

## 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 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 mccopless 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