

MORRIS SCHOOL DISTRICT
MORRISTOWN HIGH SCHOOL, LEARNING COMMONS

REGULAR BUSINESS MEETING

August 27, 2018 – 6:30 P.M

CALL TO ORDER STATEMENT
ROLL CALL

OPEN PUBLIC MEETING

Mrs. Nancy Bangiola
Mrs. Meredith Davidson
Dr. Peter Gallerstein
Ms. Prim Minchello
Ms. Lisa Pollak
Mr. Leonard Posey
Mrs. Ann Rhines
Ms. Jeanette Thomas
Ms. Lucia Galdi

MORRIS PLAINS REPRESENTATIVE

CLOSED SESSION

6:30 P.M.

Litigation, Negotiation, Personnel and Student Matters
OATH OF OFFICE FOR NEW BOARD MEMBER

OPEN SESSION

7:30 P.M.

PLEDGE OF ALLEGIANCE

SUPERINTENDENT'S REPORT

Testing Data Report

PRESIDENT'S REPORT

PUBLIC COMMENT

1 Hour (3 minutes per person)

COMMITTEE REPORTS

BUSINESS AGENDA

Communications

All correspondence to the board must be
addressed through the board secretary.
Copies are available in the Board
Secretary's Office

Minutes

Policy

Educational Matters

Pupil Service

Human Resources

Business Matters

NEW BUSINESS BROUGHT BEFORE THE BOARD

CLOSED SESSION

ADJOURNMENT

Private Session
Monday, August 27, 2018

- Student Matters
- HIB
- Personnel
- Legal

CONSENT AGENDA

Motion #1 that upon the recommendation of the Superintendent, the Board of Education, re-approve all motions from the regular business meeting of August 6, 2018 via consent agenda, as listed below:

Board Organization	Motions # 1-2
Minutes	Motions # 1-2
Policy	Motion # 1
Educational Matters	Motions # 1-3
Pupil Services	Motion # 1
Human Resources	Motions # 1-6
Business Matters	Motions # 1-9

MINUTES

Motion #1 that upon the recommendation of the Superintendent, the Board of Education, approve executive session minutes from the regular business meeting of:

August 6, 2018

Motion #2 that upon the recommendation of the Superintendent, the Board of Education, approve minutes from the regular business meeting of:

August 6, 2018

POLICY

RESIDENCY RESOLUTION

Motion #1 that upon the recommendation of the Superintendent, the Board of Education approve the following resolution:

WHEREAS, on August 21, 2018, the parents/guardians of students #609425 and 611064 were provided with a Notice of Initial Determination of Ineligibility for a free education in the Morris School District ("MSD") based upon the administration's review of their domicile/residency status; and

WHEREAS, they were notified of the right to request a hearing before the Board of Education to demonstrate that the students are entitled to attend school in the MSD; and

WHEREAS, they did not request such a hearing; and

WHEREAS, they have provided no documentation to support the students' eligibility for a free education in the MSD.

NOW, THEREFORE, be it resolved that the students listed below are not eligible to receive a free education in the MSD and the administration is authorized to provide the parents/guardians with a Notice of Final Ineligibility, which will include the rate of tuition that may be assessed against them, along with information regarding their right to appeal this determination to the Commissioner of Education.

Students - ID # 609425 and 611064

STIPULATION OF SETTLEMENT

Motion #2 that, upon the recommendation of the Superintendent, the Board of Education approve a Stipulation of Settlement resolving a dispute pertaining to student #613058 which is on file in the office of the Business Administrator.

TEACHING, PRACTICE EVALUATION INSTRUMENT 2018-2019

Motion #3 that, upon recommendation of the Superintendent, the Board of Education approve the Teaching Practice Evaluation Instrument: The Morris School District Rubric for Excellence in Teaching.

EXPLANATION: The New Jersey Department of Education has approved The Morris School District Rubric for Excellence in Teaching as an official "Teaching Practice Evaluation Instrument" and as such has placed Morris School District on a list to be contacted as needed to act as a resource for school districts throughout the state.

POLICY PROCESS

Motion #4 that upon the recommendation of the Superintendent, the Board of Education suspend the rules of Bylaw 0131 requiring two Board readings to adopt a Policy and adopt Policy 5512 – Harassment, Intimidation, and Bullying with one reading to have this Policy effective for September 1, 2018.

5512 HARASSMENT, INTIMIDATION, AND BULLYING

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E:	Harassment, Intimidation, and Bullying Reporting Procedure
F:	Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/ School Climate Team(s)
G:	Harassment, Intimidation, and Bullying Investigation
H:	Range of Responses to an Incident of Harassment, Intimidation, or Bullying
I:	Reprisal or Retaliation Prohibited
J:	Consequences and Appropriate Remedial Action for False Accusation
K:	Harassment, Intimidation, and Bullying Policy Publication and Dissemination
L:	Harassment, Intimidation, and Bullying Training and Prevention Programs
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N:	Reports to Board of Education and New Jersey Department of Education
O:	School and District Grading Requirements
P:	Reports to Law Enforcement
Q:	Collective Bargaining Agreements and Individual Contracts

~~R. Students with Disabilities~~

~~S. Approved Private Schools for Students with Disabilities (APSSD)~~

The Board of Education is committed to ensuring that our schools are predictable, consistent, safe, and supportive spaces for each student, each day. Our enduring aspiration is that each child will feel a sense of belonging to each school community through strong connections to his or her classmates, teachers, ideas, and the future.

Students have a right:

- To learn in an academic environment that is safe, orderly, and purposeful as well as one where each student has equal access to the highest quality human relationships, curriculum and instruction, resources, support and mentoring.
- To fully belong to the school community.
- To be treated with dignity, courtesy, fairness, and respect by all students and all school faculty, staff and administrators at all times whether in school or in digital platforms.
- To be protected from intimidation, harassment, microaggression, or discrimination by employees or students on school property or at a school sponsored event, function or activity or in digital platforms.

School personnel have a responsibility

- To promote a positive school climate and culture that provides students with a supportive environment in which to grow academically, emotionally and socially.
- To take a proactive role in nurturing students' social behavior by providing them with a range of positive behavioral supports as well as meaningful opportunities for social/emotional learning.
- To be respectful, kind, and courteous to students, parents and guardians, and colleagues, serving as exemplary role models for students at all times.

A. Policy Statement

The Board of Education prohibits acts of harassment, intimidation, or bullying of a student. A safe and civil environment in school is necessary for students to learn and achieve high academic standards. Harassment, intimidation, or bullying, like other disruptive or violent behaviors, is conduct that disrupts both a student's ability to learn and a school's ability to educate its students in a safe and disciplined environment. **Harassment, intimidation, or bullying is unwanted, aggressive behavior that may involve a real or perceived power imbalance.** Since students learn by example, school administrators, faculty, staff and volunteers should be commended for demonstrating appropriate behavior, treating others with civility and respect, and refusing to tolerate harassment, intimidation, or bullying.

For the purposes of this Policy, the term "parent," pursuant to N.J.A.C. 6A:16-1.3, means the natural parent(s) or adoptive parent(s), legal guardian(s), foster parent(s), or parent surrogate(s) of a student. Where parents are separated or divorced, "parent" means the person or agency which has legal custody of the student, as well as the natural or adoptive parent(s)

of the student, provided such parental rights have not been terminated by a court of appropriate jurisdiction.

B. Harassment, Intimidation, and Bullying Definition

“Harassment, intimidation, or bullying” means any gesture, any written, verbal or physical act, or any electronic communication, as defined in N.J.S.A. 18A:37-14, whether it be a single incident or a series of incidents that:

1. Is reasonably perceived as being motivated by either any actual or perceived characteristic, such as race, color, religion, ancestry, national origin, gender, sexual orientation, gender identity and expression, or a mental, physical or sensory disability, or by any other distinguishing characteristic;
2. Takes place on school property, at any school-sponsored function, on a school bus, or off school grounds, as provided for in N.J.S.A. 18A:37-15.3;
3. Substantially disrupts or interferes with the orderly operation of the school or the rights of other students; and that
 - a. A reasonable person should know, under the circumstances, that the act(s) will have the effect of physically or emotionally harming a student or damaging the student’s property, or placing a student in reasonable fear of physical or emotional harm to his/her person or damage to his/her property; or
 - b. Has the effect of insulting or demeaning any student or group of students; or
 - c. Creates a hostile educational environment for the student by interfering with a student’s education or by severely or pervasively causing physical or emotional harm to the student.

Schools are required to address harassment, intimidation, and bullying occurring off school grounds, when there is a nexus between the harassment, intimidation, and bullying and the school (e.g., the harassment, intimidation, or bullying substantially disrupts or interferes with the orderly operation of the school or the rights of other students).

“Electronic communication” means a communication transmitted by means of an electronic device, including, but not limited to: a telephone, cellular phone, computer, or pager.

C. Student Expectations

The Board expects students to conduct themselves in keeping with their levels of development, maturity and demonstrated capabilities with proper regard for the rights and welfare of other students and school staff, the educational purpose underlying all school activities and the care of school facilities and equipment consistent with the Code of Student Conduct.

The Board believes that standards for student behavior must be set cooperatively through interaction among the students, parents, school employees, school administrators, school volunteers, and community representatives, producing an atmosphere that encourages students to grow in self-discipline. The development of this atmosphere requires respect for self and others, as well as for school district and community property on the part of students, staff, and community members.

Students are expected to behave in a way that creates a supportive learning environment. The Board believes the best discipline is self-imposed, and it is the responsibility of staff to use instances of violations of the Code of Student Conduct as opportunities to help students learn to assume and accept responsibility for their behavior and the consequences of their behavior. Staff members who interact with students shall apply best practices designed to prevent student conduct problems and foster students' abilities to grow in self-discipline.

The Board expects that students will act in accordance with the student behavioral expectations and standards regarding harassment, intimidation, and bullying, including:

1. Student responsibilities (e.g., requirements for students to conform to reasonable standards of socially accepted behavior; respect the person, property and rights of others; obey constituted authority; and respond to those who hold that authority);
2. Appropriate recognition for positive reinforcement for good conduct, self-discipline, and good citizenship
3. Student rights; and
4. Sanctions and due process for violations of the Code of Student Conduct.

Pursuant to N.J.S.A. 18A:37-15(a) and N.J.A.C. 6A:16-7.1(a)1, the district has involved a broad-base of school and community members, including parents, students, instructional staff, student support services staff, school administrators, and school volunteers, as well as community organizations, such as faith-based, health and human service, business and law enforcement, in the development of this Policy. Based on locally determined and accepted core ethical values adopted by the Board, pursuant to N.J.A.C. 6A:16-7.1(a)2, the Board must develop guidelines for student conduct pursuant to N.J.A.C. 6A:16-7.1. ~~These guidelines for student conduct will take into consideration the developmental ages of students, the severity of the offenses and students' histories of inappropriate behaviors, and the mission and physical facilities of the individual school(s) in the district.~~ This Policy requires all students in the district to adhere to the rules established by the school district and to submit to the remedial and consequential measures that are appropriately assigned for infractions of these rules.

Pursuant to N.J.A.C. 6A:16-7.1, the Superintendent must annually provide to students and their parents the rules of the district regarding student conduct. Provisions shall be made for informing parents whose primary language is other than English.

The district prohibits active or passive support for acts of harassment, intimidation, or bullying. Students are encouraged to support other students who:

1. Walk away from acts of harassment, intimidation, and bullying when they see them;
2. Constructively attempt to stop acts of harassment, intimidation, or bullying;
3. Provide support to students who have been subjected to harassment, intimidation, or bullying; and
4. Report acts of harassment, intimidation, and bullying to the designated school staff member.

D. Consequences and Appropriate Remedial Actions

Consequences and remedial measures for a student who commits an act of harassment, intimidation, or bullying shall be varied and graded according to the severity and nature of the behavior, the developmental age of the student, relationship between the parties involved, the context in which the alleged incidents occurred and the student's history of problem behaviors and performance. Consequences shall be consistent with the board approved code of student conduct and N.J.A.C. 6A:16-7. Consequences and remedial measures shall be designed to:

- *Correct the problem behavior*
- *Prevent another occurrence of the problem;*
- *Protect and provide support for the victim of the act; and*
- *Take corrective action for documented systemic problems related to harassment, intimidation or bullying.*

Consequences and Appropriate Remedial Actions – Students

~~The Board of Education requires its school administrators to implement procedures that ensure both the appropriate consequences and remedial responses for students who commit one or more acts of harassment, intimidation, or bullying, consistent with the Code of Student Conduct. The following factors, at a minimum, shall be given full consideration by school administrators in the implementation of appropriate consequences and remedial measures for each act of harassment, intimidation, or bullying by students:~~

~~Appropriate remedial action for a student who commits an act of harassment, intimidation, or bullying that takes into account the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; the developmental age of the student; and the student's history of problem behaviors and performance. The appropriate remedial action may also include a behavioral assessment or evaluation including, but not limited to, a referral to the Child Study Team as appropriate; and supportive interventions and referral services, including those at N.J.A.C. 6A:16-8. consequences and remedial actions~~

~~are those that are graded according to the severity of the offense(s), consider the developmental ages of the student offenders and students' histories of inappropriate behaviors, per the Code of Student Conduct and N.J.A.C. 6A:16-7.~~

Classified students are subject to the same disciplinary procedures as non-classified students and may be disciplined in accordance with their IEP. However, before disciplining a classified student, it must be determined that:

- The student's behavior is not primarily caused by his/her educational disability*
- The program that is being provided meets the student's needs*

~~Factors for Determining Consequences – Student Considerations~~

- ~~1. Age, developmental and maturity levels of the parties involved and their relationship to the school district;~~
- ~~2. Degrees of harm;~~
- ~~3. Surrounding circumstances;~~
- ~~4. Nature and severity of the behavior(s);~~
- ~~5. Incidences of past or continuing patterns of behavior;~~
- ~~6. Relationships between the parties involved; and~~
- ~~7. Context in which the alleged incidents occurred.~~

~~Factors for Determining Consequences – School Considerations~~

- ~~1. School culture, climate, and general staff management of the learning environment;~~
- ~~2. Social, emotional, and behavioral supports;~~
- ~~3. Student-staff relationships and staff behavior toward the student;~~
- ~~4. Family, community, and neighborhood situation; and~~
- ~~5. Alignment with Board policy and regulations/procedures.~~

~~Factors for Determining Remedial Measures~~

~~Personal~~

- ~~1. Life skill deficiencies;~~
- ~~2. Social relationships;~~
- ~~3. Strengths;~~
- ~~4. Talents;~~
- ~~5. Interests;~~
- ~~6. Hobbies;~~
- ~~7. Extra-curricular activities;~~
- ~~8. Classroom participation;~~
- ~~9. Academic performance; and~~
- ~~10. Relationship to students and the school district.~~

~~Environmental~~

1. School culture;
2. School climate;
3. Student-staff relationships and staff behavior toward the student;
4. General staff management of classrooms or other educational environments;
5. Staff ability to prevent and manage difficult or inflammatory situations;
6. Social-emotional and behavioral supports;
7. Social relationships;
8. Community activities;
9. Neighborhood situation; and
10. Family situation.

Consequences for a student who commits one or more acts of harassment, intimidation, or bullying may range from positive behavioral interventions up to and including suspension or expulsion of students, as set forth in the Board's approved Code of Student Conduct pursuant to N.J.A.C. 6A:16-7.1. ~~Consequences for a student who commits an act of harassment, intimidation, or bullying are those that are varied and graded according to the nature of the behavior; the nature of the student's disability, if any, and to the extent relevant; severity of the offenses, consider the developmental age of the student; offenders and the students' student's histories history of inappropriate problem behaviors and performance behaviors consistent with the Board's approved Code of Student Conduct and N.J.A.C. 6A:16-7, Student Conduct. The use of negative consequences should occur in conjunction with remediation and not be relied upon as the sole intervention approach.~~

~~Remedial measures shall be designed to correct the problem behavior, prevent another occurrence of the problem, protect and provide support for the victim of the act, and take corrective action for documented systemic problems related to harassment, intimidation, or bullying. The consequences and remedial measures may include, but are not limited to, the examples listed below:~~

Examples of Consequences

1. Admonishment;
2. Temporary removal from the classroom;
3. Deprivation of privileges;
4. Classroom or administrative detention;
5. Referral to disciplinarian;
6. In-school suspension;
7. Out-of-school suspension (short-term or long-term);
8. Reports to law enforcement or other legal action; or
9. Expulsion.

Examples of Remedial Measures

Personal—Student Exhibiting Bullying Behavior

1. ~~Develop a behavioral contract with the student. Ensure the student has a voice in the outcome and can identify ways he or she can solve the problem and change behaviors;~~

- ~~2. Meet with parents to develop a family agreement to ensure the parent and the student understand school rules and expectations;~~
- ~~3. Explain the long-term negative consequences of harassment, intimidation, and bullying on all involved;~~
- ~~4. Ensure understanding of consequences, if harassment, intimidation, and bullying behavior continues;~~
- ~~5. Meet with school counselor, school social worker, or school psychologist to decipher mental health issues (e.g., what is happening and why?);~~
- ~~6. Develop a learning plan that includes consequences and skill building;~~
- ~~7. Consider wrap-around support services or after-school programs or services;~~
- ~~8. Provide social skill training, such as impulse control, anger management, developing empathy, and problem solving;~~
- ~~9. Arrange for an apology, preferably written;~~
- ~~10. Require a reflective essay to ensure the student understands the impact of his or her actions on others;~~
- ~~11. Have the student research and teach a lesson to the class about bullying, empathy, or a similar topic;~~
- ~~12. Arrange for restitution (i.e., compensation, reimbursement, amends, repayment), particularly when personal items were damaged or stolen;~~
- ~~13. Explore age-appropriate restorative (i.e., healing, curative, recuperative) practices; and~~
- ~~14. Schedule a follow-up conference with the student.~~

~~Personal=Target/Victim~~

- ~~1. Meet with a trusted staff member to explore the student's feelings about the incident;~~
- ~~2. Develop a plan to ensure the student's emotional and physical safety at school;~~
- ~~3. Have the student meet with the school counselor or school social worker to ensure he or she does not feel responsible for the bullying behavior;~~
- ~~4. Ask students to log behaviors in the future;~~
- ~~5. Help the student develop skills and strategies for resisting bullying; and~~
- ~~6. Schedule a follow-up conference with the student.~~

~~Parents, Family, and Community~~

- ~~1. Develop a family agreement;~~
- ~~2. Refer the family for family counseling; and~~
- ~~3. Offer parent education workshops related to bullying and social-emotional learning.~~

~~Examples of Remedial Measures = Environmental (Classroom, School Building, or School District)~~

- ~~1. Analysis of existing data to identify bullying issues and concerns;~~
- ~~2. Use of findings from school surveys (e.g., school climate surveys);~~
- ~~3. Focus groups;~~

4. ~~Mailings—postal and email;~~
5. ~~Cable access television;~~
6. ~~School culture change;~~
7. ~~School climate improvement;~~
8. ~~Increased supervision in “hot spots” (e.g., locker rooms, hallways, playgrounds, cafeterias, school perimeters, buses);~~
9. ~~Adoption of evidence-based systemic bullying prevention practices and programs;~~
10. ~~Training for all certificated and non-certificated staff to teach effective prevention and intervention skills and strategies;~~
11. ~~Professional development plans for involved staff;~~
12. ~~Participation of parents and other community members and organizations (e.g., Parent Teacher Associations, Parent Teacher Organizations) in the educational program and in problem-solving bullying issues;~~
13. ~~Formation of professional learning communities to address bullying problems;~~
14. ~~Small or large group presentations for fully addressing the actions and the school’s response to the actions, in the context of the acceptable student and staff member behavior and the consequences of such actions;~~
15. ~~School policy and procedure revisions;~~
16. ~~Modifications of schedules;~~
17. ~~Adjustments in hallway traffic;~~
18. ~~Examination and adoption of educational practices for actively engaging students in the learning process and in bonding students to pro-social institutions and people;~~

STUDENTS

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Harassment, Intimidation, and Bullying

19. ~~Modifications in student routes or patterns traveling to and from school;~~
20. ~~Supervision of student victims before and after school, including school transportation;~~
21. ~~Targeted use of monitors (e.g., hallway, cafeteria, locker room, playground, school perimeter, bus);~~
22. ~~Targeted use of teacher aides;~~
23. ~~Disciplinary action, including dismissal, for school staff who contributed to the problem;~~
24. ~~Supportive institutional interventions, including participation in the Intervention and Referral Services Team, pursuant to N.J.A.C. 6A:16-8;~~
25. ~~Parent conferences;~~
26. ~~Family counseling;~~
27. ~~Development of a general harassment, intimidation, and bullying response plan;~~
28. ~~Behavioral expectations communicated to students and parents;~~
29. ~~Participation of the entire student body in problem-solving harassment, intimidation, and bullying issues;~~
30. ~~Recommendations of a student behavior or ethics council;~~
31. ~~Participation in peer support groups;~~

- ~~32. School transfers; and~~
- ~~33. Involvement of law enforcement officers, including school resource officers and juvenile officers or other appropriate legal action.~~

Consequences and Appropriate Remedial Actions – Adults

The district will also impose appropriate consequences and remedial actions to an adult who commits an act of harassment, intimidation, or bullying of a student. The consequences may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Target/Victim Support

Districts should identify a range of strategies and resources that will be available to individual victims of harassment, intimidation, and bullying, and respond in a manner that provides relief to victims and does not stigmatize victims or further their sense of persecution. The type, diversity, location, and degree of support are directly related to the student's perception of safety.

Sufficient safety measures should be undertaken to ensure the victims' physical and social-emotional well-being and their ability to learn in a safe, supportive, and civil educational environment.

~~Examples of support for student victims of harassment, intimidation, and bullying include:~~

- ~~1. Teacher aides;~~
- ~~2. Hallway and playground monitors;~~
- ~~3. Partnering with a school leader;~~
- ~~4. Provision of an adult mentor;~~
- ~~5. Assignment of an adult "shadow" to help protect the student;~~
- ~~6. Seating changes;~~
- ~~7. Schedule changes;~~
- ~~8. School transfers;~~
- ~~9. Before- and after-school supervision;~~
- ~~10. School transportation supervision;~~
- ~~11. Counseling; and~~
- ~~12. Treatment or therapy.~~

E. Harassment, Intimidation, and Bullying Reporting Procedure

The Board of Education requires the Principal at each school to be responsible for receiving complaints alleging violations of this Policy. All Board members, school employees, and

volunteers and contracted service providers who have contact with students are required to verbally report alleged violations of this Policy to the Principal or the Principal's designee on the same day when the individual witnessed or received reliable information regarding any such incident. All Board members, school employees, and volunteers and contracted service providers who have contact with students, also shall submit a report in writing to the Principal within two school days of the verbal report.

The Principal or **designee** will inform the parents of all students involved in alleged incidents, and, as appropriate, may discuss the availability of counseling and other intervention services. **The Principal or designee shall take into account the circumstances of the incident when providing notification to parents of all students involved in the reported harassment, intimidation, or bullying incident and when conveying the nature of the incident, including the actual or perceived protected category motivating the alleged offense.** The Principal, upon receiving a verbal or written report, may take interim measures to ensure the safety, health, and welfare of all parties pending the findings of the investigation.

Students, parents, and visitors are encouraged to report alleged violations of this Policy to the Principal on the same day when the individual witnessed or received reliable information regarding any such incident.

A person may report, verbally or in writing, ~~Students, parents, and visitors may report~~ an act of harassment, intimidation, or bullying **committed by an adult or youth against a student** anonymously. **The Board will not take formal disciplinary action for violations of the Code of Student Conduct may not be taken solely on the basis of an based solely on the** anonymous report.

A Board member or school employee who promptly reports an incident of harassment, intimidation, or bullying and who makes this report in compliance with the procedures set forth in this Policy, is immune from a cause of action for damages arising from any failure to remedy the reported incident.

In accordance with the provisions of N.J.S.A. 18A:37-18, the harassment, intimidation, and bullying law does not prevent a victim from seeking redress under any other available law, either civil or criminal, nor does it create or alter any tort liability.

The district may consider every mechanism available to simplify reporting, including standard reporting forms and/or web-based reporting mechanisms. For anonymous reporting, the district may consider locked boxes located in areas of a school where reports can be submitted without fear of being observed.

A school administrator who receives a report of harassment, intimidation, and bullying from a district employee, and fails to initiate or conduct an investigation, or who should have known of an incident of harassment, intimidation, or bullying and fails to take sufficient action to minimize or eliminate the harassment, intimidation, or bullying, may be subject to disciplinary action.

F. Anti-Bullying Coordinator, Anti-Bullying Specialist, and School Safety/**School Climate** Team(s)

1. The Superintendent shall appoint a district Anti-Bullying Coordinator. The Superintendent shall make every effort to appoint an employee of the school district to this position.

The district Anti-Bullying Coordinator shall:

- a. Be responsible for coordinating and strengthening the school district's policies to prevent, identify, and address harassment, intimidation, or bullying of students;
 - b. Collaborate with school Anti-Bullying Specialists in the district, the Board of Education, and the Superintendent to prevent, identify, and respond to harassment, intimidation, or bullying of students in the district;
 - c. Provide data, in collaboration with the Superintendent, to the Department of Education regarding harassment, intimidation, or bullying of students;
 - d. Execute such other duties related to school harassment, intimidation, or bullying as requested by the Superintendent; and
 - e. Meet at least twice a school year with the school Anti-Bullying Specialist(s) to discuss and strengthen procedures and policies to prevent, identify, and address harassment, intimidation, and bullying in the district.
2. The Principal in each school shall appoint a school Anti-Bullying Specialist. The Anti-Bullying Specialist shall be a guidance counselor, school psychologist, or other certified staff member trained to be the Anti-Bullying Specialist from among the currently employed staff in the school.

The school Anti-Bullying Specialist shall:

- a. Chair the School Safety/**School Climate** Team as provided in N.J.S.A. 18A:37-21;
- b. Lead the investigation of incidents of harassment, intimidation, or bullying in the school; and
- c. Act as the primary school official responsible for preventing, identifying, and addressing incidents of harassment, intimidation, or bullying in the school.

3. A School Safety/**School Climate** Team shall be formed in each school in the district to develop, foster, and maintain a positive school climate by focusing on the on-going systemic operational procedures and educational practices in the school, and to address issues such as harassment, intimidation, or bullying that affect school climate and culture. Each School Safety/**School Climate** Team shall meet, at a minimum, two times per school year. The School Safety/**School Climate** Team shall consist of the Principal or the Principal's designee who, if possible, shall be a senior administrator in the school and the following appointees of the Principal: a teacher in the school; a school Anti-Bullying Specialist; a parent of a student in the school; and other members to be determined by the Principal. The school Anti-Bullying Specialist shall serve as the chair of the School Safety/**School Climate** Team.

The School Safety/**School Climate** Team shall:

- a. Receive records of all complaints of harassment, intimidation, or bullying of students that have been reported to the Principal;
- b. Receive copies of all reports prepared after an investigation of an incident of harassment, intimidation, or bullying;
- c. Identify and address patterns of harassment, intimidation, or bullying of students in the school;
- d. Review and strengthen school climate and the policies of the school in order to prevent and address harassment, intimidation, or bullying of students;
- e. Educate the community, including students, teachers, administrative staff, and parents, to prevent and address harassment, intimidation, or bullying of students;
- f. Participate in the training required pursuant to the provisions of N.J.S.A. 18A:37-13 et seq. and other training which the Principal or the district Anti-Bullying Coordinator may request. The School Safety/**School Climate** Team shall be provided professional development opportunities that may address effective practices of successful school climate programs or approaches; and
- g. Execute such other duties related to harassment, intimidation, or bullying as requested by the Principal or district Anti-Bullying Coordinator.

Notwithstanding any provision of N.J.S.A. 18A:37-21 to the contrary, a parent who is a member of the School Safety/**School Climate** Team shall not participate in the activities of the team set forth in 3. a., b., or c. above or any other activities of the team which may compromise the confidentiality of a student, consistent with, at a minimum, the requirements of the Family Educational Rights and Privacy Act (20 U.S.C. Section 1232 and 34 CFR Part 99), N.J.A.C. 6A:32-7, Student Records and N.J.A.C. 6A:14-2.9, Student Records.

G. Harassment, Intimidation, and Bullying Investigation

The Board requires a thorough and complete investigation to be conducted for each report of violations and complaints which either identify harassment, intimidation, or bullying or describe behaviors that indicate harassment, intimidation, or bullying.

Principal's Preliminary Determination

~~However, prior to initiating the investigation, the Principal or designee, in consultation with the Anti-Bullying Specialist, may make a preliminary determination as to whether the reported incident or complaint, assuming all facts presented are true, is a report within the scope of the definition of harassment, intimidation, and bullying under the Anti-Bullying Bill of Rights Act, N.J.S.A. 18A:37-14. The Superintendent or designee may sign-off on the preliminary determination.~~

All alleged acts of Harassment All alleged acts of harassment, intimidation or bullying shall be reviewed by the principal, in consultation with the Anti-Bullying Specialist, to determine whether or not the preliminary information meets the threshold definition of HIB by referring to and completing the threshold assessment checklist tool.

All alleged acts of harassment, intimidation or bullying that meet the threshold definition of HIB, as determined by the principal, in consultation with the Anti-Bullying Specialist, shall be investigated promptly and in accordance with the law. All reported acts that do not meet the threshold definition of HIB shall be investigated promptly and in accordance with the district's code of student conduct. In the event that the principal does not initiate a HIB investigation but later acquires information suggesting that the allegations meet the threshold definition of HIB, it will then be referred to the Anti-Bullying Specialist for investigation.

The Principal or designee, upon making a preliminary determination the incident or complaint is not within the scope of the definition of harassment, intimidation, and bullying, shall inform the parents of the parties involved, who may appeal the preliminary determination to the Board of Education and thereafter to the Commissioner of Education in accordance with N.J.A.C. 6A:3.

A Board hearing shall be held within ten business days of receipt of the request for a Board hearing. If the preliminary determination, upon review of the facts presented in the reported incident or complaint, is to continue with the harassment, intimidation, and bullying investigation, the investigation shall be completed in accordance with N.J.S.A. 18A:37-15.b.(6) and this Policy.]

Additionally, if the principal cannot determine, based on available evidence or information, whether allegations meet the threshold definition of HIB, the initiation of an investigation under the Anti-Bullying Bill of Rights Act is appropriate. All investigations shall be conducted in accordance with the following procedures:

The investigation shall be initiated by the Principal or the Principal's designee within one school day of the verbal report of the incident. The investigation shall be conducted by the school Anti-Bullying Specialist in coordination with the Principal. The Principal may appoint additional personnel who are not school Anti-Bullying Specialists to assist with the investigation. **Investigations or complaints concerning adult conduct shall not be investigated by a member of the same bargaining unit as the individual who is the subject of the investigation. An investigation concerning a staff member shall not be conducted by a staff member who is supervised by the staff member being investigated or who is an administrator in the district. The Principal or designee, in consultation with the Superintendent or designee, will appoint a staff member to complete these investigations.**

The investigation shall be completed and the written findings submitted to the Principal as soon as possible, but not later than ten school days from the date of the written report of the incident. Should information regarding the reported incident and the investigation be received after the end of the ten-day period, the school Anti-Bullying Specialist shall amend the original report of the results of the investigation to ensure there is an accurate and current record of the facts and activities concerning the reported incident.

The Principal shall proceed in accordance with the Code of Student Conduct, as appropriate, based on the investigation findings. The Principal shall submit the report to the Superintendent within two school days of the completion of the investigation and in accordance with the Administrative Procedures Act (N.J.S.A. 52:14B-1 et seq.). As appropriate to the findings from the investigation, the Superintendent shall ensure the Code of Student Conduct has been implemented and may decide to provide intervention services, order counseling, establish training programs to reduce harassment, intimidation, or bullying and enhance school climate, impose discipline, or take or recommend other appropriate action, as necessary.

The Superintendent shall report the results of each investigation to the Board of Education no later than the date of the regularly scheduled Board of Education meeting following the completion of the investigation. The Superintendent's report shall include information on any consequences imposed under the Code of Student Conduct, any services provided, training established, or other action taken or recommended by the Superintendent.

Parents of involved student offenders and targets/victims shall be provided with information about the investigation, in accordance with Federal and State law and regulation. The information to be provided to parents shall include the nature of the investigation, whether the district found evidence of harassment, intimidation, or bullying, and whether consequences were imposed or services provided to address the incident of harassment, intimidation, or bullying. This information shall be provided in writing within five school days after the results of the investigation are reported to the Board of Education.

A parent may request a hearing before the Board of Education after receiving the **written** information about the investigation. **Any request for such a hearing shall be filed with the Board Secretary no later than sixty calendar days after the written information is provided to the parents.** The hearing shall be held within ten school business days of the

request. The Board of Education shall conduct the hearing in executive session, pursuant to the Open Public Meetings Act (N.J.S.A. 10:4-1 et seq.), to protect the confidentiality of the students. At the hearing, the Board may hear testimony from and consider information provided by the school Anti-Bullying Specialist and others, as appropriate, regarding the incident, the findings from the investigation of the incident, recommendations for consequences or services, and any programs instituted to reduce such incidents, prior to rendering a determination.

At the regularly scheduled Board of Education meeting following its receipt of the Superintendent's report on the results of the investigations to the Board or following a hearing in executive session, the Board shall issue a decision, in writing, to affirm, reject, or modify the Superintendent's decision. The Board's decision may be appealed to the Commissioner of Education, in accordance with N.J.A.C. 6A:3, Controversies and Disputes, no later than ninety days after issuance of the Board of Education's decision.

A parent, student, or organization may file a complaint with the Division on Civil Rights within one hundred eighty days of the occurrence of any incident of harassment, intimidation, or bullying based on membership in a protected group as enumerated in the "Law Against Discrimination," P.L.1945, c.169 (C.10:5-1 et seq.).

H. Range of Responses to an Incident of Harassment, Intimidation, or Bullying

The Board shall establish a range of responses to harassment, intimidation, and bullying incidents and the Principal and the Anti-Bullying Specialist shall appropriately apply these responses once an incident of harassment, intimidation, or bullying is confirmed. The Superintendent shall respond to confirmed harassment, intimidation, and bullying, according to the parameters described in this Policy. The range of ways in which school staff will respond shall include an appropriate combination of counseling, support services, intervention services, and other programs. The Board recognizes that some acts of harassment, intimidation, or bullying may be isolated incidents requiring the school officials respond appropriately to the individual(s) committing the acts. Other acts may be so serious or parts of a larger pattern of harassment, intimidation, or bullying that they require a response either at the classroom, school building, or school district level or by law enforcement officials.

For every incident of harassment, intimidation, or bullying, the school officials must respond appropriately to the individual who committed the act. The range of responses to confirmed harassment, intimidation, or bullying acts should include individual, classroom, school, or district responses, as appropriate to the findings from each incident. Examples of responses that apply to each of these categories are provided below:

1. Individual responses can include consistent and appropriate positive behavioral interventions (e.g., peer mentoring, short-term counseling, life skills groups) intended to remediate the problem behaviors.
2. Classroom responses can include class discussions about an incident of harassment, intimidation, or bullying, role plays (when implemented with sensitivity to a student's situation or involvement with harassment, intimidation, and bullying), research projects, observing and discussing

audio-visual materials on these subjects, and skill-building lessons in courtesy, tolerance, assertiveness, and conflict management.

3. School responses can include theme days, learning station programs, “acts of kindness” programs or awards, use of student survey data to plan prevention and intervention programs and activities, social norms campaigns, posters, public service announcements, “natural helper” or peer leadership programs, “upstander” programs, parent programs, the dissemination of information to students and parents explaining acceptable uses of electronic and wireless communication devices, and harassment, intimidation, and bullying prevention curricula or campaigns.
4. District-wide responses can comprise of adoption of school-wide programs, including enhancing the school climate, involving the community in policy review and development, providing professional development coordinating with community-based organizations (e.g., mental health, health services, health facilities, law enforcement, faith-based organizations), launching harassment, intimidation, and bullying prevention campaigns.

I. Reprisal or Retaliation Prohibited

The Board prohibits a Board member, school employee, contracted service provider who has contact with students, school volunteer, or student from engaging in reprisal, retaliation, or false accusation against a victim, witness, or one with reliable information, or any other person who has reliable information about an act of harassment, intimidation, or bullying or who reports an act of harassment, intimidation, or bullying. The consequence and appropriate remedial action for a person who engages in reprisal or retaliation shall be determined by the administrator after consideration of the nature, severity, and circumstances of the act, in accordance with case law, Federal and State statutes and regulations, and district policies and procedures. All suspected acts of reprisal or retaliation will be taken seriously and appropriate responses will be made in accordance with the totality of the circumstances.

Examples of consequences and remedial measures for students who engage in reprisal or retaliation are listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.

Examples of consequences for a school employee or a contracted service provider who has contact with students who engage in reprisal or retaliation may include, but not be limited to: verbal or written reprimand, increment withholding, legal action, disciplinary action, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

Examples of consequences for a Board member who engages in reprisal or retaliation may include, but not be limited to: reprimand, legal action, and other action authorized by

statute or administrative code. Remedial measures may include, but not be limited to: counseling and professional development.

J. Consequences and Appropriate Remedial Action for False Accusation

The Board prohibits any person from falsely accusing another as a means of retaliation or as a means of harassment, intimidation, or bullying.

1. Students - Consequences and appropriate remedial action for a student found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation may range from positive behavioral interventions up to and including suspension or expulsion, as permitted under N.J.S.A. 18A:37-1 et seq., Discipline of Students and as set forth in N.J.A.C. 6A:16-7.2, Short-term Suspensions, N.J.A.C. 6A:16-7, Long-term Suspensions and N.J.A.C. 6A:16-7.5, Expulsions and those listed and described in the Consequences and Appropriate Remedial Actions section of this Policy.
2. School Employees - Consequences and appropriate remedial action for a school employee or contracted service provider who has contact with students found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could entail discipline in accordance with district policies, procedures, and agreements which may include, but not be limited to: reprimand, suspension, increment withholding, termination, and/or bans from providing services, participating in school district-sponsored programs, or being in school buildings or on school grounds. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.
3. Visitors or Volunteers - Consequences and appropriate remedial action for a visitor or volunteer found to have falsely accused another as a means of harassment, intimidation, or bullying or as a means of retaliation could be determined by the school administrator after consideration of the nature, severity, and circumstances of the act, including law enforcement reports or other legal actions, removal of buildings or grounds privileges, or prohibiting contact with students or the provision of student services. Remedial measures may include, but not be limited to: in or out-of-school counseling, professional development programs, and work environment modifications.

K. Harassment, Intimidation, and Bullying Policy Publication and Dissemination

This Policy will be disseminated annually by the Superintendent to all school employees, contracted service providers who have contact with students, school volunteers, students, and parents who have children enrolled in a school in the district, along with a statement explaining the Policy applies to all acts of harassment, intimidation, or bullying, pursuant to N.J.S.A. 18A:37-14 that occur on school property, at school-sponsored functions, or on a school bus and, as appropriate, acts that occur off school grounds.

The Superintendent shall ensure that notice of this Policy appears in the student handbook and all other publications of the school district that set forth the comprehensive rules, procedures, and standards for schools within the school district.

The Superintendent shall post a link to the district's Harassment, Intimidation, and Bullying Policy that is prominently displayed on the homepage of the school district's website. The district will notify students and parents this Harassment, Intimidation, and Bullying Policy is available on the school district's website.

The Superintendent shall post the name, school phone number, school address, and school email address of the district Anti-Bullying Coordinator on the home page of the school district's website. Each Principal shall post the name, school phone number, address, and school email address of both the Anti-Bullying Specialist and the district Anti-Bullying Coordinator on the home page of each school's website.

L. Harassment, Intimidation, and Bullying Training and Prevention Programs

The Superintendent and Principal(s) shall provide training on the school district's Harassment, Intimidation, and Bullying Policy to current and new school employees; including administrators, instructors, student support services, administrative/office support, transportation, food service, facilities/maintenance; contracted service providers; and volunteers who have significant contact with students; and persons contracted by the district to provide services to students. The training shall include instruction on preventing bullying on the basis of the protected categories enumerated in N.J.S.A. 18A:37-14 and other distinguishing characteristics that may incite incidents of discrimination, harassment, intimidation, or bullying.

Each public school teacher and educational services professional shall be required to complete at least two hours of instruction in harassment, intimidation, and bullying prevention within each five year professional development period as part of the professional development requirement pursuant to N.J.S.A. 18:37-22.d. The required two hours of suicide prevention instruction shall include information on the risk of suicide and incidents of harassment, intimidation, or bullying and information on reducing the risk of suicide in students who are members of communities identified as having members at high risk of suicide.

Each newly elected or appointed Board member must complete, during the first year of the member's first term, a training program on harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:12-33.

The school district shall provide time during the usual school schedule for the Anti-Bullying Coordinator and each school Anti-Bullying Specialist to participate in harassment, intimidation, and bullying training programs.

A school leader shall complete school leader training that shall include information on the prevention of harassment, intimidation, and bullying as required in N.J.S.A. 18A:26-8.2.

The school district shall annually observe a “Week of Respect” beginning with the first Monday in October. In order to recognize the importance of character education, the school district will observe the week by providing age-appropriate instruction focusing on the prevention of harassment, intimidation, and bullying as defined in N.J.S.A. 18A:37-14. Throughout the school year the district will provide ongoing age-appropriate instruction on preventing harassment, intimidation, or bullying, in accordance with the Core Curriculum Content Standards, pursuant to N.J.S.A. 18A:37-29.

The school district and each school in the district will annually establish, implement, document, and assess harassment, intimidation, and bullying prevention programs or approaches, and other initiatives in consultation with school staff, students, administrators, volunteers, parents, law enforcement, and community members. The programs or approaches and other initiatives shall be designed to create school-wide conditions to prevent and address harassment, intimidation, and bullying in accordance with the provisions of N.J.S.A. 18A:37-17 et seq.

M. Harassment, Intimidation, and Bullying Policy Reevaluation, Reassessment and Review

The Superintendent shall develop and implement a process for annually discussing the school district’s Harassment, Intimidation, and Bullying Policy with students.

The Superintendent, ~~and the Principal(s), and the Anti-Bullying Coordinator, with input from the schools’ Anti-Bullying Specialists,~~ shall annually conduct a reevaluation, reassessment, and review of the Harassment, Intimidation, and Bullying Policy, **and any report(s) and/or finding(s) of the School Safety/School Climate Team(s).** ~~with input from the schools’ Anti-Bullying Specialists, and The Superintendent shall~~ recommend to the Board necessary revisions and additions to the Policy **consistent with N.J.S.A. 18A:37-15.c.**, as well as to harassment, intimidation, and bullying prevention programs and approaches based on the findings from the evaluation, reassessment, and review.

N. Reports to Board of Education and New Jersey Department of Education

The Superintendent shall report two times each school year, between September 1 and January 1 and between January 1 and June 30 at a public hearing all acts of violence, vandalism, and harassment, intimidation, and bullying which occurred during the previous reporting period in accordance with the provisions of N.J.S.A. 18A:17-46. The information shall also be reported to the New Jersey Department of Education in accordance with N.J.S.A. 18A:17-46.

O. School and District Grading Requirements

Each school and each district shall receive a grade for the purpose of assessing their efforts to implement policies and programs consistent with the provisions of N.J.S.A. 18:37-13 et seq. The grade received by a school and the district shall be posted on the homepage of the school’s website and the district’s website in accordance with the provisions of N.J.S.A. 18A:17-46. A link to the report that was submitted by the Superintendent to the Department

of Education shall also be available on the school district's website. This information shall be posted on the websites within ten days of receipt of the grade for each school and the district.

P. Reports to Law Enforcement

Some acts of harassment, intimidation, and bullying may be bias-related acts and potentially bias crimes and school officials must report to law enforcement officials either serious acts or those which may be part of a larger pattern in accordance with the provisions of the Memorandum of Agreement Between Education and Law Enforcement Officials.

Q. Collective Bargaining Agreements and Individual Contracts

Nothing in N.J.S.A. 18A:37-13.1 et seq. may be construed as affecting the provisions of any collective bargaining agreement or individual contract of employment in effect on the Anti-Bullying Bill of Rights Act's effective date (January 5, 2011). N.J.S.A. 18A:37-30.

The Board of Education prohibits the employment of or contracting for school staff positions with individuals whose criminal history record check reveals a record of conviction for a crime of bias intimidation or conspiracy to commit or attempt to commit a crime of bias intimidation.

R. Students with Disabilities

Nothing contained in N.J.S.A. 18A:37-13.1 et seq. may alter or reduce the rights of a student with a disability with regard to disciplinary actions or to general or special education services and supports. N.J.S.A. 18A:37-32.

S. Approved Private Schools for Students with Disabilities (APSSD)

In accordance with the provisions of N.J.A.C. 6A:16-7.7(a).2.ix.(2), the Board of Education shall investigate a complaint or report of harassment, intimidation, or bullying, pursuant to N.J.A.C. 6A:16-7.7(a).2.ix. and Section G. of this Policy, occurring on Board of Education school buses, at Board of Education school-sponsored functions, and off school grounds involving a student who attends an APSSD. The investigation shall be conducted by a Board of Education Anti-Bullying Specialist, in consultation with the APSSD.

The school district shall submit all subsequent amended Harassment, Intimidation, and Bullying Policies to the Executive County Superintendent of Schools within thirty days of Board adoption.

N.J.S.A. 18A:37-13 through 18A:37-32

N.J.A.C. 6A:16-7.1 et seq.; 6A:16-7.9 et seq.

Model Policy and Guidance for Prohibiting Harassment, Intimidation, and Bullying on School Property, at School-Sponsored Functions and on School Buses – April 2011 – New Jersey Department of Education

Memorandum – New Jersey Commissioner of Education – Guidance for Schools on Implementing the Anti-Bullying Bill of Rights Act – December 16, 2011

SCHOOL CHOICE

Motion #5 that upon the recommendation of the Superintendent, the Board of Education approve the Morris School District's withdrawal from the School Choice Program.

EXPLANATION: All existing school choice students will remain in district and we will continue to receive funding, however, we will not be accepting any new school choice students.

FIRST READING

Motion #6 that upon the recommendation of the Superintendent, the Board of Education approve for first reading the following new/revised bylaws/policies/regulations:

P3125.1 Employment of Substitute Teachers

P8561 Procurement Procedures for School Nutrition Programs

3125.1 EMPLOYMENT OF SUBSTITUTE TEACHERS

The Board of Education will employ substitutes in order to ensure continuity in the instructional program and will approve a list of substitutes on an annual basis and additional approved substitutes will be added to the approved list throughout the school year. Substitute teachers will be employed from the substitute list recommended by the Superintendent and approved by the Board. The Board shall also approve the substitute rate of pay. **All substitutes must agree to and execute the "Substitute Exclusion Policy for all Substitute Categories" attached hereto.**

All substitute teachers must possess a substitute credential issued by the New Jersey State Board of Examiners in accordance with the provisions of N.J.A.C. 6A:9-6.5. All substitute teachers are required to undergo a criminal history record check in accordance with the provisions of N.J.S.A. 18A:6-7.1 et seq. and New Jersey Department of Education regulations and procedures for criminal history record checks. In accordance with the provisions of N.J.S.A. 18A-6-7.1b., a substitute teacher who is rehired annually by the Board shall only be required to undergo a criminal history record check as required by N.J.S.A. 18A:6-7.1 et. seq. upon initial employment, provided the substitute continues in the employ of at least one of the districts at which the substitute was employed within one year of the approval of the criminal history record check.

A substitute teacher shall follow the daily lesson plan provided by the regular teacher and, when that plan is exhausted or unavailable, the instructions of the Principal. A substitute teacher may not plan or direct an instructional program except as expressly permitted by the Superintendent.

In accordance with the provisions of N.J.S.A. 18A:16-1.1b., a vacant teaching position shall not be filled in any school year by one or more individuals employed as substitute teachers and holding a certificate of eligibility or a certificate of eligibility with advanced standing issued by the New Jersey State Board of Examiners and working in an area authorized by their credentials for a total amount of time exceeding sixty school days. The Executive County Superintendent of Schools may grant an extension upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original sixty-day time limit. In the event that one individual employed pursuant to this provision is employed in the same position

for more than sixty days, the substitute shall be compensated by the school district on a pro-rata basis consistent with the salary provided to a teacher with similar credentials in the school district.

In accordance with the provisions of N.J.S.A. 18A16-1.1c., a vacant teaching position shall not be filled in any school year by one or more individuals employed as substitute teachers and holding a certificate of eligibility or a certificate of eligibility with advanced standing issued by the New Jersey State Board of Examiners and working in an area not authorized by their credentials for a total amount of time exceeding twenty school days. The Executive County Superintendent of Schools may grant an extension of up to an additional twenty days upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original twenty-day time limit.

In accordance with the provisions of N.J.S.A. 18A:16-1.1d., a vacant teaching position shall not be filled in any school year by one or more individuals employed as substitute teachers and holding a standard instructional certificate issued by the New Jersey State Board of Examiners and working in an area not authorized by their credentials for a total amount of time exceeding forty school days.

In accordance with the provisions of N.J.S.A. 18A:16-1.1a., a vacant teaching position shall not be filled in any school year by one or more individuals holding a substitute credential issued by the New Jersey State Board of Education pursuant to the provisions of N.J.S.A. 18A:6-38 for a total amount of time exceeding twenty school days. The Commissioner of Education may grant an extension of up to an additional twenty school days upon written application from the school district demonstrating the district's inability to hire an appropriately certified teacher for the vacant position within the original twenty-day time limit.

N.J.S.A. 18A:6-7.1 et seq.; 18A:16-1.1a.; 18A:16-1.1b.;
18A:16-1.1c.; 18A:16-1.1d.

Human Resources

**SUBSTITUTE EXCLUSION POLICY FOR ALL SUBSTITUTE
CATEGORIES**

The Morris School District has implemented a new policy regarding all substitute categories. A substitute who has a performance issue and has been excluded by one of the K-5 schools throughout the district, he/she will no longer be permitted to substitute in any K-5 school.

Furthermore, if a substitute has a performance issue and has been excluded by either Frelinghuysen Middle School or Morristown High School, that substitute will no longer be permitted to substitute in either building.

Please note that the building principal has the right to choose which substitutes work in their building.

A substitute will be removed from the substitute list permanently if the substitute fails to work in any given school year. The Morris School District reserves the right to permanently exclude a substitute from the substitute list for any performance issue.

The decision of the district is final.

I have read and understand the policy above.

(Name)

(Signature)

(Date)

M

[See POLICY ALERT Nos. 215 and 216]

8561 PROCUREMENT PROCEDURES FOR SCHOOL
NUTRITION PROGRAMS

The Board of Education adopts this Policy to identify their procurement plan for the United States Department of Agriculture's (USDA) School Nutrition Programs. School Nutrition Programs include, but are not limited to: the National School Lunch Program (NSLP); School Breakfast Program (SBP); Afterschool Snack Program (ASP); Special Milk Program (SMP); Fresh Fruit and Vegetable Program (FFVP); Seamless Summer Option (SSO) of the NSLP; Summer Food Service Program (SFSP); the At-Risk Afterschool Meals component of the Child and Adult Care Food Program (CACFP); and the Schools/Child Nutrition USDA Foods Program.

The Board of Education is ultimately responsible for ensuring all procurement procedures for any purchases by the Board of Education and/or a food service management company (FSMC) comply with all Federal regulations, including but not limited to: 7 CFR Parts 210, 220, 225, 226, 245, 250; 2 CFR 200; State procurement statutes and administrative codes and regulations; local Board of Education procurement policies; and any other applicable State and local laws. ~~FSMC's billing invoices will be monitored to ensure compliance with Federal and State procurement regulations and will comply with any additional monitoring requirements as outlined in the approved FSMC Contract.~~

The procurement procedures contained in this Policy will be implemented beginning immediately, until amended. All procurements must maximize full and open competition. Source documentation will be maintained by the School Business Administrator/Board Secretary or designee and will be available to determine open competition, the reasonableness, the allowability, and the allocation of costs.

The Board of Education intentionally seeks to prohibit conflicts of interest in all procurement of goods and services.

A. General Procurement

The procurement procedures will maximize full and open competition, transparency in transactions, comparability, and documentation of all procurement activities. The school district's plan for procuring items for use in the School Nutrition Programs is as follows:

1. The School Business Administrator/Board Secretary will ensure all purchases will be in accordance with the Federal Funds Procurement Method Selection Chart – State Agency Form #358 - Appendix. Formal procurement procedures will be used as required by 2 CFR 200.318-.326 and any State and local

procurement code and regulations. Informal procurement procedures (small purchase) will be required for purchases under the most restrictive small purchase threshold.

2. The following procedures will be used for all purchases:

Product/ Services	Estimated Dollar Amount	Procurement Method	Evaluation	Contract Award Type	Contract Duration/ Frequency
Food Service Management	Over \$40,000 (with QPA)	Formal	Most advantageous bidder/offer with price as the primary factor, other factors considered	Competitive Contracting	One Year with options for four (4) one (1)-year renewals
Repairs to Equipment	Below \$3,500	Informal using Sound Business Practices	Lowest responsible price	Fixed Price or Time and Material	One Year
Repairs to Equipment	\$3,500 to \$39,999 (with QPA)	Quotes	Lowest responsible quote	Fixed Price or Time and Material	One Year
Replacement of Equipment	Below \$3,500 (with QPA)	Informal using Sound Business Practices	Lowest responsible price	Fixed Price	As Needed
Replacement of Equipment	\$3,500 to \$39,999 (with QPA)	Quotes	Lowest responsible quote	Fixed Price	As Needed
Misc. Supplies	Below \$3,500 (with QPA)	Informal using Sound Business Practices	Lowest responsible price	Fixed Price	As Needed
Misc. Supplies	\$3,500 to \$39,999 (with QPA)	Quotes	Lowest responsible quote	Fixed Price	As Needed
Renovation of Serving Line	\$3,500 to \$39,999 (with QPA)	Quotes	Lowest responsible quote	Fixed Price	As Needed
Renovation of Serving Line	Over \$40,000	Formal	Lowest responsible bidder with price as the primary factor	Request for Bids	As Needed

Micro-Purchases:

Purchases of supplies or services, within the micro-purchase threshold (the aggregate amount does not exceed \$3,500 as defined by 2 CFR 200.67) will be awarded without soliciting competitive price quotations if the price is reasonable. Purchases will be distributed equitably among qualified suppliers with reasonable prices. Records will be kept for micro-purchases.

3. Formal bid procedures will be applied on the basis of:

[Choose one or more of the following:

- centralized system;
- individual school;
- multi-school system; and/or
- State contract.]

4. Because of the potential for purchasing more than the public or non-public informal/small purchase threshold amount, or the Board approved threshold if less, it will be the responsibility of the School Business Administrator/Board Secretary to document the amounts to be purchased so the correct method of procurement will be followed.

B. Formal Procurement

When a formal procurement method is required, the following competitive sealed bid or an Invitation for Bid (IFB) or competitive proposal in the form of a Request for Proposal (RFP) procedures will apply:

1. An announcement of an IFB or a RFP will be placed in the Board designated official newspaper to publicize the intent of the Board of Education to purchase needed items. The advertisement for bids/proposals or legal notice will be published in the official newspaper for at least one day in accordance with the provisions of N.J.S.A. 18A:18A-21.
2. An advertisement in the official newspaper for at least one day is required for all purchases over the school district's small purchase threshold as outlined in Appendix – Federal Funds Procurement Method Section Chart. The advertisement will contain the following:
 - a. A general description of items to be purchased;
 - b. The deadline for submission of questions and the date written responses will be provided, including addenda to bid specifications, terms, and conditions as needed;
 - c. The date of the pre-bid meeting, if provided, and if attendance is a requirement for bid award;
 - d. The deadline for submission of sealed bids or proposals; and
 - e. The address of the location where complete specifications and bid forms may be obtained.
3. In an IFB or RFP, each vendor will be given an opportunity to bid on the same specifications.
4. The developer of written specifications or descriptions for procurements will be prohibited from submitting bids or proposals for such products or services.
5. The IFB or RFP will clearly define the purchase conditions. The following list includes requirements, not exclusive, to be addressed in the procurement document:
 - a. Contract period;
 - b. The Board of Education is responsible for all contracts awarded (statement);
 - c. Date, time, and location of IFB/RFP opening;
 - d. How the vendor is to be informed of bid acceptance or rejection;

- e. Delivery schedule;
- f. Requirements (terms and conditions) the bidder must fulfill in order for bid to be evaluated;
- g. Benefits to which the Board of Education will be entitled if the contractor cannot or will not perform as required;
- h. Statement assuring positive efforts will be made to involve minority and small business;
- i. Statement regarding the return of purchase incentives, discounts, rebates, and credits to the Board of Education's nonprofit school food service account;
- j. Contract provisions as required in Appendix II to 2 CFR 200;
- k. Contract provisions as required in 7 CFR 210.21(f) for all cost reimbursable contracts;
- l. Contract provisions as required in 7 CFR 210.16(a)(1-10) and 7 CFR 250.53 for food service management company contracts;
- m. Procuring instrument to be used are purchase orders from firm fixed prices after formal bidding;
- n. Price adjustment clause for renewal of multi-year contracts as defined in N.J.S.A. 18A:18A-42. The "index rate" means the annual percentage increase rounded to the nearest half percent in the implicit price deflator for State and local government purchases of goods and services computed and published quarterly by the U.S. Department of Commerce, Bureau of Economic Analysis;
- o. Method of evaluation and type of contract to be awarded (solicitations using an IFB are awarded to the lowest responsive and responsible bidder; solicitations using a RFP are awarded to the most advantageous bidder/offeror with price as the primary factor among factors considered);
- p. Method of award announcement and effective date (if intent to award is required by State or local procurement requirements);
- q. Specific bid protest procedures including contact information of person and address and the date by which a written protest must be received;

- r. Provision requiring access by duly authorized representatives of the Board of Education, New Jersey Department of Agriculture (NJDA), United States Department of Agriculture (USDA), or Comptroller General to any books, documents, papers, and records of the contractor which are directly pertinent to all negotiated contracts;
 - s. Method of shipment or delivery upon contract award;
 - t. Provision requiring contractor to maintain all required records for three years after final payment and all other pending matters (audits) are closed for all negotiated contracts;
 - u. Description of process for enabling vendors to receive or pick up orders upon contract award;
 - v. Provision requiring the contractor to recognize mandatory standards/policies related to energy efficiency contained in the Energy Policy and Conservation Act (PL 94-163);
 - w. Signed statement of non-collusion;
 - x. Signed Debarment/Suspension Certificate, clause in the contract or a copy of search results from the System for Award Management (SAM);
 - y. Provision requiring "Buy American" as outlined in 7 CFR Part 210.21(d) and USDA Guidance Memo SP 38-2017; and
 - z. Specifications and estimated quantities of products and services prepared by the school district and provided to potential contractors desiring to submit bids/proposals for the products or services requested.
6. If any potential vendor is in doubt as to the true meaning of specifications or purchase conditions, interpretation will be provided in writing to all potential bidders by the School Business Administrator/Board Secretary or designee and will specify the deadline for all questions.
- a. The School Business Administrator/Board Secretary will be responsible for securing all bids or proposals.
 - b. The School Business Administrator/Board Secretary will be responsible to ensure all Board of Education procurements are conducted in compliance with applicable Federal, State, and local procurement regulations.
 - c. The following criteria will be used in awarding contracts as a result of bids/proposals. Price must be the highest weighted criteria. Examples

of other possible criteria include quality, service, delivery, and availability.

7. In awarding a RFP, a set of award criteria in the form of a weighted evaluation sheet will be provided to each bidder in the initial bid document materials. Price alone is not the sole basis for award, but remains the primary consideration among all factors when awarding a contract. Following evaluation and negotiations, a firm fixed price or cost reimbursable contract is awarded.
 - a. The contracts will be awarded to the responsible bidder/proposer whose bid or proposal is responsive to the invitation and is most advantageous to the Board of Education, price as the primary, and other factors considered. Any and all bids or proposals may be rejected in accordance with the law.
 - b. The School Business Administrator/Board Secretary or designee is required to sign on the bid tabulation of competitive sealed bids or the evaluation criterion score sheet of competitive proposals signifying a review and approval of the selections.
 - c. The School Business Administrator/Board Secretary shall review the procurement system to ensure compliance with applicable laws.
 - d. The School Business Administrator/Board Secretary or designee will be responsible for documentation that the actual product specified was received.
 - e. Any time an accepted item is not available, the School Business Administrator/Board Secretary will select the acceptable alternate. The contractor must inform the School Business Administrator/Board Secretary within one workday if a product is not available. In the event a nondomestic agricultural product is to be provided to the Board of Education, the contractor must obtain, in advance, written approval for the product. The School Business Administrator/Board Secretary must comply with the Buy American Provision.
 - f. Full documentation regarding the reason an accepted item was unavailable, and the procedure used in determining acceptable alternates, will be available for audit and review. The person responsible for this documentation is the School Business Administrator/Board Secretary.
 - g. The School Business Administrator/Board Secretary is responsible for maintaining all procurement documentation.

C. Small Purchase Procedures

If the amount of purchases for items is less than the school district's small purchase threshold as outlined in the Federal Funds Procurement Method Selection Chart – See Appendix, the following small purchase procedures including quotes will be used. Quotes from a minimum number of three qualified sources will be required.

1. Written specifications will be prepared and provided to all vendors.
2. Each vendor will be contacted and given an opportunity to provide a price quote on the same specifications. A minimum of three vendors shall be contacted.
3. The School Business Administrator/Board Secretary or designee will be responsible for contacting potential vendors when price quotes are needed.
4. The price quotes will receive appropriate confidentiality before award.
5. Quotes/Bids will be awarded by the School Business Administrator/Board Secretary. Quotes/Bids will be awarded on the following criteria. Quote/Bid price must be the highest weighted criteria. Examples of other possible criteria include quality, service, delivery, and availability.
6. The School Business Administrator/Board Secretary will be responsible for documentation of records to show selection of vendor, reasons for selection, names of all vendors contacted, price quotes from each vendor, and written specifications.
7. The School Business Administrator/Board Secretary or designee will be responsible for documentation that the actual product specified is received.
8. Any time an accepted item is not available, the School Business Administrator/Board Secretary will select the acceptable alternate. Full documentation will be made available as to the selection of the acceptable item.
9. The School Business Administrator/Board Secretary or designee is required to sign all quote tabulations, signifying a review and approval of the selections.

D. Noncompetitive Proposal Procedures

If items are available only from a single source when the award of a contract is not feasible under small purchase, sealed bid or competitive negotiation, noncompetitive proposal procedures will be used:

1. Written specifications will be prepared and provided to the vendor.
2. The School Business Administrator/Board Secretary will be responsible for the documentation of records to fully explain the decision to use the noncompetitive proposal. The records will be available for audit and review.

3. The School Business Administrator/Board Secretary or designee will be responsible for documentation that the actual product or service specified was received.
4. The School Business Administrator/Board Secretary will be responsible for reviewing the procedures to be certain all requirements for using single source or noncompetitive proposals are met.
5. The noncompetitive micro-purchase method shall be used for one-time purchases of a new food item if the amount is less than \$3,500 to determine food acceptance by students and provide samples for testing purposes. A record of noncompetitive negotiation purchase shall be maintained by the School Business Administrator/Board Secretary or designee. At a minimum, the record of noncompetitive purchases shall include: item name; dollar amount; vendor; and reason for noncompetitive procurement.
6. A member or representative of the Board of Education will approve, in advance, all procurements that result from noncompetitive negotiations.

E. Miscellaneous Provisions

1. New product evaluation procedures will include a review of product labels and ingredients; an evaluation of the nutritional value; taste tests and surveys; and any other evaluations to ensure the new product would enhance the program.
2. The Board of Education agrees the reviewing official of each transaction will be the School Business Administrator/Board Secretary.
3. Payment will be made to the vendor when the contract has been met and verified and has met the Board of Education's procedures for payment. (If prompt payment is made, discounts, etc., are accepted.)
4. Specifications will be updated as needed.
5. If the product is not as specified, the following procedure, including, but not limited to, will take place: remove product from service; contact vendor for approved alternate product; or remove product from bid.

F. Emergency Purchases

1. If it is necessary to make a one-time emergency procurement to continue service or obtain goods, and the public exigency or emergency will not permit a delay resulting from a competitive solicitation, the purchase must be authorized using a purchase order signed by the School Business Administrator/Board Secretary. The emergency procedures to be followed for such purchases shall be those procedures used by the school district for other emergency purchases consistent with N.J.S.A. 18A:18A-7.

All emergency procurements shall be approved by the School Business Administrator/Board Secretary. At a minimum, the following emergency procurement procedures shall be documented to include, but not be limited to: item name; dollar amount; vendor; and reason for emergency.

G. Purchasing Goods and Services – Cooperative Agreements, Agents, and Third-Party Services (Piggybacking)

1. When participating in intergovernmental and inter-agency agreements the Board of Education will ensure that competitive procurements are conducted in accordance with 2 CFR Part 200.318-.326 and applicable program regulations and guidance.
2. When utilizing the services of a co-op, agent, or third party the Board of Education will ensure that the following conditions have been met:
 - a. All procurements were subject to full and open competition and were made in accordance with Federal/State/local procurement requirements;
 - b. The existing contract allows for the inclusion of additional Board of Educations that were not contemplated in the original procurement to purchase the same supplies/equipment through the original award;
 - c. The specifications in the existing contract meets their needs and that the items being ordered are in the contract;
 - d. The awarded contract requires all the Federally required certifications; e.g. Buy American, debarment, restrictions on lobbying, etc.;
 - e. The agency will confirm the addition of their purchasing power (goods or services) to the procurement in scope or services does not create a material change, resulting in the needs to re-bid the contract;
 - f. Administrative costs (fees) for participating in the agreement are adequately defined, necessary and reasonable, and the method of allocating the cost to the participating agencies must be specified;
 - g. The Buy American provisions are included in the procurement of food and agricultural products; and
 - h. The agreement includes the basis for and method of allocating each discount, rebate, or credit and how they will be returned to each participating agency when utilizing a cost-reimbursable contract.

H. Records Retention

1. The Board of Education shall agree to retain all books, records, and other documents relative to the award of the contract for three years after final payment. If there are audit findings that have not been resolved, the records shall be retained beyond the three-year period as long as required for the resolution of the issues raised by the audit. Specifically, the Board of Education shall maintain, at a minimum, the following documents:
 - a. Written rationale for the method of procurement;
 - b. A copy of the original solicitation;
 - c. The selection of contract type;
 - d. The bidding and negotiation history and working papers;
 - e. The basis for contractor selection;
 - f. Approval from the State agency to support a lack of competition when competitive bids or offers are not obtained;
 - g. The basis for award cost or price;
 - h. The terms and conditions of the contract;
 - i. Any changes to the contract and negotiation history;
 - j. Billing and payment records;
 - k. A history of any contractor claims;
 - l. A history of any contractor breaches; and
 - m. Any other documents as required by N.J.S.A. 18A:18A – Public School Contracts Law.

I. Code of Conduct for Procurement

1. All procurements must ensure there is open and free competition and adhere to the most restrictive Federal, State, and local requirements. The Board of Education seeks to conduct all procurement procedures in compliance with stated regulations and to prohibit conflicts of interest and actions of employees engaged in the selection, award, and administration of contracts. All procurements will be in accordance with this Policy and all applicable provisions of N.J.S.A. 18A:18A – Public School Contracts Law.
2. No employee, officer, or agent may participate in the selection, award, or administration of a contract supported by a Federal, State, or local award if he or she has a real or apparent conflict of interest. Such a conflict of interest would arise when the employee, officer, or agent; any member of his or her immediate family, his or her partner; or an organization which employs or is

about to employ any of the parties indicated herein has a financial or other interest in or a tangible personal benefit from a firm considered for a contract.

3. The officers, employees, and agents of the non-Federal entity may neither solicit nor accept gratuities, favors, or anything of monetary value from contractors or parties to subcontracts. However, non-Federal entities may set standards for situations in which the financial interest is not substantial or the gift is an unsolicited item of nominal value.
4. The standards of conduct must provide for disciplinary actions to be applied for violations of such standards by officers, employees, or agents of the non-Federal entity. Based on the severity of the infraction, the penalties could include a written reprimand to their personnel file, a suspension with or without pay, or termination.
5. All questions and concerns regarding procurement solicitations, contract evaluations, and contract award, shall be directed to the School Business Administrator/Board Secretary.

J. Food Service Management Company (FSMC)

1. In the operation of the school district's food service program, the school district shall ensure that a FSMC complies with the requirements of the Program Agreement, the school district's Free and Reduced School Lunch Policy Statement, all applicable USDA program policies and regulations, and applicable State and local laws. In order to operate an a la carte food service program, the FSMC shall agree to offer free, reduced price, and full price reimbursable meals to all eligible children.
2. The school district shall monitor the FSMC billing invoices to ensure compliance with Federal and State procurement regulations.
3. In accordance with N.J.S.A. 18A:18A-5a.(22), RFPs are required in all solicitations for a FSMC.

N.J.S.A. 18A:18A – Public School Contracts Law

APPENDIX

FEDERAL FUNDS PROCUREMENT METHOD SELECTION CHART
THERE ARE TWO (2) PROCUREMENT METHODS, FORMAL AND INFORMAL. THE METHOD THE SCHOOL FOOD AUTHORITIES (SFA) NEEDS TO USE DEPENDS ON TWO (2) FACTORS, THE AMOUNT OF THE CONTRACT AND WHETHER THE SFA IS A PUBLIC/CHARTER OR NON-PUBLIC SCHOOL.
NEW JERSEY PUBLIC/CHARTER SCHOOLS PURCHASING THRESHOLDS

AMOUNT	ACTIVITY	PROCUREMENT METHOD
INFORMAL PROCUREMENT		
Below \$3,500 *	Micro - purchases 2 CFR 200.320(a)	Sound Business Practice *
	SINGLE TRANSACTION AGGREGATE COST LESS THAN \$3,500	
* Or LESS than \$3,500 if local SFA Procurement Policies are more restrictive		
SMALL PURCHASE PROCEDURES		
\$3,501 up to \$29,000/\$40,000	N.J.S.A. 18A:18A-37 ANY PURCHASE EXCEEDING \$3,500 REQUIRES A QUOTE UP TO THE APPLICABLE N.J.S.A. BID THRESHOLDS OF \$29,000 (without a QPA*) OR \$40,000 (with a QPA*)	Quotation using SFA Internal Procurement Procedures
NOTE: ANNUAL AGGREGATE AMOUNTS		
FORMAL PROCUREMENT		
\$29,000 or \$40,000 and above	N.J.S.A. 18A:18A-37 Bid Threshold without a QPA* - \$29,000 Bid Threshold with a QPA* - \$40,000	Bid - Invitation for Bid (IFB) OR Request for Proposal (RFP)
* QUALIFIED PURCHASING AGENT		
NEW JERSEY NON-PUBLIC SCHOOL PURCHASING THRESHOLDS		
AMOUNT	ACTIVITY	PROCUREMENT METHOD
INFORMAL PROCUREMENT		
Below \$3,500 *	Micro - purchases 2 CFR 200.320(a) Single Transaction aggregate cost less than \$3,500	Sound Business Practice *
* Or LESS than \$3,500 if local SFA Procurement Policies are more restrictive		
\$3,501 - \$149,999	Small purchase procedures 2 CFR 200.320(b)	Quotation using SFA Internal Procurement Procedures
FORMAL PROCUREMENT		
\$150,000 and above	As per Federal requirements in 2 CFR Parts 200.317 - 200.326	Bid - Invitation for Bid (IFB) OR Request for Proposal (RFP)

State Agency Form #358 - July 2017

PROFESSIONAL LEARNING OBSERVATION INSTRUMENT 2018-2019

Motion #7 that, upon recommendation of the Superintendent, the Board of Education approve the New Jersey Principal evaluation for Professional Learning Observation Instrument.

EDUCATIONAL MATTERS

DISTRICT PROFESSIONAL DEVELOPMENT PLAN 2018-2019

Motion #1 that, upon the recommendation of the Superintendent, and the Board Curriculum Committee, the Board of Education approve the 2018-2019 District Professional Development Plan.

DISTRICT MENTORING PLAN (2018-2019)

Motion #2 that, upon the recommendation of the Superintendent, the Board of Education Approve the 2018-2019 District Mentoring Plan. (See attached Educational folder)

CURRICULUM 2018-2019

Motion #3 that, upon the recommendation of the Superintendent, and the Board Curriculum Committee, the Board of Education approve the following curriculum revisions:

Date	Content	Grade Level	Revisions/Additions	Funding
8/2018	PreK STEM Units 1-8	Pre-K	Revisions to existing/approved Preschool curriculum reflective of Math, ELA, STEM standards.	Local
8/2018	ESL (Units 1-4)	K-5	Align ESL curriculum to NJSLs, WIDA standards. also include assessment, differentiated supports/resources for teachers, parents and students.	Local
8/2018	Social Studies Units 1-2	K-5	Revise to include recommended culturally responsive teaching (CRT) methods and integration of social emotional competencies (SEL). Revise assessment and resources to reflect CRT and SEL.	Local
8/2018	US History	Gr. 6	Revise to include recommended culturally responsive teaching (CRT) methods and integration of social emotional competencies (SEL). Revise assessment and resources to reflect CRT and SEL.	Local
8/2018	World History Units 1-7	Gr. 7	Revise to include recommended culturally responsive teaching (CRT) methods and integration of social emotional competencies (SEL). Revise assessment and resources to reflect CRT and SEL.	Local
8/2018	Civics & Global Studies Units 1-4	Gr. 8	Revise to include recommended culturally responsive teaching (CRT) methods and integration of social emotional competencies (SEL). Revise assessment and resources to reflect CRT and SEL.	Local

8/2018	World History Units 1-8	Gr. 9	Revise to include recommended culturally responsive teaching (CRT) methods and integration of social emotional competencies. Revise assessment and resources to reflect CRT and SEL.	Local
8/2018	US History 1 Units 1-3	Gr. 10	Revise to include recommended culturally responsive teaching (CRT) methods and integration of social emotional competencies. Revise assessment and resources to reflect CRT and SEL.	Local
8/2018	US History 2 Units 1-9	Gr. 11	Revise to include recommended culturally responsive teaching (CRT) methods and integration of social emotional competencies. Revise assessment and resources to reflect CRT and SEL.	Local
8/2018	AP US Government & Politics	Gr. 11-12	Revise according to College Board recommendations to include more focus on appropriate pacing for student understanding, US founding documents/primary sources, application of learning in form of investigation/research project relating to a current issue.	Local
8/2018	Humanities Academy: Intro to Design Thinking	Gr. 9-10	Curriculum will be based on Design Theory/Design Thinking in practice and will support students in the investigation and research of various topics.	Local
8/2018	AP Statistics	Gr. 11-12	Revise to College Board to reflect updated resources	Local

SPANISH TRANSLATORS 2018-2019

Motion #4 that, upon the recommendation of the Superintendent, the Board of Education approve the appointment of Spanish Translators for the 2018-2019 school year:

Program: Spanish Translators
 Description: Translation services
 Dates: September, 2018 – June, 2019
 Funding Source: Local

COMMUNITY SCHOOL 2018-2019

Motion #5 that, upon the recommendation of the Superintendent, the Board of Education approve the Morris School District Community School Ski Program to be offered after school for Frelinghuysen Middle School students at Shawnee Mountain, and for Morristown High School students at Camelback Mountain, during the months of January, February and March, 2019.

EXPLANATION:

Expenses to be paid from collected tuitions.

PUPIL SERVICES

EXTENDED SCHOOL PROGRAMS AND TRANSPORTATION SUMMER 2018

Motion # 1 that, upon the recommendation of the Superintendent, the Board of Education approve extended school year programs and transportation for students with disabilities as noted in the detailed listing attached herein.

EXPLANATION

The students covered in this motion have significant disabilities. State regulations require extended school year programs for this population in an effort to minimize regression over the summer recess.

HUMAN RESOURCES

ABOLISH POSITION(S) 2018-2019

Motion #1 that, upon the recommendation of the Superintendent, the Board of Education abolish the following position(s) for the 2018-2019 school year:

- (1) 1.0 Supervisor of Strategic Planning and Student Information Management

ESTABLISH POSITION(S) 2018-2019

Motion #2 that, upon the recommendation of the Superintendent, the Board of Education establish the following position(s) for the 2018-2019 school year:

- (4) 1.0 Assistant Behavior Specialist, PS
- (1) 1.0 Supervisor of Social Emotional Learning (SEL) and Information Management

RESIGNATION(S)/TERMINATION(S)/RETIREMENT(S) 2018-2019

Motion #3 that, upon the recommendation of the Superintendent, the Board of Education approve the resignation(s), termination(s) and/or retirement(s) of the following staff according to the effective date and reason shown:

Berry-Brown, Kendra 0.5 ABS, PS	August 10, 2018 Resigned
Bremer, Jennifer 1.0 Special Education, FMS	July 1, 2018 Retirement
DeProspero, Anthony 1.0 Bus Driver, Transportation	August 22, 2018 Resignation
Goldfield, Denise 0.5 Teacher Assistant, PS	August 21, 2018 Resignation
Kerri, Rudina 0.3 LR/PG Aide, SX	August 22, 2018 Resigned
Pellechio, Robert 1.0 Assistant Principal, MHS	August 18, 2018 Resignation (Revised Date)
Rugamas, Enma 0.3 Bus Aide, Transportation	August 22, 2018 Resigned

APPOINTMENT(S) 2018-2019 */**/**

Motion #4 that, upon the recommendation of the Superintendent, the Board of Education approve the appointment of the following to the position/s stated at the annual salary rates and effective date/s shown (**changes in bold**), and further that the Board of Education approve the submission to the County Superintendent applications for emergency hiring, pending approval of all Human Resource documents and/or requirements and

each applicant's attestation that s/he has not been convicted of any disqualifying crime pursuant to the provisions of N.J.S.A. 18A6-7.1 et seq.; 18:39-17 et seq.; 18A:6-4.13 et seq.:

Benson, Rori 1.0 LDT-C, PS	\$92,905 MA30, Step 20	09/01/18-06/30/19 <i>(Revised dates)</i>	<u>In place of:</u> Sell, J. Retired
Correa, Dora 1.0 Bus Driver, Trans.	\$20,700 \$23 per hr., 5 hrs per day 180 days per year	09/01/18-06/30/19	Shaw, J. Resigned
Guridy, Alexander 1.0 Bus Driver, Trans.	\$20,700 \$23 per hr., 5 hrs per day 180 days per year	09/01/18-06/30/19	Irving, M. Retired
Illescas, Ashlee 1.0 Dispatcher, Trans.	\$50,000	08/20/18-06/30/19	Est. 06/25/18
Lopez, Norma 1.0 Spanish, TJ/NP	\$53,712 MA, Step 1	TBD	Fierro, S. Retired
Marchese, Vincent 1.0 Assistant Principal, MHS	\$103,000	08/20/18-06/30/19 <i>Revised dates</i>	Pellechio, R. Resigned
Oesterle, Victoria 1.0 ELA/BIL, FMS	\$50,312 BA, Step 1	TBD	Est. 06/04/18
Towns, Hawthorne 1.0 Bus Driver, Trans.	\$20,700 \$23 per hr., 5 hrs per day 180 days per year	09/01/18-06/30/19	Garcia, O. Resigned

- * Pending probationary period
- ** Pending completion of paperwork
- *** Salaries to be adjusted pending successful contract negotiations

SUBSTITUTE APPOINTMENTS 2018-2019

Motion #5 that, upon the recommendation of the Superintendent, the Board of Education approve the following name(s) be added to the list of substitutes, and approve all Morris School District Substitute Teachers to also provide service as Teacher Assistant, ABS, and Lunchroom Playground Aide as assigned for the 2018-2019 school year, and further that the Board of Education approve submission to the County Superintendent application for emergency hiring and each applicant's attestation that s/he has not been convicted of any disqualifying crime pursuant to the provisions of N.J.S.A 18A:6-7.1 et seq., 18A:6-4.13 et seq.:

Athletic Volunteer

Goss, Kyle (Wrestling)

Gringeri, Melissa (Fencing)
Lee, Rodney (Football)
Mateus, Santiago (Soccer – Boys)
Vilhauer, Edwin (Cross Country)
Villhauer, Edwin (Indoor Track)
Villhauer, Edwin (Track & Field, Boys & Girls)
Weller, Michael (Swimming)

Bus Driver

Cherilus, Kervens

LR/PG Aide

Alberto, Margherita (\$12.00 pr/hr)
Andrews, Bianca(\$12.00 pr/hr)
Benitez, Otilia (\$16.81 pr/hr)
Curley, Meredith (\$17.00 pr/hr)
Gibson, Phyllis (\$12.00 pr/hr)
Nobles, Alice (\$12.00 pr/hr)
Rangel, Teresa (18.48 pr/hr)

Nurse

Nally, Elizabeth

Teacher

Cole, Morgan
Recarte, Melissa
Wadsack, Ronald

Volunteer

Hession, Michael (Drama)

^ Pending completion of paperwork

EXPLANATION: Upon the submission of approved timesheets, the staff will be compensated at approved substitute rates.

SUBSTITUTE RE-APPOINTMENTS 2018-2019

Motion #6 that, upon the recommendation of the Superintendent, the Board of Education approve the following name(s) be added to the list of substitutes, and approve all Morris School District Substitute Teachers to also provide service as Teacher Assistant, ABS, and Lunchroom Playground Aide as assigned for the 2018-2019 school year, and further that the Board of Education approve submission to the County Superintendent application for emergency hiring and each applicant's attestation that s/he has not been convicted of any disqualifying crime pursuant to the provisions of N.J.S.A 18A:6-7.1 et seq., 18A:6-4.13 et seq.:

Athletic Volunteer

Chegwidden, James (Basketball – Girls)

EXTRA SERVICES - 2018-2019 - ADJUNCT MUSIC INSTRUCTION

Motion #7 that, upon the recommendation of the Superintendent the Board of Education approve the following extra services positions:

Program: Adjunct Music Instruction at Frelinghuysen Middle School
Description: Instrumental String Music Instruction at Frelinghuysen Middle School to be held on a rotational basis during the school day
Staff Member: Butler-Visscher, Amy
Dates: September 1, 2018 through June 30, 2019
Funding Source: Local Funds
Rate: \$43.00/hr - not to exceed 12 hours per week

Program: Adjunct Music Instruction at Frelinghuysen Middle School
Description: Instrumental Band Music Instruction at Frelinghuysen Middle School to be on a rotational basis during the school day
Staff Member: Chu, Ross
Dates: September 1, 2018 through June 30, 2019
Funding Source: Local Funds
Rate: \$43.00/hr - not to exceed 10 hours per week

Program: Adjunct Music Instruction at Morristown High School
Description: Instrumental Band Music Instruction at Morristown High School to be held during the school day
Staff Member: Chu, Ross
Dates: September 1, 2018 through June 30, 2019
Funding Source: Local Funds
Rate: \$43.00/hr - not to exceed 5 hours per week

EXPLANATION: Upon submission of an approved timesheet, staff member will be compensated as outlined above.

JOB DESCRIPTION(S) 2018-2019

Motion #8 that, upon the recommendation of the Superintendent, the Board of Education approve the following job descriptions:

- **Bilingual Newcomer (.5) Success Counselor—Title III**
- **Cohort Leader, Extra Pay, MHS - Revised**
- **Multiple Disabilities Outreach Coordinator, Extra Pay, MHS**
- Supervisor of Social Emotional Learning (SEL) and Information Management
- **Unified Sports, Extra Pay, PS**

**MORRIS SCHOOL DISTRICT
JOB DESCRIPTION**

Position: Bilingual Newcomer (.5) Success Counselor—Title III
Supervisor: Principal and /or his/her designee

The Bilingual Newcomer Success Counselor will serve in a .5 capacity as a member of the Bilingual Department at MHS. The Bilingual Newcomer Success Counselor will work with students, families and staff to ensure a safe and smooth transition into the school setting. They will link students and families to district and community resources, will advocate for students and serve as an additional layer of support for Newcomer students to meet graduation requirements OR identify an alternate pathway to graduation and the workplace.

Qualifications:

- School Counselor Certification—State of NJ
- Knowledge of NJDOE policy and code for Bilingual Students
- Knowledge of Bilingual Programs
- Knowledge of High School Graduation Requirements (courses, age, etc)
- Evidence of ties to community resources and programs
- Effective communication and organizational skills
- Ability to work independently to design/complete projects
- Fluent in Spanish

Responsibilities:

- Support newly arriving students (NC) in their transition into school and community
- Administer diagnostic (ie, academic, ACES) and placement assessments (MODEL)
- Provide information and support toward high school graduation OR alternate graduation pathways if necessary
- Serve as liaison between NC students and guidance department in the creation of academic schedules that meet both graduation requirements and requirements for student coded as ELLs;
- Be knowledgeable about, and be in frequent contact with community services/agencies that support immigrant students
- Proactively communicate with families to ensure access to district resources and programs
- Lead and participate in parent education programs provided by the district
- Be familiar with the unique needs of immigrant students;
- Proactively communicate with appropriate staff (i.e. teachers, counselors, case managers, nurses, coaches, club advisers, admin, etc) regarding putting appropriate supports in place;
- Serve as a student-advocate;
- Facilitate workshops and informational sessions for NC students and their families
- Assist in the registration process for new students and their families (i.e. signing up for PowerSchool, assisting with free/reduced lunch applications, facilitating a tour/orientation to MHS and community resources, etc).
- Attend monthly school based meetings with Bilingual & Guidance department members
- Keep a log of job related activities to be submitted to immediate supervisor on a biweekly basis

**MORRIS SCHOOL DISTRICT
JOB DESCRIPTION**

Position: Cohort Leader, Extra Pay, MHS
Supervisor: Principal and/or Designee

- **NJ Teacher Certification**
- **Possess strong leadership and communication skills**
- **Possess excellent organizational skills and attention to detail**
- **Demonstrate an ability to work collaboratively with colleagues**

Responsibilities:

- **Attend cohort leader meetings**
- **Collaborate and plan program activities with the Freshman Experience Administrator**
- **Create agendas for weekly cohort meetings**
- **Distribute meeting invitations and agendas to appropriate staff**
- **Document discussions and decisions during cohort meetings**
- **Coordinate and facilitate I&RS process in cohorts**
- **Ensure that I&RS plans and other important information is shared with appropriate personnel**
- **Schedule and facilitate parent meetings with cohort members**
- **Organize and present cohort and student data to administration**
- **Assumes all other duties as determined by the principal or designee**

**MORRIS SCHOOL DISTRICT
JOB DESCRIPTION**

Title: Multiple Disabilities Outreach Coordinator, Extra Pay, MHS
Reports to: Assistant Superintendent of Pupil Services, Director of Pupil Services,
Building Administrator

Qualifications:

- ❖ New Jersey State Special Education Teacher Certification
- ❖ Structured Learning Experience (SLE) certification
- ❖ Current employment in the Morris School District
- ❖ Effective communication skills, both written and interpersonal
- ❖ Strong computer skills
- ❖ Strong organizational skills

Responsibilities:

1. Establishes partnerships with businesses in the community during after school hours in order to provide Structured Learning Experience (SLE) opportunities to our students with disabilities
2. Attends local community business partnership and town meetings after school hours to disseminate information about the Transition Skills Program
3. Plans and leads Transition Skill Department meetings and provides agenda and follow up notes to the Director of Pupil Services, Supervisor of Pupil Services and the Assistant Superintendent of Pupil Services
4. Keeps up to date on New Jersey State Special Education code and current best practices in the field, including evaluation and assessment and instructional practices and disseminate to case managers, teachers and administration, when appropriate
5. Plans professional development based on the current needs of students and that aligns with professional develop plan and building goals
6. Provide leadership and expertise needed to help solve the problems that arise within their practices and continue to provide a consistently high standard of service to their students
7. Attends and supports after school ALL IN events
8. Consult with Assistant Superintendent and Director and/or designee regarding related services issues
9. Perform such other tasks and assume such other responsibilities as assigned by the Director of Pupil Services, Supervisor of Pupil Services, and/or Building Administrator

**Contract Terms
Of Employment:**

12 Month Stipend Position

MORRIS SCHOOL DISTRICT
Job Description

Title: Supervisor of S.E.L. & Information Management

Reports To: Superintendent of Schools

Qualifications:

- NJDOE Supervisor or Principal Certification
- Ability to manage data as an asset, improving and ensuring interoperability of data across systems (improve data quality, ensure data accessibility, reliability, consistency, and security)
- Results driven, collaborative, strategic thinker, with ability to work on multiple projects simultaneously, and manage risks
- Exceptional data, application management, and project management skills; demonstrated ability to balance small and large priorities, create action plans and track progress accordingly
- Strong knowledge of NJDOE policies and code
- Proven experience in cross functional data governance, ensuring adoption and adherence to data quality and process governance
- Strong knowledge of social and emotional learning, positive school climate

Job Goal: To provide leadership and vision for the seamless management and integration of student information to enable informed decisions supporting student growth. To provide leadership, coordination, and evaluation of Social Emotional Learning (SEL) programs to ensure that all students develop the skills, values, and attitudes necessary to ensure their success in their school, home, and community.

Specific Duties:

1. **SEL:** Provide overall leadership, coordination, and support for the implementation of SEL initiatives district-wide. Identify promising practices for SEL programming and facilitate the sharing and use of practices across the district. Partner with Central Office and School Leadership to build the capacity of staff to implement and sustain SEL programs and approaches. Evaluate SEL initiatives using data from the Student Dashboard (including academic, attendance, and discipline), SEL surveys, and climate surveys as well as through needs assessment activities including focus groups with key stakeholders. Continuously refine and improve practices and PD to ensure student's positive growth and development.
2. **Student Information Management:** Facilitate strategic decision making and analysis in order to drive student achievement at district and building levels leveraging the integrated student data management system. Analyze district and school level data in key areas of focus (learning, behavior, attendance, SEL) and to track student ascension and learning. Ensure accurate provisioning of individual student data and aggregate data to NJDOE and Federal Agencies (NJSMART submissions, CRDC, ASSA, etc)

3. **Interoperability:** Integrate and oversee student related electronic data management systems to ensure: automated communications, systems flexibility, data validation, and documentation of all processes and procedure. Maximize the capabilities of the student information system and interoperability with other systems for building and district purposes (PowerSchool, Alert Solutions, Honeywell, Versitrans, MealsPlus, Snap, IEP Direct, HIBster, Canvas).
4. **HIB:** Provide leadership and foster positive school climate in role of District Anti-Bullying Coordinator. Lead school and district administration and Antibullying Specialists in the understanding of and adherence to the Anti-bullying Bill of Rights and district HIB policy. Provide training, consult and mentor anti-bullying specialists in HIB policy, and ensure holistic approach to health and wellness of students involved in HIB incidents. Review, submit, and report Violence and Vandalism to NJDOE.
5. **Enrollment / Residency:** Lead, develop, coordinate and implement strategies and processes for student enrollment preK–12 ensuring adherence to the desegregation order. Provide ongoing review and definition of processes to ensure student residency. Lead annual incoming Kindergarten registration process.
6. **Grants:** Lead accountable for the preparation, submission, and management of spend of federal and local grants (ESSA, Impact Aid). Ensure ongoing consultation and partnership with non-public schools and Morris County Juvenile Detention Center related to the grant budgeting, spend, and reporting.
7. **Supervision and Evaluation:** Conduct classroom observations and evaluations. Supervise and evaluate Student Information Data Specialist(s) and District Registrar. Provision key staff data and staff evaluation data to NJDOE.

CONTRACT TERMS

OF EMPLOYMENT: 12-Month-~~extra pay~~ position

**MORRIS SCHOOL DISTRICT
JOB DESCRIPTION**

Title: Unified Sports, Extra Pay, PS
Reports to: Director of Pupil Services, Supervisor of Pupil Services, Building Administrator

Qualifications:

- ❖ Current employment in the Morris School District
- ❖ Effective communication skills, both written and interpersonal
- ❖ Strong computer skills
- ❖ Strong organizational skills

Responsibilities:

1. Establish and maintain a positive partnership with Special Olympics Unified Sports
2. Complete the Special Olympics Unified Sports grant annually and all other required reports
3. Attend Special Olympics Unified Sports meetings throughout the year, as needed
4. Keep up to date on opportunities to maintain, enhance or expand the partnership with Special Olympics Unified Sports
5. Communicate Special Olympics Unified Sports program details including opportunities to coaches and athletes.
6. Follow up on “blue cards” for all students who express an interest in participation
7. Assist with organization of transportation for classified students
8. Collaborate with building administration on advertising and identifying coaches and support staff
9. Inform staff members, students, and families in the community information about the Special Olympics Unified Sports program
10. Perform such other tasks and assume such other responsibilities as assigned by the Director of Pupil Services, Supervisor of Pupil Services, and/or Building Administrator
11. Communicate with ALL IN advisors at MHS and FMS in order to coordinate the “Whole School Engagement” requirement of the grant including “Respect Week Activities”, ensuring data is available for reports and ensuring students attend annual leadership summit.
12. Communicate with elementary contact persons involved in Unified Programs to coordinate receipt of items associated with grant and ensure data is available for reports

13. Perform such other tasks and assume such other responsibilities as assigned by the Assistant Superintendent of Pupil Services and Director of Pupil Services.

Contract Terms

Of Employment: 12 Month Stipend Position

TRANSFER(S), CHANGE(S) OF ASSIGNMENT, TITLE AND OR/ SALARY 2017-2018

Motion #9 that, upon the recommendation of the Superintendent, the Board of Education approve the change(s) of assignment and/or salary (**additions in bold**) for the following certified and non-certificated staff:

Employee	Former Assignment	Salary	Effective	In Place of
Arancibia, Jessica	1.0 Custodian, MHS	\$30,888 (\$30,000 + \$888 lic. stipend)	05/15/18	N/A

TRANSFER(S), CHANGE(S) OF ASSIGNMENT, TITLE AND OR/ SALARY 2018-2019

Motion #10 that, upon the recommendation of the Superintendent, the Board of Education approve the change(s) of assignment and/or salary (**additions in bold**) for the following certified and non-certificated staff:

Employee	Former Assignment	New Assignment	Salary	Effective	In Place of
Engelfried, Debora	1.0 Supervisor of Strategic Planning and Student Information Management	1.0 Supervisor of Social Emotional Learning (SEL) and Information Management	\$133,000	9/1/18	Est. 08/27/18
Facchini, Maria	0.5 Assistant Behavior Specialists, PS	1.0 Assistant Behavior Specialist, PS	\$25,760 \$20/hour, 184 days/year, 7 hrs per day	09/01/18	Est. 08/27/18
Glynn, Maricela	0.5 Assistant Behavior Specialists, PS	1.0 Assistant Behavior Specialist, PS	\$25,760 \$20/hour, 184 days/year, 7 hrs per day	09/01/18	Est. 08/27/18
Kardaras, Barbara	0.5 Assistant Behavior Specialists, PS	1.0 Assistant Behavior Specialist, PS	\$25,760 \$20/hour, 184 days/year,	09/01/18	Est. 08/27/18

			7 hrs per day		
McElwee, Jermaine	0.5 Assistant Behavior Specialists, PS	1.0 Assistant Behavior Specialist, PS	\$25,760 \$20/hour, 184 days/year, 7 hrs per day	09/01/18	Est. 08/27/18
Opena, Paul	0.5 Assistant Behavior Specialist, PS	1.0 Assistant Behavior Specialist, PS	\$25,760 \$20/hour, 184 days/year, 7 hrs per day	09/01/18	Est. 07/23/18
Opipari, Carolyn	0.5 Assistant Behavior Specialist, PS	1.0 Assistant Behavior Specialist, PS	\$25,760 \$20/hour, 184 days/year, 7 hrs per day	09/01/18	Est. 07/23/18
Semper, Lisa	0.5 Assistant Behavior Specialist, PS	1.0 Assistant Behavior Specialist, PS	\$25,760 \$20/hour, 184 days/year, 7 hrs per day	09/01/18	Est. 08/06/18
Williams, Nancy	0.5 Assistant Behavior Specialist, PS	1.0 Assistant Behavior Specialist, PS	\$25,760 \$20/hour, 184 days/year, 7 hrs per day	09/01/18	Est. 07/23/18

COMMUNITY SCHOOL 2018-2019

Motion #11 that, upon the recommendation of the Superintendent, the Board of Education approve the following Sunrise/Sunset staff:

Carter, Olivia	Aide	\$10.20/hr
Harris, Michelle	Assistant	\$13.50/hr

EXPLANATION: Salaries to be paid out of collected tuitions.

EXTRA CURRICULAR SUPPORT 2018-2019

Motion #12 that, upon the recommendation of the Superintendent, the Board of Education approve all Morris School District certificated staff and non-certificated staff who hold the appropriate credentials to provide extracurricular support in before or after school activities to Special Education students, as needed for the 2018-2019 school year, at a rate of \$24.72/hr.

EXPLANATION: This is a pre-established annual extra pay position. Upon the submission of approved timesheets, the staff will be compensated as outlined above

EXTRA PAY 2018-2019

Motion #13 that, upon the recommendation of the Superintendent, the Board of Education approve the following extra-pay positions for the 2018-2019 school year:

MORRISTOWN HIGH SCHOOL ATHLETICS					
POSITION	STAFF MEMBER	YR EXP.	SALARY	INC	TOTAL SALARY
ATHLETICS – MHS					
Athletic Site Manager (Fall)	Carmel, Matthew	3	\$2,333		\$2,333
Athletic Site Manager (Winter)	Piccolo, Rose	1	\$2,333		\$2,333
Athletic Site Manager (Spring)	Bell, Beverly	3	\$2,333		\$2,333
Baseball	Componile, Joseph	8	\$5,475		\$5,475
Basketball					
Assistant Coach – Boys	Serra, Michael	3	\$5,037		\$5,037
Head Coach – Girls	Pisciotto, James	12	\$8,594	3	\$9,704
Assistant Coach – Girls	Trifari, Don	4	\$5,037		\$5,037
Assistant Coach – Girls	Vanorskie, Louis	2	\$5,037		\$5,037
Cheerleading					
Head Coach – Fall	Chase, Christina	10	\$4,750		\$4,750
Assistant Coach – Fall	Gluck, Caitlin	17	\$4,454		\$4,454
Cheerleading					
Head Coach – Winter	Chase, Christina	9	\$4,750		\$4,750
Assistant Coach – Fall	Gluck, Caitlin	17	\$4,454		\$4,454
Cross Country					
Head Coach – Boys	Buccino, Paul	23	\$6,331	4	\$7,811
Assistant Coach – Boys	Bosworth, Connor	2	\$4,459		\$4,459
Head Coach – Girls	Carroll, Gradie	4	\$5,192		\$5,192
Fencing					
Head Coach	Awad, Christopher	11	\$6,856		\$6,856
Assistant Coach	Diamond, Paige	2	\$4,887		\$4,887
Assistant Coach	Gringeri, John	15	\$5,428	4	\$6,908
Assistant Coach	Vassoler, Caitlin	2	\$4,887		\$4,887
Assistant Coach	Wieselgren, Hans	4	\$4,887		\$4,887
Field Hockey					
Head Coach	DeBiasse, Katherine	1	\$5,964		\$5,964
Assistant Coach	Blankmeyer, Brittany	1	\$4,887		\$4,887
Assistant Coach	Goss, Emily	1	\$4,887		\$4,887
Assistant Coach	Fornaro, Patricia	8	\$5,204		\$5,204
Football					
Head Coach	Power, John	17	\$9,797		\$9,797
Assistant Coach	Ashford, Kendall	5	\$5,740		\$5,740
Assistant Coach	Hutchinson, John	12	\$6,370		\$6,370
Assistant Coach	Flynn, Casey	2	\$5,989		\$5,989

Assistant Coach	Jacobus, Scott	6	\$5,740		\$5,740
Assistant Coach	Mitchell, Omar	13	\$6,370		\$6,370
Assistant Coach	Mullen, William	3	\$5,740		\$5,740
Assistant Coach	Olajuwon, Salako	1	\$5,740		\$5,740
Assistant Coach	Rzucidlo, William	1	\$5,740		\$5,740
Golf					
Head Coach	Edmondson, Christopher	26	\$5,881	4	\$7,361
Assistant Coach	Carmel, Matthew	6	\$3,591		\$3,591
Ice Hockey					
Assistant Coach	Jones, Stephen	6	\$5,475		\$5,475
Indoor Track					
Head Track Coach	Buccino, Paul	23	\$8,594	4	\$10,074
Assistant Coach	Bosworth, Connor	4	\$4,887		\$4,887
Assistant Coach	Lee, Rodney	2	\$4,887		\$4,887
Assistant Coach	Ranawat, Surina	5	\$4,887		\$4,887
Head Coach – Boys	Kiernan, Brian	15	\$9,046	4	\$10,526
Assistant Coach – Boys	Ranawat, Surina	6	\$5,204		\$5,204
Lacrosse					
Head Coach - Boys	Goss, Kyle	2	\$5,964		\$5,964
Assistant Coach – Boys	Purdy, Michael	14	\$5,622		\$5,622
Assistant Coach - Girls	Goss, Emily	8	\$5,204		\$5,204
Assistant Coach – Girls	Horan, Carley	5	\$4,887		\$4,887
Soccer					
Head Coach – Boys	Salas, Diego	1	\$5,964		\$5,964
Assistant Coach – Boys	Jimenez, Jeffrey	2	\$4,887		\$4,887
Assistant Coach – Boys	Ranawat, Surina	7	\$5,204		\$5,204
Assistant Coach – Boys	Vargas, Marco	8	\$5,204		\$5,204
Head Coach – Girls	Hansen, Scott	2	\$5,964		\$5,964
Assistant Coach – Girls	Bodnarchuk, John	28	\$4,975	4	\$6,455
Assistant Coach – Girls	Loaiza-Beltran, Eder	1	\$4,887		\$4,887
Assistant Coach – Girls	Weber, John	2	\$4,887		\$4,887
Softball					
Head Coach – Girls	Bruno, Robert	17	\$8,342		\$8,342
Assistant Coach – Girls	Flynn, Casey	2	\$5,037		\$5,037
Assistant Coach - Girls	Fornaro, Patricia	8	\$5,475		\$5,475
Assistant Coach - Girls	Trifari, Don	4	\$5,037		\$5,037
Swimming					
Head Coach	Gelegonya, Donna	27	\$8,594	4	\$10,074
Assistant Coach	Sparano, Robert	12	\$5,428	3	\$6,538
Tennis					

Head Coach – Boys	Lieberman, Lance	9	\$4,750		\$4,750
Assistant Coach – Boys	McBride, Sean	4	\$3,591		\$3,591
Head Coach – Girls	Tukel, Jeffrey	21	\$5,497		\$5,497
Assistant Coach – Girls	Pitts, Brittany	3	\$3,591		\$3,591
Assistant Coach - Girls	Serra, Michael	2	\$3,591		\$3,591
Track & Field					
Head Coach – Boys	Buccino, Paul	25	\$8,141	4	\$9,621
Assistant Coach – Boys	Bosworth, Connor	4	\$4,459		\$4,459
Assistant Coach – Boys	Jacobus, Scott	2	\$4,459		\$4,459
Head Coach – Girls	Drewery Jr., Gordon	19	\$8,141	4	\$9,621
Assistant Coach – Girls	Lee, Rodney	4	\$4,459		\$4,459
Volleyball					
Head Coach – Girls	Costigan, Rita	1	\$5,964		\$5,964
Assistant Coach – Girls	Hormaza-Moreno, Katherine	1	\$4,887		\$4,887
Assistant Coach – Girls	Trifari, Don	4	\$4,887		\$4,887
Wrestling					
Head Coach	Flynn, Casey	2	\$6,522		\$6,522
Assistant Coach	Towns, Desmond	2	\$5,037		\$5,037

FRELINGHUYSEN MIDDLE SCHOOL ATHLETICS					
POSITION	STAFF MEMBER	YR EXP.	SALARY	INC	TOTAL SALARY
ATHLETICS – FMS					
Baseball					
Head Coach	Manahan, Bryan	17	\$4,975	4	\$6,455
Basketball					
Head Coach – Boys	Phinn, Vincent	15	\$5,428	4	\$6,908
Assistant Coach – Girls	Daly, Ashley	3	\$1,936		\$1,936
Cross Country					
Head Coach	Louie, Melissa	6	\$3,696		\$3,696
Assistant Coach	Mytrowitz, Kristina	6	\$1,996		\$1,996
Field Hockey					
Head Coach	Manahan, Bryan	18	\$4,975	4	\$6,455
Assistant Coach	Daly, Ashley	10	\$2,713	3	\$3,823
Lacrosse					
Head Coach – Girls	DeSalvo, Diane	21	\$4,975	4	\$6,455
Assistant Coach - Girls	Minerowicz, Carly	2	\$1,673		\$1,673
Assistant Coach - Girls	Bernal, Yeisson	6	\$3,042		\$3,042
Soccer					
Head Coach - Boys	Bernal, Yeisson	6	\$3,042		\$3,042

Assistant Coach – Girls	Burdge, Jeffrey	2	\$1,673		\$1,673
Track & Field					
Head Coach Assistant Coach	Louie, Melissa	5	\$1,996		\$1,996
Assistant Coach	Phinn, Vincent	5	\$1,996		\$1,996
Wrestling					
Head Coach	Manahan, Bryan	19	\$5,428	4	\$6,908
Assistant Coach	Bodnarchuk, John	33	\$5,428	4	\$6,908

MORRISTOWN HIGH SCHOOL - CO-CURRICULAR					
POSITION	STAFF MEMBER	YR EXP.	SALARY	INC	TOTAL SALARY
CO-CURRICULAR – MHS					
Academic Decathlon Advisor	Emma, David	15	\$4,522	4	\$6,002
Academic Decathlon Coaches					
Essay	Dabinett, Kelly	20	\$906	4	\$1,398
Interview	Dabinett, Kelly	9	\$906		\$906
Language & Literature	Furphey, Jennifer	23	\$906	4	\$1,398
Social Studies	Emma, David	16	\$906	4	\$1,398
Speech	LaVigne, George	6	\$906		\$906
African American Club Adv.	Cepeda, Tanya	3	\$1,809		\$1,809
All In Advisor	Brady, Kaitlyn	1	\$3,000		\$3,000
All In Advisor	Corona, Stephanie	2	\$3,000		\$3,000
All In Advisor	O'Brien, Matthew	2	\$3,000		\$3,000
Broadcaster Advisor					
Co-Advisor	Kenny, Christopher	4	\$2,261		\$2,261
Co-Advisor	Vagnini, Julie	3	\$2,261		\$2,261
Class Advisors					
Senior Co-Advisor	Cora, Angel	1	\$1,810		\$1,810
Senior Co-Advisor	Formoso, Alejandra	1	\$1,810		\$1,810
Junior Co-Advisor	Pecoraro, Emma	1	\$1,583		\$1,583
Junior Co-Advisor	Ranawat, Surina	1	\$1,583		\$1,583
Sophomore Co-Advisor	Disch, Kaitlynn	1	\$1,357		\$1,357
Sophomore Co-Advisor	McGrover, Jessica	1	\$1,357		\$1,357
Freshman Co-Advisor	Mele, Susan	1	\$2,262		\$2,262
Cobsonian					
Co-Advisor	Kievning, Brian	6	\$3,619		\$3,619
Co-Advisor	McGrover, Jessica	6	\$3,619		\$3,619
Colonial Rocketry Club Advisor	Petrillo-Spencer, Deborah	1	\$1,500		\$1,500

Diversity Network Coordinator	Carmel, Matthew	2	\$5,000		\$5,000
Drama					
Drama Director – Fall	Adams, Katie	1	\$3,619		\$3,619
Backstage Manager – Fall	Berman, Mollie	1	\$1,809		\$1,809
.5 Costumer – Fall	Catania, Gloria	1	\$906		\$906
Technical Assistant – Fall	Gulen, Michael	1	\$3,619		\$3,619
Drama Director – Spring	Adams, Katie	1	\$4,925		\$4,925
Assistant Director – Spring	Rubin, Stephanie	1	\$2,513		\$2,513
Backstage Manager – Spring	Berman, Mollie	1	\$1,809		\$1,809
.5 Costumer – Spring	Catania, Gloria	1	\$906		\$906
Music Director – Spring	Gallagher, David	4	\$4,522		\$4,522
Technical Assistant – Spring	Gulen, Michael	1	\$2,513		\$2,513
F.B.L.A	William, Connolly	3	\$1,357		\$1,357
F.B.L.A	Tomson, Jeremy	3	\$1,357		\$1,357
F.C.C.L.A.	Camisa, Christine	15	\$1,809	4	\$2,793
Forensics	Matro, Brian	3	\$3,618		\$3,618
Future Teachers Club Advisor	Portelli, Rachel	1	\$1,200		\$1,200
Gay/Straight Alliance Advisor	Catalano, Kelly	3	\$1,809		\$1,809
Girls in Stem/Engineering Advisor	Kolker, Mariel	2	\$1,500		\$1,500
Girls Who Code Co-Advisor	Kolker, Mairel	2	\$750		\$750
Girls Who Code Co-Advisor	O'Rourke, Kaitlin	2	\$750		\$750
Habitat for Humanities Advisor	McBride, Sean	2	\$1,752		\$1,752
Healthy Schools Sustainability Coordinator	Mendez, Paula	2	\$5,000		\$5,000
Heritage Club Advisor	Rooney, Kevin	3	\$1,812		\$1,812
Interact Club Co-Advisor	Doyle, Christina	2	\$1,810		\$1,810
Interact Club Co-Advisor	Petrucci, Debora	3	\$1,810		\$1,810
Key Club Co-Advisor	Brady, Kaitlyn	3	\$1,810		\$1,810
Key Club Co-Advisor	Disch, Kaitlynn	6	\$1,810		\$1,810
Lead Teacher	Bisulca, Tracy	2	\$1,000		\$1,000
Lead Teacher	Boothby, James	6	\$1,000		\$1,000
Lead Teacher	Formoso, Alejandra	2	\$1,000		\$1,000
Lead Teacher	Gelegonya, Donna	2	\$1,000		\$1,000
Lead Teacher	Pulgarin, Sandra	1	\$1,000		\$1,000
Lighting Coordinator	Hession, Michael	1	\$2,500		\$2,500
LUNA	Acevedo-Ramirez, Rosario	2	\$906		\$906
Math Team Co-Advisor	Bragina, Marina	8	\$1,809		\$1,809
Math Team Co-Advisor	Kemp, Christiana	8	\$1,809		\$1,809
Model U.N. Co-Advisor	Diamond, Paige	1	\$661		\$661
Model U.N. Co-Advisor	Rooney, Kevin	2	\$661		\$661

National Art Honor Society	Compton, Rachel	5	\$2,714		\$2,714
National Honor Society Advisor	Hansen, Scott	2	\$2,714		\$2,714
National Honor Society Social Studies Advisor	Cepeda, Tanya	2	\$1,000		\$1,000
NJ Science League					
Co-Advisor	Danese, Anthony	4	\$1,125		\$1,125
Co-Advisor	Spencer, Stacy	2	\$1,125		\$1,125
Co-Advisor	Trampler, Helen	4	\$1,125		\$1,125
Co-Advisor	Villhauer, Edwin	3	\$1,125		\$1,125
Prime Time MHS Advisor	Butler, Michael	9	\$6,332		\$6,332
Production Printing	Boothby, James	15	\$5,428	4	\$6,908
SGO Advisors					
Co-Advisor	Componile, Bernadette	4	\$2,261		\$2,261
Co-Advisor	Componile, Joseph	4	\$2,261		\$2,261
STEM Academy Coordinator	Ranawat, Surina	5	\$6,000		\$6,000
Student Finance					
Director of Accounts – Administration	Bassano, James	37	\$3,619	4	\$5,099
Director of Accounts – Athletics	Bassano, James	13	\$3,619	3	\$4,729
Swim Team Rental Coordinator	Gelegonya, Donna	18	\$1,000		\$1,000
TSA/Technology Student Association Advisor	Diamond, Paige	1	\$905		\$905
TSA/Technology Student Association Advisor	Rizzo, Jaques	18	\$905	4	\$1,889
Tricorn Advisors					
Co-Advisor	Kievning, Brian	11	\$1,809		\$1,809
Co-Advisor	LaVigne, George	10	\$1,809		\$1,809
Tri-M Music Honor Society Advisor	Davis, Norma	5	\$2,714		\$2,714
Winter Guard – Head	Hefferan, Meghan	2	\$2,100		\$2,100
Winter Guard – Assistant	Cloughley, Felicia	2	\$1,809		\$1,809
Winter Guard – Visual Tech	Gallagher, David	2	\$1,809		\$1,809
World Language Club & Honor Society Advisors					
Advisor (Chinese)	Chen, Hui-Tzu	2	\$679		\$679
Co-Advisor (French)	Corke, Caroline	2	\$679		\$679
Co-Advisor (Italian)	Catania, Gloria	2	\$679		\$679
Co-Advisor (Spanish)	Dodson, Samantha	3	\$340		\$340
Co-Advisor (Spanish)	Murphy, Kelly	4	\$340		\$340
Jazz Choir Advisor	Brown Jr., Vinroy	2	\$1,809		\$1,809
Jazz Ensemble Director	Ocasio, Ariel	1	\$1,809		\$1,809
Music Marching Band					
Director	Gallagher, David	3	\$4,925		\$4,925

Assistant Director	Marsicovete, Jean	2	\$2,714		\$2,714
Assistant Director	Wicks, Jason	2	\$2,714		\$2,714
Arranger	Donough, Erik	2	\$2,500		\$2,500
Band & Drill Assistant	Carroll, Casey	1	\$1,809		\$1,809
Battery Percussion Assistant	Ocasio, Ariel	3	\$1,357		\$1,357
Color Guard Assistant	Hefferan, Meghan	1	\$1,809		\$1,809
Instrumental Woodwind Clinician	Sauer, Ryan	3	\$1,357		\$1,357
Pit Percussion Assistant	Chu, Ross	1	\$1,809		\$1,809
String Ensemble Advisor	Davis, Norma	6	\$1,357		\$1,357
Broadcasting Coordinator	Butler, Michael	9	\$10,000		\$10,000
Cohort Leader	Botsakos, Sara	2	\$1,500		\$1,500
Cohort Leader	Disch, Kaitlynn	3	\$1,500		\$1,500
Cohort Leader	Flynn, Casey	1	\$1,500		\$1,500
Cohort Leader	McGrover, Jessica	1	\$1,500		\$1,500
Peer Group Connection Coordinator	Priola, Claudine	6	\$1,000		\$1,000
Peer Group Connection					
Advisor	Carmel, Matthew	6	\$1,800		\$1,800
Advisor	Bosworth, Connor	1	\$1,800		\$1,800
Advisor	Formoso, Alejandra	2	\$1,800		\$1,800
Advisor	Priola, Claudine	6	\$1,800		\$1,800
Staff Assistant for Nursing	Mendez, Paula	5	\$6,000		\$6,000
Speech Therapist Coordinator	Corona, Beverly	7	\$6,000		\$6,000
PSAT Test Site Supervisor	Henry, Lindsay	1	\$700		\$700
PSAT Test Site Coordinator	Henry, Lindsay	1	\$700		\$700
SSD Coordinator	Chiariello, Cynthia	1	\$2,500		\$2,500
Multiple Disabilities Outreach Coordinator	Herbert, Patricia	1	\$6,000		\$6,000
Helping Teacher – AH	Hamilton, Kristen	3	\$3,815		\$3,815
Helping Teacher – AH	Jones, Robert	1	\$3,815		\$3,815
Helping Teacher – AV	Salazar, Jennifer	7	\$3,815		\$3,815
Helping Teacher – AV	Sparano, Robert	7	\$3,815		\$3,815
Helping Teacher – HC	Harpaul, Celia	3	\$3,815		\$3,815
Helping Teacher – HC	Jones, Steven	2	\$3,815		\$3,815
Helping Teacher – NP	Pollock-Gilson, Wendy	4	\$3,815		\$3,815
Helping Teacher – NP	Richardson, Nicole	1	\$3,815		\$3,815
Helping Teacher – SX	Lewis-Lahey, Anthony	4	\$3,815		\$3,815
Helping Teacher – SX	Michel, Hailee	4	\$3,815		\$3,815
Helping Teacher – TJ	Babula, John	6	\$3,815		\$3,815
Helping Teacher – TJ	Milesky, Susan	2	\$3,815		\$3,815
Helping Teacher – WD	Biller, Heidi	4	\$7,629		\$7,629
Assessment Coordinator	Henry, Lindsay	1	\$3,500		\$3,500

FRELINGHUYSEN MIDDLE SCHOOL - CO-CURRICULAR					
POSITION	STAFF MEMBER	YR EXP.	SALARY	INC	TOTAL SALARY
CO-CURRICULAR – FMS					
3D Art Advisor	Escobedo, Nicole	2	\$906		\$906
8th Grade Class Advisor	Bozza, Amy	2	\$1,809		\$1,809
African American Heritage Club Co-Advisor	Brown, Renee	2	\$905		\$905
African American Heritage Club Co-Advisor	Kersey, Warren	2	\$905		\$905
All in Advisor	Plate, Kelly	2	\$1,500		\$1,500
All in Advisor	Skurkovich, Lindsey	1	\$1,500		\$1,500
Art Advisor	Narciso, Martin	16	\$906	4	\$1,398
Chamber Music Advisor	Tomblin, Samantha	4	\$1,321		\$1,321
Chess Club Advisor	Rosso, Keith	13	\$906	3	\$1,275
Consortium/Cultural Advisor – Winter	Chamberlain, Bruce	2	\$897		\$897
Consortium/Cultural Advisor – Spring	Herling, Mara	2	\$897		\$897
Drama					
Assistant Director	Bozza, Amy	4	\$2,212		\$2,212
Assistant Director	Molinaro, Jean-Marie	17	\$2,642	4	\$4,122
Intramurals – Volleyball	Phinn, Vincent	8	\$906		\$906
Literary Advisor	Varughese, Rachel	1	\$3,619		\$3,619
Music Advisor	Ocasio, Ariel	3	\$1,357		\$1,357
National Society of Black Engineers					
Co-Advisor	Kersey, Warren	2	\$905		\$905
Co-Advisor	Powell, Bradd	1	\$905		\$905
Performance Dance Advisor	Sanders, Michelle	1	\$1,290		\$1,290
Performance Dance Advisor	Verregia, Karyn	2	\$1,290		\$1,290
Treasurer	Osborne, Ricky	14	\$3,619	3	\$4,729
TSA/Technology Student Association Advisor	Scheerer, Harrison	3	\$1,809		\$1,809
Wind Ensemble Advisor	Gallagher, David	3	\$1,321		\$1,321
Yearbook Advisor	Satkowski, Sarah	5	\$3,041		\$3,041
Unit Leaders					
Grade 6-1	Daly, Ashley	6	\$5,989		\$5,989
Grade 6-2	Cahill, Jacob	3	\$5,989		\$5,989
Grade 6-3	Romanker, Shawn	2	\$5,989		\$5,989
Grade 7-1	Green, Devan	7	\$5,989		\$5,989
Grade 7-2	Forman, Annemarie	3	\$5,989		\$5,989

Grade 7-3	Mytrowitz, Kristina	5	\$5,989		\$5,989
Grade 8-1	Antoniello, Rocco	5	\$5,989		\$5,989
Grade 8-2	Burdge, Jeffrey	6	\$5,989		\$5,989
Grade 8-3	Bozza, Amy	5	\$5,989		\$5,989

FMS – ACADEMIC TUTORIAL PROGRAM 4 DAYS PER WEEK (Grades 6-8) 2018-2019

Motion #14 that, upon the recommendation of the Superintendent, the Board of Education approve all Frelinghuysen Middle School certificated and non-certificated staff who hold appropriate teaching credentials to provide homework tutorial supervision as assigned for the 2018-2019 school year at a rate of **\$25.00/hr.**

EXPLANATION: This is a pre-established annual stipend position. Upon the submission of approved timesheets, the staff will be compensated as outlined above (not to exceed \$36,000 in total).

FMS - EXTRA PAY - SUPERVISORS ADM. DETENTION (6-8) - 2018-2019

Motion #15 that, upon the recommendation of the Superintendent, the Board of Education approve all Frelinghuysen Middle School certificate and non-certificated staff who hold appropriate teaching credentials to provide supervision of detention as assigned for the 2018-2019 school year at a rate of **\$24.72/hr.**

EXPLANATION: This is a pre-established annual extra pay position. Upon the submission of approved timesheets, the staff will be compensated as outlined above.

HOME INSTRUCTION 2018-2019

Motion #16 that, upon the recommendation of the Superintendent, the Board of Education approve all Morris School District certificated staff and all non-certificated staff who hold appropriate teaching credentials to provide home instruction as assigned for the 2018-2019 school year.

EXPLANATION: Upon the submission of approved timesheets, the staff will be compensated at approved rate.

HOME PROGRAMMING SPECIAL EDUCATION 2018-2019

Motion #17 that, upon the recommendation of the Superintendent, the Board of Education approve all qualified Morris School District certificated/non-certificated staff to provide home programming as assigned for the 2018-2019 school year.

EXPLANATION: Upon the submission of approved timesheets, the staff will be compensated at approved rate.

INCREMENT WITHHOLDING

Motion # 18 that upon the recommendation of the Superintendent, Employee #1094's employment and adjustment increments be and hereby are withheld for the 2018- 2019 school year based upon inadequate performance as a teacher, primarily in the areas of student interaction and management of classroom environment, **and that the Superintendent, or his designee, provide Employee #1094 with a statement of reasons for the increment withholding as required by N.J.S.A. 18A:29-14.**

INVOLUNTARY TRANSFERS 2018-2019

Motion #19 that upon the recommendation of the Superintendent, the Board of Education approve compensation in the amount of \$100 to each of the following staff members due to involuntary transfer for the 2018-2019 school year:

Staff Member	17-18 Assignment	18-19 Assignment
Beeck, Jean	AH	HC
Bowman, Isabel	AH	SX
Cabezas, Patricia	WD	AH/SX
Cahill, Marcy	HC	TJ/NP
Caruso, Heidi	MHS	SX
Curcio, Rachel	SX	TJ
Esteves, Cecilia	WD	TJ
Gillespie, Beth	WD	SX
Maloney, Kristy	HC	AH
McDonald, Sharon	MHS	FMS
Roby, Lara	NP	NP/TJ
Salamone, Kristen	WD/TJ	WD
Spiegel, Patti	HC/AH	HC
Wertheim-Fraebel, Elisabeth	AV/SX	AV

MHS COLONIAL ACADEMY - AFTER SCHOOL CREDIT RECOVERY PROGRAM

Motion #20 that, upon the recommendation of the Superintendent the Board of Education approve the following:

Program: Colonial Academy: After School Credit Recovery Program (Instructional)
 Description: Provide two hours of IEP driven instruction per week for students at Morristown High School
 Staff Members: Bisulca, Tracy
 Priola, Claudine
 Dates: September 6, 2018 through June 26, 2019
 Funding Source: Local funds
 Rate: Per contract language

(each not to exceed 180 minutes of instruction and
30 minutes of prep time per week)

EXPLANATION: Upon submission of an approved timesheet, staff member will be compensated as outlined above.

Motion #21 that, upon the recommendation of the Superintendent the Board of Education approve the following:

Program: Colonial Academy: After School Credit Recovery Program
(Consultation)
Description: Provide one half hour consultation per week for two students at
Morristown High School
Staff Members: Chiariello, Cynthia
Demopolous, Angelica
Pomponio, Nicholas
Rudiger, Kristen
Santomauro, Christina
Talavera, Jehimy
Dates: September 6, 2018 through June 26, 2018
Funding Source: Local funds
Rate: Per contract language, 1/140th, or up to \$60 per hour, not to
exceed 30 minutes per week

EXPLANATION: MHS psychologists and social workers will provide one half hour of consultation per week on a rotating basis. Upon submission of an approved timesheet, staff members will be compensated as outlined above.

MHS EXTRA PAY - SUPERVISORS ADM. DETENTION (9-12) DETENTION - 2018-2019

Motion #22 that, upon the recommendation of the Superintendent, the Board of Education approve all Morristown High School certificated and non-certificated staff who hold appropriate teaching credentials to provide supervision of detention as assigned for the 2018-2019 school year at a rate of **\$24.72/hr.**

EXPLANATION: This is a pre-established annual extra pay position. Upon the submission of approved timesheets, the staff will be compensated as outlined above.

MHS – HOMEWORK TUTORIAL PROGRAM (Grades 9-12) - 2018-2019

Motion #23 that, upon the recommendation of the Superintendent, the Board of Education approve all Morristown High School certificated staff and all non-certificated staff who hold appropriate teaching credentials to provide homework tutorial supervision as assigned for the 2018-2019 school year at a rate of **\$25.00/hr.**

EXPLANATION: This is a pre-established annual stipend position. Upon the submission of approved timesheets, the staff will be compensated as outlined above (not to exceed \$5,000 in total).

MHS WORKING PAPERS 2018-2019

Motion #24 that, upon the recommendation of the Superintendent, the Board of Education approve the appointment of the following administrative assistants assigned to the Guidance

Department in Morristown High School , as issuing officers, during the term of their employment, for the purpose of issuing working papers on behalf of the State of New Jersey.

Bedoya, Ingris
 Jeron, Thomas

Johnson, W. Darell
 Novello, Maryanne

EXPLANATION: The NJ Department of Education requires that employees issuing work papers be approved on an agenda.

MISCELLANEOUS

Motion #25 that, upon the recommendation of the Superintendent the Board of Education approve the following revision:

Program: CDL License
 Description: Training to obtain CDL License
 Staff Member: Mercer, Joshua
 Mestell, Jonathan
 Dates: July 1, 2018 – August 31, 2018
 Funding Source: Local Funds
 Rate: \$27.50/hour, each not to exceed 30 hours

EXPLANATION: Employees named above have trained for and obtained their CDL license as outlined in their Job Description. Upon submission of an approved timesheet, staff member will be compensated as outlined above.

SUBSTITUTE SALARY RATES 2018-2019 -REVISED

Motion #26 that, upon the recommendation of the Superintendent, the Board of Education approve the following addition to the Substitute Salary rates effective immediately (**changes in bold**):

Category	Current Rates
Assistant Behavior Specialist	\$14.29/hr.
Athletic Trainer	\$35.00/hr
Bus Aide	\$8.45/hr
Bus Driver	\$23.00/hr
Confidential Secretary	\$15.00/hr
Buildings & Grounds	\$15.00/hr
Lifeguard	\$11.00/hr
Guidance Counselor Long Term	\$195/day
Bedside Home Instruction Teacher	\$50.00/hr
Bedside Home Instruction Teacher - Group of 2-4 students	\$50.00/hr
Bedside Home Programming Special Education *	\$55.00/hr
LR/PG Aide	\$8.45/hr

Nurse	\$200/full, \$90/half
Related Services Long Term	\$25 - \$135/hr.
Secretary/Clerk	\$100/full/\$50/half
Secretary, Long Term	\$15.00/hr.
Security Monitor	\$20.00/hr
Teacher	\$100/full, \$65/half
Social Worker Long Term	\$195/day
Teacher Assistant	\$70/full, \$40/half
Teacher Assistant (less than 3 ½ hours)	\$11.50/hr
Teacher Assistant, long term	\$100/full, \$50/half
Teacher, long term	\$195/day
Current Teacher Assistant/ABS (Cover own classroom)	\$7.14/hr. additional

* As determined by student's IEP

HUMAN RESOURCES/CURRICULUM
CURRICULUM DEVELOPMENT

Motion # 27 that upon the recommendation of the Superintendent, and the Board Curriculum Committee, the Board of Education approve the following curriculum Development (*revisions in bold*)

Program: Gr. 10 US History
Description: Revise to include recommended culturally responsive teaching (CRT) methods and integration of social emotional competencies.
Dates: June, 2018
July, 2018 – June, 2019
Funding Source: Local
Rate: As per contract language; up to 20 hours

Cepeda, Tanya (additional 10 hours)

Program: K-8 Social Studies
Description: Revise to include recommended culturally responsive teaching (CRT) methods and integration of social emotional competencies.
Dates: June, 2018
July, 2018 – June 2019
Funding Source: Local
Rate: As per contract language; up to 20 hours each

Archibald, Noreen (additional 10 hours)

Billr, Heidi (additional 20 hours)

Bozza, Amy

Mytrowitz, Kristina

Pitts, Brittany (additional 20 hours)

Robinsky, Amy (additional 15 hours)

Romanker, Shawn

Toye, Crystal (additional 10 hours)

Urban, Ana

Vila-Chave, Maria (additional 15 hours)

Program: K-5 ESL
Description: Align ESL curriculum to NJSLs, WIDA standards.
Dates: June, 2018
July, 2018 – June 2019
Funding Source: Local
Rate: As per contract language; up to 20 hours

Artiga, Monica (additional 20 hours)

BUSINESS MATTERS

BILLS LIST 2018-2019

Motion #1 that upon the recommendation of the Superintendent, the Board of Education approve the attached 2018-2019 bills list for the period ending:

**August 15, 2018 (payroll)
August 27, 2018**

HOME & SCHOOL ASSOCIATIONS 2018-2019

Motion # 2 that, upon the recommendation of the Superintendent, the Board of Education approve the following Home and School Associations and PTO's as the official representatives of the Morris School District to run fundraisers and club activities for the 2018-2019 school year.

Alexander Hamilton
Alfred Vail
Frelinghuysen Middle School
Hillcrest
Lafayette Learning Center
Morristown High School
Normandy Park
Sussex Avenue
Thomas Jefferson
Woodland

DONATION / CORPORATE SPONSORSHIP

Motion #3 that, upon the recommendation of the Superintendent, the Board of Education approve the Corporate Sponsorship / Donation from Kaboom, Inc. for a new playground at Normandy Park elementary school.

EXPLANATION

The District is applying for this donation in conjunction with the Normandy Park HSA. This is an initial step in the process to apply for a donated playground from Kaboom. They will require the district to post a sign, approximately 14"x30", on the playground displaying their corporate name, in accordance with Policy 6162. If we are selected, the playground will be designed in collaboration with the HSA, the District and Kaboom.

STATEMENT OF ASSURANCE 2017-2018

Lead Testing Program

Motion #4 that upon the recommendation of the Superintendent, the Board of Education approve the annual submission of the Statement of Assurance for the Lead Testing Program for the 2017-2018 school year.

BIOSECURITY PLAN

Motion #5 that upon the recommendation of the Superintendent, the Board of Education approve the 2018-2019 BioSecurity Plan for Food Service.

EXPLANATION

There is no change to the BioSecurity Plan other than updated contact information.

AGREEMENTS

SENDING-RECEIVING 2018-2019

Motion #6 that upon the recommendation of the Superintendent, the Board of Education approve the Sending-Receiving Agreement between Morris School District Board of Education and the Morris Plains Board of Education for the period July 1, 2018 through June 30, 2019. Agreement on file in Business Administrator's office.

EXPLANATION:

The contract is based on the agreed upon tuition and student count developed during the budget process.

TRANSPORTATION JOINTURE 2018-2019

Mendham Township

Motion #7 that upon the recommendation of the Superintendent, the Board of Education approve the following jointure with Mendham Township.

WHEREAS, in accordance with the statutes of 18A:18-1.1 and 1.2, Boards of Education of two or more districts may provide jointly, by agreement, the transportation of pupils attending schools within or outside of the district:

WHEREAS, the Mendham Township Board of Education provides transportation services for many school districts to various schools:

NOW, THEREFORE, BE IT RESOLVED:

1. that the Business Administrator/Board Secretary be authorized to pursue the said transportation jointure with the Mendham Township Board of Education.
2. that the services provided by the Mendham Township Board of Education shall be provided in accordance with the rules, regulations and policies as established by the Commission.
3. that the cost of transportation, as apportioned to each participating district and computed by the Commission, shall be in accordance with policy as established by the Commission's Board of Directors.
4. that Morris School District may have to pay a management fee to Mendham Township

BE IT ALSO RESOLVED, that the Mendham Township Board of Education be authorized to receive transportation bids for the 2018-2019 school year on behalf of the Morris School District

RESIDENCY SETTLEMENT AGREEMENT

Motion #8 that upon the recommendation of the Superintendent, the Board of Education approve the Residency Settlement Agreement regarding B.M. and M.M. o/b/o M.M. The Agreement is on file in the Business Office.

ALTERNATE COMPLIANCE 2018-2019

Motion #9 that upon the recommendation of the Superintendent, the Board of Education, approve the use of an alternate method of compliance in accordance with N.J.A.C. 6A:26-6.3(h)4ii by providing toilet rooms adjacent to or outside the classroom in lieu of individual toilet rooms in:

Classroom #103, 104 & 105 at Lafayette Learning Center
Classrooms #12, 13, 22 & 23 at Hillcrest School
Classrooms #22 & 26 at Normandy Park
Classroom #4 at Woodland

The students will be supervised at all times.

TEMPORARY INSTRUCTIONAL SPACE 2018- 2019

Motion #10 that upon the recommendation of the Superintendent, the Board of Education approve use of Temporary Instructional Space in the following location(s):

Lafayette Learning Center Room #'s: 101, 102, 103, 104, 105, 107, 108

Head Start Community Program Room #: 2
*(2nd Floor, Head Start Wing at Morris View
Healthcare Center, Morris Plains, NJ)*

EXPLANATION

A county waiver is required for Instructional Space that is less than 950 square feet.

DUAL USE ROOMS 2018-2019

Motion #11 that upon the recommendation of the Superintendent, the Board of Education approve the dual use of rooms for the following schools:

<u>SCHOOL</u>	<u>ROOM #</u>	<u>DUAL USE</u>
Alexander Hamilton	2	Academic Intervention/Academic Intervention
Frelinghuysen MS	104/106	Spanish/French & Italian
Frelinghuysen MS	129/130	Bilingual/Bilingual
Frelinghuysen MS	202/203	Social Studies/Language Arts
Frelinghuysen MS	221/222	Math/Language Arts
Hillcrest	2	Intervention/Intervention
Lafayette Learning Ctr	106	Occupational Therapy/Speech Therapy
Normandy Park	5	ESL/ESL
Normandy Park	32	BSI/BSI
Sussex	102	ELL/Basic Skills
Woodland	1	Academic Instruction/Academic Instruction
Woodland	27	Small Grp Instruction/Small Grp Instruction

BID

Motion #12 that upon the recommendation of the Superintendent, the Board of Education approve pursuant to the provisions of N.J.S.A. 18A:18A-42, bid for MSD School Related Activity Student Transportation, Bid #18-016, having been duly advertised and received on August 1, 2018, be awarded to Byram Bus, Inc., Stanhope, NJ, sole bidder, for the 2018-2019 school year as set forth below:

<u>Trip ID Number</u>	<u>Destination</u>	<u>Departure/Return Time</u>	<u>Basis of Bid (cost per hour, per bus)</u>	<u>Bus Per Hour Cost</u>
A	Various	SPORTS - DROP - PICK	54 Passenger	\$ 89.00
A	Various	SPORTS - DROP - PICK	VAN	\$ 89.00
B	Various	BUS PRESENT FOR ENTIRE SPORT TRIP	54 Passenger	\$ 89.00
B	Various	BUS PRESENT FOR ENTIRE SPORT TRIP	VAN	\$ 89.00
C	Various	SPORTS - DROP ONLY	54 Passenger	\$ 89.00
C	Various	SPORTS - DROP ONLY	VAN	\$ 89.00
D	Various	SPORTS - IN DISTRICT	54 Passenger	\$ 89.00
D	Various	SPORTS - IN DISTRICT	VAN	\$ 89.00

PAYMENTS

Motion #13 that upon the recommendation of the Superintendent, the Board of Education approve Payment #3 to GPC, Inc. in the amount of \$473,889.78 for the work done on the Morristown High School Phase 3B Interior Renovations through July 31, 2018.

Motion #14 that upon the recommendation of the Superintendent, the Board of Education approve Payment #2 to Mechanical Preservation Associates in the amount of \$275,853.54 for the work done on the Boiler Replacements at Alfred Vail through August 24, 2018.

Motion #15 that upon the recommendation of the Superintendent, the Board of Education approve the following payments to DiCara Rubino Architects:

<u>Payment Amount</u>	<u>Project</u>
\$22,795.07	TJ Toilet Renovations
\$41, 018.27	New Vestibules for AV, FMS, MHS
\$33,726.87	Nurses Suite, Roof, Phase III - MHS

CHANGE ORDERS

Motion #16 that upon the recommendation of the Superintendent, the Board of Education approve the following Change Order GC-6 for GPC, Inc. in relation to work done on the Morristown High School Interior Renovations :

Original Contract Amount	\$1,717,000.00
Allowance	\$ 20,366.50
Change Order GC-6 (<i>Roof Frames</i>)	<u>(\$ 3,143.60)</u>
Remaining Allowance	\$ 17,222.90

EXPLANATION

This change order is going against the allowance and does not change the contract amount. This was discussed at the Finance Committee Meeting.

PROFESSIONAL SERVICES 2018-2019

Motion #17 WHEREAS, there exists a need for professional services for 2018-2019 and funds are available for these purposes.

WHEREAS, the Public School Contracts Law (Chapter 114, Laws of 1977) requires that the Resolution authorizing the award of contracts for professional services without competitive bids be publicly adopted,

NOW THEREFORE BE IT RESOLVED by the Morris School District Board of Education that the following be engaged for professional services as described and in the amount not to exceed as follows:

Jennifer Weber, Ph.D., BCBA-D	Direct Services Indirect Services	\$150/hour \$150/hour
Brookfield Educational Services	Home / Bedside Instruction	\$50/hour
Silvergate Prep	Home / Bedside Instruction	\$55/hour
Professional Education Services, Inc. (PESI)	Home / Bedside Instruction	\$50/hour
Education, Inc.	Home / Bedside Instruction	\$51.50/hour plus an additional 33% for admin./prep time
St. Clare's Hospital	Home / Bedside Instruction	\$55/hour

Data Group	Behavior Consultation (school based) Behavior Modification Specialist (school based) Behavior Modification Specialist (home based) Program Coordination/Parent Training (home based) Initial Program Assessment (home based)	\$115/hour \$70/hour \$70/hour \$115/hour \$115/hour
Hillmar, LLC	Bilingual and monolingual speech-language, psychological, educational, social evaluations CST evaluations for Hearing impaired - speech-language, psychological, educational, and social evaluations Occupational and Speech Therapy Services Applied Behavior Services Counseling Services, Participation in IEP meetings, Oral and written translation	See attached rate sheet

TRAVEL & REIMBURSEMENT

Motion #18 that upon the recommendation of the Superintendent, the Board of Education approve the following resolution:

WHEREAS, employees are attending conferences, conventions, staff training seminars or workshops as depicted on attachment A: and

WHEREAS, the attendance at stated functions was previously approved by the chief school administrator as work related and within the scope of the work responsibilities of the attendees; and

WHEREAS, the attendance at the functions was approved as critical to the instructional needs of the school district or furthering the efficient operation of the school district; and

WHEREAS, the travel and related expenses particular to attendance at these functions are in compliance with the state travel payment guidelines established by the Department of Treasury and with guidelines established by the Federal Office of Management and Budget; be it

RESOLVED, that the board approves the travel and related expenses particular to attendance at these functions.

PROFESSIONAL SERVICES 2018-2019

Motion #19 that upon the recommendation of the Superintendent, the Board of Education approve the following resolution:

WHEREAS, there exists a need for professional services for 2018-2019 and funds are available for these purposes.

WHEREAS, the Public School Contracts Law (Chapter 114, Laws of 1977) requires that the Resolution authorizing the award of contracts for professional services without competitive bids be publicly adopted,

NOW THEREFORE BE IT RESOLVED by the Morris School District Board of Education that the following be engaged for professional services as described and in the amount not to exceed as follows:

NBD Training Zone	Physical Therapy in Morristown High School Athletics weight room	\$20,000.00
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