

**MONTGOMERY TOWNSHIP BOARD OF EDUCATION**  
**Minutes of the Tuesday, April 10, 2017 6:15 P.M. Workshop and Business Meeting**

These minutes have not been formally approved and are subject to change or modification.

**OPENING OF THE MEETING**

- A. The Montgomery Township Board of Education held a workshop and business meeting on Tuesday, April 10, 2017 at 6:15 p.m. in the Upper Middle School media center.
- B. Roll Call - The following Board Members were present: Phyllis Bursh, Minkyoo Chenette, Dharmesh Doshi (arrived at 6:19 p.m.), Charles F. Jacey, Jr., Dr. Paul Johnson, Amy Miller, and Shreesh Tiwari (arrived at 6:21 p.m.)

Absent: Richard Cavalli and Ranjano Rao

Also Present: Nancy Gartenberg, Superintendent  
Robbin Boehmer, Assistant Business Administrator/Assistant Board Secretary  
Nora Wynn, Student Representative

- C. Vice President Miller read the following Statement of Open Meeting and Public Participation - In accordance with the State's Sunshine Law, adequate notice of this meeting was provided by mailing notice of the meeting on January 10, 2018 and April 4, 2018 and April 5, 2018. Notice was provided to Board of Education Members, Montgomery Township Clerk, Rocky Hill Borough Clerk, Public Library, Township Posting, School Postings, PTSA Officers, Courier News, Princeton Packet, Trenton Times, and The Star Ledger.
- D. Vice President Miller then led everyone in the Salute to the Flag.
- E. Vice President Miller welcomed all to the workshop and business meeting. Ms. Miller announced that there would be an additional executive session after the Anti-Bias presentation.

EXECUTIVE SESSION - A motion was made by Ms. Chenette and seconded by Mr. Jacey that the board adopt a resolution to go into executive session at 6:16 p.m.

WHEREAS, the Open Public Meetings Act, Chapter 231 of the Laws of 1975 provides that a public body may exclude the public from that portion of a meeting of which the public body discusses certain matters for which confidentiality is required as permitted in Section 7B of the act.

RESOLVED, by the Board of Education of the Township of Montgomery in the County of Somerset and State of New Jersey as follows:

- 1. Items related to personnel, harassment, intimidation and bullying incidents, a special education settlement agreement and negotiations with the Montgomery Township Education Association will be discussed.
- 2. The matters discussed in executive session shall be disclosed to the public when the need for confidentiality no longer exists.

Upon call of the roll, the motion carried with a unanimous vote recorded.

RETURN FROM EXECUTIVE SESSION- The Board returned from Executive Session at 7:35 p.m.

### NEW BUSINESS FROM BOARD/PUBLIC

The public commented on the following topics:

- Approval for the DARE program in Montgomery schools and whether the board would be willing to continue with officers in schools, especially if it is a recommendation from the recent audit. Whether the district would support an SRO in the schools was also mentioned.
- Concern over whether the April 20<sup>th</sup> event, on the 19<sup>th</sup> anniversary of Columbine, would truly be non-political in nature and how and when the event would be communicated to parents.
- The board's transparency and ability of the public to participate was questioned in general and in reference to the budget.

Responses to public comment:

Ms. Gartenberg is in the process of determining with the audit team and prosecutor the value of an SRO within the district. She discussed the district's commitment and history with Montgomery officers and the DARE program.

Ms. Gartenberg has confirmed with Montgomery High School Principal Paul Popadiuk that the April 20<sup>th</sup> event will be non-political. She will be reaching out to the parent about her concerns.

Ms. Miller commented that the March 27<sup>th</sup> board of education meeting included a detailed analysis of the 2018-19 preliminary budget. The budget will also be available to the public on the district's website.

### SUPERINTENDENT'S REPORT PRESENTATIONS

Pupil Services Preliminary Budget Presentation – Mr. Vincent R. De Lucia, Director of Mandatory Training and Professional Development of the New Jersey School Boards Association presented the Equity & Excellence: Hidden Bias, Implicit Bias and Inherent Bias presentation as follows:

**Equity & Excellence:**  
**Hidden Bias**  
**Implicit Bias**  
**Inherent Bias**

Vincent R. De Lucia  
 Educator-in-Residence  
 Director of Mandatory Training & PD  
 New Jersey School Boards Association

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 www.njsba.org | 609.696.7600 | 888.86NJ5BA

• Anderson Cooper Interviews...

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## My Inherent Bias: Hurricane Andrew



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## Inherent Biases

- Penetrates all realms of our society, from hiring decisions to medical care and even foul calls in the NBA!
- What about inherent biases in our everyday lives?
- Does it play a role in..
  - the neighborhoods we choose to live?
  - the establishments we patronize?
  - the shows we watch?
  - those with whom we socialize?



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## Essential Questions

- What are Hidden/Inherent/Implicit Biases?
- Is it important for a teacher to believe in his/her students?
- What is the impact of inherent biases on kids?
- How can I identify my hidden biases?
- What is meant by disproportionality in Special Education? Student Management/Discipline?
- What's the difference: Punishments vs Consequences?
- Impact of Behavior Misperceptions?



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## Implicit/Hidden/Inherent Biases

- *Implicit Bias refers to attitudes or stereotypes that affect our understanding, actions and decisions in an unconscious manner.*
- *It's different from suppressed thoughts we might conceal to keep the peace (cigarette)*
- *It's the opposite of explicit bias, which refers to attitudes or beliefs that we fully admit to.*

Kirwan Institute for the Study of Race and Ethnicity, Ohio State U.



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## How do Our Inherent Biases Develop?

- We are bombarded with millions of images and bits of information daily
- Our brains absorb each and everyone of those images and bits of information
- Most of it registers subconsciously and not through a cognitive filter that processes and interprets that data.
- **Subconsciously, unfiltered information influences our inherent biases**



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## It's in the news!

- Recent assertions of overt and covert discrimination across our society from college campuses to public safety to police responses raises the question:
  - How does someone's unconscious reaction to people of a different race, religion or sexuality influence their judgment and behavior?
- Experts say America is still struggling to reverse the legacy of institutional racism that has left many communities segregated today, creating the pool from which we form relationships and social circles.
- Research shows those relationships -- along with the interactions and experiences that come from them -- influence hidden biases. They can start forming in children as young as six years old and are reinforced in adulthood through social settings and mass media.



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### Hidden Biases

- Do you automatically exclude certain neighborhoods as places you might live? Or send your kids to school?
  - *Price of Paradise- the Costs of Inequality and a Vision for a More Equitable America*, David Dante Troutt
- Do you 'only date' a certain type?
- Do you have a 'gay friend'?
- Do you have A 'black doctor'?
- Is your accountant a "female"?



### Harvard's Project Implicit Project

- Battery of "implicit association tests" enables participants to measure their levels of implicit bias
- Results: tests reveal distressing things about how our unconscious minds work.
- <https://implicit.harvard.edu/implicit/>
- To measure your implicit bias levels:
  - Understanding Prejudice: Implicit Association Test
  - Teaching Tolerance: Test Yourself for Hidden Bias
  - Look Different: Bias Cleanse



### Who are YOUR Trusted 10?

- Chances are, they're the same race as you,
- Socializing with...
  - 68% of whites (18-34) associate with other whites
  - 37% of Hispanics (18-34) associate with other Hispanics
  - 36% of Blacks (18-34) associate with other Blacks



### Inherent Bias in Schools:

What does the data and research report?



### Who are YOUR Trusted 10?

Initials/Names	Gender	Race/Ethnicity	Age	Sexual Orientation	Education	Marital Status	Disability Yes or No

For Individual Reflection:

- Complete the First Column by listing the initials/names of personal friends and professional colleagues, exclude family members
- What patterns do you observe?
- How many of your trusted 10 are "like you"?
- How diverse is your Trusted 10?



### Data-2010

- 70%+ of school arrests/referrals to law enforcement: Black or Hispanic
- Ed Week 72,000 k-12<sup>th</sup> graders studied:
  - Black students comprise 18% of sampled schools
    - 35% of those suspended once
    - 46% suspended more than once
    - 39% of all expulsions
  - Black students 3.5 times more likely to be suspended or expelled than White peers



### Data: African-American Males

- Portland (OR)
  - AA students 5X more likely to be expelled/suspended than White peers
- Oakland (2011)
  - 20% of AA males suspended at least once
  - 6 times the rate of White peers
- Chicago (2009-10)
  - Black students = 45% of the student body
  - Black students = 76% of the suspensions



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- Implicit Bias: major contributing factor of racial disproportionality in school discipline.
- In this context, implicit bias is the *mental process that causes us to have negative feelings and attitudes about people based on characteristics like race, ethnicity, age and appearance.*
- Because this cognitive process functions in our unconscious mind, we are not consciously aware of the negative racial biases that we develop over the course of our lifetime.



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- Research Reports:
  - Black students 5 yo and up are routinely suspended/expelled for minor infractions:
    - talking back to teachers
    - writing on their desks.
  - The assertion that over-zealous application of “zero tolerance” policies is the cause is false.
  - African-American/Black males do not “act out” in the classroom any more than their White peers



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- In the general population:
  - Implicit Bias supports the stereotypical caricature of Black youth (especially males):
    - irresponsible, dishonest, and dangerous.
- In an ideal world:
  - teachers and school administrators (among others) would be immune to these unconscious negative attitudes and predispositions about race
- 2003 study: students who displayed a “black walking style” perceived by their teachers as lower in academic achievement, highly aggressive and more likely to need special education services).



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- Research found that the hypothesis that African American students act out more than other students is not valid.
- Research found that African American students appear to be referred to the office for less serious and more subjective reasons.
- When combined with extensive and highly consistent prior data, these results argue that disproportionate representation of African Americans in office referrals, suspension and expulsion is evidence of a pervasive and systematic bias that may well be inherent in the use of exclusionary discipline (Skiba, 2000).



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### My Last District (2001-2013)

- Rapid Diversification
- 2 White HS teachers did a triangulated analysis of student discipline referrals
- The data reported bias in the implementation of the HS Code of Conduct
- PD: NJSDC, RIISA
- Increase in students of color in AP/Honors
- Elimination of Remedial HS Classes
- More equitable application of discipline code



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**Kirwan Institute Research Suggests:**

- Implicit bias is implicated in *every* aspect of racial and ethnic inequality & injustice.
- Powerful consequences of implicit bias: in an empathy challenged society, it robs us of **compassion for** and **connection to** individuals and groups who suffer society's burdens of racial or other **inequality and injustice**.
- Implicit bias contributes to an **unconscious "hierarchy of caring"** that influences who we care about and what groups and individuals are **beyond our caring**, in a place of invisibility or disposability.



**Disproportionality**

- NJ DOE identifies districts with over representation or disproportionality of African-American males who are **CLASSIFIED or SUSPENDED**
- Districts are required to develop action plans to address the disproportionality



- Implicit bias may influence a teacher's expectations for academic success.
- Meta-analysis of research found statistically significant evidence that **teachers hold lower expectations**—either implicitly or explicitly, or both—for **African American and Latino** children compared to European American children

(Rosenthal & Jacobson, 1968; Tenenbaum & Ruck, 2007)



**Hidden Bias Shapes Expectations & Discipline**

- Psychology research documents self-fulfilling expectation of delinquent behavior
- A student "labeled" as "defiant" or "problematic" is "more likely" to internalize these labels and *act in ways that match the expectations* that others have set for him/her...
- Labeling and exclusionary practices can create a self-fulfilling prophecy that results in a cycle that can be difficult to break



**Disproportionality**

2008-2009 academic year, Black students in North Carolina public schools were suspended at rates significantly higher than White students:

- 8 times higher for cell phone use,
- 6 times higher for dress code violation,
- 2 times higher for disruptive behavior,
- 10 times higher for displays of affection



**Punishment vs. Consequences**

- Schools often "punish" the students who have the greatest needs.
- Misbehaviors are often the result of a child's needs not being met at home and/or by the school
- Children who act out often:
  - Are experiencing abuse of neglect
  - Have hunger or food insecurity
  - Have internalized low expectations



<ul style="list-style-type: none"> <li>• Punishments                     <ul style="list-style-type: none"> <li>– Demeaning</li> <li>– Unrelated to the offense</li> <li>– Diminish self-esteem</li> <li>– Are not instructive</li> <li>– Do not change behaviors</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Consequences                     <ul style="list-style-type: none"> <li>– Respectful... Maintain student dignity &amp; esteem</li> <li>– Related to the offense</li> <li>– Restitution—making it better</li> <li>– Guidance to change behaviors</li> </ul> </li> </ul>
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### Behavior Misperceptions: Pedro Noguera

- Black males: surroundings and environmental context construct masculinity and influences the ways black males experience and behave in schools
  - For some, projecting an image of a tough and angry Black man is protection
  - To be nice, gentle, kind, or sincere could make them vulnerable and bullied
  - Some Black male students- the way they express their thoughts has been described as flamboyant, non-conformist-- a "cool pose"
    - The expressions are not problematic, BUT issues arise when they are misinterpreted by teachers
    - Several novice white teachers reported that they often perceived these lively debates occurring between black males as suggestive of aggressive behavior and concluded it was disrupting.
    - To the students it was rooted in their construction of masculinity, not a sign of defiance
  - Misperceptions are also rooted in common definitions of "good behavior"

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### 4 Goals of Misbehavior

- To Get Attention
- To Get Power
- To Get Revenge
- To Avoid Failure

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### Pedro Noguera

- Media reports contribute to misperceptions about black males: violent, disrespectful, unintelligent, and hyper masculinity
- Some teachers may rationalize such behaviors as defiant/intimidating, the result:
  - Black male students are more likely to be disciplined.
- Latin/Hispanic and Black/African American males, researchers report the "stigma" of acting White: academic success and peer pressure to reject the norms associated with academic success.
- Simultaneously, Latin/Hispanic and Black/African American males confront the negative stereotypes associated with their behavior, their peer interactions, and their academic standing.
- The "stigma" of acting White among minority males is a reflection of their lack of identification with traditional norms of academic success which leads to them devaluing academics and education in the traditional sense.
- Since traditional academic norms of academic success have not worked; Is the problem the traditional academic structure itself?

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### Behavior Misperceptions: Pedro Noguera

- Boys struggle more than girls with traditional academic system; the mismatch between learning styles and educational practice can lead to the disconnect of boys at an early age.
- Girls are more successful at soft skills like knowing how... *to listen, to work with others, and to sit still*...things with which boys struggle
- The "boy code" further complicates issues of academic underachievement- especially for boys of color
  - Society expectations: tough, independent, and strong
  - Latin/Hispanic male "machismo" archetype reinforces these messages
  - "As boys struggle to hide their academic vulnerabilities, a false bravado may be erected."
- Subsequent disconnect from school can lead to elevated rates of depression and suicide attempts among young Latino/Hispanic males

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### Teachers Union NEA Magazine- September, 2015

- Whether or not a teacher "believes in" her students and "expects" them to succeed has been shown to affect how well that student does in school, particularly among disadvantaged students.
- But educators should be aware that those expectations can be influenced by their own implicit racial biases

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### National Education Association

- 16,000 U.S. teachers interviewed
- Black and non-Black teachers were asked to predict their 10th-graders' future educational attainment.
  - Would s/he graduate from high school?
  - How about college?
- When asked about any specific Black student:
  - Non-Black teachers were about 30 percent less likely than Black teachers to predict he or she would someday earn a college degree.
  - For White students, the teachers' predictions, or expectations, were about the same.


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### Consider various ways you can gain some insight into your bias.


- Biases affect us all in ways we seldom fully realize, even when we have one we are aware of and would like to deal with.
- We may see ordinary, happy people living their day-to-day life in all kinds of environments, but they all have a bias of some kind which is directing their intentions.
- Biases can be positive or negative aspects of human nature; they all influence how we act and interact with other people and events.
- It's important to compare our biases, because the way we create biases in our minds is the same process for both mild biases and severe ones.


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### NEA


- “We cannot determine whether the black teachers are too optimistic, the non-black teachers are too pessimistic, or some combination of the two...
- ..systematic biases in teachers' expectations for student success might contribute to persistent socio-demographic gaps in educational achievement and attainment.”

American University's Seth Gershenson


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### Recognize that the specific bias exists


- This is the beginning stage to enable you to overcome it. If you can, this means admitting there is a bias, as in really admitting it, not just thinking there is a bias.
- Often this is very difficult for most people to do honestly, as it is somewhat of a humbling act. But doing this will help you to explore it more in depth, as you are prepared to be more open.
- By recognizing your bias and what it relies on to stay in the mind, then you are one step closer to getting rid of it.


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### NEA


- “**These results are not meant to, nor should they, demonize or implicate teachers.**”
- “Biases in expectations are generally unintentional and are an artifact of how humans categorize complex information.”

Seth Gershenson.


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### Community Response Team

<ul style="list-style-type: none"> <li>• Town Administrator (Mayor/Governing Body)</li> <li>• Superintendent (BoE President/BOE)</li> <li>• HS/MS Leadership</li> <li>• SACs</li> </ul>	<ul style="list-style-type: none"> <li>• Health Dept. ,</li> <li>• Recreation Dept.</li> <li>• Municipal Alliance Body)</li> <li>• Police Command</li> <li>• Juvenile Officers</li> <li>• local citizen's advocacy groups</li> </ul>
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### NJSBA Initiatives

- NJSBA Equity Council (March 2018)
- NJSBA PD – Inherent Bias
- Mandated Training: Equity and Inherent Bias
- NJSBA – Policy Wellness Check
- NJSBA Task Forces plus Reports with Suggestions to Consider:
  - School Security - 2013
  - Special Education - 2014
  - Student Achievement - 2016
  - Health & Wellness - 2015
  - Non-College Bound Learner – anticipated June 2018



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- Your Questions?
- Your Reflections?
- Your Thoughts about Next Steps Individually?
- Your Thoughts about Next Steps as the Governing Body of the School District?



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*“Let us in education dream of an aristocracy of achievement arising out of a democracy of opportunity”*

Thomas Jefferson



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Time was allowed for the board and public comment on the presentations.

## COMMITTEE/REPRESENTATIVE REPORTS

### Student Representative Report

Ms. Nora Wynn, student representative, updated the board on current happenings at MHS:

- Academic work is ongoing with the end of year in sight
- PARCC testing is taking place for English, Math, and the Sciences
- AP testing is upcoming for many MHS students
- The MHS Band has been in Spain for spring break
- A coffee house is scheduled for April 12<sup>th</sup> with many students showcasing their musical talents for the event
- Youth in Government delegates will be at a three-day civic engagement program later in the week
- Man of the Year, a male student pageant, will be upcoming shortly
- MHS students may voluntarily participate in the April 20<sup>th</sup> Walk Out in support of those affected by gun violence
- April 26<sup>th</sup> is the Art Extravaganza

EXECUTIVE SESSION - A motion was made by Mr. Tiwari and seconded by Dr. Johnson that the board adopt a resolution to go into executive session at 8:59 p.m.

WHEREAS, the Open Public Meetings Act, Chapter 231 of the Laws of 1975 provides that a public body may exclude the public from that portion of a meeting of which the public body discusses certain matters for which confidentiality is required as permitted in Section 7B of the act.

RESOLVED, by the Board of Education of the Township of Montgomery in the County of Somerset and State of New Jersey as follows:

1. Items related to personnel and harassment, intimidation and bullying incidents will be discussed.
2. The matters discussed in executive session shall be disclosed to the public when the need for confidentiality no longer exists.

Upon call of the roll, the motion carried with a unanimous vote recorded.

RETURN FROM EXECUTIVE SESSION- The Board returned from Executive Session at 9:07 p.m.

#### MTEA Report

Mr. Scott Mason, MTEA president, reported that the Montgomery School district has been selected as a New Jersey Education Association Classroom Close-up program on AP US History Score Discussion to be broadcast on NJEN in October. Read Across America went well in the elementary schools. There will be an Art and Music Exhibit for senior citizens at the Upper Middle School on April 18<sup>th</sup>. The 17<sup>th</sup> production of *Music from the Heart* will be "Annie" featuring teachers and students with two performances on May 12<sup>th</sup>. Tickets are available on the MTEA and the district website.

#### Board Member Delegate/Representative Reports

(SCSBA, PTSA, MAC, Legislative, NJSBA, Ed. Services Commission, etc.)

None

#### Board Committee Reports

##### Assessment, Curriculum and Instruction Committee Report

Mr. Doshi reported that the ACI committee will be meeting next week.

##### Operations, Facilities and Finance Committee Report

Mr. Jacey reported that the committee will be meeting on April 20<sup>th</sup>. A final budget proposal will be available for the April 24<sup>th</sup> board meeting.

##### Human Resources and Negotiations Committee Report

Ms. Miller reported that the committee met the day before and discussed personnel issues.

Communication and Advocacy Committee Report

Ms. Chenette reported that Ms. Fiona Borland, Director of Instructional Technology, spoke to the committee on the updates to the district website. The committee believes the changes are promising.

Chairs and Policy Committee Report

The next meeting will be held on the morning of April 12<sup>th</sup>.

President's Report

None

**REVIEW OF MINUTES**

The board reviewed the following minutes:

1. March 13, 2018      Executive Session Meeting
2. March 13, 2018      Workshop and Business Meeting
3. March 27, 2018      Executive Session Meeting
4. March 27, 2018      Business Meeting

Ms. Miller requested that the March 13 minutes be amended to include a reference to the discussion of an eblast being sent to allow for public input and comment regarding the safety and security within the district.

The minutes will be approved at the April 24, 2018 Organization of Business and Academic Affairs and Business meeting.

**REVIEW OF THE DRAFT APRIL 24, 2018 ORGANIZATION OF BUSINESS AND ACADEMIC AFFAIRS AND BUSINESS MEETING AGENDA**

The board reviewed the draft agenda for the April 24, 2018 organization of business and academic affairs and business meeting.

**BOARD/PUBLIC COMMENTS**

Members of the public noted that the microphones for the meeting do not work adequately for those sitting in the back middle section of the audience unless board members lean into the speakers.

Ms. Bursh referenced the Montgomery Tree Association's concern that the preliminary budget did not show funding for additional trees and that they may want to meet with the Operations, Facilities and Finance Committee to discuss the issue. Mr. Jacey responded that there is \$2,000 in the current budget and that the committee will seriously consider the issue and look to find funds to insert into the 2018-19 budget. He asked that Ms. Bursh relay confidence that the committee will adequately budget for this expenditure

**ACTION AGENDA****1.0 ADMINISTRATIVE**

Ms. Bursh requested that 1.2 be separated from the motion.

A motion was made by Ms. Chenette and seconded by Dr. Johnson to approve agenda items 1.1 through 4.1 excluding 1.2 as follows:

1.1 Routine Monthly Report – Accept the following report:

Harassment, Intimidation and Bullying (HIB) Report

**2.0 CURRICULUM & INSTRUCTION**

2.1 Out-of-District Placements – 2017/2018 as follows:

Approve the following Out-of-District placement for the 2017/18 school year.

<b>Pupil ID</b>	<b>School</b>	<b>Dates</b>	<b>Extended Day Tuition</b>
181939	Eden School	4/6/18-4/27/18	\$1,920.00

**3.0 FINANCE**

3.1 Travel Reimbursement – 2017/2018– approve the Board member and/or staff conference and travel expenses as per the attached list (see Page 17).

3.2 Receipt and Award of Bid – Restroom Renovations at Orchard Hill Elementary School and Village Elementary School (Bid #CP18-16/PSA-6423OH1/6423VES) – Bids were received on April 4, 2018 for restroom renovations at Orchard Hill Elementary School and Village Elementary School as follows:

<u>Vendor</u>	<u>Base Bid</u>
DeSapio Construction, Inc. Frenchtown, NJ	\$438,800
Northeastern Interior Services Fairfield, NJ	\$452,000
BGD Contracting, LLC Bayonne, NJ	\$459,800
Aero Plumbing & Hearing Co., Inc. Great Meadows, NJ	\$479,744
SLS Construction Clifton, NJ	\$485,000

V&K Construction, Inc. \$523,000  
Edison, NJ

Salazar & Associates, Inc. \$586,270  
Union, NJ

It is recommended that the Board of Education award Bid #CP18-16 (PSA-6423OH1/6423VES) restroom renovations at Orchard Hill Elementary School and Village Elementary School as follows:

Vendor  
DeSapio Construction, Inc. \$438,800  
Frenchtown, NJ

3.3 Receipt and Award of Bid – Sidewalk Improvements at Montgomery High School (Bid #CP18-17/PSA-6423HS) – Bids were received on April 4, 2018 for sidewalk improvements at Montgomery High School as follows:

Vendor	Base Bid	Alternate #1	Alternate #2	Alternate #3	Alternate #4
S. Batata Construction Parlin, NJ	\$199,999	\$198,600	\$43,500	\$66,600	\$27,412.50
Black Rock Enterprise, LLC Old Bridge, NJ	\$254,795	\$208,900	\$51,850	\$75,770	--

It is recommended the Board of Education reject all bids received in order to fully comply with the provisions of the Public School Contracts Law, N.J.S.A. 18A:18A-1.

3.4 Receipt/Award of Rebid – Student Transportation Services – School Related Activity (Rebid B18-12) – Bids were received on March 28, 2018 for student transportation services – school related activity as follows:

Vendor Hourly Rate

*No bids were received on Wednesday, March 28, 2018 for the rebid B18-12, Student Transportation Services –School Related Activity. Request permission from the Board of Education to negotiate a contract for this service.*

3.5 Approve the Following Resolution Regarding Nonpublic Aid:

WHEREAS, the Montgomery Township Board of Education received nonpublic technology aid in the amount of \$7,696.00 and nonpublic security aid in the amount of \$16,050.00 from the State of New Jersey in FY 2018; and

WHEREAS, the State of New Jersey directed the Montgomery Township Board of Education having nonpublic schools within its boundaries, the responsibility for providing security services, equipment, or technology to help ensure a safe and secure environment for students attending nonpublic schools and for providing nonpublic students technology within the limits of the funds provided by this program in the FY 2018 school year; and

WHEREAS, Waldorf School of Princeton representatives along with the SCESC consultant reviewed the proposed technology and security expenditures with the Director of Special Services; and

WHEREAS, the State of New Jersey requires that the local Board of Education authorize the specific nonpublic expenditures for each of these grant awards;  
NOW, THEREFORE, BE IT RESOLVED that the Montgomery Township Board of Education authorize the following nonpublic expenditures:

**Nonpublic Technology**

<b>Waldorf School of Princeton</b>	<b>Total</b>
Surelock Android annual subscriptions	\$ 299.85
Logitech keyboards	607.35
Asus Zenpads	1,933.20
Typing Scout subscriptions	18.80
iPads	798.00
Apple TV	149.00
<b>Total</b>	<b>\$3,806.20</b>
<b>FUNDING ALLOCATION</b>	<b>\$4,514.00</b>

**Nonpublic Security**

<b>Waldorf School of Princeton</b>	<b>Total</b>
Data/voice cabling from basement to classroom	\$1,722.50
Panic devices and corresponding materials	6,109.96
Outdoor motion activated lights	1,500.00
<b>Total</b>	<b>\$9,332.46</b>
<b>FUNDING ALLOCATION</b>	<b>\$9,525.00</b>

3.6 **WHEREAS**, on September 12, 2017 the Montgomery Township Board of Education awarded Halecon, Inc. original bid for tennis court renovations at Upper Middle School in the total contract lump sum of \$677,400.00; and

**WHEREAS**, changes are necessary in order for the project to be completed;

**NOW, THEREFORE BE IT RESOLVED**, that the Montgomery Board of Education approves the following change orders to Halecon, Inc. in the amount of \$17,800.00:

- #2 Replace fence fabric on west tennis courts \$17,000.00
- #3 Paint stripes on two pickleball courts \$800.00

3.7 Blackboard Inc. – Approve the contract for online training for one year at a cost of \$3,000 and the custom development services at an hourly rate of \$600.

3.8 Settlement Agreement– Approve the following resolution pertaining to a special education settlement agreement:

BE IT RESOLVED by the Montgomery Board of Education (hereinafter referred to as the “Board”) that the terms, stipulations and conditions as established in the Settlement Agreement and Release between the Board and the Parents of a student whose name is on file in the Superintendent’s office, and which Agreement is located in the student’s file, are hereby adopted and approved by the Board. The Board President and Business Administrator/Board Secretary are hereby authorized and directed to execute the Settlement Agreement and Release and any other documents necessary to effectuate the settlement.

3.9 Approval for the Purchase of Wireless Duress Monitoring System for the Montgomery High School - approve the purchase of wireless duress monitoring system for the Montgomery High School entered into on behalf of the Educational Services Commission of New Jersey Cooperative Pricing System #65MCESCCPS, Wireless Duress Monitoring Systems #ESCNJ 16/17-45.

<u>Vendor</u>	<u>Contract Title and ESCNJ Contract #</u>	<u>Total</u>
Turn-Key Technologies Inc. Sayreville, NJ	Wireless Duress Monitoring Systems #ESCNJ 16/17-45	\$71,025.50

**4.0 PERSONNEL**

4.1 Approval of Personnel Agenda – approve the personnel agenda as attached (See Pages 18 - 21).

Upon call of the roll, the motion carried with a unanimous vote recorded

Ms. Bursh asked if the emergency evacuation drill reports referenced in 8630R could be included with the monthly drill reports for board review when available. Ms. Gartenberg agreed to provide them within this grouping.

A motion was made by Ms. Chenette and seconded by Mr. Doshi to approve agenda item 1.2 as follows:

- 1.2 Policy Second Reading – Accept and adopt the following policies and regulations following a second reading:

8630	Bus Driver/Bus Aide Responsibility
8630R	Emergency School Bus Procedures

Upon call of the roll, the motion carried with a unanimous vote recorded

**ANNOUNCEMENTS BY THE PRESIDENT**

None

EXECUTIVE SESSION - A motion was made by Mr. Tiwari and seconded by Mr. Doshi that the board adopt a resolution to go into executive session at 9:41 p.m.

WHEREAS, the Open Public Meetings Act, Chapter 231 of the Laws of 1975 provides that a public body may exclude the public from that portion of a meeting of which the public body discusses certain matters for which confidentiality is required as permitted in Section 7B of the act.

RESOLVED, by the Board of Education of the Township of Montgomery in the County of Somerset and State of New Jersey as follows:

1. Items related to personnel will be discussed.
2. The matters discussed in executive session shall be disclosed to the public when the need for confidentiality no longer exists.

Upon call of the roll, the motion carried with a unanimous vote recorded.

RETURN FROM EXECUTIVE SESSION - The Board returned from Executive Session at 10:14 p.m.

**ADJOURNMENT**

A motion was made by Dr. Johnson and seconded by Ms. Chenette that the meeting be adjourned at 10:15 p.m. Upon call of the question, the motion carried unanimously.

Respectfully submitted,



Robbin Boehmer  
Assistant School Business Administrator/  
Assistant Board Secretary



**Montgomery Township Board of Education  
Travel Reimbursement Requests  
2017/2018**

Name	School	Date(s)	Conference	Parking & Tolls	*Mileage (.31)	Meals	Lodging	Registration	Other	Total**	Approved Year-to-Date Total**
Robbin Boehmer	BO	4/12/2018	Audit Review					\$100.00		\$100.00	
Robbin Boehmer	BO	6/6 - 6/8/18	NJASBO Annual Conference	\$20.00	\$66.34	\$176.00	\$310.00	\$275.00		\$847.34	\$947.34
Monica Darcy	MHS	5/17/2018	Best, Specially Designed Instruction Strategies to Strengthen Your Co-Teaching		\$27.53			\$249.00		\$276.53	\$276.53
William Dominick	MHS	4/13/2018	FLENJ		\$12.40			\$160.00		\$172.40	\$256.40
Nancy Gartenberg	BO	4/26 & 4/30/18	NJ School Administrator Residency Mentor Training Program		\$12.22			\$395.00		\$407.22	\$5,006.99
Corie Gaylord	MHS	4/19/2018	NJ Governor's Council on Mental Health Stigma -- 2018 Ambassador Awards Ceremony					\$15.00		\$15.00	\$1,429.32
Georgianna Kichura	LMS	4/21/2018	Trans Youth Forum 2018					\$50.00		\$50.00	\$790.91
Meghan Linck	LMS	5/30 - 6/1/18	2018 Book Expo			\$54.00		\$150.00	\$84.00	\$288.00	\$288.00
Inyna Lupak	MHS	5/30 - 6/1/18	2018 NJTESOL Conference					\$434.00		\$434.00	\$828.00
Joanne Tiu	UMS	5/17/2018	Best, Specially Designed Instruction Strategies to Strengthen Your Co-Teaching	\$17.00	\$76.09			\$249.00		\$342.09	\$342.09
Elizabeth Wasiaik	UMS	5/30 - 6/1/18	2018 Book Expo	\$21.00		\$54.00		\$150.00	\$97.50	\$322.50	\$322.50

\*\*Estimated

BOE 4/10/18

\*Excluding Tolls

\*\*Includes Registrations

\*\*\*Revised Registration Fee

**4.1 PERSONNEL****Resignations/Retirements/ Rescissions**

Location	First	Last	Position	Effective	Reason	Dates of Employment/Notes
MHS	Alison	Karp	Paraprofessional (.48) AID.HS.TIA.LD.02	03/16/2018	Resignation	02/15/2017 – 03/15/2018
LMS	Lisa	Sandstrand	5 <sup>th</sup> Grade LA/SS Teacher TCH.LM.LASS.05.02	07/01/2018	Resignation	09/01/2015 – 06/30/2018
OHES	Judith	Wansor	Paraprofessional (.48) AID.HS.TIA.LD.09	04/12/2018	Resignation	01/11/2017 – 04/11/2018

**Leaves of Absence**

Location	First	Last	Position	Type of Leave	Dates of Leave/Notes
LMS	Deborah	Bilik	Teacher/Grade 5/ Math/Science TCH.LM.MASC.05.02	Leave of Absence Anticipated Return	02/12/2018 – 04/05/2018 (Paid with Benefits)REVISED 04/06/2018 REVISED
MHS	Katelyn	Brandmaier	Paraprofessional (.48) AID.HS.TIA.LD.04	Temporary Leave to fill a FT Para Position Return to Position	05/14/2018 – 06/30/2018 and 09/01/2018 – 11/23/2018 11/26/2018
MHS	Denita	Gaillard	Secretary CLK.HS.GUID.UG.01	Leave of Absence Anticipated Return	01/26/2018 – 04/06/2018 (Paid; w/ Benefits)REVISED 04/09/2018 REVISED
OHES	Lisa	Gravier	Teacher – Special Education – Autism TCH.OH.AUT.MG.01	Temporary Disability FMLA Anticipated Return	09/04/2018 – 10/02/2018 (1/2 day) (Paid w/ Benefits) 10/02/2018 – 11/23/2018 (Unpaid w/ Benefits) 11/26/2018
OHES	Colleen	Kester	Teacher/Grade 1 TCH.OH.TCHR.01.03	Leave of Absence	02/26/2018 - 04/13/2018 (Paid; waives Benefits) REVISED 04/16/2018 REVISED
OHES	Erica	McGlynn	Paraprofessional AID.OH.FPS.MG.04	Anticipated Return Temporary Leave to fill a LR Teaching Position Return to Position	04/09/2018 – 06/30/2018 09/01/2018

LMS	Susanne	Shyptycki-Charos	Paraprofessional AID.LM.TIA.RC.04	Leave of Absence Leave of Absence Anticipated Return	03/22/2018 – 05/03/2018 (Paid w/ Benefits) 05/02/2018 & 05/03/2018 (Unpaid) REVISED 05/04/2018
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### Appointments/Renewals (Certificated Staff)

Location	First	Last	Position	Replacing	Degree	Step	Salary	Pro-rated	Dates of Employment/Notes
OHES	Denise	De Camp	Teacher - BSI/Academic Support (Leave Replacement) TCH.OH.BSI.MG.06	Lisa Gappa	MA	1	\$65,440	Yes	03/30/2018 – 04/30/2018
OHES	Shannon	McKenna	Teacher – Grade 2 (Leave Replacement) TCH.OH.TCHR.02.02	Kyle Puzikov	BA	1	\$59,440	Yes	04/16/2018 – 06/30/2018
MHS	Christopher	Penna	Athletic Director DIR.HS.ATHL.NA.01	Anthony Maselli	N/A	N/A	\$125,000		07/01/2018 – 06/30/2019

### Appointments/Renewals (Non-Certificated Staff)

Location	First	Last	Position	Replacing	Step	Salary	Pro-rated	Dates of Employment/Notes
OHES	Kirsten	Brendel*	Paraprofessional AID.OH.FPS.MG.01	Erin Connors	1	\$24,700	Yes	04/20/2018 – 06/30/2018
MHS	Juan	Colop*	Custodian (2 <sup>nd</sup> Shift) CUS.HS.CUST.NA.15	David Lopez-Recinos	1	\$36,800	Yes	04/15/2018 – 06/30/2018

### Transfers/Voluntary Reassignments

New Position/Location	First	Last	Previous Position/Location	Degree	Step	Salary	Dates of Employment
FT Para/OHES AID.OH.TIA.RC.01	Iris	Glassberg	FT Paraprofessional/LMS AID.LM.TIA.RC.06	N/A	1	\$24,700	09/01/2017 – 04/05/2018 (LMS) 04/06/2018 – 06/30/2018 (OHES)

**Appointments/Substitutes**

Location	First	Last	Position	Status	Dates of Employment/Notes
District	Olivia	Mazzaferro	Student Teacher/Substitute Teacher	NEW	2017-2018
District	Aparajita	Talukdar	Substitute Teacher	NEW	2017-2018

**Appointments – Curriculum Writing 2017-2018**

Location	First	Last	Position	Salary/ Stipend	Dates/Notes
VES	Jennifer	Furman	Curriculum Development – 3 <sup>rd</sup> Grade Math	\$34.00/hour	04/11/2018 – 06/21/2018 Not to Exceed \$408.00
OHES	Alexa	Komar	Curriculum Development – 2 <sup>nd</sup> Grade Math	\$34.00/hour	04/11/2018 – 06/21/2018 Not to Exceed \$544.00
VES	Casey	Maxwell	Curriculum Development – 4 <sup>th</sup> Grade Math	\$34.00/hour	04/11/2018 – 06/21/2018 Not to Exceed \$408.00
OHES	Julia	Santoro	Curriculum Development – 1 <sup>st</sup> Grade Math	\$34.00/hour	04/11/2018 – 06/21/2018 Not to Exceed \$408.00

**Appointments – Mentor Teachers**

Location	Provisional Teacher/Mentee	Mentor Teacher	Route	Stipend	Pro-rated	Dates of Employment
OHES	Denise DeCamp	Brenda Huneryager	Traditional	\$385.00 *revision to amount	Yes	03/30/2018-4/30/2018 *revision to dates
OHES	Erica McGlynn	Lisa Gravier	Alternate *revision to route	\$300.00 *revision to amount	Yes	04/09/2018-06/30/2018

**Tuition Reimbursement**

Location	First	Last	School	Semester	Credits	Reimbursed Amount	Course
UMS	Adam	Hackel	University of the Arts	Summer 2018	3	\$2025.00	Curriculum & Assessment in Music Ed
UMS	Adam	Hackel	University of the Arts	Summer 2018	3	\$2025.00	Integration of Technology in Music Ed
OHES	Christine	Yap	LaVerne University	Summer 2018	3	\$345.00	Teaching Gifted and Talented Students
OHES	Christine	Yap	LaVerne University	Summer 2018	3	\$345.00	Botany Basics
OHES	Christine	Yap	LaVerne University	Summer 2018	3	\$345.00	How Weather Works

**Other**

Location	First	Last	Assignment	Salary/Stipend	Dates of Employment/Notes
MHS	Rama	Bulusu	Teaching 2 Additional Blocks	\$7,467.20	03/26/2018 – 05/25/2018
MHS	Elizabeth	Dilgard	Teaching 1 Additional Block	\$2,894.80	03/26/2018 – 05/25/2018
MHS	Michael	Holinko	Teaching 1 Additional Block	\$3,132.48	04/12/2018 – 06/30/2018
LMS	Brandi	Nagle	Teaching 1 Additional Block	\$3,418.55	04/06/2018 – 06/30/2018
MHS	Christopher	Runion	Teaching 1 Additional Block	\$3,954.34	04/12/2018 – 06/30/2018
MHS	Jason	Sullivan	Teaching 2 Additional Blocks	\$9,025.60	03/26/2018 – 05/25/2018
MHS	Marybeth	Torralba	Teaching 1 Additional Block	\$3,603.34	04/12/2018 – 06/30/2018

**\*Pending Criminal Background Clearance**