

Transcript – 4.25.23 BOE Meeting

0:00
which I'm a part of we're basically constructing a tour where we're gonna like have different checkpoints with
0:06
different students at them and at each checkpoint we're going to give like a brief like history what was added or
0:12
maybe if it was there the whole time see if people remember maybe give them some fun facts keep them nice and fun
0:18
and that's it for the 125th anniversary committees but then we have two additional the Hall of Fame committee
0:25
and the uh policy and handbook committee the first one is the Hall of Fame committee this will be um basically run
0:32
by Mr Seibel with a lot of student Representatives both in Council and out um
0:38
basically the Hall of Fame will just be a place to recognize outstanding high school graduates like for there's many
0:45
things they could be outstanding for athletics academics Etc
0:50
and that's really just it's in the early stages right now but they're gonna work through it and hopefully have it
0:56
in session by the end of the year and then we have the policy and handbook
1:01
committee that committee will be reviewing like um policies and rules in question under
1:07
the student handbook that might not be applicable maybe people have problem with it they're going to go put it under
1:13
review and maybe make some changes I know Jessica was a big problem before that stuff's gonna get looked at
1:19
and yeah that's all I have thank you thank you
1:29
I'm repeatedly I am so impressed not only with your presentations but anytime any students from the district have
1:36
stepped to the microphone to address the board I'm just uh really Blown Away with
1:41
your level of professionalism your ability to communicate I know that Lucas
1:47
is going to go study law and I think that's a great step for you because in the way you present I could see you
1:52
making legal arguments any day of the week so I I I really appreciate the the
1:58
updates and the information and thank you guys so it's a good opportunity if you want to get out of here now it's time to go so thank you
2:11
just an update from me on a couple of things that are going on first of all obviously spring Athletics in the spring
2:17
musical programs are on their way off to a great start I've been out on the fields and and uh you know just great
2:23
seeing people in their happy place enjoying uh you know our facilities and the weather and competing in a positive
2:30
way it it it makes you feel good um just another update I know a letter
2:36
was sent but just re-emphasizing the fact that we will have a five-day weekend for Memorial Day from Friday May
2:43
26th through Tuesday May 30th uh they are the two days that were set aside
2:49
that would have been um school days had there been the usage of snow days earlier in the year but
2:56
since no snow days were used those days come back to us in the form of a holiday over the course of that weekend
3:04
um I have been trying to attend as many if not all to home and school meetings
3:09
that occur within the district and I just want a shout out to those folks
3:15
that are engaged in our home and school Endeavors the work that is being done the amount of time that's spent by our
3:22
parents that are involved directly with those groups and those parents who do work to support those groups at the end
3:28
analysis do wonderful things and provide for our kids and and I really appreciate the community spirit in which uh
3:35
Morristown displays itself as it relates to the way you support your individual schools
3:41
and then uh lastly on this note uh as a follow-up to some of the things that are going on with the municipality I'm happy
3:48
to report that we're making some real Headway with the ability to potentially increase
3:53

um our policing and our buildings to as many as three uh officers for next school year they would be in the form of
4:00
a special class officer that was developed by the state of New Jersey some years ago called a slio three a
4:06
special law enforcement officer and essentially what they are it's a it's a ability for retired officers to re-enter
4:14
the law for the workforce as officers once again working for local
4:19
municipalities uh police departments but specifically for policing in schools so
4:26
they are full-fledged officers that are retired they will uh have vehicles they
4:31
will be uh you know armed and ready and and I think it's a major step in the
4:36
right direction uh in in these times that we live in to invite our our police in to be a part of you know what's
4:43
happening in our schools and to uh most importantly help protect our children and give them a sense of security and I
4:49
think also equal and important to that I think it's a great opportunity for our local municipality and our Police
4:56
Department to interact on a positive way with our students to develop that more
5:02
uh that greater sense of community policing that we're all there to you know serve one another and I think that
5:09
that's an important aspect of it uh so many kids are not really exposed to that and I think it's important and
5:15
educational for us to have that sense of community within our schools with that
5:21
and speaking towards what it is that we're trying to develop more so and move towards in Washington town and I'm sorry
5:28
in Morristown as a Freudian slip uh in Morristown is this notion of creating an
5:34
environment where all of our students and our teachers can experience uh the
5:40
same things when they come through the district that they can have a sense of fairness and and treatment that they
5:47
believe as much as the next person that this is their school and this is where they belong so as part of that process
5:54
um their self-analysis that's done and in the case of the state auditing is done and they'll take a look at various
6:01
things within uh the things that are happening with the school and one of those areas amongst many is discipline
6:07
to determine whether or not any particular group of students is seems to be getting you know more more of their
6:15
fair share of discipline than other groups um often it's it's a source of gosh I
6:22
wish that didn't happen and we really want to believe that we're doing right by every single student but unless we're
6:28
willing you know sometimes to you know pull the cover back or take the Band-Aid off and really take a look at what is
6:34
really happening through data and through other things they're the only opportunities that you really can do an
6:40
effective analysis in an attempt to grow and sometimes that's painful but I think
6:46
that the opportunities that it presents are very positive and in the end analysis help to meet the goal which is
6:52
that every student that attends this school is going to have the same kind of experience so on that note Dr Tate has
7:00
put together a presentation tonight to speak specifically about an audit that was done just prior to the pandemic
7:05
beginning and that we're in the throes of completing work in that area and we want to make sure that the community has
7:12
a really strong sense of what that's all about and what it is that we're trying to do so without further Ado I turn
7:17
things over to Dr Tate foreign
7:31
I appreciate that and that's exactly what we're going to do right now we're going to take a look at some data uh
7:37
from the school years of 2017-18 18 19 and 1920. and data was
7:43
collected by the state and they conducted a special education audit so the numbers that we're going to look at now have to do with special
education
7:51
students uh I'm going to provide you with a three
7:56

slide executive summary and then we'll get deep into the data as we move forward
8:06
can you move the uh the video rather the the uh can you move
8:12
the Box the picture or yeah okay thank you you may have to be on
8:19
that through the slide so thank you thank you uh so as I said we this data looked at information from 2017 1819 and
8:27
1920. uh the areas of focus where identification placement and discipline
8:35
as they relate to racial subgroups and again we're speaking of students with IEPs individual education plans
8:43
um New Jersey special education code and federal law regulate these areas that I
8:49
mentioned and disproportionality was found in one of five measures in the area of discipline
8:55
the audit finding is one important data Point uh that impacts the and informs
9:03
the district's thinking about its approach to discipline
9:11
can you move forward with me
9:27
there we go okay so our current approach to student misconduct and discipline in
9:33
the schools really each School strives to provide a safe and positive welcoming
9:38
learning environment for all of our students that's what we strive to do students have opportunities to learn
9:43
about appropriate School behaviors in class and through assemblies and assemblies mostly at the secondary level
9:49
generally schools use a graduated system of consequences for rule violations with
9:55
an emphasis on prevention and intervention over punishment school teams look to identify root
10:02
causes of misbehavior in order to provide appropriate help for our students and thanks to our counselors
10:07
and teachers and child sizing members for helping us out with that ultimately we want to provide a safe space for the
10:14
kids our students can Thrive a place where they can learn and grow and be supported to do better next time and
10:20
we've spent a lot of time talking about a growth mindset and that's what we're talking about here as well
10:25
people so we are so this special agent education audit uh really caused us to
10:33
pause and thoughtfully look at how we're doing things we're definitely committed to providing a safe positive welcoming
10:39
learning environment for all and our approach will continue to evolve as we understand our student needs better
10:46
so moving forward students uh moving forward yeah you're good schools
10:53
will analyze and respond to Trends in data additional methodologies best
10:59
practices in behavior management will be incorporated to those things that we do already and we will continue down this
11:05
path of providing professional development in the areas of diversity equity and inclusion and I will say here
11:13
that the district really has a great foundation in this area as we've worked with an ad hoc community of the board
11:20
uh on uh and looked at race and racism and had some really challenging and wonderful conversations with our
11:27
teachers and our staff and our student and our students on the topic likewise uh the SEL committee at the
11:35
high school has worked with the alumni uh group Mirai and really again had some
11:42
great wonderful conversations about how we can improve these areas
11:54
okay I know I'm not sure
12:02
okay so we'll get we'll get more specific about this personality and special education findings so
12:08
disproportionality occurs when students of any racial or ethnic subgroup are identified for special education placed
12:15
in a more restrictive setting or disciplined at a markedly higher rate than their peers
12:21
okay this proportionality is significant when an over-representation of a group

12:28
exceeds a certain threshold that threshold in New Jersey is a risk ratio of 3.0 or greater for three consecutive
12:35
years and let me be clear about what risk ratio means in this sense not too far we go back right so
12:43
generally a risk ratio of 1.0 indicates that children from a given racial or ethnic group are no more or less likely
12:51
than children from all other racial groups to experience a particular outcome
12:57
a risk ratio of 2.0 indicates that one group is twice as likely as all other
13:02
children to experience that outcome and a risk ratio of 3.0 indicates three times more likely and so on and so on
13:15
okay so again looking at identification placement and discipline and the
13:20
question that was asked for all these topics in the boxes here was this is any group identified placed
13:27
or disciplined at a markedly higher rate uh than that of their peers
13:33
uh if you look at identification they looked at the disability categories that we utilize when students get an IEP
13:40
so for instance they if you look at intellectual disability they would take that and run statistical analyzes to see
13:45
if any one group was identified markedly higher than any other group there same
13:51
holds true for placement for placement they looked at children who are educated outside of the classroom the general
13:57
education classroom for 60 or more of the day and and also for students who are who
14:04
receive their education in a now District placement in discipline they look at five different areas they look
14:09
at out-of-school suspensions for 10 days or less out of school suspensions for uh 10 days or more in-school suspensions
14:16
for the same in and out for 10 days in or out they also look at the total number of
14:22
disciplinary removals to see if any group is markedly higher than that of their peers
14:27
and
14:34
so in in the area of identification there was no disproportionality found same for placement no disproportionately
14:40
failed indiscipline one area of disproportionality was found and that is the total number of disciplinary
14:46
removals of black students with disabilities so what that means is that black students with disabilities were three
14:52
times or more likely to be suspended uh as compared to students with
14:58
disabilities from all other races or ethnicities okay
15:07
thank you so because of that finding there was a secondary audit that was conducted for
15:12
the data from the 2020-2021 school year and the state reached out to us and
15:17
asked us for all sorts of information regarding uh disciplined data for that year and policies and procedures and
15:23
letters that will utilize when we were interacting with parents letters that go home informing parents of disciplinary
15:30
action we did receive a closeout letter in October of 2021 which confirmed that
15:35
there were no additional findings and that we were not disproportionate for that particular year however because of the initial finding
15:42
the district has to utilize 15 of its idea grant allocations for comprehensive
15:49
coordinated early intervening services uh cceis which I'll talk about a little
15:54
bit and as a result of that finding when we received it the district initiated a district a discipline Review Committee
16:00
to analyze the student data uh at each School
16:07
now we'll take a deeper dive into that data uh that the state looked at
16:16
is there any way to move that top box or no
16:22
thank you thank you you're gonna have to move it again but so this this
16:27

personality finding again we're talking about total removals um now over those three years there was
16:33
an average of 98 black students with IEPs so 98 students was the average of
16:39
those three years 17 18 19 and 1920. now there were a total of 55 suspensions
16:46
over those three years so not the average but total so there may have been 18 18 or 19 or whoever the numbers would
16:54
break down so we had a total of 55 suspensions we look at I think I've hit that box again
17:05
there we go oh a little too far go back uh so where were the suspensions
17:10
happening at whams had 68 of those suspensions uh the high school had 16
17:15
percent uh and the uh Upper Elementary School had 16 percent
17:21
foreign so what were the reasons for removals we took a look at the data the number one
17:28
uh situation that was occurring was some sort of physical altercation so some sort of fight some sort of hitting uh
17:35
that carried 35 of those suspensions uh inappropriate conduct outside the
17:41
classroom so whatever type of behavior was happening 20 of the time there was a
17:46
20 percent of suspensions came from outside of the classroom those were things in there that were you know uh
17:52
throwing food in the cafeteria or perhaps um you know talking back to a teacher outside or at the in recess some
18:00
issues on the bus as well disruption in class is a disruption in class so things that happened inside the classroom
18:05
social media posts or utilizing your phone in school or some other inappropriate use of social media theft
18:13
also that number I believe is nine percent uh you know stealing from another student or the school and also
18:19
some smaller categories that I put together academic dishonesty uh vaping and no shows meaning you don't show up
18:26
for detention so you get a suspension or however that's built in like that
18:31
an interesting point
18:36
there we go a little too far let me go back
18:43
uh back one thank you an interesting point here
18:49
um I feel like this line here uh that okay that's fine so less than 20
18:55
students make up the majority of the suspensions so 84 of the suspensions
19:01
come from less than 20 students which means that we have students there who have multiple infractions some you know
19:09
had three in a year some had several across the years so it's just an interesting point to take note of
19:17
so the comparison is made with all students who are not black who have IEPs
19:24
that's what that's how the state point is disproportionality so this is the comparison total removals of all
19:29
students with IEPs over those three years there was an average of 750 non-black
19:36
students with IEPs the total suspensions was 152.
19:42
over those three years the breakdown of the schools
19:48
let's get there
19:53
and what were the removals why what happened what were the suspensions for very similar pie charts here
19:59
inappropriate conduct outside the classroom a few percentage points higher physical altercation 28 disruption in
20:07
class 22 almost exactly the same vaping smoking theft and then smaller
20:13
categories of academic dishonesty social media and no shows
20:18
similar there were 30 students here
20:24
30 students make up the majority of the suspensions in this category meaning that 30 students were repeated had

20:30
repeat offenses whatever they may have been over those three years

20:36
so next steps identifying and addressing the issues

20:42
so the district discipline committee and administrative teams analyzed the data

20:47
that I just showed you and we looked at we had some questions you know we asked how our practices and procedures were

20:54
implemented in each case we had the principals and assistant principals with us what needed to change and how we

21:01
address discipline how to better engage and intervene with students having difficulties in school

21:07
and we talked a lot about how do we intervene early as a preventative measure as an upstream measure and what

21:14
additional supports can we provide to students who have repeat infractions

21:21
We examined wham's discipline committee which took place I think Mr Keith is here during the 1819 school year because

21:27
they examined their own debt and if you notice they had a large chunk of the suspension certain on the first pie

21:33
chart they examine their own data and started to make some changes with their handbooks and other things that they

21:38
were doing so we spoke to Mr Keith in that committee we put a behavior specialist in a school

21:43
psychologist to consult on our eye teams and discipline committees and they worked with individual students on cases

21:50
involving discipline we identified professional development for teachers and administrators and

21:55
support staff that focused on implicit bias on developing classroom and school cultures that Foster a sense of

22:01
belonging and use of both instructional and Behavioral Management strategies that are responsive and inclusive

22:10
so where are we now you're going to be moving this a lot now yeah so where are we now and what's in

22:17
progress and what's happening so and I'll look at policy and practice student and family engagement and professional

22:23
development so the main one of the main things that we are doing is developing school-based

22:28
Behavior teams to take a close look at their own data in their own individual schools

22:33
and it's connected to a review of the handbooks and a review of how code of conduct is implemented and we use Mr

22:40
Keith as our example it's also that is all connected to

22:45
professional development and understanding key Concepts in behavior management and relationship building for

22:51
all staff including our non-certificated staff one important point that came up for us

22:56
was when we were working with our Behavior specialist is that the behavior specialist brought up this point

23:02
that if you do not receive any professional development or learn anything about discipline

23:09
you tend to discipline the way you were disciplined so if you don't receive you know any

23:14
information or guidance on that you discipline the way that you were disciplined when you were younger either through your parents or

23:20
through your

23:26
schooling so it's really really important for the district to make sure that we're providing the latest and the

23:32
greatest as far as professional development is concerned for all of our teachers to that end equity and discipline uh

23:38
professional development has just occurred for our assistant principals and we're going to continue that through the rest of this year

23:46
I take a look at um you know here uh involvement of case manager and this counselor from the

23:53
get-go as soon as there is an issue we want to make sure we have these people involved and we have their hands on the situation

24:00
we want to make sure that also administrative sharing of student history during transition years occurs

24:07
within and between schools we do a great job of that with our teachers with our counselors with our case managers we

24:14
also do administratively as well we want to make sure that that is a box that gets checked with every single student

uh just another or something else I can highlight here uh we're working on now parent Outreach utilizing social work to

24:23
support parents in need through a referral system looking at apparent Academy which we've tried before and
24:29
we're looking at a couple different ways that we can go about that and community outreach we want to make sure that our parents feel that they are being heard
24:35
and provide students with voice as well and lastly on this slide what I want to
24:41
mention is we'll we will continue with uh implicit bias training and trauma-informed
24:48
approaches this here and Ace is a for your familiar uh are our district mental
24:53
health professional brought this to our attention that she was working with and we brought that on during the pandemic
24:59
by the way but what she had noticed that she was working with more and more kids who were who had a trauma background and
25:06
it is very important for us to provide an appropriate the appropriate professional development for our staff to work with these kids so that is also
25:13
connected here as well and lastly you know increased efforts to hire a more diverse teaching staff and that is
25:19
something that we've had a goal now for a few years
25:29
it's okay so summary
25:34
as I said at the beginning I do believe that Morristown has a solid foundation
25:39
from which to build here we've done a lot of work in the area of diversity equity and inclusion and the
25:47
teachers have had very challenging conversations with themselves and we're better for that now
25:54
so again back to providing a safe positive welcoming environment for all
26:01
school-based teams are going to analyze their data we're going to incorporate additional methodologies professional
26:07
development for our teachers administrators we will continue to provide pde in the area diversity equity and inclusion
26:13
provide Upstream measures for students in need and miss one there
26:20
development of family engagement and parent Outreach opportunities
26:26
okay so that is the presentation Mr balduf I'll turn it back to you
26:33
thanks Steve thanks very much I think it's important for folks listening and watching at home it's really important
26:41
to kind of uh put this into significant perspective School discipline is part of Education
26:48
you know having kids trip and fall and having them learn positive lessons from
26:54
that experience is part of the growth and development of children it's how we go about teaching that lesson and
27:00
ensuring that discipline is in fact educational in in and of itself
27:06
so there's a lot of new mindsets you know there was a day and time when a
27:11
child got in trouble and you suspended from school um that was supported at home in such a way that that child is unlikely to
27:17
repeat that behavior we did we live in a different world today and it's important that we don't disengage from our
27:23
students which is part of the reason why these audits Focus you know very intensely on exclusion from school
27:31
um and it's a difficult challenge because sometimes behaviors are going to call for that exclusion I think it's
27:38
about fine-tuning I think it's about utilizing methodologies like restorative
27:43
practice which could be more enhanced but it's also a question of perspective
27:49
in terms of how we as Educators and we as a community look to raise our kids in
27:55
such a way that those very important important life lessons are in fact being learned and learned in a positive way
28:01
that doesn't disenfranchise them from school does not disenfranchise them from
28:07
from the community and that we utilize those moments when they will make mistakes which will always happen more
28:14

in middle school all right that's very important just in terms of growth and development of kids that we're utilizing
28:21
that in a positive way and I think that that's really what the focus has to be and and sometimes audits like this
28:28
remind you of that even though the attempt is always is there that the the intentions of our people in our schools
28:35
has always been one to serve our children and to help them um but now I think that this is a a an
28:43
issue that that transcends beyond the borders of Morristown and there's a
28:48
shift in terms of how do we do this better and and an audit like this helps
28:53
us get there more quickly it it forces districts to provide the
28:59
necessary training that otherwise might not be as intense as it should be and and I want to commend this district for
29:05
the work that's already been done as it relates to this and it should be noted that you're no longer out of compliance
29:12
with disproportionality and that means that you've been stepping in the right direction and that's a good thing and so
29:18
the work that the administration at the board the staff and the community has already engaged in
29:24
whether it's been conscious or not is to be commended and and I appreciate uh Dr
29:29
Tate you putting this together and really spelling it out for for our community tonight so thank you
29:37
foreign thanks Joe and thank you Dr Tate Dr Benton and everyone else that was
29:43
involved in putting the presentation together I know it's been um a tremendous amount of work over a
29:49
long period of time and this was a very helpful uh presentation for us to hear
29:55
and for the community to hear as well and you know I Echo everything that Mr bolendorf had said and we were cons we
30:02
are continually striving to get better and that obviously involves self-reflection and this is instant
30:08
self-reflection that can lead to uncomfortable conversations and discussions but that are necessary and
30:18
um I'm very happy to see the work that has been done and that will continue to be done in the district and I think um
30:26
Dr Tate you had mentioned the board's prior committee that examined equity and
30:32
inclusion issues and that ad hoc committee no longer exists however um
30:38
our commitment as a board was to continue those conversations in our individual committees
30:45
and I think we've been doing that and I would just remind the committee chairs that everything that that we're doing
30:53
um should have an eye towards these issues I know last year the fno committee specifically examined our
30:59
hiring practices and what we are doing to improve um the demographics and the diversity of
31:06
our staff and so I think this is an opportunity to remind our our committees that this work even though the ad hoc
31:13
committee is no longer in existence is something that should be uh resonated through through all of our committees
31:19
and because it's obviously a very important issue so thank you again for all the work that it went into it and I
31:26
guess I'll open it up if there are any questions from the board members
31:32
I just have a couple questions Dr Tate you mentioned the um behavioral specialists and the school psychologists
31:39
I'm not sure if it was an end or an or but um I'm just curious and I'm not sure
31:46
you really have this number off top of your head but um about how many students
31:52
is that professional trying to evaluate or address you mentioned them in terms of like the i-team meetings and I'm just
32:00
kind of trying to wrap my head around that ratio um and then my only other question is
32:07
the Dei PD that you said will be offered
32:14
um is that something like as a as a result of this or in general that all
32:20
teachers and staff will be taking or is that optional or

32:30
so I'll take the PD question first before Dave answers the question about the behavioral specialist so um the Dei
32:39
work that has been happening even previous you know my time being here this was something that was already in
32:45
the works and as I've said to the board before I think throughout the pandemic it Rose
32:52
you know to attention both from things like the George Floyd protests to happen
32:58
um as well as all of the traumas and focus on social emotional learning that came out of the pandemic and I think
33:05
internally as Dave mentioned um you know teachers staff and
33:11
administration took a lot of self-reflection time to identify that these were in-house things that we
33:16
needed to address and so really we've been doing this now for the past four to
33:23
five years but with a focus specifically in 2021 as I presented to the curriculum
33:29
committee the state also included diversity inclusion standards
33:35
um lgbtq and people with disabilities standards history and
33:41
contributions as well as the history and contributions of Asian Americans and Pacific Islanders so there's also been
33:47
several standards and we're making an adjustment um as also for our curriculum and so all of
33:54
those things together have required very intensive professional development so
33:59
all teachers are getting perhaps not the exact same professional development
34:05
um but over each professional development opportunity that we have we're offering across the board what is
34:11
appropriate for instance at different levels so for instance there are either SEL or diversity and inclusion
34:18
committees at ues WAMS in the high school that are all identifying professional development opportunities
34:24
that are appropriate for the needs of those buildings and then we're additionally offering
34:30
um broader options across like the Anti-Defamation League we're looking to offer ESL because we have a growing ESL
34:39
population so those are things that teachers K to 12 will have access to again not necessarily there that said we
34:48
are addressing these things in big ways so for uh last year as part of our teaching and learning address you know
34:54
we talked about how learning Partnerships and the way that we deliver our instruction in the classroom is
35:01
part of ensuring Equitable outcomes so that was part of my teaching and learning address that you know we all
35:07
sit in the auditorium and it was delivered to everyone so sure thank you Dr Benson and and as far
35:14
as the district uh district-wide there's like a triangulation uh we we had a district-wide Behavior Uh district-wide
35:21
mental health professional we had a behavior specialist and we had a school psychologist that worked in the various
35:26
buildings uh and they worked through a referral system so they provide provided consultation to Administration or the
35:33
committee uh that was working on on the discipline data and also took on individual cases so it varied it depend
35:41
you know and I will say that the majority of individual cases where they were working with individual students happened at the high school
and uh and
35:48
whams so
35:58
okay unless there's any other comments or questions we will move on to our
36:05
board committee reports up first is Communications and I can say
36:11
in uh Jill's absence that the communications committee did not meet this month I think we were scheduled to
36:16
meet later this week so look for an update next at our next board meeting uh with respect to that committee uh
36:23
Lauren could you give us an update from curriculum please sure uh curriculum met April 6 in attendance with Dr Benton uh
36:32
Joe Waldorf Nick weeks Cheryl mcccopless Danielle Miller myself uh re-reviewed

36:38
the field trips that were taken throughout the district in the months of March and April it was four total in
36:44
each month that was informational only um we then had a discussion about the
36:50
pros and the cons of AI uh with a little bit of focus on the chat gbt in within
36:56
the school district that also was informational only the goal Dr Benton stated was that the buildings would be
37:04
presenting guidelines in place for the start of the school year for how AI
37:09
would be um used within the buildings um then we discussed the summer
37:16
curriculum writing summaries that will be on for board approval in the June
37:22
meeting as far as the projected hours and staff names and then we had a brief
37:28
preview discussion of the summer reading selections for the ues and whams that'll
37:34
be on uh May's agenda and we just had an initial discussion that took place about
37:40
what is really the purpose and the process of selecting the summer reading books and that also was informational only
37:48
great thank you uh I appreciate the committee looking at the AI issues the
37:54
the generative Ai and chat GPT and and similar types of Technology are things
38:00
that in my world um I'm a in the legal field is top of
38:06
mind um just within the last 60 days it has exploded
38:12
um and you know for those that are not necessarily familiar with it it is technology that is going to change the
38:20
world um it you know these these programs essentially crank out
38:26
um work product and papers that would take hours if not days if not weeks if
38:31
not months in a matter of seconds or minutes um it is extremely smart technology and
38:39
I think uh we have to be I think the district should be uh at a minimum
38:44
curious about its impact on our schools and how it is used by
38:52
students and Educators um because it it's you know there's
38:58
there's obvious benefits to it and there's obvious detriments to it I mean it's certainly I've I've demoed it and it takes there
39:05
is the absence of learning um when you when you ask these things to do things so I'm glad that it's
39:11
something that's being discussed um and I think it's something that we should continuously be be examining and
39:18
there as I said my many predict that this this is world changing technology
39:25
that we need to understand how to harness and um regulate so thanks for the update uh
39:32
I don't know if there are any other questions or comments for Lauren about curriculum
39:38
okay hearing none moving on to finance and operations Mr weeks
39:44
thank you sure thank you so the finance and operations committee met on April 4th in
39:51
attendance uh in addition to myself Ms mccopless Ms Moreno and Ms Mrs Miller
39:58
uh also Administration we had Joe ballador James Heiser Dr Benton and Jeff
40:05
Harry so this actually was a lighter agenda um fortunately it's probably the Calm
40:12
before the storm though right so we didn't have any action items but we did do an overview and discussion of the
40:18
2023 budget got an update for Mr Heiser and where that was as of the time of that meeting the county had reviewed our
40:24
budget uh the county superintendent hadn't yet but should soon I assume that's all been done now since we'll be
40:30
voting on that tonight we talked about our transportation contracts
40:36

and we have those athletic route bids uh at the time we could be on the agenda
40:42
for April it did make the agenda for April so that's good and um we talked about the renewals that we had pending
40:49
and one that had not but we were still working with them we spent a considerable amount of time uh learning
40:55
about the difference between rooftop ventilation units and unit vents uh but
41:02
but all in the in the uh in the service of of understanding what we need to do to make sure that we have
41:08
effective HVAC systems and that we're also being efficient and effective in
41:14
using uh funding opportunities to help us keep those systems either in good
41:20
operation or replaced on a regular basis so we're looking at a rod Grant
41:25
opportunity um that that the state will help us fund uh the replacement of that and so we we
41:33
discussed that um and then there was more probably that
41:39
if anybody would like more information about that just talk to James uh let's see we moved on uh the district
41:47
is going through a process of reviewing and updating all the job descriptions to have a common format
41:52
Mr bollingdorf is going to work with cabinet to go through all that and bring
41:57
that back to the committee at a future date and then we also we ended up
42:02
discussing how the business administration office handles funds from booster clubs and the relationship with
42:10
the policy discussions that are going on currently so that's what I have for that are there
42:15
any questions or comments did I miss anything
42:21
all right okay thank you thanks Mick
42:26
Maureen would you mind giving us an update on policy well um so we met on April 18th it was uh
42:32
myself um Melissa Carl Burns Jill fowles Macaluso and our president Mark
42:38
Villanueva but the administration was Mr Bond off and Dr Ben
42:43
um so you'll see something I got a couple of emails you'll see something on the agenda we're adopting we're putting
42:48
up for first reading two regulations versus a policy which we don't do often
42:54
there are two mandatory regulations on the list one is for compensatory special education and one is for lead testing of
43:01
water in schools so we currently have policies in place but these are regulations so nothing new is happening
43:07
just laying out the process in which the administration needs to follow to comply with the policy the third policy on the
43:17
for the policy on first reading other than the two regs have to do with just the language change related to English
43:23
as a second language the terminology is now multilingual Google Lane Learners so
43:28
it's ML and that pretty much was the change throughout that existing policy and
43:34
again it's mandatory from the state that we we do that so those are first reading we have nothing on second reading
43:40
um this time and we have one proposed policy for abolishment
43:45
um and that has to do with more of a duplicate duplicating policy on public
43:51
relations and Communications it's recommended from stress Esme that we
43:57
consolidate in a sense so 9100 which is Concepts and roles in community relations and goals and objectives is
44:04
being eliminated because we have 9120 in place which is our public relations
44:09
program policy we're going to be doing a review of policies so that we can see any of these overlapping policies and
44:15
make sure that there's still current this just happens to be one that was brought to our attention from stress s May uh because the
communications
44:23

Committee in Jill's not here the communication committee is really reviewing our entire Communications program I've asked um from the policy
44:30
committee through the president for um Communications committee to look at 9120 the one that's going to remain in
44:36
place make sure it serves the purpose that it needs to do and that it matches whatever changes that we're making to
44:42
Communications to better communicate with the district um and students staff parents otherwise
44:48
so that's it on formal action um items for discussion kind of
44:54
overlapping Mr bolendoff had talked about some activities that he had done with policy in his previous District
45:01
um and I think Mr Volpe and Dr Benton had started that process and just looking at all our policies generally
45:08
making sure that they are current making sure that they're relevant and also
45:14
making sure they're distributed disseminated and being followed so um you know he's discussing doing a
45:20
comprehension offensive review of all of our policies and putting particular
45:26
attention to areas related to discipline as you know we've kind of discussed and
45:31
also um I think a long-standing interest is looking at our drug policies and illegal
45:38
substance policies making sure they're current and relevant so I think this
45:44
will be helpful this is something we've hoped for so I hope you know we'll be able to probably do some summer work there at some point and
again there's
45:51
been continued discussions and hopefully by next meeting we'll have some maybe
45:56
policies on first reading to address our ongoing review of the boosters and
46:03
school Community clubs and parent organizations
46:08
great thanks Claudine or anybody have any questions for cloning
46:16
okay does anyone have an update for any off-board committee work
46:24
I do I'll go um I'll be brief even though I didn't attend I wasn't able to attend the rec
46:31
advisory committee meeting because we were here having a special meeting I did
46:37
call and get an update the primary thing they wanted uh to share with the board was their appreciation and um and
46:44
acknowledgment of the partnership between the the rec department and the school system and that the rec
46:50
department this summer will be offering many activities uh in conjunction
46:55
um with the not necessarily in conjunction with the district but using District facilities so there's a South
47:02
Valley has a preschool program for four and five-year-olds uh baker has the k-6
47:09
Baker and Roberts both have a k-6 program and the High School auditorium and coral
47:15
room is going to be used for a children's theater program and then the ues will be used for the
47:23
special needs program all these programs run roughly from end of June beginning of July uh through the end of July and
47:32
um just they wanted to express that they're appreciative that we're able to work this out and provide these resources for the children in our
town
47:39
over the summer so while they may not be doing the specific learning that they're doing in the school year they'll still
47:44
be in our schools over the summer great
47:50
um I just wanted to highlight that on May 13th that is a Saturday
47:55
um New Jersey school boards is holding its semi-annual um delegate assembly
48:00
um I am the voting member for the town um the board but we haven't had the
48:06
official agenda come out yet I'll send that out when I get it but anyone who does want to attend you do have to
48:12

pre-register but you're more than welcome to attend yeah
48:18
I had um an update uh the next speak meeting which is a special education
48:25
advisory council is this Thursday the 27th in the Star Center at the high
48:31
school at 9 30 in the morning and I did want to mention that um this Saturday is
48:38
Mission voice 5K and this is really primarily organized
48:44
and run by the O'Donnell family in town it's held at Strawbridge Lake Park
48:49
a race starts at nine pick up your packets at eight uh if you haven't registered you can register that day and
48:57
um if you don't want to run or walk and can find somebody who is there's always an opportunity to donate
49:03
the proceeds benefit the parks and rec programs for children with special needs
49:10
they actually offer quite a few programs one includes summer camp and they
49:16
coordinate with our esy program at the school and then a really phenomenal
49:22
program it's uh called smash social media after school hours and that is
49:28
something that they had to actually cut unfortunately for part of this year because they didn't have the funds and
49:34
so these all of the proceeds from this race will go to benefit those
49:40
opportunities for our special needs kids in town so 9 A.M get your running shoes on
49:51
all right anyone else all right uh technically not an
49:57
off-board committee report but I do get an email today from um a member of the Project Graduation
50:03
committee that partners with the MEF Morristown Education Foundation to to raise funds for Project Graduation for
50:09
our seniors um as well as some Sweat Equity for anybody that's interested in helping uh
50:16
facilitate Project Graduation that evening uh they're always looking for
50:21
volunteers as well as some donations so I don't have the website I'm sure if you
50:26
Googled it uh you can find it but uh it's the MEF website um to to make a donation for Project
50:33
Graduation which is an awesome awesome program for for our seniors to kind of give them one last night together
50:41
um it's it's a huge success year in and year out with uh the dedication of everybody that's involved in it so I
50:47
just wanted to mention that um next is our first public comment
50:54
section on agenda items um the the ground rules are set forth in
50:59
the agenda so if anybody has any comment on items listed in the agenda please
51:06
take the microphone now right after I make that motion can we
51:12
please uh you could I have a motion to open public comment so moved all in favor all right
51:20
this point if you have any comment on agenda items you could take the microphone
51:26
a quick comment Elizabeth Pollard 64 Brooks Road it's peripherally involved based on the presentation that others
51:32
seeing Dr Ben um so just in light of the presentation and in support of um just the well-being
51:37
of our community I'd like to encourage you to consider reinstating your Dei committee
51:44
um I think you mentioned it was an ad hoc committee and it was for some reason I'm not sure why you're not meeting any
51:49
more but just to consider re-establishing that um and making it permanent as opposed to
51:55
ad hoc thanks with me
52:01
any other public comment
52:10
Lisa Trapani um this is an agenda but you mentioned the ad hoc Committee in the beginning

52:15
mark right okay so I just want to say thank you one for forming it
52:22
um to if you're interested in community members who are also staff members to serve
52:28
um I know there are at least two or three who'd be willing to be a part of that and you know do LED work leg work
52:34
and participate so I'm going to put that out there so when you do form that please let me know absolutely thank you
52:40
thank you I appreciate I appreciate the offer and it's certainly this is a we'll be examining huge issues that
52:47
impact everybody not only in the district but in town so appreciate that Mr Pawnee
52:52
any other public comment okay then I'll uh can I get a motion to
52:58
close some second all in favor aye
53:04
I again know normally we don't uh discuss but I was smiling when you when you spoke Miss Apollo right
53:11
um yeah we're uh things will be brought to the board on that account um we have a staff member uh on cabinet
53:17
that has that role as part of their responsibility and the formation of a
53:24
broader based committee that would be more of an administrative committee not a board committee although board members
53:29
would be involved but it involves community members staff students is something that we'll be bringing forward
53:35
to committees for the board uh and get their blessing to move forward with that but I agree wholeheartedly with you
53:41
thank you thank you next on our agenda is the public hearing
53:49
on the 2023 to 2024 proposed budget may
53:55
I please get a motion to open the public hearing on the budget
54:00
any comments or questions all in favor aye noser abstentions
54:07
okay at this point we will open the microphone for any comments with respect
54:14
to the proposed budget that's listed as item nine in our agenda
54:25
and hearing no comments may I get a motion to close the public hearing
54:32
all in favor bye thank you item number nine is the
54:39
adoption of the final budget may I please get a motion for approval of the budget
54:50
second any comments or questions about the budget
54:58
right I'll just again reiterate the thanks to everyone involved in putting the budget together it's uh year after
55:05
year it's a massive undertaking and appreciate all the work that went into it again this year all in favor oh of
55:13
course Mrs arcara Burns Mrs fouis Macaluso
55:20
Dr Mai yes Mrs Miller yes Mrs Morano yes Miss
55:26
Romano Mr weeks yes Mrs mcpoulos yes Mr
55:31
Villanueva yes thank you foreign thank you James
55:37
next up item number 10 reports to the board may I please get a motion for approval of
55:44
items one through five set forth in item ten
55:51
any comments or questions all in favor
55:57
opposed nasal or any abstentions all right
56:02
item 11 the recommendations of the superintendent may I please get a motion for approval
56:09
of items one and two which relate to policies and procedures
56:19
any comments or questions all in favor noser abstentions
56:27

passes uh item 11b educational program
56:33
may I please get a motion for approval of items one and two set forth in the
56:38
agenda any comments or questions
56:45
all in favor and he knows her abstentions
56:50
letter C relating to finance and business issues
56:57
may I please get a motion for approval of items one through nine
57:04
any comments or questions all in favor knows or abstentions
57:11
carries thank you letter D employee relations may I please
57:17
get a motion for the items set forth uh in numbers 1 through 19.
57:28
any comments or questions this is a role is this roll call
57:34
roll call though please this is our Kara Burns yes
57:40
yes Mrs Falls macaruso Dr Mai Mrs Miller yes Mrs Moreno Miss Romano Mr
57:48
weeks yes Mrs mcpoulos yes Mr Villanueva yes thank you
57:57
thank you item 12 relating to suspensions and uh superintendents report may I please get a motion for
58:04
approval of item 12. any comments or questions all in favor
58:13
nose or extensions thank you
58:18
item 13. is for information only it includes our enrollment which is ticking up uh not
58:27
surprisingly to closer to pre-pandemic levels is there any old business
58:34
any new business okay and we will move on to our second
58:40
public comment section that is for public comment uh related to anything on
58:47
or off the agenda Maybe please get a motion to open public comment
58:53
all in favor all right at this time if anybody has any public comment related to items on
59:00
or off the agenda you may take the microphone for a three minute comment
59:06
and the rules are set forth in the in the agenda
59:11
hi I'm Carol herb and I'm the library media specialist at the uas um we would like to recognize all the
59:17
teachers and staff who helped to make the ues book fair family night a success the students in miss pasquini and miss
59:23
McCluskey's art classes create a beautiful artwork inspired by our School Musical Seussical JR that lined the
59:28
hallway walls and as families came through our building that evening our play students under the guidance and
59:34
Leadership of our staff in the areas of Direction makeup costumes set creation lights and sound singing and
59:40
choreography provided entertainment by doing a special performance of Seussical JR we especially would like to recognize
59:46
Mrs Rogers and her challenge students who organized and executed our first ever Multicultural event during that
59:52
night there was delicious food talented dancers and posters providing a wonderful Multicultural experience for
59:57
all who attended thank you thank you hi good evening my name is Christian
1:00:04
Hein I teach here at whams um I'm here to talk about the spirit week that wham's staff organized last
1:00:11
week of March we bought supplies prepared door decorating which was a blast it was pretty cool
1:00:17
um dress up for each day to keep up with the enthusiasm of the week I had on many wonderful outfits we had some great
1:00:24
doors some great outfits a whole lot of fun wind of the week with a pep rally at the high school with SEPTA towns participating in events and
sharing on
1:00:30

their students it was really a great week thank you you thanks hi my name is Cindy honeyford I'm the
1:00:36
teacher at Lambs here I want to thank the baker staff especially on the sweet spot for them because all three of my
1:00:42
doors started there and finished all through the system but the second graders at Baker uh performed a
1:00:48
wonderful Spring Concert for the school and families on March 31st under the direction of music teacher Kristen
1:00:54
zoranen they sang songs used kazoos performed choreography and sign language
1:01:00
all about the arrival of spring they even surprised the audience at the end with the use of confetti cannons they
1:01:06
look great wearing matching t-shirts designed by computer teacher Mark ambrosino the concert was a huge success
1:01:12
April School library month we want to give a big shout out to our district library and media Specialists and pool
1:01:18
Mary sakavich Carol herb and Amy Miley Ann farrugia and Susan
1:01:27
Bernardi they keep our students reading and our staff up to date with the newest books and Tech tips challenge Innovation
1:01:33
lab students have a great time solving problems first they observed an experiment using mason jars and colored
1:01:39
water to learn about capillary action they then created their own experiments using scientific scientific process our
1:01:47
budding scientists showed a lot of grit and creativity their final problem for each was to build an elevated structure
1:01:53
for a wiggly-eyed Fluff ball named Harry they could only use the provided materials we are happy to report that
1:02:00
the structures were Innovative and that each Harry had elevated perch needed
1:02:08
second grade students learned about the Japanese form of a poetry called Haiku
1:02:13
each student counted out 17 syllables and created their own nature inspired poem
1:02:19
thank you good evening my name is Tim Hurley I
1:02:25
teach math of a high school recently the high school choir received an exciting grant me Master Class by the chamber
1:02:31
Ensemble variant 6. this past Wednesday April April 19th the group the group came to the high school they performed
1:02:37
for the students they masterclass them and held a q a session it was a great program for the students and a shout out
1:02:42
to Kayla Johnston the acquire teacher who was able to make this happen and provide that for the students
1:02:47
thank you of course like I'm short I've got it
1:02:53
I'm worried I'm the counselor at South Valley and I'm just here really to talk
1:02:59
about our beautiful garden at South Valley um one of our second grade teachers is working really really hard at
1:03:05
maintaining that with the help of the other teachers on staff it's a beautiful place where I do a lot of my counseling
1:03:13
um people go these classes go out there to read most recently our third graders release their butterflies in the garden
1:03:21
and um interestingly enough it really goes hand in hand with our hmh
1:03:26
um curriculum so and I'm Dana Hendrickson South Valley second grade teacher and along with some
1:03:33
of the things Dr Tate had said about how we're trying to provide a calm safe mindful welcoming environment recently
1:03:39
Kate Morgan third grade teacher and Sydney Perman art teacher along with the help of James Heiser we were able to
1:03:46
figure out a way to write a grant to see if we could control the lighting in our classrooms to see if that brings any
1:03:52
sort of effect onto behavioral issues mindfulness and we recently received
1:04:00
some of the battery operated lamps because we cannot control the lighting otherwise and I had mine on in the
1:04:06
classroom for the first time and the first thing one little girl said was it feels so safe and calm in here and they
1:04:11
just beg can we do math by they call it romantic math math by math by candlelight and so we just are trying to
1:04:18
put it on at different times in the day when they are really hyped up and you know right after recess and things just
1:04:24
to see if it brings everyone's levels down and you know teachers are walking by saying it's so calm in here it's so

1:04:30
homey so we're hoping that that has a positive effect on all the
1:04:35
kids and the staff members and we you know thank the MEF for allowing us to have this opportunity
1:04:43
thank you hi uh my name is Catherine Humes I teach
1:04:49
at Roberts elementary school and I would like to commend um the Robert staff for celebrating
1:04:54
Autism Awareness Day on which was held on Monday April 3rd everyone
1:04:59
participated by wearing their favorite color and her shirt with the kind um message
1:05:04
um kind or positive message on it we took the pledge to help create a world where all people with Autism can reach
1:05:10
their full potential um stem week was a huge um success um students learned about bees and
1:05:16
pollination in Pharmaceuticals first grade went on their field trip to the
1:05:21
Edelman planetarium at Rowan University the students continue to learn more about the night sky
1:05:31
anyone else okay can I get a motion to close public comment
1:05:39
all in favor anything for the good of the order
1:05:45
[Music] I have one thing so we have uh our newest Junior Quaker
1:05:52
arrives what Easter Sunday I believe and so just wanted to give a strong
1:05:59
congratulations to uh James and his wife Sarah uh who uh gave birth to James
1:06:07
M Heiser the Third on Easter Sunday so congratulations
1:06:13
[Applause] congratsu he stayed awake through this
1:06:20
whole meeting okay and with that could I get a motion to
1:06:26
adjourn on Fair