

Regular Meeting
South Orange-Maplewood
Board of Education
September 21, 2020

A Regular Meeting of the Board of Education of South Orange-Maplewood was held using the online video conference platform on September 21, 2020.

Board President Annemarie Maini called the meeting to order at 7:38 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 Wright to allow distance participation in our monthly Regular Board Meeting during the COVID-19 emergency.

Motion passed 7 yes, 0 no.

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

Absent: Board Member R. Baker, Board Member Cuttle

7 VOTING MEMBERS AND ONE STUDENT REPRESENTATIVE PRESENT

The Board reflected upon the passing of Supreme Court Justice Ruth Bader Ginsburg. Her contributions to our society particularly for women but also how she disagreed without being disagreeable and her commitment to making life better for all people. She often talked about living not just for yourself but for one's community. She was also an avid reader and often said that reading shaped her dreams and more reading made her dreams come true. In this difficult time we are living through we will all miss Justice Ruth Bader Ginsburg.

BOARD RECOGNITION - Lily Forman

Student Recognitions:

NAME/SCHOOL	RECOGNITION
CHS Students: <ul style="list-style-type: none">• Matthew D. Krause• Daniel J. Palumbo• Julia A. Vitale	Three CHS seniors were named as Semifinalist for the 2021 National Merit® Scholarship Program and have an opportunity to continue in the National Merit Scholarship competition. Less than 1 percent of American high school students are so designated, and

	<p>will compete for a scholarship in spring.</p> <p>Over 1.5 million students took the 2019 Preliminary SAT/National Merit Scholarship Qualifying Test (PSAT/NMSQT®) last October and entered the National Merit Scholarship Program, a nationwide competition for recognition and awards conducted by National Merit Scholarship Corporation (NMSC).</p> <p>In April, NMSC identified the 50,000 highest scorers and notified their high schools. Some 16,000 of those high performers were recently designated Semifinalists on a state representational basis. Their schools were notified and NMSC released their names to news media on September 9.</p> <p>Only Semifinalists have an opportunity to continue in the Merit Scholarship® competition and advance to Finalist standing by meeting a number of additional requirements. Finalists will compete for one of 2,500 National Merit \$2,500 Scholarships, as well as 1,000 corporate scholarships. The next round will be announced in February.</p>
<p>CHS: Brooke Bachia, Senior</p>	<p>CHS senior, Brooke Bachia won 2nd place in the Speak Truth to Power Student Video Contest in partnership with the American Federation of Teachers and the Tribeca Film Festival, as well as, Speak Up, Sing Out Music Contest in partnership with the GRAMMY Museum.</p> <p>A showing of this event aired was taped on Wednesday 9/16/2020.</p>
<p>SOMS / Seth Boyden: Elisha Blake-Wasden, Current SOMS 8th grader</p>	<p>A former Seth Boyden student, Elisha Blake-Wasden, and now SOMS eighth grader, raised over \$1,000 to purchase books for Seth Boyden students who participated in the summer Rising Stars program. He carefully curated the books, inserted them in canvas packs and tied them off with a note of well-wishes from one reader to another. He and His Mom delivered them to Seth Boyden where they are soon to be distributed to Rising Star Readers.</p>

APPROVAL OF MINUTES

Board President Maini declared the minutes of the Executive and Public Sessions of August 17, 2020 Regular Meeting approved as presented.

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.

SUPERINTENDENT'S UPDATE - Dr. Ronald G. Taylor

Dr. Taylor asked the Board and community to join him in a moment of silence to acknowledge the tragic loss of Columbia High School student Omar Hutchinson. There is no greater loss than losing a child. We have reached out to Omar's family and will continue to do all we can to support them.

Thank you to the Rethink-Reopen Taskforce. Throughout the summer we had over 100 members of our school family participating to help us plan for our opening. We had shifts based on changes from the Governor's office and even with those shifts we received many compliments from community members and parents around their experience with virtual learning. I want to make sure the credit and acknowledgement is given to our taskforce members and subcommittee members who worked tirelessly through a vacationless summer.

SOMSD DISTRICT GOALS FOR THE 2020-2021 SCHOOL YEAR

Dr. Ronald G. Taylor, Superintendent of Schools presented a Powerpoint Presentation on District Goals for the 2020-2021 School Year. The presentation included the following:

- Purpose
 - By setting goals for public schools, the school board represents the community's aspirations for its students.
- NJSBA District Goal Process
 - The formation of District Goals customarily begin with a Board of Education Retreat facilitated by the New Jersey School Board Association Field Representative that is assigned to the applicable District.
 - The Board of Education and the Superintendent of Schools review the previous year's outcomes, including challenges and triumphs.
 - The Board and the Superintendent then come to an agreement on the selected goals, understanding that some goals are so robust that they may take multiple years.
 - The goals are then formally adopted by the Board of Education.

- o The Superintendent then takes the goals and facilitates action plans with the applicable School Leadership Team members. Action plans are then shared with the Board and the Public and lays the road map for successfully addressing the goal(s).
 - o The Superintendent then reports out action plan updates in a timely manner to the Board and the Public.
 - o One important caveat, these goals often drive the goal setting of other leaders in the District.
 - o In the spring, the Superintendent provides artifacts and evidence of goal completion to the Board through the NJSBA's Superintendent Evaluation digital portal. The Board of course reviews the submission and meet to discuss and ultimately issue the Superintendent's evaluation to the CSA.
- Review of the District Goals for the 2019-2020 and Proposed Goals for the 2020-2021 school years.
 - o Goal 1 Facilities
 - o Goal 2 Integration
 - o Goal 3 Teaching and Learning/Student Achievement
 - o Goal 4 Staff Recruitment/Retention/Development
 - Next Steps
 - o The Board will consider these goals for formal vote this evening.
 - o If approved, the Superintendent will take the approved District Goals back to several internal meetings to create detailed action plans for each goal.
 - o The action plans will then be shared with the Board and the Public at the October 19 Regular BOE Meeting

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

DEBT SERVICE AND THE CAPITAL PLAN

Mr. Paul Roth, Business Administrator and Board Secretary Presented an update on Debt Service and the Capital Plan. The presentation included the following:

- District Facility Goal - The Superintendent of Schools will continue to lead the District's effort toward the successful completion of our \$160M construction project. While understanding the unpredictable nature of COVID 19's impact, this work should include bringing closure to the detailed bidding process for our Elementary School projects, with a goal of breaking ground and completing construction as expeditiously as possible. The articulation of our Secondary School construction projects should be brought to fruition, including: a timeframe for regulatory approval, design, stakeholder review, and construction etc. with a goal of the Board considering the submission for code review by June 2021.
- History
- Current Status
- Bonding Schedule - Two Month Process

- Economic Considerations
- Debt Service Analysis
- Tax Impact Projections / Tax Impact

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

Board member discussion following the presentations included but was not limited to the following questions and concerns:

- Timing on possible state bonding plans and how that may impact the district's bond rating.
- Request for the Board to agree on a periodic schedule for administration to report on the progress and status of district goals.
- How the amount of the next bond sale impacts taxes and facility project timelines.
- Status of the integration plan and how it relates to the long range facility plan.
- The importance of Fine Arts and that they are an equal part of educational requirements as well as a powerful tool to advance social and emotional learning through active engagement.

BOARD PRESIDENT'S UPDATE - *Annemarie Maini*

Thank You Dr. Taylor for the presentations, your work on the District Goals and how you incorporated committee feedback into the goals. I'm looking forward to the portrait of a graduate that you will be incorporating this year in developing a consensus. This portrait of a graduate will not only help us align school operations and pedagogy around a collective vision but it will also help the community define what it means for students to be college, career and life ready.

Thank you also for starting the annual agenda and mapping out the monitoring reports that the Board and community can expect. Our community and the Board has not always taken the time to define the questions we are answering and often use data presented to draw our own conclusions. I do continue to encourage you to work with the Board and community to define the questions and then describe the limitations of the data presented.

I would like to acknowledge that this is Interim Superintendent Dr. Gayle Carrick's last Board meeting with the District. Dr. Carrick joined our District at a time when our processes and procedures were not well defined and we did not have an understanding of our teacher certifications, why staff members were leaving or retiring and how to retain our staff. Dr. Carrick implemented several processes and data collection standards that will aid Dr. Taylor in continuing to address these issues going forward.

Dr. Carrick also refocused our attention on implementing the full Danielson Framework with fidelity across the schools. This included significant

training and calibration exercises as well. It required a deep partnership with our teachers, administrators and their respective unions. Finally, Dr. Carrick was also tasked with developing a robust Affirmative Action Team to support our progress towards the goals highlighted in the Comprehensive Equity Plan as well as supporting our work to respond to the OCR complaint regarding disparate access and enrollment in higher level classes. The District and the community will reap the rewards of this work and dedication for many years to come. We thank you and we wish you the best.

STUDENT REPRESENTATIVE UPDATE - *Lily Forman*

Board President Maini provided an update on the following:

- Students are adjusting to the new year, the use of the Canvas Learning Management System and attending classes virtually. We were reminded of school policies like the virtual and in-person code of conduct, the attendance policy and more through CHS Administration's virtual grade meeting video, which was distributed last week through student emails.
- Students have begun picking up textbooks, art supplies and other physical materials necessary for their virtual classes from CHS and the library.
- Many school clubs and activities have also adjusted to this virtual environment. Information about these clubs was distributed to all students thanks to student council. One of these clubs, the Voter Registration Committee of Student Council and the Students for Justice Club has coordinated a voter registration program as part of National High School Voter week. Information about these activities and how to register was sent to students earlier today. We are hoping to get 100 eligible students registered this week. Thank you to Mr. Sanchez for his support and helpfulness.
- Administration and guidance are also working on developing a mentorship program for new students to be guided throughout the year by faculty members and upper classmen and I hope to have more information on this next month.
- I am pleased to announce two Principal Virtual Roundtables with students will be held this week. Information about these forums will be sent to students via school emails and on Canvas. This is one way the students can bring concerns, questions and feedback on the virtual learning plan and other issues directly to school administration.
- Another student survey is planned for mid-October to help inform planning for the second quarter.

Dr. Taylor acknowledged the work of our teachers, administrators, supervisors and all who have been giving a great effort for the launch of our virtual instruction this year.

On tonight's agenda for the Board's consideration is Resolution 4054 which supports the funding that triggers our HUB and LOFT programs that are so impactful for our students. The budget to be voted on in the Legislature on Thursday will include restoration of nearly \$15 million for youth based services, which includes funding for the HUB and LOFT.

HEARING OF INDIVIDUALS AND DELEGATIONS

Michael Ferguson

- Q. I would like to discuss my concern with the current state of Special Education during the pandemic.
- A. Please share your concerns with Dr. Alegria, Asst. Superintendent of Special Services via email and request a meeting if necessary. You can cc me on the email as well.

Abigail Murtagh

- Q. Does the district have a plan to distribute school materials to students in the near future?
- A. We've already begun to distribute school materials to students and we will continue to do so. Supply lines are very backed up, but our administrators, secretaries and support staff are awaiting deliveries and as soon as they come in supplies will be prepared for pickup to support students in their virtual learning.

Michelle Reback

- Q. What is being done to help support our Special Education students? IEP stands for Individual Education Plan, and our remote learning model is not set up to comply with IEPs.
- A. Dr. Alegria had several opportunities to share how Special Services is addressing virtual learning and I am sure if you have a direct question around a specific Special Education concern she will be more than happy to address it. We've held Special Education evenings with more than 300 parents in attendance in which parents had the opportunity to ask questions and receive feedback. We've also sent targeted communications to Special Education families around how we are supporting special needs parents.

Deborah Engel

- Q. Hi Dr. Taylor, I would like to learn more about your decision making process for revising the K-5 schedule this week. It feels like all the lessons learned and adjustments made the first two weeks were just thrown out the window with the new schedule. Was teacher input and feedback incorporated into the plans? Why would teachers be notified of the changes on a Friday afternoon, before a holiday weekend, with no time to prepare? Why was there no surveys sent out to parents or teachers to gauge how things were going? Why was a day as described at the Town Hall never attempted? I realize while the 4-hour synchronous learning day worked for my family, it did not work for everyone. We all know that kids do not learn the same way, nor do families have the same schedules at home. Has the district thought about giving both synchronous and asynchronous options to families? Has the district considered allowing K-5 to continue with a 4-hour day while learning is remote? Will teacher input be included in future revisions to the

schedule? Thank you for answering my questions.

Best regards

- A. Teacher input was definitely a part of the planning that we did to both establish our virtual learning and to update it. There were concerns around expanding the 4 hour day to a full day for our youngest learners and the need for more breaks as students began to take on their academics virtually and also some of the discussions with specific teachers who spoke about a first grader who did not have a complete kindergarten year and second grader who did not have a complete first grade year because of the shift to virtual learning in the spring. So all of these factors including reviewing what our best practices were and some of parental feedback that we were receiving contributed to this shift in our schedule and also, know that shift was made in the best interest of our students.

Miho Fang

- Q. The current ELL program in this district is located at Clinton for elementary and MMS for middle school. This inevitably causes unnecessary social disruption for those in the program and is unfair as it affects families without command in English, thus little voice. How is this district planning on handling this issue? In addition to this, this year for the first time after many years the administrative office denied transfer requests of former ELL students to go to SOMS, where the majority of Clinton students go to. My daughter, who was sent to Clinton for its ELL program and was told over many years that she would be permitted to go to SOMS, was given the denial letter only a few weeks before the new school year began. This late, inconsiderate decision resulted in such emotional burden on my daughter and imposed many challenges on us transitioning to middle school in this unprecedented time. There are a few other families in some areas of Plymouth Avenue and Oakland Road, whose transfer requests were also denied because of the inconsistency of the current administrative office. The "overcapacity" issue at SOMS was the reason Dr. Carrick gave us in her letter but this issue has been widely addressed over many years in this district. Why does it suddenly become the reason to deny transfer requests? It is also important to note that a Clinton student, who has no special needs, was granted the transfer request to SOMS in early spring this year. This raises a serious inequality problem that needs immediate attention from higher office. Thank you for reading.
- A. Dr. Carrick and the Registrar's office took a deep dive into the concerns we receive every summer around transfer requests. We know from the passionate discussion of our Board and Mr. Roth's presentation that improving the spaces available for our students is a top priority, along with our Intentional Integration Plan. We have to be sure that we are not having inequities in the balancing of our schools and class sizes. Dr. Carrick spoke with each family personally after reviewing their transfer requests. Unfortunately in the past year or so many

transfer requests have had to be denied due to the size of our school district and capacity of our buildings. Specifically, as it is often noted by Board member Joshua, between 25-30% of our students do not attend school in their zoned school because of the need to expand our buildings.

Gretchen Fancher

- Q. Several years ago, I addressed this Board regarding the then Columbia principal's failure to affirm my daughter's name, and the price she paid for it in her ability to function at CHS. In January of this year I was able to easily change her sister's name, so progress has been made in that regard. However, in June, several transgender students had their dead names revealed during the graduation video posted on the district website, revealing that there is more work to be done in the district. I am writing today to request that the district require all teachers and students to utilize the pronoun feature in Canvas to add their pronouns to their account. The requirement for everyone to do so normalizes the presence of pronouns appearing after names and creates a more affirming and inclusive environment for trans and gender non-conforming ("gnc") students. If the only people who take advantage of this feature are trans or gnc it means they are essentially outing themselves and many will not feel comfortable doing so. Ideally pronouns would also appear in everyone's Google accounts so that in video classes they would populate next to everyone's name. The online learning environment is providing an opportunity for all educators and students to be more inclusive and I urge the Board to move in that direction.
- A. Thank you for sharing your advocacy and for bringing this to us as a possibility for our district. I am sure that Mr. Bonds Our I.T. Director has noted this suggest and he and I will speak offline and discuss the possibility of doing so. Thank you for bringing this to our attention.

Coleen Lynch

- Q. What is the plan to get our special needs children back in school?
- A. Dr. Alegria has already begun work on returning students for CST evaluations and also being able to offer in person PT and OT services. We are now reviewing the possibility of providing in person services for students who may be more vulnerable, especially in this virtual setting where they are not able to get certain services provided. More information will be provided on this matter shortly.

Elissa Malespina

- Q. I am very upset to hear that administration decided to remove live instruction of specials outside of the traditional school day. These are the classes that students enjoy the most and should not be removed for the traditional school day. I was even more upset to learn that

teachers and supervisors were not consulted about these changes. They found out about these changes when the parents did. This should never happen. Why were they not consulted about these changes.? Who exactly was part of the process of making these changes? What data was collected from parents, students and teachers prior to making these changes? Or was it all antidotal? When substantive changes to schedules or what teachers will be teaching are made, teachers must be consulted and have a say in the process. Not only does it lead to buy in, but consulting with them solves potential contractual issues like teachers not having proper prep time or breaks before they happen.

- A. As previously stated, teachers were consulted, along with principals and department heads. We also included feedback that we received thus far in our virtual learning and we consulted with SOMEA to ascertain if there were any contractual issues with this change that they would bring forward. I believe we are very collegial but there are times that tough decisions need to be made in the best interest of our students and that's what we perceive this to be.

Heather Hartzell

- Q. I strongly encourage the district to send our special needs (IEP/504) students and students in grades K-2 back to school as soon as possible. These age and need groups simply cannot be served by virtual learning. I'm watching my 5th grader with an IEP regress with no social work services offered since March, and my neurotypical 2nd grader and kindergartener are struggling to stay engaged with a format that is age-inappropriate. If virtual school works for older children keep them home and prioritize getting our neediest populations back in the building.
- A. As I just stated, we are looking at the opportunity to bring all students back as soon as it is safe to do so. We are targeting the end of the first marking period and we will be giving updates to the Board and community as we continue to make our buildings safe. For the most vulnerable students in our population who simply have the most challenges in virtual learning, Dr. Alegria and her team are looking at that opportunity.

Katherine sparks

- Q. Our district teachers are doing the best with an impossible situation but it's not working. Please bring our Special Education children back into schools for live instruction.
- A. I believe my previous comments on our efforts speak to this concern.

Robert Lynch

- Q. The divide in SOMA between wealthy and poor is being greatly emphasized during all virtual learning. As a town that puts equality at the forefront of our moral code it is our duty to send students to school

in person to reduce the inequality that is happening as a result of all virtual learning. Students in town (especially at the elementary school level and when dealing with special needs students) who have a non-working parent have access to extra help that other students with two working parents do not. Furthermore, students who are able to enter into "pod" arrangements in physical locations with certified teachers present at an additional cost have a huge advantage over students who are not in "pods" during this time. For elementary and special needs students it is almost impossible for them to spend a day learning virtually, logging in and logging out, without help from an adult. It is our duty as a town to get all students back in the classroom in a safe manor so that we do not further drive socioeconomic and racial inequality within SOMA.

- A. Thank you for your comment. I believe my previous comments on our efforts speak to this concern. Our communications on our Partnership with the YMCA to provide childcare for families and also for families with extreme need at almost no cost through our partnerships with The Achieve Foundation, Parenting Center and YMCA. We know that nothing replaces in-person school and even though we are doing our best with virtual learning and we've seen great improvements in the quality of virtual learning, in-person instruction is still our goal as soon as it is safe for us to do so with all of our students and teachers.

Lauren Rutkin

Q. This has been challenging with kids with IEPs. How can the school accommodate IEPs virtually?

- A. Please refer my previous responses to this question.

Katie Tichacek

Q. As parents of a special education student with an IEP we ask that you please please consider shifting to an in-person or hybrid model before November. Virtual learning as it is now is not working. It is clear that the district can't uphold their legal obligations per IEPs, and I get that and certainly don't blame the district (the blame lies squarely on COVID) - but as a result, we as parents and students cannot uphold our obligations to do the whole virtual learning set up as it is. This is not how I want my child spending his precious, limited ability to focus. I cannot bring myself to force it when it's not educationally valuable. It is not worth his attention, the strain it puts on our relationship, or further damaging his attitude about learning.

- A. Please refer my previous responses to this question.

Kirsten Russler

Q. What is the District, and specifically Columbia High School, willing and planning to do to ensure that all fine arts students -musicians, dancers, artists, designers and innovators - are able to learn,

produce, and perform in this age of remote learning? Will students be able to meet outdoors, in unconventional spaces and in small groups, to learn and rehearse with their peers and instructors? Many districts are finding creative solutions. Tents, parking garages and lots, ventilated indoor spaces with mask wearing and small capacity. Students in our district deserve much more. They shouldn't have to wait any longer for the district to respond.

- A. I've had the opportunity to speak with our secondary schools principal's around the stipends that provide some of the support for the arts. We do have a strategy in place and we are asking those whom put forth themselves for these opportunities for creative solutions so that we can make sure that we are bringing back the opportunity for arts as part of our programming, however we want to make sure that we are doing it in a safe way and in a way that continues to keep everyone healthy.

Beth Harrington

Q. What is the Districts plan for sending Special Education children back to school for in-person services? Many of these services are required as part of their IEPs. Many districts have communicated plans. What is our plan and timeline specifically?

- A. Please refer to my previous responses to this question.

Sharon Tanenbaum Kraus

Q. My second grader, who has an IEP yelled out today, I hate school. Just one month ago, he was so excited to start school and exclaimed, I cannot wait to see my teachers and friends. The progress he made in kindergarten and 1st grade is indisputable and impressive. And it has virtually disappeared since distance learning. Staring at a computer screen while trying to focus on instruction is exhausting to him. It is not helpful to him. I would even go so far as to say it is damaging him. Sadly but truthfully, our story is not unique. The special education families need more help. We need more guidance. We, especially the youngest and most vulnerable, need to be in school. Without it, you are setting us – the families and the students – up for failure of which there may be no coming back from.

- A. It's awful to hear that you are not having success with virtual learning as a family with an IEP. I believe my previous comments on our efforts speak to this concern.

Amanda Cercone

Q. Why are the schools safe enough for the YMCA program, but in-person services for special education students cannot happen due to Covid concerns? Students at the Y program are benefiting from a social, emotional, and educational perspective, but special education students cannot have their IEPs fully implemented and are falling even further behind.

- A. The number of students participating in the YMCA childcare is a very small number in comparison to our normal school population and they are utilizing areas that have been verified as having enough ventilation for the capacity of students who are there. As previously stated, we are looking at the opportunity to safely bring the students who are the most vulnerable to virtual learning back to school.

Erin Curler

- Q. Some of our children with special needs simply cannot learn via Google Meet, due to visual or audio processing disorders, significant motor delays, ADHD, etc. And despite the truly heroic efforts from our teachers, this virtual learning approach does not seem like it can truly be individualized to the degree necessary for our kids. Short of the ideal solution; bringing K-2 and IEP children back to school in person; why can't better asynchronous options (such as recordings of the live lessons, and advance knowledge of the assignments and curriculum) be provided to parents, so they have the flexibility to make the best of this difficult situation?
- A. Please refer to my earlier comments around some of our special classes that we are now offering asynchronously. Recording of live lessons and making it available puts the students privacy at risk. We only use asynchronous options for teachers to record lessons without students participating at that time. Part of our new virtual launch included advance knowledge of assignments and curriculum. Teachers are sharing what the outcomes and expectations are prior to the actual assignment due date.

VEDA TRUESDALE

- Q. The residents of Plymouth and Oakland Avenues in Maplewood have raised concerns for years about the unfair zoning situation that was created when the street was rezoned from Tuscan to Clinton ten years ago. This has created a situation in which the children residing on these streets are separated from their Clinton peers when they go to middle school, effectively being forced to begin what is arguably the most socially and emotionally challenging years of school without their known peers. There is no other street in the district where this is the case. While Jefferson/Marshall students are split among the middle schools they are split rather evenly. This is not the case with Clinton where almost all students proceed to SOMS. This situation is concerning not only to district families in the Clinton zone but also to teachers and principals at Clinton, SOMS, and MMS. Until this year, this zoning oddity has been a mere inconvenience because the district has always granted transfer requests to SOMS for the families residing on these streets. The residents of this street were assured that this would always be the case. This year, not only did the administration not grant all transfer requests, but the process was grossly inequitable and gratuitously cruel. It was drawn out until late August, meaning that our children spent the entire summer wondering where they would be going to middle school. It is completely unfair to subject one small set of district students to this ridiculous situation. The families on

these two blocks would like to know when the district will fix this problem. Either Clinton should be split more evenly so that close to half of the students attend MMS, or Plymouth and Oakland should be rezoned to SOMS. There is no justifiable reason for these children to be repeatedly treated as pawns to balance out the district's overcrowding problem.

- A. We will be applying our algorithm to our rising 6th graders in September 2022 to help us alleviate this concern for our future middle school families. I understand the challenges of this matter and the emotional distress that this causes. Transfers are always one of the final decisions to be made by the Registrar's office due to the fact that we are enrolling students and also dealing with holding slots for families who have particular special needs assignments.

Theresa Pasinosky

Q. Kids with IEP's but not in self-contained classrooms are backsliding and not progressing with online only school. What would it take to bring them in person?

A. I believe my previous comments on our efforts speak to this concern.

Ticiana Maloney

Q. South Orange What is the plan for getting young children (grades K-2) and special education students back into schools? I understand that the current plan has a November date for the hybrid model to begin for all/most students. Rather than a one size fits all, can you consider getting students in grades K-2 and special needs students back into the classroom sooner? Perhaps a phased approach where you start with these students, for whom online learning is not developmentally appropriate and is highly ineffective, despite the herculean efforts of our teachers?

A. I believe my previous comments on our efforts speak to this concern.

COMMITTEE REPORTS

CURRICULUM & INSTRUCTION - Board Member E. Baker

The committee discussed the following:

- Curriculum Update
 - o Grades 6-8 Band (revised from last month)
 - o Business Law
 - o Chinese 4-4HN
 - o French 3-3HN
 - o Grades 4 & 5 World Languages
 - o Grade 6 Mandarin
 - o Spanish 5
 - o Pre-Calculus - Academic

- o 6-12 Adaptive PE/Health Supplemental Curriculum (Healthy Relationships) Academic Intervention
- State Reopening Plan
- Academic Intervention Teacher assignments
- All teachers will be reading only - LLI or Sunday.
- August Canvas PD (352 Participants)
- Professional Development Days
- First 2 weeks of School Professional Development
- Tools of the Mind Learning App (preschool)
- District Goals - Goal # 3 Policy Updates Policies
 - o Policy 5120 Assignment of Students
 - o Policy 4212 Attendance (Support Staff)
 - o Policy 3212- Attendance (Teaching Staff)
 - o Policy 9150-School Visitors
 - o Policy 8635-Student Transportation Vehicles and School buses
 - o Policy 3510- Operation and Maintenance of Plant
 - o Policy 8451- Control of Communicable Disease
 - o Policy 5320- Immunization
 - o Policy 5310- Health Services
 - o Policy 1648.02-Remote Learning Option for Families
 - o Policy 1648- Restart and Recovery Plan
 - o Policy 1250- Visitors
 - o Policy 3510- Operation and Maintenance of Plan
 - o Policy 3541.33- Transportation Safety
 - o Policy 5141.2-Illness
 - o Policy 5141.3-Health Examinations and Immunizations
- Special Education Update
 - o Special Services Virtual Discussion with SEPAC was held on 9/3/2020. We had over 200 people log in for the discussion.
 - o Plans for in-person PT and OT are ongoing
 - o In-Person CST evaluations will continue
 - o CST Individual Meet-n-Greets
 - o Pre-K Meet-n-Greets
 - o Back to School Night

PERSONNEL & LABOR RELATIONS - Board Member Joshua

The committee discussed the following:

- September 2020 resolutions
- The process for medical leaves
- International hires
- Health Insurance
- Final interviews for the Asst. Superintendent for Curriculum and Instruction
- Updates on Frontline Central which will allow for HR forms to be submitted electronically.
- Exit Interviews
- Staff Evaluations and Observations

- Goal #4 - Staff Retention/ Recruitment Development
- Policy 5517 School District Issued Student Identification Cards

FINANCE FACILITIES & TECHNOLOGY - Board Member Joshua

The committee discussed the following:

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

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
 - Policy 1648- Restart and Recovery Plan
 - Policy 1250- Visitors
 - Policy 3510- Operation and Maintenance of Plant
 - Policy 3541.33- Transportation Safety
 - Policy 5141.2- Illness
 - Policy 5141.3- Health Examinations and Immunizations
- Bi Laws for First Reading
 - 0143 BOARD MEMBER ELECTION AND APPOINTMENT
 - 0143.1 BOARD OF SCHOOL ESTIMATE
 - 0143.2 STUDENT REPRESENTATIVE TO BOARD OF EDUCATION
 - 0145 BOARD MEMBER RESIGNATION AND REMOVAL
 - 0148 BOARD MEMBER INDEMNIFICATION
 - 0151 ORGANIZATION MEETING
 - 0154 ANNUAL MOTIONS AND DESIGNATIONS
 - 0155 BOARD COMMITTEES

ITEMS FOR ACTION

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

4047A. RETIREMENTS

NAME	ASSIGNMENT	EFFECTIVE DATE	YEARS IN DISTRICT
Khan, Raana	T French CHS - 1.0 FTE	1/1/21	18
Shelffo, Mary Katherine	2 nd Grade Teacher CLIN - 1.0 FTE	10/1/20	15

4047B. RESIGNATIONS

NAME	ASSIGNMENT	EFFECTIVE DATE
Kanter, Tara	T Art DIST - .2 FTE	11/2/20
Spina, Anthony	T SPED CHS - 1.0 FTE	10/27/20
Stella, Robert	Technology Integration Trainer DIST - 1.0 FTE	11/13/20

4047C. 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
Bontempo, Amanda	T SS SOM - 1.0 FTE	9/1/20 1/15/21	\$51,860

4047D. 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
Alcott, Julia	T PreK/INC MONT - 1.0 FTE	9/1/20 6/30/20	\$50,060
Castillo, Maria	S4/12, Secretary (SPED) DIST - 1.0 FTE	9/22/20 6/30/21	\$64,967
Friedman, Dr. Matthew	Asst. Supt. for Curriculum & Instruction DIST - 1.0 FTE	10/1/20 6/30/21	\$155,000
Ramsburg, Jamie	T 2 CLIN - 1.0 FTE	10/1/20 6/30/21	\$60,260
Salerno, Gabrielle	T SPED/INC MAR - 1.0 FTE	11/9/20 or earlier 6/30/21	\$55,460

4047E. 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
Burnett, Darlene	T SPED/INC MAR - 1.0 FTE	9/8/20 12/4/20	\$60,860
Gonzalez, Daniella	T SS SOM - 1.0 FTE	9/1/20 6/30/21	\$50,060
Hodges, John Ames	T French CHS - 1.0 FTE	9/16/20 1/4/21	\$62,460
Ramirez, Ashley*	T SPED/INC TUS - 1.0 FTE	TBD 6/30/21	\$50,060
Sudit, Leana	School Counselor MM - 1.0 FTE	9/2/20 10/5/20	\$58,460

* NJ Certification is pending

4047F. CHANGE IN START DATE

NAME	ASSIGNMENT	OLD START DATE	NEW START DATE
Beaubrun, Lakiesha	T SPED/ABA CLIN - 1.0 FTE	9/1/20	9/29/20
Hatchell, Lucinda	T SPED CHS - 1.0 FTE	9/1/20	9/29/20

4047G. LEAVES OF ABSENCE

NAME	ASSIGNMENT	EFFECTIVE DATE
Carney, Vanessa	Athletic Trainer CHS - 1.0 FTE	9/3/20-11/3/20 (Paid Sick Days)
Dios, Kelli	School Counselor MM - 1.0 FTE	9/1/20-10/5/20 (Unpaid Medical Leave)
Frascella, Beth	2 nd Grade Teacher CLIN - 1.0 FTE	9/1/20-12/23/20 (Paid Sick Days)
Giovannelli, Christina	T SPED/INC TUS 1.0 FTE	9/1/20-11/30/20 (Unpaid FMLA) 12/1/20-12/7/20 (Unpaid Childcare Leave)
Khan, Raana	T French CHS - 1.0 FTE	9/1/20-12/23/20 (Paid Sick Days)
Miller, Colleen	T SPED MM 1.0 FTE	9/1/20-9/18/20 (Paid Sick Days) 9/21/20-10/19/20 (Unpaid Medical Leave)

4047H. SALARY ADJUSTMENTS

NAME	ASSIGNMENT	EFFECTIVE DATE	ADJUSTMENT	ACTUAL SALARY
Brody, Susan	T 5 SB - 1.0 FTE	9/1/20 6/30/21	+\$5,200	\$89,060

Cavagnaro, Jessica	T Spanish MM - 1.0 FTE	9/1/20 6/30/21	+\$5,100	\$86,460
Celio, Angela	T Math CHS - 1.0 FTE	9/1/20 6/30/21	+\$5,800	\$93,860
Colonna, Shannon	T SPED SB - 1.0 FTE	9/1/20 6/30/21	+\$6,600	\$58,460
Giovannelli, Christina	T SPED TUS - 1.0 FTE	9/1/20 6/30/21	+\$5,100	\$88,460
Hart, Yves	T Multiage MAR - 1.0 FTE	9/1/20 6/30/21	+\$7,900	\$71,060
Mamrak, Emily	T KDG MAR - 1.0 FTE	9/1/20 6/30/21	+\$7,600	\$68,460
Maynard, Kirk	T Art CHS - 1.0 FTE	9/1/20 6/30/21	+\$6,800	\$60,460
McArdle Shauna	T Lang. Arts SOM - 1.0 FTE	9/1/20 6/30/21	+\$3,800	\$68,260
Mondelli, Carissa	T SPED/INC SM - 1.0 FTE	9/1/20 6/30/21	+\$7,200	\$64,460
Obasi, Mabel	T SPED/INC CHS - 1.0 FTE	9/1/20 6/30/21	+\$9,100	\$78,860
Pierce, Kyndell	T Lang. Arts SOM - 1.0 FTE	9/1/20 6/30/21	+\$3,800	\$68,260
Rhodes, Michelle	5 th Grade Teacher JEFF - 1.0 FTE	9/1/20 6/30/21	+\$9,500	\$85,860
Robinson, Melisa	Speech Specialist JEFF - 1.0 FTE	9/1/20 6/30/21	+\$5,200	\$89,060
Simon, Kenneth	T SPED/INC CHS - 1.0 FTE	9/1/20 6/30/21	+\$9,500	\$83,860
Skrivanic, Julie Ann	T Math CHS - 1.0 FTE	9/1/20 6/30/21	+\$3,800	\$72,260
Winkler, Rebecca	2 nd Grade Teacher SM - 1.0 FTE	9/1/20 6/30/21	+\$7,200	\$64,460
Bertani, Brad	Asst. Principal TUS	7/1/20- 8/21/20 (11 days)	\$450.91 (per day)	\$4,960.01
Connors, Jennifer	Principal CLIN - 1.0 FTE	7/1/20- 8/21/20 (8 days)	\$710.64 (per day)	\$5,685.12
Glander, Shannon	Principal SB - 1.0 FTE	7/1/20- 8/21/20 (8 days)	\$550.15 (per day)	\$4,401.23
Horn, Raquel	Principal MAR - 1.0 FTE	7/1/20- 8/21/20 (12 days)	\$624.76 (per day)	\$7,497.12
Hutchinson, Kimberly	Principal JEFF - 1.0 FTE	8/7/20- 8/18/20 (4 days)	\$569.65 (per day)	\$2,278.60
Majeed, Malikah	Principal TUS - 1.0 FTE	8/6/20- 8/21/20	\$726.55 (per day)	\$2,906.20

		(4 days)		
Mason, Kevin	Principal SM/SMA - 1.0 FTE	7/1/20- 8/6/20 (12 days)	\$722.00 (per day)	\$8,664
Misbahuddin, Jameel	Supervisor STEM CHS - 1.0 FTE	8/11/20- 8/31/20 (11 days)	\$573.46 (per day)	\$6,308.06
Murphy, Sheila	Asst. Principal SB - 1.0 FTE	7/1/20- 8/6/20 (14 days)	\$517.26 (per day)	\$7,241.64
Robles, Dr. Ramon	Supv. World Lang. CHS - 1.0 FTE	7/13/20- 8/10/20 (11 days)	\$560.86 (per day)	\$6,169.45
Swyberius, Laura	Asst. Principal MAR - 1.0 FTE	7/10/20- 7/30/20 (9 days)	\$573.40 (per day)	\$5,160.60
Zeigler, Shane	Assistant Principal SM/SMA - 1.0 FTE	8/6/20 (1 day)	\$517.77 (per day)	\$517.77
Bojorque, Ana	T Spanish CHS - 1.2 FTE	9/1/20 6/30/21	+\$12,092	\$72,552
Cirelli, Renata	T Latin CHS - 1.0 FTE	9/1/20 6/30/21	-\$13,692	\$68,460
Lemos, Gonzalo	T Spanish CHS - 1.2 FTE	9/1/20 6/30/21	+\$18,650	\$113,900
Medranda, Alexis	T Spanish CHS - 1.2 FTE	9/1/20 6/30/21	+\$10,732	\$64,392
Meng, Liping	T Chinese CHS - 1.2 FTE	9/1/20 6/30/21	+\$16,192	\$97,152
Van Beveren, Todd	T Music CHS - 1.2 FTE	9/9/20 6/30/21	+\$16,710	\$100,260

4047I. APPROVE CO-CURRICULAR STIPENDS
See attached list

4048A. APPOINTMENT OF LONG-TERM SUBSTITUTE TEACHERS FOR THE 2020-2021
SCHOOL YEAR PAID AT THE DAILY RATE OF \$160

Esther Anderson
Robert Ellis
Theodore Faison
Melanie Fazio
Rhonda Fitzgibbons
Benjamin Olinsky
Robin Patton
Ashley Ramirez
Jamie Ramsburg

4048B. APPOINTMENT OF VOLUNTEER COACHES FOR THE 2020-2021 SCHOOL YEAR

Name	Assignment
Sara Tuohy	Girls Soccer
Katherine Vilardi	Marching Band

4048C. APPOINTMENT OF STIPEND POSITION FOR THE 2020-2021 SCHOOL YEAR

Name	Assignment	Stipend
Joseph Itkor	Flags	\$3,323

4049A. Approves the attached list of students who are scheduled to attend Out-of-District tuition supported programs for the 2020 extended school year [list on file in Board Secretary's Office].

4049B. Approves the attached list of students who are scheduled to attend Out-of-District tuition supported programs for the 2020-2021 school year.

4050A. Receives and accepts the following financial reports:

1. Board Secretary's Report dated August 31, 2020
2. Expense Account Adjustment Analysis dated August 31, 2020
3. Revenue Account Adjustment Analysis dated August 31, 2020
4. Check Register #406698-406953 in the amount of \$4,737,287.86
5. Check Register #200713-200714, 200716 in the amount of \$2,972,753.91
6. Check Register #200715 for August 2020 payroll in the amount of \$1,685,076.00
7. Treasurer's Report of July 2020

4050B. Certify the Board Secretary's Monthly Financial Report [signed certification on file in Board Secretary's office].

4050C. Approves the following providers for 2020-2021 school year for the service indicated:

Provider	Service	Rate
Beautiful Mind Psychological Services, LLC. Avenel, NJ	CST Initial and Re-evaluation	\$350.00/eval
Salvatore J. Silvestri Wayne, NJ	Home Instruction/ABA	\$35.00/hour
EI US, LLC dba Learnwell Plymouth, MA	Hospital Tutoring	\$54.50/hour
Summit Speech School New Providence, NJ	Audiology Services	

	Acoustic Evaluation K - 5 th grade 6 th - 12 th grade	\$450.00/eval \$600.00/eval
	Staff Inservice (care and use of HAs, Cis, Bahas, DM/FM systems)	\$200/hour
	Staff in-service (educational regarding auditory disorder)	\$200/hour
	Record Review	\$75.00/hour
	Student/Classroom Observation	\$200.00/hour
	IEP	
	Planning Meeting w/staff Conference Call On-site	\$150.00 \$200.00
	Meeting w/staff and parents Conference Call On-Site	\$150.00 \$200.00
	Equipment Troubleshooting (on-site)	\$200.00/hour
	Other Consultative Services	\$200.00/hour
	To consult directly or indirectly with the Educational Audiologist in the form of email, phone call, text and/or mail	\$200.00/hour
	Extensive record review at district with recommendations	\$200.00/hour
	Diagnostic report review via email	\$100.00/hour
	DIAGNOSTIC - (Performed at Summit Speech School)	
	Pure tone audiometry; air conduction	\$175.00
	Pure tone audiometry; air and bone conduction	\$225.00
	Comprehensive audiometry threshold w/speech recognition	\$325.00
	Tympanometry	\$75.00
	Acoustic Reflex Testing	\$40.00
	Visual Reinforcement Audiometry	\$200.00 1 st hour
	Hearing Aid, Cochlear Implant, Baha, FM/DM Systems Procedures	
	Hearing aid, cochlear implant, Baha check; monaural	\$75.00
	Hearing aid, cochlear implant, Baha check; binaural	\$100.00

	Evaluation of auditory rehabilitation status	\$400.00
	Documentation	
	Comprehensive Evaluation Report	\$75.00 to \$500.00 (based on complexity)
Grace Medical Group, LLC West Orange, NJ	Psychiatric Evaluation and Treatment	\$1500.00/session

4050D. 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
Metropolitan Telecommunication	Telephone Services	Other
Crystal Clear Glass, LLC	Window Glazing and Replacement	Co-op
Lowes	Building Supplies	State Contract
Dell	Computers, Peripheral	State Contract
Ris Construction	General Contracting	Co-op

4050E. Awards a contract to Repair and Pave the South Orange Middle School Parking lot to RIS Construction Corp. of Montclair, New Jersey in the amount of \$270,787.50.

4050F. Rejects all bids received for Transportation for the following routes:

- NP-SR 20/21 St. Rose of Lima
- NP-SHP 20/21 Seton Hall Prep

The proposals are rejected because they exceeded the total allowable cost.

4050G. Accepts school year 2020-2021 New Jersey Nonpublic Nursing Aid Entitlement Funds in the amount of \$13,774.00 to be allocated as follows:

<u>SCHOOL</u>	<u>PUPILS</u>	<u>STATE AID</u>
Our Lady of Sorrows	142	\$13,774.00

4050H. Renews the contract for Professional Services-Professional Development Elementary Language Arts with Teachers College, Columbia University of New York, New York.

K-2 Staff Developer Day w/Staff Developer	5 days@ \$2,200.00	\$11,000.00
3-5 Staff Developer Day w/ Senior Staff Developer	3 days@ \$2,400.00	\$ 7,200.00

Principals Conference 2020-2021 No Cost

Central Calendar of Conference Days
Subscription 2020-2021 5 each@ \$50.00 \$ 250.00

Plus the cost of travel not to exceed \$125 day (with proof of expenses)

4050I. Accepts a donation of office furniture (approximate value \$2,500) from Paulus, Sokolowski and Sartor, LLC of Warren, New Jersey, as described below.

- L-Shaped Office Desk
- Desk Hutch
- Circular meeting table
- 3 Chairs

4050J. Accepts a donation to the District of 1,500 plastic face shields from an anonymous donor.

4050K. Authorizes an agreement with Essex County Towing, of South Orange, New Jersey to provide towing services for vehicles illegally parked on District property for the 2020-2021 school year.

4050L. Approves a Parental Contract for Student Transportation for special education students ID# 4854867939 and 1683027001, pending receipt of all required documents and authorize the Board President to execute the transportation contract.

4050M. Authorizes Administration to enter into a three party agreement with the South Mountain YMCA and the Achieve Foundation to provide child care services for residents of South Orange and Maplewood at the following schools: Clinton, Seth Boyden, South Mountain, Tuscan and Montrose from Sept 1, 2020 through June 30, 2021.

4050N. Approves an agreement with the Hetrick-Martin Institute of New Jersey (HMINJ), to provide on-site consulting services and professional development/ training for district and school level staff at a cost of \$1,500 per session, for the 2020-2021 school year. Additionally HMINJ will provide the following services for students at Columbia High School:

- Student Counseling \$75/hour not to exceed \$4,500
- Case Consultation \$2500/case not to exceed \$5,000

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.

4050O. Accepts a donation from the Achieve Foundation in the amount of \$18,087.50.

expertise in order to evaluate the student. An example would be an evaluation in a language other than English.

4051. Adopt the following new and revised curricula:

Resolution Number	New/Revised	Department	Subject
4051A	Revised	STEM	Business Law
4051B	Revised	STEM	Pre-Calculus Academic
4051C	Revised	World Languages	Chinese 4 -4HN
4051D	Revised	World Languages	French 3 -3HN
4051E	Revised	World Languages	Grades 4 & 5
4051F	New	World Languages	Mandarin Grade 6
4051G	Revised	World Languages	Spanish 5-5HN
4051H	Revised	Fine Arts	Grade 6-8, Art 3D
4051I	Revised	Fine Arts	Excelsior Singers-HN
4051J	Revised	Fine Arts	HS Chorus
4051K	Revised	Fine Arts	Fiber Arts
4051L	Revised	Fine Arts	Fibers
4051M	Revised	Fine Arts	Grade 6, Dance
4051N	Revised	Fine Arts	Grades 6-8, Band
4051O	Revised	Fine Arts	Canens Vocem-HN
4051P	Revised	Fine Arts	Grades 6-8, Drama
4051Q	New	Fine Arts	Grades 7 & 8, Dance
4051R	Revised	ELA	Grade 5, Fantasy Book Club
4051S	New	ELA	Grade 4 Notebooks to Projects
4051T	Revised	ELA	Grade 4 Historical Fiction Clubs
4051U	Revised	ELA	Grade 3 Building a Reading Life
4051V	New	Special Education	6-12 Adaptive PE-Health Supplemental (Healthy Relationships)

4052. Adopt the following policies as presented:

- o Policy 1648 Restart and Recovery Plan
- o Policy 1648.02 Remote Learning Option for Families
- o Policy 3212 Attendance (Teaching Staff)
- o Policy 4212 Attendance (Support Staff)
- o Policy 5120 Assignment of Students
- o Policy 5310 Health Services
- o Policy 5320 Immunization
- o Policy 8420 Emergency and Crisis Situations
- o Policy 8451 Control of Communicable Disease

- o Policy 8510 Operation and Maintenance of Plan
- o Policy 8541.33 Transportation Safety
- o Policy 8635 Student Transportation Vehicles and School buses
- o Policy 9150 School Visitors

- 4053A. Approves a settlement agreement for special education Student ID #6074469738 and authorizes the Board President to execute the settlement agreement.
- 4053B. Approves a settlement agreement for special education Student ID # 6147904334 and authorizes the Board President to execute the settlement agreement.
- 4053C. Approves a settlement agreement for special education Student ID # 8606779173 and authorizes the Board President to execute the settlement agreement.
- 4053D. Approves a settlement agreement for special education Student ID # 5465990208 and authorizes the Board President to execute the settlement agreement.
- 4053E. Approves a settlement agreement for special education Student ID # 8115637802 and authorizes the Board President to execute the settlement agreement.
- 4053F. Approves a settlement agreement for special education Student ID # 9227480481 and authorizes the Board President to execute the settlement agreement.
4054. WHEREAS, the School Based Youth Services Program (SBYSP), administered by the New Jersey Department of Children and Families, provides students - in a school setting - with critically important supports, such as mental health counseling, employment counseling, substance abuse education and prevention, preventive health awareness, primary medical linkages, and learning support; and
- WHEREAS, the SBYSP, in which nearly 100 New Jersey school districts participate, has a proven record of success and has achieved positive results for students and parents across the state; and
- WHEREAS, the SBYSP is one of the state's most effective efforts to serve the mental health and social-emotional needs of students and their families; and
- WHEREAS, during the current public health crisis, which has increased isolation and anxiety, these services should not only be maintained, but also strengthened and expanded; and
- WHEREAS, in state Fiscal Year 2020, school-linked services were funded at almost \$15.3 million and were originally expected to receive in an increase in funding to nearly \$17 million when the Governor unveiled his original Fiscal Year 2021 budget proposal in February; and

WHEREAS, when the Governor issued his revised FY2021 budget plan on August 25, he proposed cutting the funding for school-linked services to less than \$5 million, and the SBYSP is expected to be completely eliminated at the end of September 2020; and

WHEREAS, the proposed cuts to the SBYSP have sparked an outcry from the educational community, and many local boards of education oppose this drastic departure from the Governor's original budget proposal and the change in the state's funding priorities; and

WHEREAS, while these financially difficult times will require difficult choices to be made to address the economic realities brought on by the COVID-19 pandemic, cutting the critical services provided through the SBYSP is not an appropriate way to meet these budgetary challenges; and

WHEREAS, the New Jersey School Boards Association has conducted extensive research into programming that promotes the health and wellness of students, and believes that the SBYSP plays a critical role in supporting the mental health and emotional well-being of students; and

WHEREAS, the South Orange Maplewood Board of Education recognizes the importance of maintaining funding for the SBYSP so that student and parents may continue receiving the critical services provided through the program.

WHEREAS, over the last 15 years, our School Based Programs have provided services for more than 500 students each year. They offer vital suicide-prevention services, mental health counseling services and peer support programs. Counseling groups enable students to discuss challenges such as dating violence, bereavement and bullying. The available student homework help, as well as the job and college preparation supports, are crucial to our school community. Perhaps most importantly, the various programs provide students with a safe place, offering a sense of belonging and connection so critical to many disengaged students.

NOW, THEREFORE, BE IT RESOLVED that the South Orange Maplewood Board of Education urges the State Legislature and the Governor to reverse the cuts to the School Based Youth Services Program contained in the Governor's proposed budget for Fiscal Year 2021, and to maintain and increase funding for the program beyond the next fiscal year; and be it further

RESOLVED, that this resolution be delivered to Governor Phil Murphy, Commissioner of the NJ Department of Children and Families Christine Norbut Beyer, State Senate President Stephen M. Sweeney, Assembly Speaker Craig Coughlin, and the 27th Legislative District's representatives in the state Senate and General Assembly; and be it further

RESOLVED, that copies of this resolution be sent to the New Jersey School Boards Association.

4055. Adopts the following District Goals:

Facilities

The Superintendent of Schools will continue to lead the District's effort toward the successful completion of our \$160M construction project. While understanding the unpredictable nature of COVID 19's impact, this work should include bringing closure to the detailed bidding process for our Elementary School projects, with a goal of breaking ground and completing construction as expeditiously as possible. The articulation of our Secondary School construction projects should be brought to fruition, including: a timeframe for regulatory approval, design, stakeholder review, and construction etc. with a goal of the Board considering the submission for code review by June 2021.

Elementary Reconfiguration

By June 30, 2021, the Superintendent will have successfully initiated the South Orange Maplewood School District's Intentional Integration Initiative (III), positively impacting the incoming kindergarteners enrolling in September of 2021 via our 'Berkeley-esque'/Micro-neighborhood approach.

Utilizing Census Data to control for:

- Parental/Guardian Education Level;
- Household Income;
- Race;
- Sibling Preference; and,
- Proximity.

This work represents the necessary next steps to ensure that the student populations in each of our schools are an equitable reflection of our district's diversity, while of course providing data driven support and research-based innovation that supports the academic achievement of all students. This effort is also dependent on the successful development of an Algorithm that assists in bringing this generational goal to fruition.

Measurable sub-goals include:

1. Ensuring that no later than June 1, 2021, applicable placement letters have been issued and orientations have been scheduled for the incoming kindergarten families.
2. As a final step in the stage of this work, the district will cultivate and bring closure to the middle school methodology of elementary feeder patterns for students that will be utilized beginning September 2022.

Teaching and Learning/Student Achievement

The Superintendent will provide demonstrated evidence of improved teaching and learning for every student in every school. While understanding that the 2020 COVID 19 Pandemic resulted in a lack of standardized testing for the 2019-2020 school year, the Superintendent will lead the District's efforts to **create a comprehensive academic approach** that is both philosophical in its explanation of pedagogical beliefs, as well as pragmatic in its mandates and expectations. This goal should result in the creation of a living collegial document, which will ultimately represent a multi-year effort. With emphasis on a collegial process that involves engaging our educators to ensure this is not a top-down methodology, but an authentic result of a shared process where all participatory voices are heard and valued. The final product should be one that:

- Serves as an overarching document that communicates a comprehensive PreK-12 unified 'academic approach' reflective of our district's beliefs. The document will communicate our basic (strategic) tenets and academic operating principles;
- Identifies and communicates what makes for a great educational experience;
- Raises, not lowers, the expectations for what is best for every student;
- Facilitates the creation of a 'portrait' of a Columbia High School graduate. This is far greater than just an academic focus. Understanding that our goal for our students includes providing support that contributes to them maturing into thoughtful, well-rounded, and empathetic adults who will also be very social emotionally aware; and,
- Includes measurable student academic outcomes - some examples of our tools are, formative assessments (Star Renaissance and Teachers College), honors and Advance Placement course enrollment trend monitoring, STEM realignment effectiveness etc. While of course demonstrating our commitment to being data driven and student centered.

Lastly, the Superintendent and Administration will present the Board with a report (by November 2020) as to which requirements of the OCR, BPW and CEP are currently in place with baselines from which we can measure their ongoing implementation as well as a calendar/action plan for implementation of any requirements that are not.

Staff Recruitment/Retention/Development

The Superintendent will foster a dynamic learning community that supports the recruitment, development and retention of highly qualified staff. This goal will be measured by and should include an analysis of:

- Data regarding the demographics and diversity of new hires and the overall demographics and diversity of the District's certificated and non-certificated staff."
- The District's year-over-year employee performance/evaluative trends, i.e. formal evaluations, climate survey, exit surveys etc.; and,
- Leadership development opportunities, both for current School Leaders as well as aspiring internal professionals.

4056. Approves an agreement concerning a grievance brought forth by SOMEA on behalf of employee #3988 and authorizes the Board President to execute the agreement.

4057. BE IT RESOLVED BY THE BOARD OF EDUCATION OF THE SOUTH ORANGE-MAPLEWOOD SCHOOL DISTRICT IN THE COUNTY OF ESSEX, NEW JERSEY AS FOLLOWS:

SECTION 1. The \$60,000,000 School Bonds, Series 2020 of The Board of Education of the South Orange-Maplewood School District in the County of Essex, New Jersey (the "Board" when referring to the governing body and the "School District" when referring to the territorial boundaries governed by the Board) authorized by virtue of a proposal adopted by the Board on July 15, 2019 pursuant to N.J.S.A. 18A:24-1 et seq., as amended and supplemented, and specifically, N.J.S.A. 18A:24-10(b), shall be issued as School Bonds (the "Bonds"). The Bonds shall mature in the principal amounts on November 1 in each of the years as follows:

<u>Year</u>	<u>Principal Amount</u>	<u>Year</u>	<u>Principal Amount</u>
2022	\$1,550,000	2034	\$2,850,000
2023	1,550,000	2035	3,100,000
2024	1,550,000	2036	3,100,000
2025	1,550,000	2037	3,100,000
2026	1,600,000	2038	3,100,000
2027	1,700,000	2039	3,100,000
2028	1,650,000	2040	3,100,000
2029	2,200,000	2041	3,100,000
2030	2,200,000	2042	3,100,000
2031	2,350,000	2043	3,100,000
2032	2,500,000	2044	3,100,000
2033	2,650,000	2045	3,100,000

The Bonds shall be subject to optional redemption prior to maturity as set forth therein. The Bonds shall be twenty-four (24) in number, with one certificate being issued for each year of maturity and shall be numbered SCH-1 to SCH-24 inclusive. The Bonds are entitled to the benefits of the New Jersey School Bond Reserve Act, 1980 N.J. Laws c. 72, as amended and supplemented.

SECTION 2. The Bonds will be issued in fully registered book-entry only form, without certificates. One certificate shall be issued for the aggregate principal amount of Bonds maturing in each year. Both principal of and interest on the Bonds will be payable in lawful money of the United States of America. Each certificate will be registered in the name of and held by Cede & Co., as nominee of The Depository Trust Company, New York, New York ("DTC"), which will act as securities depository for the Bonds (the "Securities Depository"). The certificates will be on deposit with DTC. DTC will be responsible for maintaining a book-entry system for recording the interests of its participants or the transfers of the interests among its participants. The participants will be responsible for maintaining records regarding the beneficial ownership interests in the Bonds on behalf of individual purchasers of such beneficial interests. Individual purchases of the beneficial interests in the Bonds may be made in the principal amount of \$1,000 each or any integral multiple thereof with a minimum purchase of \$5,000 required, through book entries made on the books and the records of DTC and its participants.

Individual purchasers of the Bonds will not receive certificates representing their beneficial ownership interest in the Bonds, but each book-entry Bond owner will receive a credit balance on the books of its nominee, and this credit balance will be confirmed by an initial transaction statement stating the details of the Bonds purchased.

The Bonds will be dated their date of delivery and will bear interest from such date, which interest shall be payable, commencing November 1, 2021 and semiannually thereafter on the first day of May and November in each year until maturity or prior redemption, at a rate or rates per annum, expressed in a multiple of one-eighth (1/8) or one-twentieth (1/20) of one per centum (1%), as proposed by the successful bidder in accordance with the Notice of Sale authorized and defined herein. The principal of and interest on the Bonds will be paid to the Securities Depository by the Board on the respective maturity dates and due dates and will be credited on the respective maturity dates and due dates to the participants of DTC as of each next preceding October 15 and April 15 (the "Record Dates" for the Bonds). The Bonds shall be executed by the manual or facsimile signature of the Board President under the official seal (or facsimile thereof) affixed, imprinted, engraved or reproduced thereon and attested by the manual signature of the Business Administrator/Board Secretary. The following matters are hereby determined with respect to the Bonds:

Date of Bonds: Date of Delivery

Principal Payment Dates: November 1, 2022 and each November 1 thereafter until maturity or prior redemption

Interest Payment Dates: Semiannually on each May 1 and November 1 of each year beginning November 1, 2021 until maturity or prior redemption

Place of Payment: Cede & Co., New York, New York

SECTION 3. The Bonds shall be substantially in the form set forth in Exhibit A attached hereto, with such additions, deletions and omissions as may be necessary for the Board to market the Bonds in accordance with the requirements of DTC.

SECTION 4. The Notice of Sale (the "Notice of Sale") and the Official Form of Proposal for Bonds shall be substantially in the form set forth in Exhibit B with such additions, deletions and omissions as may be necessary for the Board to market the Bonds in accordance with the requirements of DTC.

SECTION 5. The Bonds shall be sold upon receipt of electronic bids on October 22, 2020 at 11:00 a.m. by the Business Administrator/Board Secretary of the Board on i-Deal's Bidcomp®/PARITY® electronic competitive bidding system ("PARITY") in accordance with the Notice of Sale authorized herein. The use of the services provided by PARITY and the fees associated therewith are hereby approved. The Business Administrator/Board Secretary or Wilentz, Goldman & Spitzer, P.A., Bond Counsel ("Bond Counsel") is hereby authorized and directed to arrange for the publication of the Notice of Sale, such publication to be not less than seven (7) days prior to the date of sale, in summary form in The Bond Buyer, a nationally recognized local government bond marketing publication devoted to financial news and municipal bonds, and the full text of such Notice of Sale in the News-Record. The Board hereby delegates to and designates the Business Administrator/Board Secretary as the officer authorized to sell and to award the Bonds in accordance with the Notice of Sale authorized herein, and the Business Administrator/Board Secretary shall report in writing the results of the sale to this Board as required by law. Furthermore, the Board hereby delegates to the Business Administrator/Board Secretary the authority to postpone and reschedule the sale of the Bonds, upon consultation with Bond Counsel, without readvertisement in accordance with the Notice of Sale authorized herein and to adjust the maturity schedule of the Bonds up to twenty-four (24) hours prior to the date of sale indicated herein, which adjustment shall not exceed ten percent (10%) of the principal amount of any maturity or in the aggregate, the overall issue.

The Board President, the Business Administrator/Board Secretary, Bond Counsel, the Municipal Advisor, Phoenix Advisors, LLC (the "Municipal Advisor"), the Board Auditor and the Board Attorney, are each hereby further authorized and directed to do and accomplish all matters and things necessary or desirable to effectuate the offering and sale of the Bonds.

SECTION 6. The Bonds shall have affixed thereto a copy of the written opinion with respect to the Bonds that is to be rendered by Bond Counsel to the Board.

SECTION 7. The Official Statement to be distributed in preliminary form on or about October 15, 2020 (the "Preliminary Official

Statement"), prepared in connection with the offering and sale of the Bonds, is hereby "deemed final" for the purposes of Rule 15c2-12, as amended and supplemented (the "Rule") promulgated by the Securities and Exchange Commission pursuant to the provisions of the Securities and Exchange Act of 1934, as amended and supplemented, with the exception of certain information permitted to be omitted thereby and is hereby approved and authorized for the information of purchasers of the Bonds, with such changes and corrections not inconsistent with the substance thereof, including those required to reflect the effect of the sale of the Bonds, as are deemed necessary and advisable by the Business Administrator/Board Secretary in consultation with Bond Counsel.

SECTION 8. Bond Counsel is hereby authorized and directed to arrange for the printing of the Preliminary Official Statement and the Official Statement. Bond Counsel is hereby authorized and directed to arrange for the distribution of the Preliminary Official Statement on behalf of the Board to those financial institutions that customarily submit bids for such Bonds. The Board President or the Business Administrator/Board Secretary is hereby authorized and directed to deliver the Official Statement to the purchaser of the Bonds for its use in connection with the sale, resale and distribution of the Bonds, where and if applicable. Bond Counsel is hereby authorized and directed to prepare the Preliminary Official Statement and the Official Statement as necessary in connection with the issuance of the Bonds, and the Board President or the Business Administrator/Board Secretary is hereby authorized and directed to execute the Official Statement and any certificates necessary in connection with the distribution of the Official Statement. Bond Counsel is hereby further authorized and directed to arrange for the printing of the Bonds.

SECTION 9. The Board hereby covenants that it will comply with any conditions subsequent imposed by the Internal Revenue Code of 1986, as amended (the "Code"), in order to preserve the exemption from taxation of interest on the Bonds, including, if necessary, the requirement to rebate all net investment earnings on the gross proceeds above the yield on the Bonds.

SECTION 10. The Business Administrator/Board Secretary, Bond Counsel, the Municipal Advisor and the Board Attorney are hereby authorized and directed to make representations and warranties, to enter into agreements and to make all arrangements with DTC, as may be necessary in order to provide that the Bonds will be eligible for deposit with DTC and to satisfy any obligation undertaken in connection therewith.

SECTION 11. The Board reasonably expects to reimburse itself from the proceeds of the Bonds for certain costs of the school project paid prior to the issuance of the Bonds. No funds from sources other than the Bonds have been or are reasonably expected to be reserved, allocated on a long-term basis or have otherwise been set aside by the Board, or any member of the same "Controlled Group" as the Board, within the meaning of Treasury Regulation Section 1.150-1(e), pursuant to their

budget or financial policies with respect to any expenditures to be reimbursed. This Section 11 is intended to be and hereby is a declaration of the Board's official intent to reimburse any expenditures toward certain costs of the school project, as described above, to be incurred and paid prior to the issuance of the Bonds in accordance with Treasury Regulation Section 1.150-2, and no further action (or inaction) will be an abusive arbitrage device in accordance with Treasury Regulation Section 1.148-10 to avoid, in whole or in part, arbitrage yield restrictions or arbitrage rebate requirements under Section 148 of the Code. The proceeds of the Bonds used to reimburse the Board for any expenditures toward certain costs of the school project to be financed by the Bonds will not be used directly or indirectly (i) to "refund" an issue of governmental obligations within the meaning of Treasury Regulation Section 1.150-1(d), (ii) to create or increase the balance in "replacement proceeds", within the meaning of Treasury Regulation Section 1.148-1 of the Bonds, or any other Bond issue, with respect to any obligation of the Board or to replace funds or (iii) to reimburse the Board for any expenditure or payment that was originally paid with the proceeds of any obligation of the Board (other than borrowing by the Board from one of its own funds or the funds of a member of the same "Controlled Group" within the meaning of Treasury Regulation Section 1.150-1(e)). The Bonds used to reimburse the Board for any expenditures toward certain costs of the school project, as described above, will be issued in an amount not to exceed \$60,000,000. The costs to be reimbursed with the proceeds of the Bonds will be "capital expenditures" in accordance with the meaning of section 150 of the Code and Treasury Regulation Section 1.150-1. This section shall take effect immediately, but will be of no effect with regard to expenditures for costs paid outside the permitted reimbursement period set forth in Treasury Regulation Section 1.150-2(d)(2).

SECTION 12. In the event that DTC may determine to discontinue providing its service with respect to the Bonds or is removed by the Board and if no successor securities depository is appointed, the Bonds which were previously issued in book-entry only form shall be converted to registered Bonds (the "Registered Bonds") in denominations of \$1,000, or any integral multiple thereof with a minimum purchase of \$5,000 required. The beneficial owner under the book-entry system, upon registration of the Bonds held in the beneficial owner's name, will become the registered owner of the Registered Bonds. The Board shall be obligated to provide for the execution and delivery of the Registered Bonds in certified form.

SECTION 13. The Board hereby covenants and agrees that it will comply with and carry out all of the provisions of the Continuing Disclosure Certificate (the "Certificate") which will set forth the obligation of the Board to file budgetary, financial and operating data and notices of certain enumerated events deemed material in accordance with the provisions of the Rule. The Business Administrator/Board Secretary is hereby authorized and directed to execute and deliver the Certificate evidencing the Board's undertaking with respect to the Rule. Notwithstanding the foregoing, failure of the Board to comply with the

Certificate shall not be considered a default on the Bonds; however, any Bondholder may take such actions as may be necessary and appropriate, including seeking mandamus or specific performance to cause the Board to comply with its obligations hereunder.

SECTION 14. The Board President and the Business Administrator/Board Secretary are each hereby authorized and directed to determine all matters in connection with the issuance of the Bonds by the Board not determined by this or a subsequent resolution, all in consultation with Bond Counsel and the manual or facsimile signature of the Board President or the Business Administrator/Board Secretary upon any documents shall be conclusive as to all such determinations. The Board President and the Business Administrator/Board Secretary and any other Board representative, including but not limited to, Bond Counsel and the Board Attorney, are each hereby authorized and directed to take such actions or refrain from such actions as are necessary to consummate the transaction contemplated by the issuance of the Bonds by the Board and any and all such actions or inactions heretofore taken by the Board President and the Business Administrator/Board Secretary and any other Board representative, including, but not limited to Bond Counsel and the Board Attorney, are hereby ratified and confirmed. Wherever herein the Board President is authorized and directed to act or execute and deliver documents, including the Bonds, the Board Vice President is hereby authorized and directed to do same in the Board President's place.

SECTION 15. After a process seeking proposals, the Business Administrator/Board Secretary, in consultation with the Municipal Advisor is hereby authorized to appoint an investment agent to invest the proceeds of the Bonds and provide arbitrage/rebate services.

Section 16. The Bonds will not be designated as "qualified tax-exempt obligations" for purposes of section 265(b)(3)(B)(ii) of the Code.

Section 17. This resolution shall take effect immediately.

ROLL CALL: Motion 4047 A-G, 4048A-C, 4049 A-B, 4050B-R, 4051, 4052, 4053 A-F, 4054, 4055, 4056, 4057 passed. YES: E. Baker, Joshua, Maini, Mazzocchi, Siders, Wright, Zubieta NO: None

Motion 4050A passed. YES: 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

Bimal Kapadia

Q. How is SOMSD virtual learning performing when being compared to other

public school districts in NJ?

- A. This is a question we cannot answer with metrics. There is no formal report that we are receiving from the county or State comparing our offerings or current circumstances. Please know that we are having regular meetings internally and externally with other school districts to make sure we are not moving alone in the best practices that we are putting all of our efforts behind.

NEW BUSINESS

Motion made by Board Member Baker, seconded by Board Member Joshua that the Board of Education approves the following:

Board Member E. Baker read Resolution 4058 into the record.

4058. WHEREAS, in accordance with Policy 143.2, the election for the SOMSD Student Representative to the Board of Education ("Student Representative") is conducted each spring for the upcoming school year at the same time that elections for the Columbia High School Student Council are conducted;

WHEREAS, pursuant to Policy 143.2, when elections are conducted in the spring, only those students in Grades 9 through 11 who meet the other eligibility criteria set forth in the Policy are deemed qualified to run for the Student Representative for the following school year ;

WHEREAS, due to the COVID-19 pandemic and distance learning in the Spring of 2020, the elections for the Columbia High School Student Council and Student Representative were moved to the Fall of 2020 and they are expected to occur in or about October 2020;

WHEREAS, under the current wording of Policy 143.2 and the express reference to Grades 9 through 11, students who are currently in 12th Grade at the High School, who were otherwise eligible to run for the Student Representative office in the Spring of 2020 would be rendered ineligible to run for election this fall as a result of the delay in the election due to COVID-19;

BE IT RESOLVED:

All students enrolled in Columbia High School for the 2020/21 school year at the time of the 2020/21 Student Council elections in the Fall of 2020, for students who are in Grades 10 through 12 and who meet the other eligibility criteria set forth in Policy 143.2, the criteria of the policy are hereby waived due to COVID-19 and students shall be eligible to run for election as the Student Representative to the Board of Education for 2020/21.

ROLL CALL: Motion 4058 passed. YES: E. Baker, Joshua, Maini, Mazzocchi, Siders, Wright, Zubieta NO: None

Future Meetings

The Board of Education will meet in Public Session on Tuesday, September 29, 2020 at 5:00 pm for reporting on Graduates and Pathways Report and Hearings of Individuals and Delegations using the online video conference platform. The board will then move into Executive Session to discuss the Superintendent's Merit Goals. Action may be taken.

The Board of Education will meet in Executive Session on Monday, October 19, 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 Joshua that the Board of Education will meet in Executive Session prior to the October 19, 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 10:53 p.m.

Paul Roth, Board Secretary