received

1:32:32

an email from Mr Volpe today asking for a potential agenda items because our

1:32:37

next meeting is on Wednesday morning virtually next Wednesday right

1:32:46

any questions or comments for Dr Alberti

1:32:51

thanks Mr Villanueva thank you so finance and operations met

1:32:58

on October 4th my wife's birthday she was thrilled

1:33:03

about the 7 30 meeting um we I circulated the minutes as per usual

1:33:11

um some of the highlights we talked about the new housing developments which is going which has

1:33:17

been and will continue to be a running item on our agenda um every month to talk about sort of

1:33:23

what we're learning about them uh current projections in terms of when

1:33:28

they'll be completed and potential student enrollment we don't really have any updated numbers

1:33:35

but we continue to monitor the the new development Mr Heiser

1:33:43

reviewed a municipal map with us and and showed his potential areas of the development which was very helpful

1:33:51

um as we think about how to address uh potential

1:33:56

increase in population and um the potential Financial impact of that

1:34:03

we also as I mentioned last month we were talking about the Cadence of our RFP for professionals

1:34:10

we had talked about potentially putting it on a two-year cycle rather than a three-year

1:34:16

cycle which would have meant that we pushed out rfps this year for professionals

1:34:22

um we decided that the committee didn't decide to ultimately not to recommend

1:34:27

going down that path and that the rfps for professionals will go out next year in the normal course

1:34:34

we reviewed a number of overnight trip requests that are included in the agenda

1:34:39  
for this evening for approval committee obviously recommends approving those foreign  
1:34:46  
ER went over the collaborative collaborative Federal desk monitoring  
1:34:51  
report and corrective action plan that examined our  
1:34:58  
our expenditure of covid related funds and  
1:35:03  
um in audit of of that and there were um  
1:35:09  
I don't even want to call them discrepancies they're I think just miscommunications with the desk  
monitoring board  
1:35:16  
um that were resolved and are really non-issues  
1:35:21  
we have a our annual Financial audit is scheduled for November which is really  
1:35:27  
exciting I'm sure James is thrilled about that we discussed the upcoming  
1:35:33  
budget process I think everybody on the board knows that we would like to get this going  
1:35:38  
sooner rather than later earlier than what we've done in the past and as as Ms Romano had had  
articulated earlier  
1:35:45  
really get the the priorities from the various committees and obviously  
1:35:51  
that requires um hearing from Administration principals uh supervisors  
1:35:58  
and the like so that we can be better informed as to what their priorities are so that we can  
1:36:03  
um make some decisions about what our priorities are as well so that will be underways  
1:36:10  
earlier than it usually is which I think is is great I mean I think in my view the budget process  
1:36:16  
should be more of a year-long thing rather than a crunch in in February and  
1:36:21  
March and so uh I'm looking forward to to undergoing a a novel way to look at  
1:36:28  
this um we years ago we were exploring getting  
1:36:37  
some sponsorships we're a sponsorship for the football stadium and um  
1:36:44  
we the committee recommends and has given uh Mr Volpe the green light to  
1:36:51  
reignite that and to see you know if we can get some some sponsorships for the  
1:36:58  
for the stadium um it would be an additional Revenue Source obviously that we  
1:37:03  
definitely need um and so uh that will be underway as well  
1:37:10  
there we discussed the additional um special ed  
1:37:16  
paraprofessional positions that are on the agenda for this evening and as we uh we know there will be it'll  
1:37:23  
actually be three um and the committee recommends approving those as well

1:37:30

um we also discussed the our efforts

1:37:37

um in hiring diverse staff and kind of

1:37:42

where we are on that I mean we've talked about that at length in the past we had a committee and subcommittee to to

1:37:48

examine those issues and talk about how we as a district can recruit and retain a more diverse

1:37:55

staff obviously right now the environment in hiring staff as a general matter is very

1:38:02

tough both here in Morristown New Jersey but also Nationwide but

1:38:09

um we are going to to take a look uh you know next month or the following

1:38:14

at how we're doing and you know what if anything we can uh do to make sure that

1:38:22

we don't lose sight of that goal and that was it

1:38:28

any questions I do firewood thanks so I'm excited to hear

1:38:34

that you're talking about starting the budget process earlier that was something we aligned on as a board and I'm happy about but we talked about a

1:38:41

couple of other things I believe agreed upon them as a board and I'm wondering will it be your discussed at your

1:38:48

committee how will we make sure that we stay true to the commitments that we made I can't remember exactly how you

1:38:55

said it Mr Wolfie but it was pretty eloquent it was about not just building based budgets but ones that are based on

1:39:01

a per pupil enrollment and a little bit of a more of a whiteboard approach to

1:39:06

budgeting at that building based level and then also ticking and tying our

1:39:13

budget priorities or line items to more of an impact assessment showing how they tick and tie back to our strategic

1:39:19

priorities as a district because those were some of the gaps that we talked about during the budget workshop last go

1:39:25

around and committed that we needed to change going forward

1:39:31

sure and and we will be addressing those issues and Mr Heiser is already talking about starting the budget process a

1:39:36

little bit earlier but to what Ms Romano was talking about too uh when it comes to how we supported students uh through

1:39:43

the coveted pandemic and how we responded um we have

1:39:49

a lot of issues to look at and what we have to do collectively as a board and

1:39:54

as a community and as a staff to decide what are our highest priorities and we may not be able to fund every single  
1:40:01  
priority we have out there we have to make sure we are funding the highest priority and some of that may have to do  
1:40:07  
with learning loss closing those gaps so these are tough discussions that we're going to have that will yes come through  
1:40:13  
the committee structure and when we come to you with recommendations about either new um new Staffing ideas or potentially  
1:40:21  
looking at allocating Staffing differently we will have a Rhyme or Reason and a rationale for why we need  
1:40:27  
to do so so we will connect that back to our strategic plan objectives even if they're a little bit in flux right now  
1:40:32  
but it will be certainly a matter of prioritize of prioritizing unfortunately  
1:40:38  
we just can't roll everything over and say hey it's all it's all covered if we rolled everything over every person  
1:40:44  
who's working here right now every bus route that we have everything coming over we're over budget so we are going  
1:40:51  
to have to look at some strategic some strategic planning for lack of a better  
1:40:57  
word because we had an influx of federal funds and those federal funds are going to be no more so do we want to continue  
1:41:03  
doing those things that we did with those federal funds if yes that means we're going to have to reprioritize some  
1:41:08  
of the things we did before that still missing the part about like more  
1:41:14  
of the Whiteboard approach and rethinking at the fundamental level sure and and it's it's more of like a  
1:41:20  
zero-based budgeting approach I'm sorry I call White that's okay no problem  
1:41:26  
yeah it is along those lines but but to be perfectly honest when it comes to education although I'll say a zero uh  
1:41:33  
zero based budgeting approach uh we're gonna teach kindergarten first grade second grade there are some things that  
1:41:39  
are naturally going to roll over but yes that are that are fixed but some of those things where we have discretion  
1:41:45  
that's where we want to start from Baseline zero and decide what are the big rocks that we want to put in we got to put them in first if we want to make  
1:41:51  
sure that they fit so it's just not a true zero-based or a true whiteboard we're going to have some things up on the board already  
1:42:04  
the other questions about finance and operations comments okay any off-board committees  
1:42:15

reports from that all right then we shall move on okay now

1:42:22

we come to our first public comment section so before I read the typical

1:42:28

Preamble and uh we invite we take a vote and then invite people to come up for public comment just want to comment a

1:42:35

little bit about public comment so this first public comment period as I always

1:42:40

say as the president always says is on agenda items um during our conversations at our Board

1:42:48

of retreat and in the communications committee we've been talking more about how to help the public better understand

1:42:56

um how we could best use the information presented at public comment uh and and

1:43:02

actually what it means for our meeting in public so

1:43:08

we are going to be taking action on several items in this agenda here

1:43:13

and public comment is is necessary it's something we

1:43:18

encourage and want so we can help we can have people's input help us with our decisions that

1:43:25

we're about to make now I've actually had some conversations

1:43:31

um as I've gone to home and school meetings actually the home and school meeting here at whams uh last week we had a good conversation about this

1:43:37

because I was sharing a bit about this as as I was going around to the different home and school meetings and

1:43:43

you know as we were talking it out sure it's important uh it's a great opportunity for people to hear public

1:43:49

comment here um there are times where people will say something during public comment that others who are in the audience and that

1:43:55

are present with us or maybe online may hear and think oh well I was thinking the same thing and kind of let them know

1:44:01

that that's something that's being talked about but also if you think about the main purpose being to help inform us as we make our

1:44:08

decisions hearing it just before you know you just heard that we all had committee meetings

1:44:14

we all had access to the committee reports uh the minutes to those committee reports before we came here so

1:44:20

a lot of these things we've kind of started thinking about already our heads and here at public comment

1:44:27

we'll get some more input but then we're going to go right into the decision making

1:44:32

so we want to make sure that while you know people are still encouraged to come here and and make their public comment

1:44:37

on these agenda items you don't necessarily have to wait until this point

1:44:43

to give your public comment we've been talking throughout this year and actually further back before that about

1:44:50

how the board is accessible in other ways uh We've created a form that people can go online and fill out things

1:44:58

you can email any of the board members which several people have taken advantage of but we just want to be clear

1:45:05

um that what you're doing here with public comment those of you who are going to comment is helping us as we're

1:45:11

thinking about the decisions we're going to make so um how will you see that

1:45:17

another piece is um when we go to do votes you may I'm

1:45:23

you know not promising that every comment will get to the point where it becomes

1:45:28

something we discuss up here but you may see as we before we vote you know normally there's a there's a nomination

1:45:35

in a second and then we say any questions or comments that may be a good time for us to talk about public comment

1:45:41

that that we hear um before we vote on agenda items so I

1:45:47

just kind of wanted to give that reflection and that color we're going to continue to solicit input from the

1:45:55

community we're going to still continue to talk about this amongst ourselves but we wanted to to kind of help people

1:46:01

understand um our goals here and what we're trying to do and and help us with this process

1:46:08

so that said I will um go to the regular

1:46:13

Preamble as we move into public comments come to the mic please address the board you'll have up to three minutes to speak

1:46:20

um this I think hopefully the Preamble I gave gives more understanding of why this isn't necessarily a question and

1:46:26

answer uh session you're you're giving us comment as we're discussing and and

1:46:31

thinking about our decisions that we're going to be making up here so there won't be engagement or interaction there

1:46:37

necessarily um so please address the board members individual please address the board but

1:46:43

not members individually and um also start off with stating your name and as much of your address as you're

1:46:49

comfortable with sharing all right so with that I will entertain a motion to enter into the public comment the first

1:46:55

one that we have on our agenda that's for agenda items

1:47:02  
it's quick thank you uh all in favor aye the opposed extensions  
1:47:08  
okay the mic is there it should be kind of here but  
1:47:13  
um please feel free  
1:47:19  
I mean for you to move it Mike but okay thanks  
1:47:29  
all right how about it scare everybody off with that whole  
1:47:34  
but um okay all right I don't see anybody making any movements all right well any movements  
1:47:41  
from out there motion here on the Deus moved second all right all in favor of closing our  
1:47:48  
first public comment aye give me opposed extensions all right  
1:47:53  
thanks everybody okay so now moving on to the action items in our in our agenda here so we  
1:48:01  
have this uh Section 8 reports the board um from the business administrator um board secretary letter a  
1:48:08  
um we have under that the similar oh I see uh four items there  
1:48:16  
so I'll entertain a motion for approval of items one through four  
1:48:21  
sorry it's a second what you guys fight over it later all  
1:48:28  
right uh any questions or comments about these items  
1:48:35  
okay all in favor aye aye any opposed extensions  
1:48:42  
okay next moving on uh letter uh number nine uh under this one we have letters  
1:48:49  
let's see wait yeah just say I'm sorry you're right  
1:48:54  
okay the uh from the hip self-assessment presentation so um motion to approve this  
1:49:04  
okay any comments questions all in favor  
1:49:09  
aye any opposed extensions all right moving on to B the student  
1:49:14  
safety data system report for period two motion to approve this  
1:49:21  
thank you thank you Claudine all right any comments questions  
1:49:27  
all in favor I the oppose abstentions  
1:49:33  
and moving on to C uh the policies and procedures we have the ones that were listed uh that Dr Snyder  
talked about  
1:49:39  
for first reading under second reading policy 143 do you want uh well once we  
1:49:44  
put the motion out we can talk about the language change there and then uh the motion I'm sorry number  
three for the  
1:49:50  
policy to be abolished so I'll entertain a motion for approval of items one through three

1:49:55  
thank you thank you okay comments it's questions I think it was brought to uh  
1:50:02  
our attention if you are on the exhibits the number 23-91  
1:50:08  
the at the bottoms where it is the second in consideration and considering  
1:50:14  
candidates would Express an interesting two the question was should it say include the names of  
candidates to be  
1:50:19  
considered for the vacancy in the public notice for the board meetings in which who should team be there  
1:50:25  
as well as my attention that's it okay  
1:50:32  
to the board meeting which nominations will be accepted so it just sounded like  
1:50:40  
there's already been a distinction that they're not all being accepted that in  
1:50:47  
which it was just qualifying that those nominations are happening  
1:50:52  
at the meeting it just read awkwardly to me and it didn't seem clear  
1:50:59  
um so then the nominee it's happening at meeting right so so the intent is that  
1:51:06  
it's the nominations that are at the meeting they're not before they're they're right at the public meeting so  
|  
1:51:12  
don't have that I'm trying to get so just totally just a technical OCD grammar thing it should probably say in  
1:51:18  
which nominations will be accepted just to make it clear about what's happening that's a benign change it  
doesn't change  
1:51:25  
the intent yep  
1:51:31  
correct yep  
1:51:38  
we already have a motion do we have to do another one for as amended uh  
1:51:50  
Dr Snyder this Leon  
1:51:55  
oh okay sorry yes  
1:52:02  
being moved as okay easy enough and we have a nice little  
1:52:08  
Ela assessment for the board  
1:52:15  
so Jill it's just putting right now it says include the names of  
1:52:20  
candidates to be considered for the vacancy and the public notice for the board meeting which  
nominations will be  
1:52:26  
success accepted it should be in which because it reads it could be interpreted  
1:52:33  
that the nominations are being decided versus all of them being Jim  
1:52:41  
does that make sense grammatically it should be in which

1:52:51  
before I was confused about what was actually happening in the meeting the way this what the policy was stating the

1:52:57  
way it reads here so through Mick does this change anything with first and second reading if we're changing

1:53:03  
something okay okay I just want to make sure we're not going to be more delayed on this adoption okay

1:53:09  
every meeting now wolf

1:53:15  
okay are we eager to move forward or any

1:53:22  
other questions okay all right I will call the vote then please all in favor

1:53:28  
hi any opposed extensions okay motion carries

1:53:35  
all right uh letter D number one homeless placements um entertain a motion to approve this item

1:53:45  
thank you all in favor uh comments questions okay all in favor

1:53:51  
aye your pose abstentions motion carries moving on the letter e

1:53:57  
numbers one through nine

1:54:03  
okay entertain a motion to approve these items

1:54:09  
okay any comments or questions

1:54:15  
thank you very none all in favor aye the opposed of sentience

1:54:22  
I'm gonna abstain since I'm on the list one e e one sorry travel expenditures

1:54:28  
right yeah I'm abstaining as well James

1:54:45  
so two abstentions uh from number one okay but I think yeah we had all in

1:54:52  
favor in any opposed that motion carries

1:54:58  
all right letter F employee relations um numbers 1 through 14.

1:55:06  
uh I'll entertain a motion for approval of these thank you uh any comments or questions I

1:55:14  
just had a question about number eight um and I'm sure it was in there and I just didn't see it but

1:55:20  
I'm not clear what did the amendment actually change

1:55:31  
the shared services am I ahead of you no no you're behind

1:55:38  
how am I behind okay sorry my bad

1:55:45  
I love you to give you back that's from the previous one that's

1:55:57  
that's they own their own boss but we actually provide the Staffing

1:56:07  
that's the increase okay thanks James

1:56:14

so were any other comments or questions on um letter F employee relations

1:56:21

all right um roll call vote Please Mr iser Dr Alberti yes Mr Cara Burns yeah

1:56:27

Mrs fowles Macaluso Mrs mcpoulos Mrs Morano

1:56:33

Miss Romano Mr Villanueva yes Dr Snyder yes yes Mr weeks yes thank you

1:56:42

thank you Mr Heiser very motion carries um let's see the next uh two are

1:56:49

um oh I'm sorry suspensions just taking the action on that and then uh

1:56:54

the information only section about enrollment information all right moving on to uh old business is there any old

1:57:00

business to present no any new business

1:57:06

at this point okay hearing none brings us to our second public comment

1:57:13

promise I won't Preamble as long on this one but thinking about this one okay so

1:57:18

this one is open public comment and this one is intended for people to comment on things that are not necessarily on the

1:57:25

agenda um things that are on your mind similar to the other one um

1:57:30

you don't have to wait till here to tell us we certainly would welcome any opportunity to hear what you might have

1:57:36

to share some of the advantages to doing it in another place one we may be able

1:57:42

to start more of a dialogue if it's sent something sent through email potentially if it's something that's

1:57:48

um specific to maybe you or your student there have been instances where people have sent in something and Mr Volpe is

1:57:55

able to direct you to the appropriate person in the administration who can help you deal with that so um

1:58:02

here though the public comment again will be

1:58:07

listening for themes for common

1:58:12

um concerns and we could take opportunity during our for the um for the good of the order to

1:58:19

go to the order section which follows public comment it may or may not be something that if it's if we can address

1:58:25

it easily we may do it there um if not we may just kind of allude to

1:58:30

how follow-up may happen we may speak in for the good of the order to something that came from public comment last time

1:58:36

so just want to kind of give a sense of how we're looking at that how we want the public to understand that and try to

1:58:43

improve it going forward so that said um same rules apply come to the mic up  
1:58:51  
to three minutes uh name as much of your address as you're comfortable with  
1:58:56  
addressing the board in general not specific members so that said I will  
1:59:02  
entertain a motion for public comment second  
1:59:07  
thank you all in favor aye oppose abstentions all right  
1:59:13  
our second public comment period is open  
1:59:19  
my name is Kim Warren and I'm a teacher at the high school we would like to recognize the into reading  
pilot  
1:59:26  
committee members at Baker South Valley Roberts and the ues they dedicated a ton  
1:59:32  
of time to the adoption of the series and then shared their knowledge with other staff members thank you  
for always  
1:59:38  
supporting your colleagues  
1:59:48  
hi Dina sicalley a teacher at Robert's school I'd like to give a shout out to the high school guidance  
secretaries who  
1:59:55  
served well above their duties to support their mea colleagues during a stressful Administration  
2:00:01  
um of testing they directly fielded questions and concerns for all staff members they maintained a calm  
organized  
2:00:07  
environment for staff to seek Solutions and we appreciate them and I don't know if I said guidance  
secretaries I think  
2:00:14  
guidance  
2:00:23  
hi I'm Becky condadina occupational therapist for the district I like to share that representatives  
2:00:29  
from the organization a long talk spent the day at WAMS on Tuesday October 11th we had some great  
conversations  
2:00:34  
throughout the day we are proud that the district is making inclusivity a priority and that there's so many  
people  
2:00:40  
here that are interested in being part of the process  
2:01:06  
Easter Bunny I would like to just talk a little about the theme of recognition  
2:01:13  
this has come up I guess on social media and was sent to me from  
2:01:19  
a few community members there are many ways that the board can  
2:01:24  
recognize staff the first and most important  
2:01:30  
for staff is through compensation that is the universal way that all work  
2:01:37  
is recognized by settling a fair contract and doing it before the end of the

2:01:44  
school year the board could also recognize a grade level a department a support group  
2:01:53  
for their dedication and service to this District I have many other ideas about how  
2:02:01  
the staff can be recognized I'm available to discuss any of them  
2:02:09  
a trip to Trenton or to Washington DC is not how to recognize  
2:02:15  
staff members for all of their hard work and dedication to this District  
2:02:20  
as is often the case there was so much misinformation that circulates luckily  
2:02:26  
I'm available to provide a correct point of view and information and also  
2:02:33  
the history  
2:02:46  
all right any other comments  
2:02:51  
Thank You For Those Who provided your comment I will entertain a motion  
2:02:57  
to close public comment  
2:03:02  
second thank you all in favor  
2:03:08  
aye any opposed extensions okay moving on is there anything uh for  
2:03:15  
the good of the order um and as I was alluding to before in this in this section we certainly  
2:03:23  
um appreciate uh sharing of all the  
2:03:28  
accolades for our staff members uh all the people that that take care of  
2:03:35  
our students and and help within the district um and and this opportunity to have a  
2:03:42  
conversation about how to recognize that I think also um you know the board at this time  
2:03:50  
anything anybody wants to suggest for the good of the order um have a conversation among ourselves  
2:03:55  
about other ideas about recognition be a good period now  
2:04:02  
Nick I'd like to address that I really appreciate the last two board meetings hearing from teachers coming  
and recognizing things going on in our  
2:04:08  
buildings that we wouldn't necessarily learn about other than through you know kind of social media or  
you know kind of  
2:04:14  
getting reports back from Mike I think that this board hasn't has a responsibility to investigate all the  
2:04:22  
opportunities that we have to recognize our our staff um you know one of the one of the things  
2:04:28  
that I've personally done and talked to others about is seeing what other districts do have recognition  
programs  
2:04:36  
or do work with the Department of Ed and their existing programs you know do we want to be uh  
Morristown one of the top

2:04:42  
school districts and not participate when other top school districts are doing so or do we not want to submit

2:04:48  
someone um you know really worthwhile opportunity for them to be

2:04:53  
recognized by the county and then by the state so I think you know reference to a

2:04:58  
trip or or whatever it's really not about that it's it's investigating as a board our opportunity to look at other

2:05:05  
ways to also recognize our staff which I think is very important

2:05:13  
um the difference between recognition and celebration and I think that you know

2:05:18  
since I've been on the board we look for opportunities to celebrate it's not so much about singling out as much as it is

2:05:26  
you know not unlike the state of the district you know report where we look

2:05:31  
for what are some of the highlights and I think we all know you know that we have a really strong staff here and I

2:05:38  
think you know part of what our our uh yearning for this I you know conversation topic is about celebration

2:05:45  
not just you know putting a tag and recognizing so thanks for that absolutely yeah

2:05:55  
right anybody else

2:06:00  
thinking building off of what Claudine said and this being a responsibility of the board to investigate you know what

2:06:07  
our responsibility is and also what other schools are doing you know data is

2:06:13  
very helpful so I think there was a public comment about the point of view

2:06:18  
and the facts and data that are out there like how do we pressure test the

2:06:24  
feelings of the broader teacher and staff Community how do we get input from everyone on how they like to be

2:06:30  
recognized is there a way for us to do that as a board because it is very personal and the difference between

2:06:36  
recognition and celebration is very important so I'm wondering is there a way to get data from our community when

2:06:43  
we think how do we look at other communities what they're doing what does our community want and need and then what is our

2:06:50  
responsibility as a board versus Mike's responsibility as a superintendent I see all these different inputs into how we

2:06:57  
move forward or I'm sure I think there are some good opportunities to have conversation

2:07:03  
probably Dr Alberti on the communications committee um in leadership yeah and Leadership

2:07:10

um you know Mr Snyder and I can maybe um take up the invitation from bmea to

2:07:17

talk to them about their ideas so I think we can gather input from lots of different places kind of have the

2:07:22

discussion in the communications committee and um you know kind of come back and Talk Amongst the board

2:07:32

okay anything else for the good of the order

2:07:37

thank you all so actually at this time uh I would like

2:07:42

to request a motion to go into executive session for the purpose of discussing

2:07:47

confidential Personnel matters um we estimate that executive session will be approximately 60 minutes

2:07:55

estimate that 60 Minutes long and action may be taken after our executive

2:08:01

committee so I'll entertain that motion right now thank you second uh any comments or

2:08:09

questions about that okay uh just I'll comment that um we'll

2:08:15

we'll adjourn back to the admin building uh for that the live stream will indicate that we have gone to Executive

2:08:21

session um we will come back uh here for a German uh

2:08:28

so just want to make everybody aware of that okay any other comments questions all right so all in

2:08:35

favor aye aye any opposed extensions okay uh thank you

2:08:42

um we'll be back