

Regular Meeting  
South Orange-Maplewood  
Board of Education  
August 17, 2020

A Regular Meeting of the Board of Education of South Orange-Maplewood was held using the online video conference platform on August 17, 2020.

Board President Annemarie Maini called the meeting to order at 7:42 p.m.

Adequate written notice of this meeting of the South Orange-Maplewood Board of Education was sent to the Township and Village Clerks, The Star Ledger, the News Record, TAPintoSOMA.net, villagegreennj.com and all schools.

PLEDGE OF ALLEGIANCE

Motion made by Board President Maini, seconded by Board Member Joshua to allow distance participation in our monthly Regular Board Meeting during the COVID-19 emergency.

Motion passed 8 yes, 0 no.

ROLL CALL: Present: Board Member E. Baker, Board Member R. Baker, Board Member Cuttle, Board Member Joshua, Board President Maini, Board Member Mazzocchi, Board Member Siders, Board Member Wright, Student Rep. Lily Forman

Absent: Board Member Zubieta (technical difficulties)

8 VOTING MEMBERS AND ONE STUDENT REPRESENTATIVE PRESENT

The Board held a moment of silence to recognize the unfortunate passing of Columbia High School Teacher Mr. Emmanuel Arguelles. Mr. Arguelles was a lifelong learner with multiple Master's degrees, was working towards his Ph.D. in Mathematics Education and was also a musician. Mr. Arguelles was a beloved teacher and colleague; he will be missed.

APPROVAL OF MINUTES

Board President Maini declared the minutes of the Special Session - Three Part Board Retreat held on July, 11, 2020, July 13, 2020, and July 15, 2020, Executive Session of July 13, 2020 and the Executive and Public Sessions of July 20, 2020 Regular Meeting approved as presented.

BOARD RECOGNITION

Board President Maini recognized Board Member Cuttle, who has the honor of Speaking at the Democratic National Convention, representing the State of New Jersey in their role of Democratic National Committee Delegate. Board Member Cuttle was also selected to serve as delegate to the NJSBA Board of

Directors, representing Essex County in their capacity as a School Board Member, representing not only our Board but the entire Essex County.

Thank you for your service Board Member Cuttle and congratulations.

#### BOARD PRESIDENT'S STATEMENT

The School Board meeting is a business meeting in public not a meeting with the public. Oftentimes it may appear to members of our audience that the Board of Education takes action with very little comment and in many cases a unanimous vote. Before a matter is placed on the agenda at a public meeting, the Administration has thoroughly reviewed the matter with the Superintendent of Schools/Chief School Administrator (CSA). If the Superintendent of Schools/Chief School Administrator is satisfied that the matter is ready to be presented to the Board of Education, it is then referred to the appropriate Board Committee. The Members of the Board Committee work with Administration and the Superintendent to assure that the members fully understand the matter. After the committee discusses the matter, it is presented to the full Board for discussion before any action is taken. Only then, is it placed on the agenda for action at a public meeting.

***Board Member Zubieta joined at 7:48 p.m.  
9 Voting Members and one Student Representatives present***

#### SUPERINTENDENT'S UPDATE - Dr. Ronald G. Taylor

Dr. Taylor congratulated Board Member Cuttle on all of their accomplishments.

#### ALL VIRTUAL SCHOOL REOPENING PLAN 2020-2021

Dr. Ronald G. Taylor, Superintendent of Schools presented a Powerpoint Presentation summarizing the decision to start the school year in an all virtual setting. The presentation outlined the following:

- Statement of the purpose
  - o During these extraordinary times, we as a School District and community join our region, state and nation in doing all we can to responsibly adjust to the fluidity that the COVID-19 circumstances require of us. We as *humans* desperately seek normalcy in our day to day lives...whether it be a simple visit with friends, family and loved-ones or returning to our jobs, favorite restaurants and of course 'our' schools. We know that schools are living, breathing, complex, mini-societies where we learn more than academics. We learn...what it means to be a friend, what it means to have empathy, what it means to lead, what it means to a part of a solution and hopefully, what it means to be seen, heard and appreciated.

- o The harsh reality that we are all coping with is... while we yearn for the return of what we miss, our health, safety and lives must take precedence in these decisions.
- Brief Recap of the Task Force documents released on August 8, 2020. SOMSD Restart and Recovery Plan Summary
- Governor Murphy's Executive Order 175.
- Considerations with regards to Executive Order 175.
  - o Health and Safety
    - How and why did this impact our previously released reopening plans?
  - o Facilities
    - Updated Facility Review - General Assessment of Building Readiness.
  - o Staffing
    - Staffing Concerns
  - o Family Instructional Delivery Preference
    - Parental "Return to School Preference"
  - o Tipping Point
    - Executive Order 175 served as a Tipping Point for our District. While doing all we could to comply with the previous State directive for an in-person methodology to begin our school year. A convergence of circumstances necessitated the decision to delay our in-person option until the 2nd marking period.
  - o Time Sensitive Decisions
  - o Why November?
- Next steps...
  - o Our master schedulers are shifting their efforts to redesign our students' day to offer a full day of virtual instruction.
  - o We have shared a childcare survey with our parents to determine the specificity of our communities need. We will be working the YMCA to support their capacity of service if needed. (Facility availability will be determined also by health and safety mandates).
  - o We are continuing our facility preparation regarding the previously described challenges.
  - o We are utilizing our recent summer programing to support our planning of not just the scheduling of students and teachers but also the parameters of virtual interaction for our first marking period.
- Technology Update - March Thru Current Prep for Fall
- Budget Implications
  - o Three Budget Adjustments
    - \$2.2 million in State aid reductions
    - \$0.4 million increased spending for online learning
    - \$3.3 million Increased spending for reopening schools

**SOMSD Virtual Academic and Social Emotional Informational Town Hall Discussion is scheduled for September 2, 2020.**

[Presentation on file in Board Secretary's office and the District website]

BOARD PRESIDENT'S UPDATE - Annemarie Maini

Board President Maini provided an update on the following:

- The Board will be working with Administration during the September committee meetings to finalize District goals for the year, with the goal of approval at the September Board meeting.
- MAPSO Youth Coalition has been working hard to build consensus amongst its members and looking to include a broader student population on drafting the Student Bill of Rights.
- Thank you to all staff members who actively participated in the reopening task force as well as all of the parents and families that provided feedback and support.

The quick pivoting as requirements and situations change I know is exhausting. We all just want to provide our children and teachers some sense of normalcy in the middle of the health risk from the pandemic, the social isolation that we all experienced in the spring and the concern for our children's mental and educational well-being. I am grateful for this spirit of cooperation exhibited by the task force.

STUDENT REPRESENTATIVE UPDATE - Lily Forman

The Student Representative update included on the following:

- Update on the MAPSO Youth Coalition Student Bill of Rights
- MAPSO Youth Coalition has also met with Principal Sanchez about Columbia High School specific changes. We discussed strengthening the schools commitment to restorative practices, improving school climate, culture and spirit, implementing a mentorship program and working to make sure our curriculum is living up to our values of equity and inclusion. I appreciate how receptive Mr. Sanchez has been to these ideas and I am excited to bring more students into the conversation and to start implementing these initiatives as soon as possible.
- I am grateful to be included in a taskforce committee meeting on scheduling and to provide feedback on a virtual code of conduct. Thank you Dr. Carrick and Principal Gronau for including student input on this document.
- I will continue to advocate to ensure that all virtual learning plans takes all student experiences and situations into consideration as we approach the start of the school year.
- Conversations with Mr. Sanchez regarding virtual learning as it pertains to Columbia High School.

HEARING OF INDIVIDUALS AND DELEGATIONS

Rocio Lopez

Q. On behalf of the SOMEA members, thank you for going virtual and for putting everyone's health and safety first!!

A. Thank you Ms. Lopez for your feed back.

Alissa O'Connor

Q. Will the YMCA be offering care on-site?

A. We will be partnering with the YMCA to help them provide on-site care if needed. It is very important that everyone respond to the survey, so we can ascertain the need for expansion of their current facilities. We have made ourselves available to target certain areas that we know are appropriate for the YMCA to support childcare for our families if at all possible.

Elissa Malespina

Q. The Reopening of Archives, Libraries, and Museums (REALM) project, which is conducting scientific research on collection-specific materials, stated that a 3-4 day quarantine of books is recommended for books. Those textbooks have been quarantined for much longer.

The link of the study <https://www.nedcc.org/free-resources/preservation-leaflets/3.-emergency-management/3.5-disinfecting-books>

A. Thank you for that information.

Alissa O'Connor

Q. What percentage of parents indicated they wanted hybrid?

A. This information was provided during the update based on parental feedback.

Rebecca Scheer

Q. Will online learning be modified at all for very young students?

A. It definitely will and I think that our previous communication spoke about early childhood. We will also include that as part of our conversation on September 2.

Craig Kline

Q. How many hours of live interactive virtual learning can be expected for a first grader per day? Thank you.

A. That specificity is being worked on right now by our academic taskforce. We will have more information on this topic soon.

Autumn Katz

Q. Will all of these slides be made available publicly after the meeting?

A. Yes, all presentations are published on our website under Board Meeting Presentations.

Daniel Schnull

Q. Thank you for the presentation Dr. Taylor. How many days a week will elementary students get live teaching and for how long each day?

A. We are planning for live instruction with teachers and other support staff daily. There will be more information available on this topic soon.

Jeannie Kwon

Q. Is the district utilizing grant management experts to apply for COVID-19 related funding from FEMA and CARES ACT funding?

A. I believe Mr. Roth's update shared a lot of information on the Cares Act. We will apply for FEMA and other grant opportunities as they become available.

Lizzie Wolff

Q. Does the school year still start on September 8th (in a virtual manner)?

A. Yes

Tom Johnson

Q. What is the plan for live instruction as part of the virtual learning plan?

A. We will be mandating and supporting teachers to provide live instruction and support.

Jeannie Kwon

Q. Can you please explain how the public comments work? I assume that it's through this chat function but it's not clear. 1) What are the plans for preschool students who require an IEP? 2) What needs to be in place in order to shift to an in-person learning

A. We have provided preschool students with support through our ESY program using live virtual instruction by a Special Education teacher. Students are given movement breaks. We are using what we learned from ESY program to help guide us for plan for the fall. Our preschool curriculum is Tools of the Mind and they have launched a completely interactive portal that will allow us to have

interactive lessons done through the tools of the mind portal, will increased communication with families and it will allow our students to participate and complete activities using the portal. Our special education teachers and related services professionals will continue to provide virtual support to students who require services in their IEPs.

Daniel Schnull

Q. September 2<sup>nd</sup> is very late to learn about remote learning. Can you give us the outline of what the first day, week and month will look like now?

A. Unfortunately I cannot give you that information now but I can reference you to the ESY and summer programming examples that are in this presentation, that we are also using to help us guide some of the work that we are doing for fall planning. We will provide specificity as soon as we can. The September 2<sup>nd</sup> date is for more of a discussion, we hope to release information on remote learning sooner than that.

Jeannie Kwon

Q. Re workforce availability issues, the federal programs (FFCRA, PUA) expire on Dec. 31, 2020.

A. Thank you for sharing that information with us.

Michael

Q. There are no details on the amount of daily instruction. How many hours per day of live, synchronous, instruction will there be each day?

A. We understand that this is a large concern for some families. We are going to provide that information, but right now we are assessing best practices and we are also looking at what can sometimes be a negative impact of too much screen time for children. We are also looking at best practices that meet the social emotional needs of our students while also pushing them academically. I can confirm that there will be live instruction and live interaction with students and teachers. We are trying to build this to mimic what they were used to in their day to day school life prior to COVID-19.

Brian Spitser

Q. What facts need to exist before schools will reopen? What are we waiting for to happen?

A. The fact that needs to exist for schools to reopen is that we are able to do so safely, confidently and we are keeping our staff and students as safe as possible. We need to be sure our buildings are

100% prepared so we can stand in front of our community with confidence that we are ready to open as safely as we can for all who will be in our buildings. We will continue our conversations with the local health department and other members of the taskforce that help us make these determinations.

Kelly Quirk

- Q. Can the social workers be utilized to reach out to essential working families about the emotional support they may need to support learning during this time?
- A. I cannot speak specifically to what the social worker assignments will be, but we appreciate you sharing with us your concern for families of essential workers.

Madeline Thigpen

- Q. Thank you for making clarifications during this meeting. When will the District be releasing the data collected from the parent surveys?
- A. Raw data from the parent surveys was provided during the presentation.

Kendra

- Q. How are other districts, such as Millburn, able to safely open and we aren't?
- A. I cannot speak specifically about the challenges that Millburn has with their facilities, the same way I cannot tell you about some of their challenges versus ours. I can only say that we're all a part of Essex County and each district is different even though we are close to one another. Our populations, needs and buildings are different. There are several districts in our county that made the same decision.

Jennifer Dudek

- Q. Regarding the budget expenses I have 2 questions:
1. If we are going into virtual why do we need additional transportation expenses?
  2. Why are we increasing the transportation cost overall if we technically have the same number of students?
- A. Initially when we were considering opening we would have had transportation starting immediately in September, hence we had the \$1.5 million transportation costs. The additional cost was to add bus aides to every school bus to ensure all COVID-19 guidelines were followed and to assist the bus drivers by making sure all students were safe. We also planned to hire an additional 16

custodians to clean our buildings every night. In the presentation I mentioned that we would revisit the \$1.5 million estimate and that is because we are now starting in November, so that is roughly 20% less services that we will need because we are starting later in the year. So when we begin to have in-person instruction we will still follow new COVID-19 safety protocols and there will be an increase in expenditures for hiring additional custodians and transportation aides, but at a lesser expense than what he initially anticipated before we switched to virtual instruction.

Kendra

- Q. NJ #s have been trending well all summer long. Are we looking at the #s specifically here? When you say 97,000 cases in kids, are you looking here in NJ at #s specifically?
- A. We have been in discussion with our local health department heads about that and there is a major concern about the uptick of positive cases, specifically in young adults. So those are the numbers that have been driving some of our discussions and concerns.

Kendra

- Q. When will we know more on schedule on what a daily schedule looks like in the fall?
- A. I cannot confirm the specifics of that release but we are working on it and it will be provided sooner than later.

Amanda

- Q. Can you please confirm the school day will be 6 hours long?
- A. We are designing our schedule to mimic the normal school day that a student would have received pre-COVID.

Michael

- Q. Will the Board of Education be voting on the final back-to-school instruction plan given they have to vote on additional funds.
- A. A vote is not required for reopening plans, but there are required votes on spending as discussed during Mr. Roth's presentation.

Jeff Drury

- Q. If the combined hybrid and virtual plans created scheduling difficulties as stated, is it safe to expect that you will be extending live instruction for an all virtual environment?
- A. Yes.

Heidi Goldberg

Q. What do you believe are the key reasons that other districts have not cancelled in-person classes.

A. I cannot make assumptions as to why neighboring school districts have made the decision to cancel in-person classes or not, but there are many who made the decision cancel in-person classes based on their district specific circumstances and those who have chosen not to base on their district specific circumstances.

Adrienne Peltier

Q. Will the school year calendar remain the same, or will there be changes in the first marking period?

A. Right now, we do not expect to modify the calendar. If there is a need for a modification we will be transparent with that information.

Jeannie Kwon

C. Just my comment for the Board: The federal programs can be tricky to navigate. There are a number of specified conditions that need to be in place just to be eligible. Highly recommend the district look into getting some SME on federal reimbursement planning.

A. Thank You

Amanda

Q. Will we find out teacher assignments earlier than usual so we can plan for kids to work together and will the curriculum be the same across all elementary schools

A. We will be sending out teacher assignments as soon as we can. I think that the District normally gets out the teacher assignments, class rosters etc. a day or so before the start of the school year. In these current circumstances we cannot guarantee that they will be significantly earlier. What we can say is, Ann Bodnar and the curriculum committees, supervisors and teachers have been planning so there is a lot of consistency across the grade levels and schools, to ensure that for the foreseeable future that there will be very similar lessons and work done across the grade levels.

Lisa Landers

Q: How far in advance will parents receive access to canvas and curriculum in order for us to prepare?

A. We are working feverishly behind the scenes to do all the set up for Canvas and I believe we have shared some links to resources to

help you to prepare. I cannot give you an exact date, but we are working towards that end.

Kim Charles

Q. Will there be an offline option for children who are not interested in or able to do work virtually? As in can children particularly those that are younger such as kindergarteners have the option to complete work without logging on to the live platforms.

A. That's a tricky one for us I believe because Canvas is the learning management system for our District, which means it will hold all of the curriculum and the majority of your child's assignments. So even if you are not participating in the live synchronous piece of it or you are not watching the videos that are provided, Canvas is the platform that is holding our instructional materials.

CT

Q. When can we expect an update on school construction and the three bond issuances (direction/allocation of funds to projects for the first issued series of \$60m, and the timing of the subsequent two issuances for \$60m and \$40m?

A. We have some upcoming communications on this topic.

Joanne R

Q. Will all schools have the same start and end time for the virtual day? Or will the hours depend on each school?

A. More than likely each school's start and end time will mimic their normal schedules. These questions are all a part of discussions that we are having and considering, so thank you.

Ellen Lunenfeld

Q. Are we thinking outside the box, such as having a single teacher in each grade or subject do the live teaching and then break into smaller live groups later with the remaining teachers to maximize live instruction?

A. One of the great things about Canvas is it provides the teacher with the opportunity to do break out rooms within the system; so they can do small group/targeted instruction within their own class similar to how they would manage a class room live. The teacher may begin a lesson to start the discussion and then break out to small groups where the teacher can go to each group and help students with individual learning assignments.

Tracy Sham

Q. Hi Dr. Taylor, I have 2 questions please: 1) Will parents get a sneak peek to Canvas so we can learn how to navigate the program before Sept 8th? 2) Will we get our children's teacher/class information earlier than previous years? Thank you.

A. This question was answered previously.

Jeannie Kwon

Q. Thanks. Didn't realize you were going to read all of the chat comments. Appreciate staff and Board time.

A. Thank you for the kind words.

Emily Dunne

Q. How will you support the social and emotional needs of the students? How would students who are new to the area make friends if they cannot meet them? Any thought of offering small outside gathering to help guide those relationships?

A. That is a major concern of ours and we are working with our mental health specialists to make sure that is an emphasis of our platform and that our days are not just students plugged into their device performing rigorous work. We know that social emotional support and allowing students to get to know one another and make friends is also very important.

Ryan Hall

Q. Are the expectations for the specials and support staff (reading specialists) be to offer live instruction as well?

A. That is correct. How it looks and whom they support will be a part of the details that we share.

Chris Reese

Q. Do you have a sense if elementary students will be taught by the entire class of teachers? First graders were taught by all first grade teachers in the spring at Clinton School or a single homeroom teacher.

A. Students will more than likely have class assignments mimicking what they would normally experience during a school day. There may also be some advantages to having students see multiple teachers for varying reasons in this climate, so there is an easier way for us to migrate and it could help students have a very robust experience by receiving the instruction of many teachers. We are still determining this and I will share your question with the our taskforce members who are working on this.

Lindsey Stone

- Q. Will you consider providing in-person services such as PT and OT since it is extremely challenging to do this virtually even under the best circumstances and since it will limit the number of students and providers in a safe area of select schools.
- A. Dr. Alegria and I have had some conversations around this topic, we are giving this some consideration. We will continue to explore what we can do as a District.

Amy Fitzpatrick

- Q. What kind of evaluation will be conducted in this virtual setting to understand any backtracking experience by students, particularly younger students due to closure of schools?
- A. In our presentation we spoke about assessments and we will still be utilizing our District's assessments to ascertain if students have had any holes in their academic momentum and if they need extra support. We will be using these assessments virtually.

Brian Spitser

- Q. Did the decision not to reopen schools have anything to do with teachers in the district refusing to return to work?
- A. Our presentation spoke about different levers that impacted our decision making, but our decision making in this current circumstance will ultimately always center on health and safety of our students and teachers.

Daniel Shinsel

- Q. The District has been planning all summer for at least some students to be entirely remote, yet we are a few weeks from school starting and you plainly stated that there is no plan yet for remote learning. This is unacceptable and leaves us in a crisis situation.
- A. I do not believe this leaves us in a crisis situation. What it allows us to do is shift based on the circumstances that we are dealt. It doesn't mean that we are in a crisis. We have a team that is working very hard for us to make this adjustment when given the opportunity to review it. On Wednesday following the announcement from the Governor, like many other Districts we took the opportunity to review and ensure we were making the decision that allowed for us to be as safe as possible.

Elissa Malespina

- Q. Why don't you have a remote schedule already done? Most districts

Planned for remote learning schedules and hybrid schedules since it allowed for more flexibility. Why did our teams this summer not do that?

- A. We did plan for a hybrid virtual option. We shared that schedule on August 8<sup>th</sup>, but that schedule is based on a percentage of students attending virtually and another percentage attending in-person. So with us moving towards an all virtual methodology we want to improve that plan. We want to make sure that we make it as rigorous as possible. In planning for a hybrid model you have one bucket of teachers and those teachers are teaching students in-person and students at home, so there are limitations in that design, whereas in an all virtual setting the circumstances are totally different. So we want to be sure we are being as creative and robust as we can.

Shawana Andrews

- Q. 1) Many teachers live at home with or are primary caregivers for people that are immune-compromised. Is the district going to allow these teachers to work 100% remotely? 2) If I have to quarantine, is it worker's comp? Will it come out of sick days? If so, how is that fair since I may intend to use my sick days for maternity leave in the future?
- A. I cannot comment on an individual person's Human Resource needs, but I can tell you that we do have a Human Resource Team that is very capable and willing to assist if you need to reach out to them.

Erica Dulny

- Q. I feel as safe as I did in March - not safe at all. There still is not adequate testing, treatment, or vaccines at this time. I feel that our schools are not safe to return for in-person learning. I am extremely concerned about the ventilation in my classroom. Our older building has poor ventilation. Please consider the safety and health of the teachers, staff, students, and all of their families. Make the right decision and have us start the year with strictly remote learning. This IS a matter of life and death.
- A. We have previously responded to this question.

Rosemary Connell

- Q. I implore the SOMSD to open remote only. I am extremely concerned about the safety and health of staff and students at this stage of the pandemic with no treatment or vaccine available. The lack of proper ventilation and PPE puts myself, students, and family at an extremely high risk. We should be pouring our efforts into making virtual learning the best it can be. Academic loss can be recovered a life cannot. Thank you for your consideration.
- A. Thank you for your comment.

Lynn Kelly

Q. I truly feel unsafe to return to school in-person. I am concerned about the poor ventilation in my classroom, inadequate PPE, and lack of staffing to ensure social distancing is followed. I have my doubts that rooms can be sanitized properly especially because my class is carpeted . Any loss of life is too big of a risk that our community must not take .

A. Thank you for your comment.

Allison Garcia-Pedrosa

Q. I am extremely concerned about returning to school for in-person learning. Our older building has poor ventilation. We have no protocols in place to ensure that students and staff will be safe during this pandemic. I have a son with a compromised lung and I am scared that my exposure will put him at risk. Students have choices, so why doesn't the staff?

A. Thank you for your comment.

Kelly Hill

Q. I currently live and take care of my parents who are both older than 70. Their ages put them in the "high-risk" category for Covid-19. They both have underlying health conditions that put them at a further risk of getting and not surviving Covid-19. I am risking their health every day that I am at work. I should not have to choose between my profession and the life of my parents. I feel that it is unsafe for us to be open at this time.

A. Thank you for your comment.

Elana Ris

Q. I am concerned about the safety of all staff returning to school, and at this time, the safety protocols are not in place, nor is the proper PPE. We have tables that do not allow for proper social distancing. What will the trauma be for children going to school in an environment that is not social, welcoming, or anything like they are used to? What will the trauma be for a student whose teacher gets very sick and is absent for an extended period of time? As both a parent and a teacher in the District, I am uncomfortable with the days that I am expected to work, and my own children are expected to be home, leaving me without childcare.

A. Thank you for your comment.

Shauna McArdle

Q. As the governor reversed course and said schools can go online, our surrounding districts are opting to do that. As a proud alumni of

this District, with family currently enrolled in this school system, I ask, whose decision is it to say that we are going to stay open and at what cost? If one student, or one teacher were to lose their life, would we say it was worth opening? Who of our staff or students is going to lose their life? Because it's inevitable that someone will catch it. Is it worth opening up if there is someone alive right now on this date, that quite possibly a month from now, won't be with us? What will you as a district say to their family? "My condolences", "I'm sorry for your loss"? Words to that effect that we so commonly hear in regards to death? Which Board member is going to make that call to a parent or family to give that condolence call? After that call you'd probably say to yourself, "if I could only go back in time, I would change my decision about opening". Well imagine this day, Monday August 17th, is the day you went back to. Imagine this is the day when you could save a life. Remember, we are still in the middle of the worst pandemic in one hundred years and the infection and death rate is ongoing in this country. MAKE THE RIGHT DECISION! Online only learning is the safest course of action at this time.

A. Thank you for your comment.

Juliana Kong

Q. I believe that going back to school in-person is an extremely risky plan that puts students, teachers, school personnel and family members at potentially lethal risk. Students move from class to class and see over four different teachers a day, and a single student can cause an outbreak not just to their own parents, but to the families of every other student at school. If a single student is unknowingly incubating the disease and coughs, it could mean an outbreak that reaches every teacher physically attending school, along with their families. According to CNN, COVID-19 rates in children have gone up 90% and require the ICU as much as adults do when hospitalized with the disease. If we use a remote-only learning plan, we will completely mitigate this risk. Implementing a remote-only plan would not only prioritize our children's safety but would actively keep ICU resources from being used on sick children that shouldn't have been sick in the first place.

A. Thank you for your comment.

Virginia Osewalt

Q. The risk that infection rates will increase is too high with our current plan. As a District teacher, I feel unsafe and vulnerable. I worry about the constant need for vigilance about safety and the devastating consequences that a premature return to the classroom may bring to our community. We have a viable alternative in 100% virtual learning. Virtual learning can be done well, and it is safe.

A. Thank you for your comment.

Dan Bailey-Yavonditte

Q. I want nothing more than to be in the classroom with my students. It is the best way I know how to engage with them, closely partner with them on their writing. But I have no interest in students, teachers, and staff being guinea pigs for the rest of the country. We have seen in other areas the rise in cases as schools open. We are willing to open our schools but restaurants and bars are still restricted? And what will this socially distanced classroom look like. It is hard to engage students when I can't get near them. It is hard to partner with a student on their writing when I can't read the line they are looking at or point out in a sentence where they can make the work better. It is hard to share the joy of a new book when I can't see where they are at in the story. This hollow shell of a class only puts students, faculty, and staff in danger. Follow the lead of nearby districts, go virtual for the first marking period, the first half of the year. When it is safe you know teachers will joyously re-enter the classroom where they want to be.

A. Thank you for your comment

Anne Leone

C. Good Morning,

I have been an elementary teacher at Tuscan School for 20 years. I am writing to express deep, serious concerns over the District's lag or lapse in preparing our schools for the safety, health, and well-being of all who enter or remain in school buildings for daily periods of time. Teaching has always been a way of life for me instead of just a job. I want very much to return to the classroom with my students, but I also want to be able to be with my family for the remainder of my healthy life. SOMSD is simply not prepared to offer both options simultaneously. I strongly voice my position that our school building should remain closed until a higher level of personal safety and protection is in place. Our policy should be one death is one too many.

A. Thank you for your comment.

Denise Beck

C. I live with my 80yr old mother. In addition, my 22yr old daughter who is having brain surgery at the end of this month. I have HUGE concerns about their safety if I return to school, exposing myself.

A. Thank you for your comment

Melissa Chayt

C. I am an immunocompromised teacher at South Orange Middle School. I love this District, my coworkers, and my students with all of my heart and that is exactly why the District must remain fully remote this fall. We see reopening plans failing across the country and I will not sign up for my coworkers, myself, nor my students to be guinea pigs in what will be a failed experiment. In my opinion, a classroom that passes CDC guidelines and NJDOE set expectations will be a bleak and desolate environment that will provide more harm than good for our students. While I want nothing more than for things to go back to "normal", I know that the District's hybrid plan will fall short of what we've been missing while putting my life and the lives of our children at risk. Instead, I implore Dr. Taylor and the Board of Education to implement full distance learning this fall because we cannot return until it's safe.

A. Thank you for your comment.

Carol West

C. Teaching "like we knew it" was my passion, but these are different times that call for drastic change. There are no good answers, except that of SAFETY FIRST. Up until now, we worried about "safety" all year from outsiders. For those teachers in portables, like myself, and those in first floor rooms, open windows are not an option. They welcome intruders. Isn't that something we worried about endlessly? Also, the portables, are death traps. The air flow doesn't exist. They are extremely small. There is absolutely no safe way to justify children in those rooms. Some of them don't even have bathrooms, making the supervision of children back to the main building a problem. As the mother of seven grown SOMSD graduates, I would never have allowed my children to return under these extreme circumstances of a deadly virus. We can't buy back loss of life. No one wants to continue the world we have today, but without winning the virus war, we are endangering our families. "This too shall pass" has to be our motto. Our safety is top priority. At this point, virtual is the only answer. It may fall short, but isn't that better than a short life?

Tamar Herman

C. I am a second grade teacher at Seth Boyden elementary school. I want to teach my students, but the safety Of all must come first. I am concerned for the safety of my students and myself in a very old antiquated building. My classroom is quite small and it will be almost impossible to socially distance. In addition, the ventilation is very poor in my classroom and some windows do not open. Also, the air conditioner creates a strong wind that can swiftly and dangerously move any airborne virus to all in its path. The classroom simply is not safe.

Cameron Parke

Q. Recently the Big Ten postponed its 2020 college football season, in large part because at least five players suffered from myocarditis (heart inflammation) after being previously diagnosed with Covid-19. Additionally, about 10-13% of all student athletes at Ohio State University who had tested positive for Covid-19 and had mild symptoms now have myocarditis. It has also been documented that a significant number of people who have tested positive for Covid-19 have also suffered from serious lung, heart, and kidney damage, as well as neurological and blood disorders, and a wide range of other serious long-term health problems stemming from contracting COVID-19. At this point, there is still too much unknown about the long-term effects of Covid-19 on young people. How can we justify reopening schools for in-person instruction when so much is still unknown about the long-term effects of Covid-19? By reopening, aren't we treating our children like human guinea pigs? Shouldn't we be more careful and follow the route that does the least amount of harm given the plethora of unknowns and remain in 100% virtual instruction until it is safe to reopen schools?

Francesca G.

Q. If a teacher is living with someone who has to quarantine due to symptoms, should the teacher quarantine themselves for two weeks? In the event they need to quarantine, especially if they are sick, are there substitutes available to cover for teachers? Or will other teachers need to take on extra students?

Jessica Ziegler

C. My name is Jessica Ziegler. I currently work at Jefferson Elementary as a Self-Contained Special Education Teacher. I am writing you today to express the request to have the schools go completely remote learning until it is safe for us to be in the buildings.

1. In my current classroom, I have an air conditioner and windows but some of my windows do not open. This would cause the ventilation to not be where it needs to be for us to feel safe.
2. I work with students that may not be able to have masks on throughout the day because of their special needs.
3. I am feeling worried about stepping into the schools during this time because I have asthma and am considered high risk to contract the virus. This is something that I have been worried about since day 1.
4. Even though my classroom would not have more than 4 students at this time, I or my paraprofessionals would need to be right next to the students in order to keep them working. They need some 1:1 support throughout the normal school day.

AMY SIMON

C. I have been teaching in South Orange/Maplewood School District for the past 28 years. I am concerned about my 29th September. We are in the midst of a pandemic and I do not want to put my health, the health of my students or my family at risk. I am personally very comfortable with teaching virtually and I would prefer to teach online to keep everyone safe. This virus has taken too many lives and we do not know how it will stay in the body if you do recover. I have already gone to a drive by memorial service for a parent of one of my students. I cannot do that again. Heaven forbid that we lose a child or a staff member or anyone from this amazing community. I am an at risk person as is my child. We both have asthma. I am keeping my children home no matter what else my town offers. Please, keep us safe. Save a life. Masks work, but distance is better.

Thank you,

Ariel Dybner

Q. Now that the District has gone all remote through November, why aren't you requiring teachers to do live instruction for the period when the students would have been in class absent COVID-19? Why are you relying on inadequate and woeful methods that are not different enough from the awful experience of last spring? If teachers don't offer live instruction on the same schedule as they did pre-COVID, why are you paying teachers their full salaries? Lots of employers have cut back on employees' salaries amid this economic crisis. Lots of Maplewood South Orange taxpayers have had their wages cut or lost their jobs. You can ameliorate the damage to the residents of this town either by requiring live instruction during the ENTIRE school day or you can cut the teachers' pay. Either way, we benefit either educationally or financially. As you struggle with an expensive capital plan, at a minimum you could save us some money if you aren't going to offer our students a good education.

Claire Sinclair

C. I would like to take this opportunity to thank you for considering the health and safety of the teachers, staff and students of our District. As a teacher at Tuscan who cannot wait to be back in the classroom, I knew in my heart it was not the right time to do it. I am looking forward to teaching my class remotely and hoping that the day I can be back in my classroom will come soon.

Violeta Petrova

Dear Board of Education:

I am the mother of an incoming kindergartener in the District. I am writing to express my disappointment and alarm with the shift to all-virtual learning and to urge the District to consider creative ways for

making some in-person education available to students sooner than November, with appropriate safety protocols for physical distancing, class size and ventilation. Below are several points that I would like to submit for consideration:

1. At a time when one of our greatest challenges as a country is extreme polarization, disregard for truth and shared public norms, the move to all-virtual negates the greatest benefits of the public school model and exacerbates inequality. I consider myself a progressive and a believer in the public school system. I believe we send our children to school not just to become proficient in reading and in math, but to encounter the larger community, to encounter diversity and difference, and to step out of our 'bubbles'. As children remain at home, or in "curated" pods with a few others, we deprive them of the opportunity to step out of the home and learn how to "be" among their peers in their community.
2. I worry that the move to all-virtual does not necessarily lower the risk of transmission. The reality is that many working parents cannot afford to take four hours from their jobs to assist their children, cannot afford the exuberant costs of tutoring, and are left to organize in "pods" of up to even 7-9 children that rotate among different households. Thus, the risk merely shifts from the school to the individual households; from a licensed school facility that has developed safety protocols and trained staff on how to abide by those, to households that are not licensed, and that may not have the uniformity of safety protocols to host multiple children.
3. The communication from the District last Friday indicated that some partnership is being explored with the local YMCA to provide care for school-aged children. What is the difference between the schools and the Y, and why is in-person care being considered as a possibility at the Y but not the schools?
4. Reopening should be based on scientific data and health metrics. As reported by the New York Times, metrics developed by the Harvard Global Health Institute, (which are even more conservative than the World Health organization recommendations) indicate that our county is one where elementary and middle schools may reopen, based on rates of new infections. What are the health metrics that the District considers in making decisions to return to some in-person learning?
5. In reality, the Covid-19 pandemic will not end in November, or December or even in the spring. If the virus remains with us for potentially 1 or 2 years, would there be any among you that disagrees that remote schooling for 1-2 years will not be sustainable and will inflict damage to our children's education?
6. Our children's education is essential work, much like our healthcare sector, like our grocery stores, like our postal office. I urge the District to find creative ways of making in-person education work on some level, with appropriate reduction in class size and safety measures. Has the District considered the possibility of moving classes outdoors? Is there a possibility to collaborate with PTAs to provide funds for additional safety

measures in classrooms such as HEPA filters?

Thank you for your consideration.

Rita Ross

- C. As a parent and teacher I know how important extracurricular activities like clubs, theater, music are, particularly for incoming students and those who need extra support, attention and love. To that end, what can we do as a community to ensure enriching experiences are offered particularly at the middle school level where the transition from elementary school can be especially challenging.

Troy Plaza

- Q. Will the live virtual instruction be at the same time for all K-12 students? Having a defined time for live virtual instruction will allow parents with multiple children to better organize the supervision of their children. A defined time will also allow children who are joining in pods to work together with their classmates (ex. math study groups, reading buddies, physical education, and other group educational activities). The absence of a defined time will create a chaotic home environment for parents and make pod learning virtually impossible for groups large and small.

Stephen Sigmund

- C. My name is Stephen Sigmund of Maplewood. I am the parent of rising 12th and 9th grade students at Columbia High School. My comment for the August 17th meeting of the Board of Ed is to call for continuation of the Columbia High School policy that GPA be only positively impacted by student grades during all virtual learning.

First, nothing has changed to discontinue to policy, except students have been away from school and learning even longer. Second, CHS is instituting an entirely new and experimental system of synchronous online learning, and doing so on an entirely new platform in Canvas. Third, that system will be inequitable, favoring students with access to better technology and parents and students with more facility with technology. Fourth, without students in the classroom there is very little opportunity for teachers to recognize and make interventions quickly when students are having trouble.

Kendra

- Q. How confident are you that we go back to school after Nov. 12? When would a determination on this be made?

Malia Herman

Q. As a family who took part in ESY this summer, I want to commend Dr. Alegria, the teachers & staff involved for a wonderful program. I was impressed by the schedule, live interaction & creativity. Am I hearing that you'll structure the Fall similarly?

Bimal Kapadia

Q. When would you make the decision if in-person teaching is possible after Nov 12.

Ryan Hall

Q. Why is the status of the facility such a crucial part of the reopening when we can implement mandated masks and social distancing?

Brian Spitser

Q. When the pandemic is over, will remote learning be utilized for snow days and other school closures?

Michael

Q. How will the District ensure that all teachers participate in fall instruction. In the Spring, some teachers went missing from my kids' classes for up to 2 weeks at a time.

Jaime David

Q. Do we know when we will find out if our child's in-district school transfer request will be honored? I have an anxious kiddo. Thank you for all that you do for SOMSD - it's much appreciated!

Ryan Hall

Q. Why was there no focus on implementing outdoor learning options?

VEDA TRUESDALE

Q. When can families who requested transfer requests expect to receive a response? My rising sixth grader is literally losing sleep with worry. Thank you!

***Board Members Recessed at 10:11 p.m.***

***Board Members Reconvened at 10:20 p.m.***

***9 Voting Members and one student representative present***

DISCUSSION ALL VIRTUAL SCHOOL REOPENING PLAN 2020-2021

Board member discussion regarding the All Virtual School Reopening Plan included but was not limited to the following comments/questions:

- Board Member Zubieta - I appreciate all of the work the Superintendent and taskforce has done over the summer. I am disappointed with the county for not requiring the School Board to vote on the 2020-2021 school year reopening plan. I do not feel it is consistent with the fact that we as a Board voted in the spring but we are not required to vote now. Many districts have decided to let their Board of Education vote. Others who did not vote have informally approved their plan at public sessions. My vision as a Board Member is to aim higher than the State standards. I would like to have the opportunity to vote on a plan that I feel proud of that exceeds State standards. I am excited that all students will be in virtual learning this fall and the possibility of having a day that mimics a regular school day. I do not want it to just mimic a school day in a compressed version I want to see us go above and beyond a four hour day, not sitting in front of a computer screen for six hours a day, but I would like to see a robust day as I witnessed my child experience when attending the summer math program. If we do not have more than a four hour school day we will be shifting part of our responsibility to the YMCA.
- Board Member Joshua - Will families be able to get an idea of what virtual instruction will look like in November, because the understanding is that virtual learning will probably not look the same once we shift to a hybrid learning model? Will families get a chance to see what virtual learning will look like in advance of making that decision, assuming that after November 12 we will in fact shift to a hybrid or full in-person instruction?
- President Maini - One of the biggest concerns is how we made the tradeoff of instructional time versus supporting our children who needed a virtual only environment and how we decided on a four hour day? What is your vision for September?
- Board Member E. Baker - The problem that some Board members are having with regard to the Board not voting on the reopening plan is that we are actually proceeding in a way that is the opposite of how policy governance is supposed to work. We currently have no District goals for the year. We have a taskforce working based on State minimum requirements, but without an actual mandate, direction or charge from the Board as to what the priorities should be in developing a plan. There is a lot of hard work going on and we are working in very difficult circumstances, but policy governance dictates that we should be setting priorities that reflect the expectations and principles that the Board expects the Administration and taskforce to consider as they develop these plans. The dispute regarding minimum requirements for a school day for State purposes compared to what our community expects and our children need reflects the absence of that process. We have the opportunity now to correct that with respect to minimum expectations for the virtual school day as well as minimum expectations for this Board and this community for when we transition back to a hybrid model. We have heard nothing about how to creatively use our outdoor facilities in order to meet the social emotional needs of our students. I ask that as we go into the next phase that we actually have a process where the Board is asked to set some priorities collectively.

- President Maini - My concern with the Board setting the necessary priorities outside of Administration is that we run the risk of the Board deciding what is better versus working with the Administration to help map out what the questions are.
- Dr. Taylor - Questions regarding staffing will be addressed in executive session.
- Dr. Taylor - I cannot provide an answer as to why the State required a Board vote for the extended health school closure in the spring, but they did not require a vote for the reopening plan for the fall. Part of what we are trying to do in our conversations and relationships is to make sure the Board knows that there are roles and responsibilities for all of us and it is important that we act within our role or job description. I do not ask the Board to vote on things that they normally would not have to vote on. It does not mean that I do not value the opinion of the Board. I value the individual and collective perceptions of all Board members. You are the representative of the community. People voted for you to have the position and I value that and what and who you represent.
- Dr. Taylor - There will be a shift from all virtual to hybrid instruction, hopefully later in the fall. Part of our preparation for our shift to virtual is that we are able to ascertain from our families what their experience has been so far and how many of them would like shift to hybrid instruction because the ratio of students is really important to that plan. We have to also consider that having virtual only or hybrid teachers are almost different job descriptions. How we would go about the selection process and can it be challenged must be considered.
- Dr. Taylor - One of the biggest challenges of this planning process is how do we manage lunch when we have in person instruction and how do we connect with students at home. I think if you view the models of most districts in our State they are not inclusive of cafeteria lunch time. This is a really high health consideration. We have received many comments from parents who are concerned that their child will only be receiving four hours of instruction. Part of our continued research and reviewing best practices and solutions is looking at how we can maintain our momentum of our full day of instruction when we have to do a shift to the four hour day hybrid model.
- Dr. Taylor - We have some work to do on our goals. We knew that this month with all of the preparation and work before the Governor's executive order, that our committee meetings focused in on that work. During the Board Retreat, we agreed that applicable Board and District goals will be reviewed within committee meeting settings.
- Dr. Taylor - I think it's a great best practice to set and share high level priorities as a Board, but there must also be an understanding that when we take these overarching tenets when we are in the planning process, that we have also have to deal with the practical circumstances that we are in. I agree with Board member E. Baker that it is not too late for us to undertake setting high level priorities as we are shifting.

- Board President Maini - How would the Board's request for more than four hours of hybrid instruction have impacted the other services we are offering our staff and families that have selected all virtual instruction.
- Dr. Taylor - If we had a five hour day the concern would be how we would manage lunch periods safely and what we would gain from it academically. Most districts planned an ABC cohort for the majority of their grade levels with C being all virtual, and the days were compromised to an early dismissal day.
- Board Member Mazzocchi - I share the same concerns as other Board member for our staff, students and families. Based on all of the data about COVID-19 and how to mitigate the spread of it, I totally agree with Dr. Taylor that instruction should be online. We cannot meet the health and safety, facility and budgetary needs of our students and staff if we attempted in- person instruction at this time. I would like to thank Business Administrator Paul Roth for all of his work and preparation to get us to this point. Why do we need to move funds from maintenance reserve for air quality equipment (resolution 4040J) considering science will be different in a few months and even if it's not different the equipment will not be enough to keep student and staff safe anyway.
- Dr. Taylor - Even if we are not opening in the fall it is a positive investment for our District. I think that this is supported by the State's change in allowing us to use these funds to make this purchase.
- Mr. Roth - The purchase is necessary to meet the DOE reopening guidelines.
- Board Member R. Baker - In reviewing summer programming I feel the District is exceeding minimal state requirements. In all of the information that I have read about reopening in a safe environment, there is quick turnaround coronavirus testing as part of the reopening plan.
- Dr. Taylor - I believe that the comments made about barely meeting State guidelines are about the four hour hybrid day, because that is the minimum amount of hours that counts as a full school day. I agree that we have all heard great feedback from summer programming. That is why I wanted to share with everyone the direction we are going in.
- Dr. Taylor - Many school districts do not see employee coronavirus testing as sensical because it is impossible to maintain unless you test individuals every day as they enter the building. It also raises concerns of testing being considered a condition of employment, what if an employee does not want to be test.
- Dr. Taylor - We've had a lot of conversation about the use of outdoor space for learning, but in our evaluation as a possible solution to our ventilation issues, one major concern was capacity. Outdoor learning is more of a small school type of solution. We did not feel this was a practical solution for the amount of space we would require. We also have to consider staging areas that may be needed during construction which is pending.
- Dr. Taylor - One of the concerns that we have is that whenever we return to the buildings we will have to invest significantly in our nighttime custodians to make sure there is no questions as to the

disinfecting that is happening in our buildings. That is why in the presentation I said there was not enough time to allow us to make this change because depending on what happens we would be spending hundreds of thousands of dollars on items that may not be needed as of yet.

- Board Member Wright - I agree with all of the comments made by fellow Board members. We do need more than the minimum State requirements. I am also concerned about the cleanliness of the buildings.
- Board Member Cuttle - Mr. Roth please reiterate to the public the food service requirements, so we are insuring that all students have access to food.
- Mr. Roth - The first two weeks of school, the lunch program will pick up where we left off in June utilizing the same serving locations. As soon as we have final confirmation of the schedule for virtual learning, we will update our serving times to make meals available to students when they have completed instruction for the day. Food will be available for all students to purchase and will be free to students who qualify for free or reduced lunch.
- Board Member Cuttle - What support can the District offer staff who may not have adequate internet service to teacher virtually or in a hybrid setting. Some school districts are requiring staff to work onsite even though there are no students.
- Board Member Cuttle - There are concerns around making sure that the District is adapting and supporting students' mental health needs. Dr. Taylor - No teachers have expressed concern regarding their internet connectivity. We have received feedback regarding equipment, which we addressed on a case by case basis.
- Dr. Taylor - We are definitely planning to address this concern, that is why for our town hall discussion I included social emotional needs as one of the topics along with academics. We will discuss how social emotional support looks for students and families in a virtual setting. This is a high level of concern for us. Thanks to the Boards approval of the budget in the spring we have more resources. We have interviewed and hired additional mental health resources and we have also contacted colleges and universities to inform them that we are still open to receiving interns, even in a virtual setting.
- Board President Maini - Board members please review the May and June presentations and Dr. Taylor's weekly updates regarding the taskforce and outlined subcommittees that he created. Everyone must send me an email describing what specifically the Board could of added as direction to the Administration beyond the major goal of opening schools safely and compliant with the Governor's directions. We clearly indicated the need for Administration to incorporate feedback from our community that asked for more engagement and more live instruction from our teachers. This can help us inform Administration as they plan for November.

## COMMITTEE REPORTS

### FINANCE FACILITIES & TECHNOLOGY - Board Member Joshua

The committee discussed the following:

- Health Care
- Custodial Services Contract
- YMCA Facility Use / Agreement
- PPE Donation
- Debt Service / Facilities Construction and Renovation
- Employee Salaries

### PERSONNEL & LABOR RELATIONS - Board Member R. Baker

The committee discussed the following:

- August 2020 Resolutions
- Parent preference survey as of 8/11/20
- Rethink-Reopen Task Force/Plan
- Candidates have been selected for the Director of Human Resources and Assistant Superintendent for Access and Equity positions. Dr. Carrick will continue interviews to fill the position of Assistant Superintendent for Curriculum and Instruction.
- Policies - 3212 Attendance, 4212 Attendance, 5120 Assignment of Students, R3212 Professional Staff Attendance and R4212 Support Staff Attendance. Modifications were made to 5120 that will be sent to the Policy Committee for review.

### POLICY COMMITTEE - Board Member Siders

The committee discussed the following policies included on tonight's agenda for approval:

- Second Reading/Approval
  - Policy 8420 - Emergency and Crisis Situations
  - Policy 5120 Assignment of Students
  - Policy 4212 Attendance (Support Staff)
  - Policy 3212- Attendance (Teaching Staff)
  - Policy 9150-School Visitors
  - Policy 8635-Student Transportation Vehicles and School buses
  - Policy 3510- Operation and Maintenance of Plant
  - Policy 8451- Control of Communicable Disease
  - Policy 5320- Immunization
  - Policy 5310- Health Services
  - Policy 1648.02- Remote Learning Option for Families
  - Policy 1648- Restart and Recovery Plan
  - Policy 1250- Visitors

- o Policy 3510- Operation and Maintenance of Plant
  - o Policy 3541.33- Transportation Safety
  - o Policy 5141.2- Illness
  - o Policy 5141.3- Health Examinations and Immunizations
- First Reading
  - o 0143 BOARD MEMBER ELECTION AND APPOINTMENT
  - o 0143.1 BOARD OF SCHOOL ESTIMATE
  - o 0145 BOARD MEMBER RESIGNATION AND REMOVAL
  - o 0148 BOARD MEMBER INDEMNIFICATION
  - o 0151 ORGANIZATION MEETING
  - o 0154 ANNUAL MOTIONS AND DESIGNATIONS
  - o 0155 BOARD COMMITTEES

CURRICULUM & INSTRUCTION - *Board Member Mazzocchi*

The committee discussed the following:

- Summer School - Enrollment (demographics)
- Planning for the 2020-2021 School Year - Taskforce
- Book Adoption
- Preschool
- Speech Intern Partnerships with Emerson College and Stockton University
- Policies
  - o 1648 Restart and Recovery
  - o 1648.02 Remote Learning Option for Families
  - o 5310 Health Services
  - o 5320 Immunization
  - o 8451 Control of Communicable Disease
  - o R5306 Health Services
  - o R5310 Health Services
  - o R5320 Immunization
  - o R7420.1 Bloodborne Pathogen Exposure Control Plan
  - o R8441 Care of Injured & Ill Persons

ITEMS FOR ACTION

Motion made by Dr. Taylor, seconded by Board Member R. Baker that the Board of Education approves the following:

4037A. MEMORIALS

BE IT RESOLVED THAT the Board of Education approve the following memorials:

Emmanuel (Mani) Arguelles, high school math teacher, passed away on August 4, 2020.

The Superintendent is asked to convey our condolences to the family and friends of Emmanuel Arguelles.

#### 4037B. RETIREMENTS

NAME	ASSIGNMENT	EFFECTIVE DATE	YEARS IN DISTRICT
Anello, Jean	S4/12, Secretary (SPED) DIST - 1.0 FTE	10/1/20	18
Bethea, Paula	Guidance Counselor SOM - 1.0 FTE	9/1/20	32
Blumenthal, Deborah	Speech/Language Specialist DIST - 1.0 FTE	1/1/21	25
Brinkerhoff, Elizabeth	Confidential Secretary DIST - 1.0 FTE	1/1/21	10
Campbell, Catherine	Library Media Specialist SM - 1.0 FTE	11/1/20	8
Saporita, Richard	T English CHS - 1.0 FTE	9/1/20	12
Spriggs, Desiree	T Lang. Arts MM - 1.0 FTE	9/1/20	20

#### 4037C. RESIGNATIONS

NAME	ASSIGNMENT	EFFECTIVE DATE
Powers, Colleen	School Social Worker SB - 1.0 FTE	10/10/20
Shea, Thomas	Safety & Security Director DIST - .5 FTE	10/10/20

#### 4037D. RESCIND APPOINTMENT

(This employment is conditional and subject to the disclosure requirement; pending compliance with NJ Public Law 2018, Chapter 5)

NAME	ASSIGNMENT	EFFECTIVE DATE	ACTUAL SALARY
Zielinski, Rebecca	T SPED SOM - 1.0 FTE	9/1/20 6/30/21	\$73,660

#### 4037E. APPOINTMENTS

(This employment is conditional and subject to the disclosure requirement; pending compliance with NJ Public Law 2018, Chapter 5)

NAME	ASSIGNMENT	EFFECTIVE DATE	ACTUAL SALARY
Beaubrun, Lakiesha	T SPED (ABA) CLIN - 1.0 FTE	9/1/20 6/30/21	\$64,460
Carluccio, Joanna	T English/Lang. Arts MM - 1.0 FTE	9/1/20 6/30/21	\$51,860
Clark, Winona	School Bus Aide DIST - .5 FTE	9/8/20 6/30/21	\$15,908
D'Alconzo, Kristin	T SPED/INC TUS - 1.0 FTE	9/1/20 6/30/21	\$60,860
Dyer, James	T English CHS - 1.0 FTE	9/1/20 6/30/21	\$65,460

Henry, Aaron	School Bus Aide DIST - .5 FTE	9/8/20 6/30/21	\$15,908
Kays,* Juliana	T Spanish SOM - 1.0 FTE	9/1/20 6/30/21	\$50,060
Lawson,* Rahmiece	T 3 <sup>rd</sup> Grade SB - 1.0 FTE	9/1/20 6/30/21	\$50,060
LiPuma,* Elizabeth	T SPED SOM - 1.0 FTE	9/1/20 6/30/21	\$62,460
Mingo, Jr. Terence	School Bus Aide DIST - .5 FTE	9/8/20 6/30/21	\$15,908
Mullen, Ken	Interim Director of Athletics CHS - 1.0 FTE	9/1/20 Until a permanent appointment is made	\$500/day
Perez, Dr. Gretel	Assistant Superintendent for Access & Equity DIST - 1.0 FTE	9/1/20 6/30/21	\$155,000
Pribula, Yisel	T PreK/INC MONT - 1.0 FTE	9/1/20 6/30/21	\$80,660
Piccirillo,* Lynn	T SPED SOM - 1.0 FTE	9/1/20 6/30/21	\$50,060
Robinson, Stacey	Human Resource Director DIST - 1.0 FTE	10/15/20 or earlier 6/30/21	\$140,000
Salaam- Goodwin, Fajr	Social Worker (Non-CST) SOM - 1.0 FTE	9/1/20 6/30/21	\$62,460
Scannelli, Brittany	T SPED CLIN - 1.0 FTE	9/1/20 6/30/21	\$56,460
Seiferheld, Karen	T Math CHS - 1.0 FTE	9/1/20 6/30/21	\$83,860
Singh, Paul	Guidance Counselor SOM - 1.0 FTE	9/1/20 6/30/21	\$56,460
Taylor, Peter	School Bus Driver DIST - .5 FTE	9/8/20 6/30/21	\$29,243
Wheeler, Laura	T 2 <sup>nd</sup> Grade TUS - 1.0 FTE	9/1/20 6/30/21	\$60,460

\* NJ Certification is pending

#### 4037F. LEAVE REPLACEMENT APPOINTMENTS

(This employment is conditional and subject to the disclosure requirement; pending compliance with NJ Public Law 2018, Chapter 5)

NAME	ASSIGNMENT	EFFECTIVE DATE	ACTUAL SALARY
Bontempo, Amanda	T SS SOM - 1.0 FTE	9/1/20 1/15/21	\$51,860

Clem, Dallas	T PE/Health CHS - 1.0 FTE	9/1/20 6/30/21	\$51,860
Fitzgibbons, * Rhonda	T 3 <sup>rd</sup> Grade JEFF - 1.0 FTE	9/1/20 11/30/20	\$56,460
Kellermeyer, Hannah	T SPED/INC SB - 1.0 FTE	9/1/20 6/30/21	\$56,460
Petrakian, Jodi	T Science SOM - 1.0 FTE	9/1/20 6/30/21	\$50,060
Rickard, * Kathryn	T SPED/INC TUS - 1.0 FTE	9/1/20 12/9/20	\$50,060
Subbuswamy, Shoba	T Math CHS - 1.0 FTE	9/28/20 1/31/21	\$56,460

\* NJ Certification is pending

#### 4037G. LEAVES OF ABSENCE

NAME	ASSIGNMENT	EFFECTIVE DATE
Baldino, Alyssa	T 3 JEFF - 1.0 FTE	9/1/20-11/30/20 (Unpaid FMLA)
Bethea, Paula	Guidance Counselor SOM - 1.0 FTE	7/1/20-8/31/20 (Paid Medical Leave)
Giambrone, Lisa	T SPED SB 1.0 FTE	6/8/20-6/30/20 (Paid Maternity Leave) 9/1/20-11/30/20 (Unpaid FMLA) 12/1/20-6/30/21 (Unpaid Childcare Leave)
Keegan, Lauren	T SS SOM 1.0 FTE	9/1/20-10/6/20 (Paid Maternity Leave) 10/7/20-1/14/21 (Unpaid FMLA)

#### 4037H. TRANSFERS/REASSIGNMENTS

NAME	OLD ASSIGNMENT	NEW ASSIGNMENT	EFFECTIVE DATE
Colonna, Shannon	T SPED MAR - 1.0 FTE	T SPED SB - 1.0 FTE	9/1/20 6/30/21
Field, Stacey	T Preschool Inclusion MONT - 1.0 FTE	Master Teacher (PEEA) MONT - 1.0 FTE	9/1/20 6/30/21
Govrin, Hannah	T SPED/LLD TUS - 1.0 FTE	T SPED/LLD MAR - 1.0 FTE	9/1/20 6/30/21
Scali, Patricia	T Preschool Inclusion MONT - 1.0 FTE	T Preschool/SC MONT - 1.0 FTE	9/1/20 6/30/21
Smith, Sandra	T Elem DIST- 1.0 FTE	T 4 <sup>th</sup> Grade TUS - 1.0 FTE	9/1/20 6/30/21
Wojcio, Michael	T SPED MAR - 1.0 FTE	T SPED SB - 1.0 FTE	9/1/20 6/30/21

4037I. SALARY ADJUSTMENTS

NAME	ASSIGNMENT	EFFECTIVE DATE	ADJUSTMENT	ACTUAL SALARY
Arguelles, Emmanuel	T Math CHS - 1.0 FTE	9/1/20 6/30/21	+\$2,600	\$93,660
Boni, Jeffrey	T SS CHS - 1.0 FTE	9/1/20 6/30/21	+\$500	\$95,750
Boryeskne, Kimberly	T 3 TUS - 1.0 FTE	9/1/20 6/30/21	+\$500	\$95,750
Brown, Kathleen	T SPED CHS - 1.0 FTE	9/1/20 6/30/21	+\$800	\$85,860
Cirelli, Renata	T Latin CHS - 1.2 FTE	9/1/20 6/30/21	+\$592	\$82,152
Dos Santos, Carla	T Spanish SOM - 1.0 FTE	9/1/20 6/30/21	+\$500	\$95,750
Gergel, Jillian	T SPED SB - 1.0 FTE	9/1/20 6/30/21	+\$600	\$91,660
Griffiths, Sara	T English CHS - 1.0 FTE	9/1/20 6/30/21	+\$500	\$95,750
Shelffo, Mary	T 2 CLIN - 1.0 FTE	9/1/20 6/30/21	+\$2,000	\$85,550
Spina, Anthony	T SPED CHS - 1.0 FTE	9/1/20 6/30/21	+\$1,800	\$53,660
Bean-Folkes, Dr. Jane	Supv ELA, K-12 CHS - 1.0 FTE	7/1/20- 8/18/20 (12 days)	\$496.23 (per day)	\$5,954.78
Hutchinson, Kimberly	Principal JEFF - 1.0 FTE	7/1/20- 8/18/20 (8 days)	\$569.65 (per day)	\$4,557.16
Majeed, Malikah	Principal TUS - 1.0 FTE	7/1/20- 8/18/20 (8 days)	\$726.55 (per day)	\$5,821.40
Patterson-Samuels, Bonita	Principal MONT - 1.0 FTE	7/2/20- 8/18/20 (9 days)	\$722.00 (per day)	\$6,498.04
Zeigler, Shane	Assistant Principal SM/SMA - 1.0 FTE	7/1/20- 8/18/20 (8 days)	\$517.77 (per day)	\$4,142.18
Brauner, Noah	T Industrial Arts CHS - 1.2 FTE	9/8/20 6/24/21	+\$16,710	\$102,260
Bucher, Carole	T SCI/Chemistry CHS - 1.2 FTE	9/8/20 6/24/21	+\$18,650	\$111,900

4037J. 2019-20 SCHOOL YEAR SOMEA STAFF PERFECT ATTENDANCE AWARD

NAME	ASSIGNMENT	EFFECTIVE DATE	ACTUAL SALARY
Brody, Susan	Teacher SB - 1.0 FTE	9/1/19 6/30/20	\$750
Butler, Nathaniel	AV Tech DIST - 1.0 FTE	7/1/19 6/30/20	\$750
Canzonieri, Dianne	Teacher SB - 1.0 FTE	9/1/19 6/30/20	\$750
Cavagnaro, Jessica	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750
Cohen, Scott	Teacher CHS - 1.0 FTE	9/1/19 6/30/20	\$750
Davis, Nettie	School Bus Driver DIST - .8 FTE	9/1/19 6/30/20	\$750
Davis, Shondell	Teacher SB - 1.0 FTE	9/1/19 6/30/20	\$750
Fakhoury, Sarah	Teacher SB - 1.0 FTE	9/1/19 6/30/20	\$750
Fleming, Yolande	Guidance Counselor CHS - 1.0 FTE	9/1/19 6/30/20	\$750
Freitas, Alexandra	LDTC CHS - 1.0 FTE	9/1/19 6/30/20	\$750
Gamage, Matthew	Teacher CLIN - 1.0 FTE	9/1/19 6/30/20	\$750
Graham, Ceelea	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750
Gregory, Lakilah	Teacher MAR - 1.0 FTE	9/1/19 6/30/20	\$750
Hansen, Meredith	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750
Helfrich, Andrew	Teacher CLIN - 1.0 FTE	9/1/19 6/30/20	\$750
Hightower, Gloria	School Bus Driver DIST - .5 FTE	9/1/19 6/30/20	\$750
Kaplan, Brian	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750
Louis, Cans Oscar	School Bus Driver DIST - .5 FTE	9/1/19 6/30/20	\$750
Mantes, Raymund	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750
Martin, Shira	Teacher MAR - 1.0 FTE	9/1/19 6/30/20	\$750
McCarl, Danielle	Teacher SB - 1.0 FTE	9/1/19 6/30/20	\$750
Miller, Sharon	Teacher CHS - 1.0 FTE	9/1/19 6/30/20	\$750
O'Sullivan, Maureen	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750

Palmgren, Richard	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750
Pilone, Jr., Joseph	Teacher CHS - 1.0 FTE	9/1/19 6/30/20	\$750
Reisman, Michele	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750
Reiss, Deborah	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750
Rugbeer, Nafizia	School Bus Driver DIST - .5 FTE	9/1/19 6/30/20	\$750
Simmons, Veronica	School Bus Aide DIST - 1.0 FTE	9/1/19 6/30/20	\$750
Sinclair, Claire	Teacher TUS - 1.0 FTE	9/1/19 6/30/20	\$750
Storms, Courtney	Teacher CLIN - 1.0 FTE	9/1/19 6/30/20	\$750
Thomas, Jennifer	Teacher TUS - 1.0 FTE	9/1/19 6/30/20	\$750
Velder, David	School Psychologist CHS - 1.0 FTE	9/1/19 6/30/20	\$750
Warshany, Caroline	Teacher CLIN - 1.0 FTE	9/1/19 6/30/20	\$750
Wright, Glen	Teacher MM - 1.0 FTE	9/1/19 6/30/20	\$750

4037K. SUMMER EMPLOYMENT

NAME	ASSIGNMENT	EFFECTIVE DATE	ACTUAL SALARY
Fleming, Yolande	School Counseling Summer Work	7/1/20-8/31/20 (up to 2 days)	\$40/hour (up to 14 hours)
Handler, Karissa	School Counseling Summer Work	7/1/20-8/31/20 (up to 2 days)	\$40/hour (up to 14 hours)
Loupis, Michael	School Counseling Summer Work	7/1/20-8/31/20 (up to 2 days)	\$40/hour (up to 14 hours)
McDowell, Jennifer	School Counseling Summer Work	7/1/20-8/31/20 (up to 2 days)	\$40/hour (up to 14 hours)
Mooney- Chavis, Danielle	School Counseling Summer Work	7/1/20-8/31/20 (up to 2 days)	\$40/hour (up to 14 hours)
Rucker, Courtney	School Counseling Summer Work	7/1/20-8/31/20 (up to 2 days)	\$40/hour (up to 14 hours)
Williams, Adrian	School Counseling Summer Work	7/1/20-8/31/20 (up to 2 days)	\$40/hour (up to 14 hours)

4037L. STIPEND (ATHLETIC)

NAME	ASSIGNMENT	EFFECTIVE DATE	ACTUAL SALARY
Clem, Dallas	Asst. Coach/Freshman Football CHS - 1.0 FTE	9/1/20 11/30/20	\$6,566

Maggiore, Molly	Asst. Coach/JV Field Hockey	9/1/20	-\$4,676
	CHS - 1.0 FTE	11/30/20	
	Asst. Coach/Freshman Field Hockey	9/1/20	
	CHS - 1.0 FTE	11/30/20	
			\$3,811

4037M. APPROVE JOB DESCRIPTIONS (see attached)

Revised: Preschool Master Teacher (PEEA)

New: Preschool Program Nurse (PEEA)

Preschool Program Secretary (PEEA)

Preschool Community Outreach Liaison (PEEA)

Social Worker Preschool Intervention Referral Team (PIRT) PEEA Grant

Stipend: SPED Low Incidence (Autism and Multiple Disabilities) Teacher Leader

4037N. SUMMER CURRICULUM WRITERS - See attached list

[list on file in Board Secretary's office]

4038A. APPOINTMENT OF SUMMER SUBSTITUTE TEACHER FOR THE 2020-2021 SCHOOL YEAR PAID AT THE DAILY RATE OF \$160

Sarah Cortes

4038B. APPOINTMENT OF OUT-OF-DISTRICT COACH FOR THE 2020-2021 SCHOOL YEAR

NAME	ASSIGNMENT	CONTRACT YEAR	STIPEND
Augustine, Alyse	Assistant/JV Field Hockey Coach	7/2020 11/2020	\$5,490

4038C. APPOINTMENT OF VOLUNTEER COACH FOR THE 2020-2021 SCHOOL YEAR

Kishan Trivedi Kishant

4038D. REAPPOINTMENT OF SUBSTITUTE TEACHERS FOR THE 2020-2021 SCHOOL YEAR

STATE CERTIFIED TEACHER

- Certified Substitute Teachers or Substitute Teachers with a county substitute certificate and a college degree at \$90.00 per day or \$100 per day after completing a district approved training program.
- Substitute Teachers with a county substitute certificate and without a college degree at \$77.00 per day.

LAST NAME	FIRST NAME	DEGREE	CERTIFICATION
Anderson	Esther	BS/MS	CE-T General Business Studies

Beauchamp	Meladie	BS/MA	School Counselor
Catanese	Brian	BA	CE-Elementary K-6 CE- T Social Studies
Cianfano	Julianna	BS	CEAS-Teacher of Students w/Disabilities CEAS-Elementary Teacher, K-6
Clark	Jasmine	BS	CE-T Preschool through Grade 3
Corbin	Faith	MS	Elementary, K-5
Criscuolo	Sandra	BS	Elementary
Dean	Barbara	BA/MA	School Social Worker
Deeds	Shirley	BS	T Elementary T Home Economics
Eustice	Nicole	BS/MS	CEAS-SAC
Ezell	Marian	BA	T English
Fazio	Melanie	BA	Elementary
Gordon	Marci	BS	Elementary
Gorham	Tiana	BA	T Psychology T Students with Disabilities
Harrington	Christie	BA	CE-T Music Elementary K-5
Jenkins	Philomena	BA/MA	Supervisor
Kendal	Lisa	BA/MA	CE-T Music
Lloyd	Majorie	BS/MA	CE-T Social Studies
Nelson	Cootchill	BA/MA	CE-T French
Nolet	Elizabeth	BA/MS	School Social Worker
Patton	Robin	BA/MA	T English T Students w/Disabilities
Pope-Forbes	Laurie	BA	CE-Elementary
Rickard	Kathryn	BA	CEAS-Elementary
Riemer-Schachtel	Beth	BS/MSW	School Social Worker CEAS-Elementary K-5
Rosenthal	Matthew	MS	CE-Elementary, K-6
Shirazi-Whang	Mahnaz	BA/MA	CEAS-Elementary
Shorter	Eric	BA	CE-Elementary, K-6
Silberfein	Carol	MA	Elementary
Silverlieb	Belle	BA	Elementary TOH

Smith	Kevin	BA/MA	TOH Elementary Student Personnel Services
Straus	Robin	BA/MSW	School Social Worker
Tuohy	Margaret	MA	Elementary
Wade	Barbara	BA/MA	Elementary
Wheeler	Laura	BA	CEAS-Elementary K-6
Zelenka	Barbara	BA	Elementary

COLLEGE GRADUATE AND COUNTY SUBSTITUTE CERTIFICATE

LAST NAME	FIRST NAME	DEGREE
Adenihum	Adikat	BA
Apicella	Christina	BA
Best	Rosalind	BS
Caparruva	Geraldine	BA
Christensen	Jennifer	BA
Cosentino	Elizabeth	BFA
Cotler	Joaquin	BA
Cox	Lateefa	BA
Desir	Mollie	BA
Douge	M. Judith	BA
Ellis	Robert	BA/MPA
Exil	Claudette	BA
Faison	Theodore	BA/MA
Fitzgibbons	Rhonda	BS
Forbes	Jacob	BS
Gensch	Heidi	BA
Gibson	Paul	BA
Greenwald	Jules	BS
Herbert	Cynthia	BS
Howell	Conrad	BS
Jackson	Dwayne	BA
King	Jasmine	BS
Lawson	Rahmiece	BS
Lax	Samantha	BA
Little	Austin	BA
Loesch	Dennis	BA
McCarthy	Conor	BA
McGuire	Shannon	BA
Miller	Vernon	BA
Miller-Allen	Stephanni	BA/MA
O'Halloran	Pamela	BA
Olinsky	Benjamin	BA
Osborne	Bruce	BS

Patrick	Keisha	BS
Ramsburg	Jamie	BA/MA
Reed	Christopher	BS
Riley	Sabrina	BS/MPA
Rosenthal	Matthew	MS
Schwarzer	Talya	BA
Shorter	Eric	BA
Simmons	Al	BS
Smith	Philip	BS
Steele	Malcolm	BA
Suggs	Milton	BS/MA
Trebitz	Debra	BA
Turner	Ingrid	BA
Vogt	John	BA
Webb	Samantha	BA
West	Debra	BS
Wright	Cheryl	BA
Wright	Eilleen	BS
Zaretzka	Traci	BA/MA

COUNTY SUBSTITUTE CERTIFICATES - NON-DEGREES

Artiles, Sergio	Gibson, Aiyonnah
Cabrera, Jocelyn	McNeil, Marcel
DeSarme, Marie	Ramirez, Ashley
Faison, Aja	Saintil, Leroy
Tunis, Eddy	

4038E. REAPPOINTMENT OF SUBSTITUTE SCHOOL NURSES FOR THE 2020-2021 SCHOOL YEAR PAID AT A DAILY RATE OF \$215

Marie DeSarme	Kaliope Diakos	Jenace Hyman
Judith Konicov	Ethel Paden	Lynn Schwartz
Myrna Scott	Keith Turpin	Nella Weaver

4038F. REAPPOINTMENT OF SUBSTITUTE TEACHERS FOR THE 2020-2021 SCHOOL YEAR PAID AT A DAILY RATE OF \$100

Esther Anderson	Shirley Deeds	Robert Ellis
Claudette Exil	Theodore Faison	Marci Gordon
Dennis Loesch	Belle Silverlieb	Al Simmons
Debra Trebitz	Barbara Wade	

4039A. Approves the attached list of students who are scheduled to attend Out-of-District tuition supported programs for the 2020-2021 extended school year [list on file in Board Secretary's Office].

4039B. Approves the attached list of students who are scheduled to attend

Out-of-District tuition supported programs for the 2020-2021 school year [list on file in Board Secretary's Office].

4040A. Receives and accepts the following financial reports:

1. Board Secretary's Report dated July 31, 2020
2. Expense Account Adjustment Analysis dated July 31, 2020
3. Revenue Account Adjustment Analysis dated July 31, 2020
4. Check Register #406514-406697 in the amount of \$3,108,453.50
5. Check Register #200710-200711 in the amount of \$1,632,180.11
6. Check Register #200712 for July 2020 payroll in the amount of \$1,915,714.59
7. Treasurer's Report of June 2020

4040B. Certify the Board Secretary's Monthly Financial Report [signed certification on file in Board Secretary's office].

4040C. Approves the attendance and related travel and/or workshop expenses for the following work-related events:

Employee	Workshop/Conference	Travel Date(s)	Location	Estimated Cost(s)
Gwen Karl Columbia High School	Visualizing and Verbalizing for Comprehension	8/25/2020-8/27/2020	Online	\$750.00
Dr. Ronald Taylor Central Office	NJSBA's Annual Workshop 2020	10/20/2020-10/22/2020	Online	\$199.00
Paul Roth Central Office	NJSBA's Annual Workshop 2020	10/20/2020-10/22/2020	Online	\$199.00

4040D. Approves the following attendance and/or workshop related expenses:

BOARD MEMBER	EVENT	DATE	Location	Estimated Cost(s)
9 Board Members	NJSBA Annual Workshop	10/20/2020-10/22/2020	Online	\$900 Group rate

BE IT FURTHER RESOLVED THAT the Board of Education approves the above event to be work related and within the scope of the work responsibilities of the of the attendee and promotes the delivery of instruction or furthering of efficient operation of the school district and is fiscally prudent, and in compliance with N.J.S.A. 18A:12-24 and 24.1 of the School Ethics Act.

4040E. Approves the following providers for 2020-2021 school year for the service indicated:

Provider	Service	Rate
Pillar Care Continuum Livingston, NJ	Speech/Language Services/Oral Motor Feeding	\$250.00/hr

Maxim Healthcare Services, Inc. West Orange, NJ	Nursing Services:	
	RN	\$54.09/hr
	LPN	\$50.16/hr
Epic Health Services, Inc. dba Aveanna Health Care	Nursing Services:	
	RN	\$60.00/hr
	LPN	\$50.00/hr
	2:1 RN	\$90.00/hr
	2:1 LPN	\$75.00/hr
Platt Psychiatric Association Cedar Grove, NJ	Basic Student In-Office Psychiatric Consultation	\$700.00
	Expedited Student Psychiatric Consultation	\$850.00
	Complex Student Psychiatric Consultation	\$1,200.00
	Translation Services	\$150.00/hr
	Charge (prorated) for Ancillary Services	\$450.00/hr
	School System Employee Psychiatric Consultation	\$450.00/hr
	Conference with Attorney or Other Forensic Conference	\$600.00/hr
	Court Appearance	\$600.00/hr
	Travel Time for on-site evaluations and legal proceedings	\$125.00/20 mins
	Cancellations with less than 48- hour notice	\$350.00
	Cancellations with less than 2- hour notice / Family's failure to keep appointment	\$700.00
Pirelli Clinical & Forensic Psychology (PCFP), LLC	Psychological Evaluation with report	\$2,500.00
Jeannine Contreras Maplewood, NJ	Behavior Therapy	\$50.00/hr

Tamka Educational Products, LLC Edgewater, NJ	Inclusion Consultant	\$100.00/hr
Lindamood-Bell Learning Processes San Luis Obispo, CA	1:1 Instruction	\$172.00/hr

4040F. Approves the use of the following vendors in excess of the \$40,000 for the 2020-2021 school year:

VENDOR NAME	PRODUCT	TYPE OF VENDOR
Atra	Custodial Supplies	Emergency/Co-op
Belair	Vehicle Repairs, Inspections	Co-op
BSN	Athletic Equipment	Co-op
Delta Dental	Health Insurance	Other
NEWSELA	Learning Materials	Other
PSE&G	Utility Company	Other
School Specialty	Classroom, Library Supplies	State Contract
Verizon Wireless	Telephone Services	State Contract

4040G. Accepts a donation for the Parenting Center in the amount of \$100.00

BE IT FURTHER RESOLVED THAT the following budget is increased and the Superintendent or his designee is authorized to administer it:

20-019-200-890-GR-5902 Matthew Gray Memorial Fund \$100.00

BE IT FURTHER RESOLVED THAT the Board President, Superintendent and Board Secretary are authorized to execute and deliver any necessary contracts and reports on behalf of the Board.

4040H. Awards a contract for Athletic Transportation for the 2020-2021 school year to Jimmy's Transportation of Irvington, New Jersey at a rate of \$141.05 per hour.

4040I. Approves the renewal of the Public School Transportation contract for Jimmy's Transportation of Irvington, New Jersey for the 2020-2021 school year on a net per diem bulk basis of \$449,829.00. The per diem route cost is as follows:

	19-20 SY		20-21 SY		
	Per Diem	Renewal	Per Diem	Increase/	Annual (180 Day)
School/Route	Route Cost	Number	Route Cost	Decrease	Amount (Max)
Jefferson/11	\$137.53	Renewal #19	\$139.87	1.70%	\$25,176.60

Marshall/21	\$137.53	Renewal #19	\$139.87	1.70%	\$25,176.60
Jefferson/12	\$137.53	Renewal #19	\$139.87	1.70%	\$25,176.60
Marshall/22	\$137.53	Renewal #19	\$139.87	1.70%	\$25,176.60
Jefferson/13	\$137.53	Renewal #19	\$139.87	1.70%	\$25,176.60
Marshall/23	\$137.53	Renewal #19	\$139.87	1.70%	\$25,176.60
Jefferson/15	\$137.53	Renewal #19	\$139.87	1.70%	\$25,176.60
Seth Boyden/1	\$217.52	Renewal #13	\$221.22	1.70%	\$39,819.60
South Mountain/34	\$137.53	Renewal #19	\$139.87	1.70%	\$25,176.60
Seth Boyden/2	\$217.52	Renewal #13	\$221.22	1.70%	\$39,819.60
South Mountain/35	\$167.20	Renewal #19	\$170.04	1.70%	\$30,607.20
Seth Boyden/3	\$217.52	Renewal #13	\$221.22	1.70%	\$39,819.60
Clinton/ESL CL	\$135.64	Renewal #10	\$137.95	1.70%	\$24,831.00
Marshall/24	\$135.64	Renewal #10	\$137.95	1.70%	\$24,831.00
SoMtn/SMSHUTL	\$130.32	Renewal #10	\$132.54	1.70%	\$23,857.20
Marshall/25	\$135.64	Renewal #10	\$137.95	1.70%	\$24,831.00
	\$2,457.24		\$2,499.05		\$449,829.00

4040J. Whereas, the sanitization of school buildings during a health-related emergency that is required to make them usable and safe for students and staff related to the COVID-19 health emergency should be recorded in the Required Maintenance function of the NJDOE's 2020-21 Uniform Minimum Chart of Accounts, and

Whereas, Required Maintenance does not include janitorial or custodial services related to routine cleanings, only enhanced costs for COVID-19 sanitization should be recorded in Required Maintenance, and

Whereas the costs for COVID-19 related sanitization are considered required maintenance, these enhanced sanitization costs are eligible to be funded by the Maintenance Reserve. Pursuant to N.J.A.C. 6A:23A-14.2, districts may, by board resolution, withdraw funds from the maintenance reserve account and appropriate the funds into the required maintenance account lines at budget time or any time during

the year for use on required maintenance activities for a school facility;

NOW THEREFORE BE IT RESOLVED THAT the Board of Education authorize the transfer of \$727,767.42 from the Maintenance Reserve Account to cover the cost of COVID-19 related air quality systems.

4040K. Approves the purchase of COVID-19 Air Quality Systems from Bio-Shine, Inc. of Spotswood, New Jersey in the amount of 727,767.42

4040L. Approves John E. Wallace, Jr., Esq. of Brown & Connery, LLP located in Woodbury, New Jersey as a Monitor, as outlined in the settlement agreement between the Black Parents Workshop and the South Orange Maplewood School District. The Law Firm of Brown and Connery, LLP will be compensated at the following hourly rates: John E. Wallace, Jr., Esq. \$450.00, Partners, \$350.00 and Associate Attorneys \$250.00-\$295.00.

4040M. Approves the submission of an application for the 2021 CARES Emergency Relief Grant and accepts these funds in the amount of \$395,370.

4040N. Accepts the FY 2021 Individuals With Disabilities Education Improvement Act entitlement funds as follows:

Part B Allocation	\$1,574,624
Preschool Allocation	\$ 43,371

4040O. Amends resolution 4003H to include the cost for licensing and the annual subscription to Focus for Observers and Frontline Central.

Employee Evaluation Management w/Danielson 2011/2013	\$ 27,671.70
Learning & Collaboration Resources - unlimited use	\$ 21,694.73
Applicant Tracking	\$ 4,711.93
Absence & Substitute Management - Annual Subscription	\$ 19,795.84
Professional Learning Management - unlimited usage for internal employees	\$ 14,929.76
504 Project Management - unlimited usage for internal employees	\$ 585.60
IEP - Direct, unlimited usage for internal employees	\$ 2,342.40
<b>Focus for Observers</b>	<b>\$ 11,049.68</b>
<b>Frontline Central: Accelerated Implementation</b>	<b>\$ 4,200.00</b>
<b>Frontline Central: Subscription</b>	<b>\$ 19,000.00</b>
<b>Total</b>	<b>\$ 125,981.64</b>

BE IT FURTHER RESOLVED THAT the Board President, Superintendent and Board Secretary are authorized to execute and deliver any necessary contracts and reports on behalf of the Board.

4040P. WHEREAS, on March 16, 2020, the South Orange and Maplewood Board of Education approved a preliminary budget to be submitted to the Executive County Superintendent of Schools for approval; and

WHEREAS, the preliminary budget was approved by the Executive County Superintendent of Schools on April 2, 2020; and

WHEREAS, the preliminary budget was advertised in the News Record of Maplewood and South Orange on April 23, 2020; and

WHEREAS, the preliminary budget was presented to the public during a public hearing on March 16, 2020; and

WHEREAS, the tax levy was approved on May 4, 2020; and

WHEREAS, Updated state aid notices were received on July 7<sup>th</sup>, 2020, reducing special education aid by \$602,136 and pre-school education aid by \$1,623,090; and

WHEREAS, the total amount of the 2020-2021 budget shall be:

	<b>2020-2021 Total Expenditures</b>	<b>Less: Anticipated Revenues</b>	<b>Tax Levy</b>
<b>General Fund</b>	136,442,293	13,108,188	123,334,105
<b>Special Revenues</b>	7,534,451	7,534,451	0
<b>Debt Service</b>	6,378,770	1,005,009	5,373,761
<b>Total</b>	<b>150,355,514</b>	<b>21,647,648</b>	<b>128,707,866</b>

NOW THEREFORE, BE IT RESOLVED THAT the Board of Education hereby adopts the 2020-2021 School District Budget; and

BE IT FURTHER RESOLVED THAT there should be raised for the General Fund \$123,334,105 for the ensuing 2020-21 school year; and

BE IT FURTHER RESOLVED THAT there should be raised for Debt Service Fund, \$5,373,761 for the ensuing 2020-21 school year.

BE IT FURTHER RESOLVED THAT that the Board of Education makes the following line item adjustments to the 2020-2021 School district Budget:

**General Fund**

Account No	From	To	Difference
11-000-221-320	543,713	521,713	22,000
11-000-262-610	806,503	726,503	80,000
11-000-262-100	1,148,812	1,023,812	125,000
11-000-270-160	447,037	367,037	80,000
11-000-221-102	1,528,981	1,372,981	156,000
11-000-222-100	1,510,233	1,461,097	49,136

12-000-270-733	180,000	90,000	90,000
Total	6,165,279	5,563,143	602,136

**Pre-School Program**

Account No	From	To	Difference
20-218-200-321	4,637,400	3,014,310	\$1,623,090
20-218-200-516	12,000	10,000	\$2,000
20-218-200-580	0	2,000	(\$2,000)
Total	5,314,167	3,691,077	1,623,090

4041. Adopts the following book:

SUBJECT	GRADE	TITLE/AUTHOR	PUBLISHER/DATE
ELA	10 - 12	American Moor	Bloomsbury/Methuen Drama/ March, 2020

4042. Adopt the following new and Revised curricula:

Resolution Number	New/Revised	Department	Subject
4042A	Revised	ELA	Kindergarten, Becoming Avid Readers
4042B	Revised	ELA	Kindergarten, Bigger Books, Bigger Reading Muscles
4042C	Revised	ELA	Kindergarten, Emergent Reading
4042D	Revised	ELA	Kindergarten, Growing Expertise in Little Books
4042E	Revised	ELA	Kindergarten, Super Powers
4042F	Revised	ELA	Kindergarten, We are Readers
4042G	New Unit	ELA	Kindergarten, Giving the Gift of Reading
4042H	Revised	ELA	Grade 1, Building Good Reading Habits
4042I	Revised	ELA	Grade 1, Learning About the World
4042J	Revised	ELA	Grade 1, Meeting Characters and Learning Lessons
4042K	Revised	ELA	Grade 1, Readers Get to Know Characters By Performing Their Books
4042L	Revised	ELA	Grade 1, Readers Have Big Jobs to Do
4042M	Revised	ELA	Grade 1, Reading Nonfiction Cover to Cover
4042N	Revised	ELA	Grade 1, Word Detectives
4042O	Revised	ELA	Grade 4, Interpreting Characters

4042P	Revised	ELA	Grade 4, Reading History
4042Q	Revised	ELA	Grade 4, Reading the Weather, Reading the World
4042R	Revised	ELA	Grade 5, Reading in the Content Area (Westward Expansion)
4042S	Revised	ELA	Grade 5, Interpretation Book Clubs
4042T	Revised	ELA	Grade 5, Tackling Complexity: Moving Up Levels of Nonfiction
4042U	New Unit	ELA	Grade 5, Maintaining an Independent Reading Life
4042V	Revised	ELA	Grade 6, Deep Study of Character
4042W	Revised	ELA	Grade 6, Researched Based Writing (Argument Writing)
4042X	New	ELA	Grade 7, Writing Realistic Fiction (Needs Special Edu/ELL)
4042Y	New	ELA	Grade 7, Building a Vibrant Reading Life (Needs Special Edu/ELL)
4042Z	New	ELA	Grade 7, Building a Writing Life
4042AA	Revised	ELA	Grade 8, Writing Investigative Journalism
4042BB	Revised	ELA	Grade 8, The Literary Essay: Analyzing Craft and Theme
4042CC	New	ELA	Grade 8, Restarting a Writing Life - From Notebooks to Independent Projects
4042DD	New	ELA	Grade 8, Getting Back into Independent Reading and Building a Vibrant Reading Life
4042EE	Revised	ELA	Grade 8, Memoir Unit Plan
4042FF	Revised	ELA	Grade 9, English 1 - Reading and Writing
4042GG	Revised	ELA	Grade 10, English 2 - Reading and Writing
4042HH	Revised	ELA	Grade 11, English 3 - Reading and Writing
4042II	New	ELA	Grade 11, English 3HN/ Literature of the African Diaspora
4042JJ	Revised	World Languages	French II/II HN
4042KK	New	Special Services	Elementary Self-Contained Autism and Multiple Disabilities (all subjects)

4042LL	New	Special Services	Middle School Self-Contained Autism and Multiple Disabilities (all subjects)
4042MM	New	Special Services	High School Self-Contained Autism and Multiple Disabilities (all subjects)
4042NN	New	Special Services	Intermediate Self-Contained Autism and Multiple Disabilities (all subjects)
4042OO	Revised	Fine Arts	Grades 6-8, Band
4042PP	Revised	Fine Arts	Grade 6-8 String
4042QQ	Revised	Fine Arts	Design
4042RR	Revised	Fine Arts	Elementary Band
4042SS	Revised	Fine Arts	Elementary Orchestra
4042TT	Revised	Fine Arts	Film 1
4042UU	Revised	Fine Arts	Film 2
4042VV	Revised	Fine Arts	Grades K-5 General Music

4043. Adopt the following policies as presented:

- Policy 2468 Independent Educational Evaluations
- Policy 6423 Expenditures for Non-Employee Activities, meals and Refreshments
- Policy 6450 Choice of Vendor
- Policy 6470 Payment of Claims
- Policy 6510 Payroll Authorization

4044A. Approves a settlement agreement for special education Student ID #9478440253 and authorizes the Board President to execute the settlement agreement.

4044B. Approves a settlement agreement for special education Student ID # 1615235814 and authorizes the Board President to execute the settlement agreement.

4044C. Approves a settlement agreement for special education Student ID # 8508474854 and authorizes the Board President to execute the settlement agreement.

4045A. Denies the Level 4 Grievance (ID#3440) and authorizes Labor Counsel to forward the Board's written decision to SOMEA.

4045B. Denies the Level 4 Grievance (ID#4397 & 3309) and authorizes Labor Counsel to forward the Board's written decision to SOMEA.

ROLL CALL: Motion made by Board Member Mazzocchi, seconded by Board Member Wright to sever resolution 4037E.

Motion to sever resolution 4037E passed 9 yes, 0 no

Motion 4037E passed. Yes: E. Baker, R. Baker, Cuttle, Joshua, Maini, Siders, Zubieta No: Wright, Abstain: Mazzocchi

Motion 4037A-D, 4037F-N, 4038A-D, 4039A-B, 4040B-P, 4041, 4042, 4043, 4044A-C, 4045 passed. YES: E. Baker, R. Baker, Cuttle, Joshua, Maini, Mazzocchi, Siders, Wright, Zubieta NO: None

Motion 4040A passed. YES: R. Baker, Cuttle, Joshua, Maini, Mazzocchi, Siders, Wright, Zubieta NO: None ABSTAIN: E. Baker (payments to any vendor or matter in the check register from which Board Member E. Baker is conflicted; including but not limited to Pomptonian Food Service, Atalian Global Service, and U.S. Security Associates, Inc.)

#### HEARING OF INDIVIDUALS AND DELEGATIONS

None.

#### NEW BUSINESS

Motion made by Dr. Taylor, seconded by Board Member Cuttle that the Board of Education approves the following:

Board President Maini read Resolution 4046 into the record.

4046. WHEREAS the South Orange Maplewood Board of Education is committed to uplifting and amplifying student voices,

WHEREAS the South Orange Maplewood Board of Education is committed to restorative practices.

WHEREAS the MapSo Youth Coalition has started the work to create a Student Bill of Rights;

WHEREAS the South Orange Maplewood Board of Education recognizes the impact and importance of the Student Bill of rights in supporting an environment that highlights our values of inclusion and equity, and accomplishes the district's mission and vision,,

WHEREAS the Student Bill of Rights will be a living document that seeks to empower students across the district and to set the norms of adult behavior,

BE IT RESOLVED that the South Orange Maplewood Board of Education encourages the Administration to work with the MapSo Youth Coalition to share the work with all students and to provide a platform for distributing the bill of rights for modifications and ownership, as well as creating a monitoring mechanism to facilitate honest and open feedback between administration and students.

ROLL CALL: Motion 4046 passed. YES: E. Baker, R. Baker, Cuttle, Joshua, Maini, Mazzocchi, Siders, Wright, Zubieta

NO: None

Board Member Joshua announced that the Community Coalition on Race is hosting a virtual presentation on talking to children about racism and breaking the cycle, presented by Dr. Diane Hughes, Professor of Applied Psychology at NYU on Tuesday, August 18, 2020 at 7:00 p.m.

#### Future Meetings

The Board of Education will meet in Executive Session on Monday, September 21, 2020 at 6:30 p.m. via online video conference platform to discuss personnel and legal issues, negotiations and other matters to be announced at a later date. Immediately following the Closed Session, the Board of Education will meet in public session at 7:30 p.m. using the online video conference platform. The community can view the meeting by following the steps below. Action will be taken.

Motion made by Board President Maini, seconded by Board Member E. Baker that the Board of Education will meet in Executive Session prior to the September 21, 2020 Public Meeting to discuss personnel and legal issues, negotiations and other matters, the nature of which will be made public at a future date.

MOTION made by Board President Maini, seconded by Board Member Joshua that the Board of Education adjourns. Motion unanimously approved at 12:14 a.m.

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Paul Roth, Board Secretary