

Regular Meeting
South Orange-Maplewood
Board of Education
October 19, 2020

A Regular Meeting of the Board of Education of South Orange-Maplewood was held using the online video conference platform on October 19, 2020.

Board President Annemarie Maini called the meeting to order at 7:41 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 7 yes, 0 no.

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

Absent: Board Member R. Baker, Board Member Wright

7 VOTING MEMBERS AND ONE STUDENT REPRESENTATIVE PRESENT

APPROVAL OF MINUTES

Board President Maini declared the minutes of the Executive and Public Sessions of the September 21, 2020 Regular Meeting and September 29, 2020 Special 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 introduced new administrators, Dr. Matthew Friedman, Assistant Superintendent for Curriculum and Instruction and Stacey Robinson, Director of Human Resources.

PHASED RETURN TO SCHOOL UPDATE

Dr. Taylor presented an update on the Phased Return to School outlining the following:

- Health and Safety Update from our Health Department
- Tipping Points
 - Facilities Upgrades
 - Staffing
 - Connectivity & Broadcasting Live Lessons from Classrooms
 - Broadband Upgrades
 - Learning Management System Investment
- SOMSD Schools Stages of Re-entry
- Instructional Models
- Instructional Model Summary by Groups
 - Hybrid Model (In-Person/Virtual)
 - Virtual Only Model
- Philosophical Approach: Flipped Classroom
- Important Updates/Events
- Family Preparation for Hybrid Return: Important Reminders for Families from SOMA Health Departments
- Upcoming Important Dates

***Board Member Wright joined the meeting at 8:41 p.m.
8 voting members present***

Board Member discussion following the presentation included the following concerns, comments and questions:

- Concerns that the phased plan to return students in November will not include Columbia High School students, who are not expected to return to school until January 2021.
- Concerns that students may not be receiving an adequate amount of instructional time.
- It is important to document the extent of learning loss students may have experienced.
- Concerns that Columbia High School families will only have one day to decide if they will attend virtual or hybrid instruction. It would be helpful to provide families with the plan before the town hall.
- Concerns with the air change rate when students return to school buildings.
- Are teachers working 6 ½ hour or 4 hours per day.
- Will students who choose all virtual instruction have the same access to classes as students who choose hybrid instruction?

- Now that the hybrid schedule has been determined, should we consider changing students return date to Monday, November 16 so students will experience a full week of hybrid instruction?
- Will Pre-kindergarten and kindergarten students be served snacks as they would during a normal school day?
- The challenge with returning Columbia High School students to in person instruction is determining how many students you can have in the building while successfully socially distancing.
- We are still looking for opportunities to provide in-person music classes.
- How will the district address the mental health needs of students and families in the reopening plan?
- What will the hybrid experience look like for students in a classroom and for students who are receiving instruction virtually?

BOARD PRESIDENT'S UPDATE - *Annemarie Maini*

Thank you to our teachers, supervisors, building leaders and coaches for creating great learning environments for our students during these unprecedented times. Thank you to our District families for adapting and supporting your children as we all learned how to make things work. Thank you to the Rethink Relearn Taskforce, particularly our nursing staff and our Department of Health partners for reviewing health data and presenting best practices for reopening.

I understand the anxiety of young families contemplating a change to their routine after just settling in and figuring it out. I also understand the concerns of our teaching staff as we move forward with the reopening plans. These plans as Dr. Taylor just outlined incorporates input from many different avenues and the taskforce worked hard to address each concern with a comprehensive plan to always address the health and safety of our staff and families. Additional issues and concerns I am confident will be addressed in this thoughtful and comprehensive manner moving forward. Please share your issues and concerns with Dr. Taylor and your building leader.

Thank you, Columbia High School Leadership and Student Council Advisors for supporting the Student Board Representative election this week. Last month we revised our bi-laws to allow our students to participate in the election and we appreciate the attention to modeling a fair election for our high school students. I would also like to wish Lily Forman good luck!

This week is the week of training for New Jersey School Boards Association (NJSBA) workshop. The NJSBA workshop is a great place to learn and complete some of the mandated Board training requirements. All sitting Board members have completed their mandatory training for the year so we are in compliance with NJSBA and QSAC requirements.

STUDENT REPRESENTATIVE UPDATE - *Lily Forman*

Student Representative Forman provided an update on the following:

- CHS elections are underway. The election will take place November 23rd through Google forms which will be sent to students via email.
- Joint Student Council and Students for Justice voter registration committee registered over 50 CHS juniors and seniors to vote. Their efforts included virtual office hours, contactless delivery of printed forms and distribution of information about how to register and how to vote.
- The MAPSO Youth Coalition hosted their first series of Student Bill of Rights forums this month, where CHS students had the chance to review the Bill of Rights, ask questions, provide feedback and involve themselves in the editing process. The forums were advertised on social media, Canvas and via student emails.
- Principal Sanchez held his first student roundtable last month. Topics included online learning concerns, environmental questions and extracurricular offerings.
- In meetings with administration this month, we discussed the importance of getting student feedback on the reopening plan as we move through the rest of the year.
- A student survey to collect CHS student preferences and concerns related to the reopening plan will be distributed via email to all CHS students. Many students are feeling anxious about coming back to school in person in light of the increase in COVID-19 cases in our towns.

HEARING OF INDIVIDUALS AND DELEGATIONS

It was recommended by Joanne Butler, In-house Counsel that employees who submitted comments/questions during the hearing of individuals and delegations, contact the Department of Human Resources or SOMEA for a response to their work related questions and concerns.

Public comments and questions will be used to create Frequently Asked Questions (FAQ) tool.

Rocio Lopez, SOMEA PRESIDENT

Dear Superintendent of Schools and Board of Education Members,

SOMEA understands and shares the community's desire to return to educational normalcy as we once knew it; however, as those who are making education happen each day know full well, school as we once knew it is still not possible. SOMEA asks the district respectfully to reconsider its plan to commence hybrid instruction in November, as we believe that such a plan is neither in the best health interests of students and staff nor a sound educational decision for our students. Over the past several months, teachers have committed themselves to learning how to and providing effective synchronous all-remote instruction. As administrators have acknowledged, our instruction has proven as effective as practical given the constraints of the pandemic. To change course as Essex County has been designated a hot spot for COVID outbreaks and one of our municipalities has reported a material number of COVID-positive students is ill advised when the foremost goal should be to keep our students safe and healthy to

continue their studies. Moreover, as detailed more extensively below, we strongly believe that delivering remote instruction to at least half of a class on a computer at home and another portion of the class *still on a computer* in the classroom by a teacher under mask and shield will result in less effective instruction for all students and greater inequities among students. Instead, SOMEA believes strongly that the district should allow teachers to deliver instruction fully remotely, as they are doing successfully now, with the option for those students who are at risk due to circumstances which do not permit full participation in remote learning, such as those without access to reliable technology or in need of school supports, to attend classes online from school buildings.

Safety concerns:

- Foremost, the number of COVID-positive NJ residents is skyrocketing, indicative of a second wave of the pandemic. Why would the district choose the perfect storm of influenza season, the winter months, and rising COVID infections to bring teachers and then students back into the classroom when remote instruction from home is occurring effectively?
- News reports evidence the spread of COVID from adult-to-adult and student-to-adult throughout the state as a result of in-school instruction. Numerous schools throughout the state have shut down in-school instruction and been forced to delay instruction while teachers and students recuperate. Remote instruction from home eliminates entirely this clear and present danger to health and instruction.
- Individuals will be introduced to unnecessary exposure to COVID. For example, while athletes have assumed the risk of exposure as a result of participation in contact sports, non-athlete students and teachers have not assumed such risk and should not have to by sharing air space when the science is unambiguous about the virility of the virus both on hard surfaces and its circulation for greater distances than six feet and for extended periods in the air.
- District communications and local news agencies have reported the fact that several CHS students are not adhering to the social distancing guidelines by attending house parties without masks. Additionally, students have reported to staff that their peers have been exposed to COVID and are obstinately remaining silent about their exposure or testing results because they do not want to face quarantine from athletics or further socializing. To require teachers to return to school (unlike students who have the option to remain remote) is to endanger knowingly the health of CHS staff. Indeed, news reports from around the country evidence parents and students who have knowingly gone to school while infected with COVID.
- There has been no third-party inspection by experts in air systems of the rooms to which teachers and then students would report to determine the extent to which ventilation and filtration is adequate per ASHRAE guidelines.
- Given the few custodians for a school as large as CHS, there is no possibility for disinfecting hard surfaces from period to period as the CDC mandates, including chairs, desks, equipment, bathrooms, and other surfaces used by students. Nor is it within the scope of a

teacher's duties or a student's learning objectives to disinfect in lieu of training professionals.

An in-school hybrid model or even teaching remotely from school will result in a decrease in the quality of instruction:

- Currently, teachers are delivering instruction to their entire classes remotely effectively using the remote platforms provided. To return to a hybrid instruction whereby teachers are somehow to provide meaningful instruction simultaneously to the individuals in front of them and the remaining individuals on a screen will necessarily result in a reduction in overall instruction per week as well as inequity in assessment.
- While parents and students may desire a return to instruction as they once knew it, the instruction they seek is not possible under the pandemic even if the students are physically in school:
- Due to social distancing requirements as well as the hybrid structure, students will receive instruction via an electronic device whether attending in person or remotely. Instead, the difference will be the need to sit in classrooms with the windows wide open during the winter and with masks on their faces, making it far more difficult for them to concentrate. Access to bathroom facilities and food and drink, easily accessible at home, will be significantly limited and not available, respectively, per CDC guidelines.
- There is no socializing in the hallways or at lunch or via extra-curricular activities in the building.
- Teachers will need to wear masks inside their classrooms and clarity will be sacrificed whereas masks are unnecessary with teachers providing instruction from home.
- Microphone feedback in virtual classrooms makes it so that students will not be able to have their device microphones on while in class, preventing them from participating with any clarity to be heard by at least half of the class attending remotely.
- Further, environmental noise in school will make hearing the teacher and students more difficult, as the teacher cannot wear a microphone since the students physically present will need to hear those participating remotely.
- Many devices will not remain charged for the length of the school day, using up battery power to attend meets, and there aren't enough outlets with sufficient social distancing to allow them to plug in their devices while they work throughout the day. Further, there will be students who arrive to school without their device or a fully-charged device despite instruction to do so. Given the large number of devices loaned out to students, this will leave students who arrive without their device without the ability to "attend" class from school, as social distancing prevents sharing of devices.
- Such technological issues will be further complicated by individual 504 and IEP plans which require specialized technology.
- Breakout rooms or student-centric learning, such as small-group work or paired work, cannot take place in person within the confines of social distancing as well as the inability to have multiple microphones on in class, as can be easily facilitated all remotely.

- Given the restrictions on social distancing, travel to and from classes as well as the down time to provide for disinfecting of the classroom from the prior period will delay classes, providing less instructional time than currently provided under remote instruction.
- Lag time and buffering, along with the possibility of full shutdown, is far more likely with every teacher and every student in each classroom in the school logging on to the WIFI vs. an individual teacher's and student's WIFI capabilities. A reasoned approach would be to provide in-school access to remote learning only for those students who do not have access to reliable WIFI service.
- Teachers are currently teaching each day, with few absences because they are managing effectively to teach notwithstanding their illnesses or those of their family or appointments. A return to school will mean greater absences in a period when substitute teachers are not available, which was already a serious problem.

Thank you for your time and consideration.

In Unity,

Executive Board: Rocio Lopez, President, Shira Lincoln, Vice President, Phil McCormick, Secretary, Laurie Pham, Treasurer

Gina Rodriguez

Dear Members of the BOE and Superintendent Dr. Ronald Taylor,

We understand that many of our questions might be answered in the meeting tonight. However, we wanted to be proactive and present our questions when we have this opportunity as it is the last board meeting before hybrid learning would begin.

This is the beginning of the flu season and COVID cases are rising in the state, county and South Orange/Maplewood. The district plan has students returning to in-person schooling right after a weeklong vacation break where families and/or staff may be traveling. This is less than two weeks before Thanksgiving break, and only 27 school days before the holiday break when families and staff may also be traveling. The timing of transitioning to hybrid is concerning.

With the health and safety of students, staff and community in mind, these are some of the questions and concerns we have, which we hope are addressed tonight:

Health & Safety of Students, Staff & Community

- What is the specific protocol for faculty if we need to quarantine? What happens after we use our 14 days allotted to quarantine? What if we don't have additional sick days to cover another 14 days of quarantine? What happens if there is multiple exposure from students causing multiple needs to quarantine? Would teachers be allowed to teach remotely if they are not sick but need to quarantine?

- As elementary school teachers, we know students go to the bathroom multiple times a day. Even in situations where classes in portables have gone on whole class bathroom breaks, the students still request to go at other times. We have heard classes will be assigned bathroom times. What happens when students have emergencies and must go?
- Who will be responsible for cleaning individual bathrooms in Kindergarten classrooms and other rooms with individual bathrooms?
- How many additional custodians will be hired to clean the building throughout the day? Our bathrooms frequently are without soap or toilet paper as there is not enough custodial staff to keep up with demands of a building of more than 700 students and staff pre-COVID and certainly not now.
- We were informed we will be provided with masks. What types of masks? Over the summer we were told there would also be face shields provided but more recently that we would not. Will we still be provided with face shields?
- Many of our inclusion classrooms have multiple adults working with a class (a class in our school has 3 paraprofessionals, a special educator and a general educator). How will so many staff and students safely be in a room that has a maximum occupancy of 28 persons (so at a 25% capacity only 7 people should be in the room at a time).
- We understand the district is not going to be taking temperatures of students or staff. Surrounding districts are requiring daily forms be submitted assuring the child or staff member does not have a temperature or symptoms. What procedures will be in place to verify students are well enough to attend school?
- What procedures are in place if a child comes to school sick or shows signs of being sick during the day?

Quality of Instruction Concerns

- If asked to teach both students in person and remotely at the same time, our attention will be divided between students in front of us and to the students learning remotely. We are concerned about the social-emotional well-being of the students. Additionally, students will lose the ability to collaborate and work in small groups or partners (something that just started with the breakout rooms in Google Meets and has had amazing feedback from students).
- Thinking about teaching young students in a classroom and on a computer with everyone in person wearing a mask, we are concerned about students being able to understand us and us understanding them. Will we be provided with microphones?
- We have heard that our air filtration or ventilation system will be an open window and air conditioner "fan-mode" on. Are windows expected to be open and the air conditioner on all day during colder months while the heat is on? How can we expect our students to learn or staff to teach in frigid classrooms?
- Have additional classroom resources (such as classroom books, manipulatives, etc.) been ordered?
- More than 100 N.J. schools have reported COVID-19 cases, according to data collected by teachers
- Kids and teachers have now caught coronavirus in 16 schools, N.J. officials say

- 22 outbreaks reported in N.J. schools where kids or teachers gave COVID-19 to each other

We love our students and are passionate about providing a robust, engaging learning experience in a safe environment. Thank you for taking the time to read and address our concerns.

In partnership,

Tuscan Staff

Tivoli Hunt, Gina Rodriguez, Claire Sinclair, Rebecca Vezza, Jessica Wheeler, Melissa Koes, Christine Fischetti, Martha O'Connor, Marci Koltenuk, Joi Nelson, Anne Leone, Jennifer Thomas, Stefanie DePasquale Lauren Amato, Chrissy Giovannelli, Sue Donatelli, Lisa Rosenburgh Barbara Bracey, Maura Sackett, Kim Boryeskne, Theresa Lee, Colleen Silvestri, Sandra Smith, Christine Makasakit, Melanie Secor, Christy Skawinski, Lucille Mungiello, Suzanne Cicoello, Theresa Murphy, Amy Popp, Deborah Blumenthal, Claire Van Tine, Andrew Dean, Noelle Sullivan Cynthia Van Wert, Theodore Panayoutou, Francine DePaolo

Jennifer Cudmore

How does the district plan to address social distancing in the classroom? My class at Clinton has 28 students and 3 adults also we use tables which do not allow for 6 feet of distance between students.

Michael Mack

- What happens if a teacher goes away to one of the 39 states where a self-quarantine is required afterwards?
- If a teacher contracts Covid 19, what happens? Are they charged with their own sick time? Will they teach virtually?

Debra Ceccacci

- You are proposing that we return to school directly following a vacation, during which many community members will be traveling. Shouldn't those who travel observe the mandatory 14 day quarantine rule after traveling in order to keep everyone safe?
- How will teachers be informed about the safety procedures that will be in place prior to beginning teaching onsite? For example, which stairwells to use for going downstairs and which ones to use for going upstairs. Procedures for sending a potentially sick child to the nurse. Bathroom procedure.....one at a time??? Will there be social distancing for parents and students during pick up and dismissal?

Maria Muscarella

- What does the hybrid program look like?
- What is expected of teachers to do for the virtual learners while they are teaching in person?
- Will the teachers be expected in the building 5 days a week?

- What are the school hours for Clinton?
- What are the teacher's hours for Clinton?(This has been different virtually.)
- Will students with IEP's(Inclusion students specifically at Clinton) be coming to school daily at Clinton School?
- What bathrooms are teacher's using at Clinton? They are very limited.
- Will there be plexiglass for all the students and teachers?
- When will teachers be given time to set up their classrooms? (Outside of the voluntary time to be in the building)
- The is childcare being offered at the YMCA for teachers in the district for their children however, there are teacher's that don't live in the district and childcare is a major issue because each town (school district) is doing something different.
- Are the buildings safe?
- What is the protocol for students who are sent to school sick?
- Will we be using a system to monitor students/teachers symptoms prior to arriving at school? For instance, completing a daily health screening app before coming into school.
- What happens if a teacher starts to show symptoms during the school day?
- Are there substitutes in the district for teachers who are sick or quarantined? On a normal, day/year there are limited or no subs.
- How are we monitoring students/families who are traveling during the first week of November break and then coming to school only a few days after being away? How will we know that they did not travel to a state on the restricted list?
- Will they be expected to quarantine before coming back to school?
- Will teachers then be expected to provide instruction to these students/families?

Debra Ceccacci

How will remote students be managed/supported while teachers are teaching a cohort in the classroom? Who will monitor the students online?

Jennifer Cudmore

What is the district's plan to keep staff and students safe when families travel to states on the NJ quarantine list during holidays, breaks and weekends?

Shea Levin

I'm a teacher at Clinton Elementary. If I need to quarantine how will that work? Will my class be virtual for those two weeks?

Stefanie Wrembel

- Has any thought been given to the idea of using a lottery or parent choice to determine which cohort each student is in? Many families have setup decent learning situations for their children that include partnering with other families. To have to opportunity to let these

children remain together would be highly beneficial. Currently, my own child is in a situation with three other children on Monday and Tuesday. If they could all be together in the Wednesday/Thursday cohort, they could continue to do what they are doing on Monday and Tuesday. I believe MANY families would benefit from this. Plus, childcare is obviously going to be an issue, perhaps having a possible choice would ease that challenge for many.

- Has any thought been given to beginning hybrid AFTER the winter break? Starting this incredibly large transition the week before Thanksgiving does not seem sensible. Winter Break is a "natural" disruption that is happening no matter what. Why not limit the disruptions these small children will encounter by starting after the break?
- When will parents know which cohort their children are in?
- Are the schools safe for teachers and students to return?
- I am concerned about the air quality and cleanliness of the carpets in my classroom. Years of not cleaning them appropriately have left them soiled and full of germs and allergens. I know the district has acknowledged the need for these carpets to be removed, however, they have not yet been. What has been done since March to make sure viruses, bacteria and other germs will not find these classrooms hospitable?
- Pre-Covid, Clinton School already did not have enough bathrooms to accommodate teachers. With the nurse's office bathroom being off limits to teachers when we return, that will be one less place for teacher's to go. What has the district done to address this issue?
- Has any consideration been given to the idea of having some teachers devoted to in-person instruction and others devoted to virtual?
- I have close to 30 students in my Homeroom, as do all of the Fifth Grade homerooms at Clinton. How will we accommodate all of these students in a hybrid situation? There are not enough days in the week....

Debra Gibbons

- What are the arrival and dismissal procedures for students and teachers?
- If teachers are live streaming, has this been tried out to see if it works from classrooms?
- Will there be training for teachers prior to opening for the hybrid model?
- What are the procedures if a staff or student shows symptoms while in school?
- Will subs be available to cover in person classes? If so, will these subs be screened before being able to sub in district buildings?
- Will guidelines be given about how classrooms should be set up? Who is responsible for setting up so it meets those requirements?
- Will classroom tables and desks have plexiglass barriers and when will they be set up?

Christine Stewart

"Dear Dr. Taylor and Board of Education Members,

We were invited to go back into our classrooms to teach before this Board of Education meeting happened. I have not received any information about what you have done to my building to ensure it is safe. You said it was safe, but what has been done?

At the August Board Meeting, one of the many concerns that wasn't addressed was Classrooms with Rugs in the elementary schools and many of these rugs are glued to asbestos floors. Is my rug one of these? Has the rug been removed yet, and the asbestos floor removed properly? And if so, has the air quality been tested? When I was in the room recently, the rug was still there.

I also have tables in my room as opposed to desks. Will these tables be used when the children return? Will there be plexiglass dividers attached to these tables that last I saw were on top of each other. Has the plexiglass come in as it was on back order according to the August meeting?

Has the custodial staff been trained to set the tables up with social distancing requirements in place? If so, what type of training did they receive in regards to the new protocols and from whom? And whose new protocols are they being trained in? SOMSD or the State's new protocols? Will the floor be marked so others in the room know where the tables should be?

I am also wondering about the blower that is in my room. It has a filter that is an air conditioner filter which is not appropriate. Has this been addressed? It was never changed or rarely changed in the past 8 years that I have been in that room. Is it being changed now? And will it continue to be changed and monitored? If so, by whom?

I am also wondering about my air conditioner. Are we able to use them? Has that filter been replaced with a Hepa filter?

I also have a front heater that almost runs the length of the room. Has that been cleaned? And if so, how? And will that continue as the year moves forward. If the asbestos floor was removed, was this heater's vent cleaned out thoroughly?

Are we going to be trained in Return to School protocols before the children are returning on November 12? Or will this training happen as we have full days and small group sessions at the end of the day?

On the same note, are we going to be trained on how to teach the children in class while teaching the children on Meet who are virtual? Will there be training prior to the children coming back to school? Will it be happening simultaneously as we are teaching virtually? Or will we have half days to facilitate the training?

Are specialists coming into the classrooms to teach their lessons?

Are the antiseptic wipes in that were also on back order?

As you can see, I have many questions that have not been addressed before I was told that my building was ready for me to return.

I would have felt respected and comfortable to think about returning to my school had I been given information about my building prior to the announcement to parents that schools were open for teachers to return to their buildings.

Respectfully yours,

Christine Stewart

Rebecca Jacobsen

How will special subjects (Art, Music, PE, Library, Spanish) be handled at the elementary level? In the previous model specialist teachers were pushing into the classrooms, thereby being exposed to every student in the school and carrying that exposure to every classroom. Many nearby school districts have a safer plan where specialist teachers are delivering instruction remotely - either in the school building during live teaching hours or in the afternoon.

Sari Birardi

What are the protocols going to be with bathrooms? How can we ensure safety?

Kindergarten does not have their own bathrooms. What are they going to do? How many children will be allowed in the bathroom? How often will they be cleaned? How can we maintain social distancing?

What about bathrooms for teachers? The buildings do not have enough bathrooms for all."

Kelsey Scalfaro

What do safety protocols look like in case of a necessary lock down during hybrid learning? What will the teachers and students do in this scenario? Will they continue to go into a closet together, as they used to do prior to the pandemic?

Suzette Evans

- What do teachers do if they have no windows and their rooms are too small where social distancing is impossible?
- What about students with special needs, if they are unable to wear a mask, what will they do?

Kelsey Scalfaro

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Robin Gutkin

I am a 5th grade teacher at South Mountain. I care deeply about the well-being of my students. My colleagues and I are committed to ensuring that they get the best education we can provide, despite the current circumstances. We are willing to go above and beyond in terms of time and effort in order to fulfill this commitment. But asking us to put our health, the health of our families, and potentially our lives at risk is a different matter. COVID-19 infections are up across the state, and medical experts expect that they will continue to rise. The situation is less safe than it was in August, when the initial decision was made to implement remote learning. As challenging as remote learning is, continuing to keep our students, their families, and ourselves safe seems to me to be the best course of action. Particularly considering that a return to school will not in any way be a return to normalcy for our students, the risks of reopening far outweigh the benefits.

Thank you for listening.

Suzanne Ng

Q. What is the plan regarding usage of the school libraries and access to the collections once the buildings reopen for hybrid learning ? Will it be a building-based decision (as there is no department supervisor) or a directive from central office?

A. We will be sure to answer this question as we move forward with our operations.

Kelsey Scalfaro

Q. Will there be substitutes for hybrid learning, as my class had to go without a substitute during virtual learning? Will the children stay home to do asynchronous learning if no substitute is available for their class?

A. We are looking into this and it has been a part of our conversations on ways to address this problem when substitutes are not a part of the solution.

Shawana Andrews

Q. When was this survey given to staff? I don't recall being asked this information.

A. I do not believe we stated in this presentation that a survey was given to staff, that was just a report out of what we had received for personnel actions and considerations.

Shawana Andrews

Q. If staff leaves the state, do they have to quarantine for 14 days too?

Michelle Witrock

Q. Do you have any further details about the middle school instructional schedule? How is the 1 hour of live afternoon instruction going to be divided up amongst the 7 classes in a middle school student's daily schedule?

A. Our schedulers are discussing best practices to utilize for support in the afternoons for our middle school students.

Shawana Andrews

Q. How are we (teachers) supposed to be interactive if we have to be 6 feet apart?

A. We will be sharing more information with our educators and we also ask that you direct your concerns to your direct supervisor.

Michelle Witrock

Q. It is wonderful that you are providing support to families that wish to quarantine in order to see older or ailing family members for the holidays. Will the same courtesy be extended to teachers who wish to quarantine before thanksgiving?

Shawana Andrews

Q. Where does the time for quarantine come from if teachers travel? Do we have to use our sick time?

Linda Abella

Q. Relearn a new system between different days and wearing masks all day, which would be creating stress levels that are unnecessary and will cause us to lose valuable learning time. We should be out

until we have the ability to come back 100% in person.

Shawana Andrews

Q. Teachers have to be 6 feet apart. How does the engagement look?

Kyndell Pierce

Q. If a student in the high school contracts the virus and has a sibling in another school building, are the classes in both buildings quarantined?

Kyndell Pierce

Q. At one point, new medical 504s were not being accepted/honored by the district, was this data (that was in the presentation) gathered before that happened?

Kyndell Pierce

Q. How are the ventilation systems in the faculty bathrooms being Addressed with no windows in any of those areas?

Kyndell Pierce

Q. Thank you for your concern from a teacher's standpoint.

C Stewart

Q. What about the rooms that have carpet glued down to asbestos floors? Have those rugs been taken up? It was discussed as a problem in August Bd of Ed.

Susan Froelich

Q. Why aren't temperature checks required upon entry of buildings?

Suzanne Cicolello

Q. How can you possibly state that AI teachers will be used as substitute teachers? I teach one of the most vulnerable groups of children who need consistent small group teaching, yet you're willing to take away from these kids to use a 28 year veteran to sub.

Suzette Evans

What do teachers do if they have no windows and their rooms are too small where social distancing is impossible? What about students with special needs, if they are unable to wear a mask, what will they do?

Michelle Witrock

Q. Additionally, will professional development about the Flipped classroom model be provided for teachers before the return date of November 12?

Marne Friedman

Q. Thank you for continuing to work to get our kids back into the classroom! If the back to school plan is a hybrid model, how do we ensure our children are placed in the same cohort with our pod - as we would like to continue to learn with our pod on the days that our children are learning at home.

A. Cohort selections are determined by the child's last name.

Nalini Jahangir

Spoke positively about a SOMSD teacher.

Liz Gordon

C. I would like to thank Keith Bonds on behalf of the SOMSD Presidents Council. Over the past month, he helped us use the district Webex platform to stream our Board of Education candidate debate and he attended our monthly meeting, answering questions from each of our PTAs and HSAs. We so appreciate that he was able to share his time, expertise and positive energy with us. Thank you!

Daniel Kamen

- The August plan was re-attached, which has only 1 hour of live instruction for the virtual option. However, the virtual instruction that has been in place so far has all live instruction. Wouldn't making
- this change actually be going backwards?
- Under the hybrid plan, in the high school and middle schools, how can social distancing be practiced in the halls in-between class periods?
- Most colleges that have done well have mandatory testing of all students once or twice a week. Given that the virus is often transmitted by asymptomatic individuals, how can you know that no one has COVID-19 without testing everyone? Might this potentially lead to an outbreak before you realize there is a problem, as has already occurred in other school systems?"

Elissa Malespina

Please explain why the BOE has chosen to not take a public vote (or poll of its members) on the reopening plan, even though the BOE, in the past has voted on issue even though they were not required to do so, like the STEM realignment?

Elissa Malespina

Q. Why has the district not updated the public on the number of COVID cases since Oct 13th when you reported 2 cases & we know that there are now at least 5 cases? The district is asking the public to make a decision about bringing their students back to in person learning yet they have not been fully transparent to the public as to the

number of students and staff that are infected. In order for the reopening plan to succeed the staff, and public need to feel that they can trust the district with their health and safety. When the district is not informing the public of the real numbers and the staff and parents are having to get the information from the towns and local media, it does not help to build that much needed trust.

- A. Our information comes directly from the Health Department or self-reporting from families. Because we are not in person we utilize our Health Department to help us research and contact trace unknown students who have become infected to help alert those who were in direct contact. If it impacts other students we are always leading the way to let them know.

Ileana Castillo

Q. What steps have you taken to get the school buildings ready/safe for students return - ventilation issues ??
What will you do if there is a reported case in the school?

- A. I believe the presentation addressed these questions.

Ninon Thomson

Q. What testing protocols will be put in place at the time of in-school instruction?

Kizzy Jarashow

Q. What has the district done to date to ensure that ventilation systems/hvac in our elementary schools meet or exceed state standards to ensure that our children are learning in the safest possible environment?

- A. I believe the presentation addressed this question.

Joey Meyer

Q. Come November, if we opt to do full remote (because we cannot do hybrid) will we still get full live virtual instruction? if not, school will be a disaster. please ensure we continue with how it is now which is great.

Sara Courtney

Q. We are thrilled the schools are finally reopening. Are there plans to expand in-school education to more than 2 half days a week for K-2? If so, when do you expect to implement that?

Regina Hanley

Q. For the all virtual elementary school option, will the 4 hours in the morning be synchronous (will the kids are home be able to live stream what is going on in the classroom)? If no, what are the plans to address the inequity in live instruction between virtual

and hybrid students?

Silvia Rodriguez

Q. With cases of COVID on the rise, so many districts reversing course and going virtual, why has the district elected to do this. How are we dealing with ventilation and basic sanitation to make this viable.

A. I believe the presentation addressed these questions.

Karen Palaitis

Q. Whats the agreement with the YMCA? Are we subsidizing childcare for the district? Will the teachers kids be in the school all day?

A. The YMCA has a contract with the District to provide childcare and to rent space. All of the information regarding this agreement is a part of the public record approved by the Board of Education. We have been clear on our communications to teachers about the expectation when they return to work and childcare available to them through the YMCA agreement.

Q. Sports is not fair to other students that do not play them. Seriously tackling is the opposite of social distancing but we are not in school. Shameful.

Berit Goro

Q. Those students who remain virtual will be negatively affected by the reduction in synchronous hours. All students, hybrid or virtual, should have access to full synchronous hours, otherwise the virtual students are being sidelined.

A. This comment was addressed during our conversation with the Board.

Gina Patterson

Q. We have been happy overall with virtual instruction for my third grader, who has nearly a full day of live instruction. The hybrid model appears to reduce the school day to 4 hours with less live instruction. How can we achieve this shift without making our students suffer with less instruction and less time with their teachers?? The shorter school day is also more difficult for working parents.

A. I believe we addressed this concern during our presentation.

Barie Conway

Q. What distinguishes between a child with a 504 and an IEP, but technically both have services of some type? As my daughter has a 1:1, but only a 504.

A. I encourage you to contact your case manager or the Assistant Superintendent of Special Services.

Keren Sachs

Q. If an already small class has numerous kids opt out of it, will the in-person kids be able to attend all 4 days. For instance, my sons kindergarten class is already quite small. Thanks!

A. Parental responses to the survey that we send out will be very helpful with helping us to decide if we need to shift, based on what makes the most sense for hybrid learning to be successful.

Kathy Greenstone

Q. What metric would indicate the need to end in-person hybrid instruction in SOMSD and revert to remote only instruction.

A. I believe we covered some of those variables during our presentation.

Daphne Sipos

Q. Does the CDC recommend quarantining for 14 days after returning from traveling during fall break, Thanksgiving ,any time traveling and if quarantining if hosting people from out of state as well?

Mia White

C. The CDC recommends UV germicidal radiation in all rooms with HEPA filtration.

Jessica Davis

Q. What about classrooms with carpeting and flexible seating (tables, stools, cushions etc.)

Daphne Sipos

Q. Why no plexiglass separating desks or air purifiers in classrooms?

Lauren Doyle

Q. What about the carpeting in all the classrooms in the South Mountain Annex??

Brian Hays

Q. Does anyone know if these facility upgrades apply to the satellite pre-k sites?

Edith

Q. I would like to know when or if the school district will ever offer a training on Canvas for parents? Also, what are your plans for those working parents that don't have the fortune of having child care at home or work from home?

A. We have offered multiple trainings.

Lauren Doyle

Q. When did all these HEPA filters go in?

A. They were installed throughout the fall.

Edith

Q. Do you think the Chrome books have been equally distributed?

Q. When were these trainings? Obviously, like the chrome books were only given to some people.

A. I think we advertised our trainings as well as our distributions as widely as the student information system allowed via the information provided by families.

Monica

Q. What will instruction look like when kids are at home?

A. I believe we already addressed this question during the presentation

Peri Smilow

Q. Can you please explain in more detail what an AA/BB schedule is?

A. This topic was addressed during the presentation.

Davin Czukoski

Q. What infection rate causes us to move backwards or extend a phase?

A. I believe we covered some of those variables during our presentation.

Q. Does phase 4 have more than 500 students in CHS?

A. We will be able to answer this question with more specificity at the CHS Town Hall.

M B

Q. How will students who opt out of in-person learning interface with their classmates and teachers who are in-person? What will their view of the live classroom instruction be like? Who will film the teacher? Who will monitor the students' masks and social

A. The cameras on the computers film and broadcast out to students who are in a virtual setting

Stephanie Slabic

Q. Regarding Pre-K teaching assignments - if we opt to stay in fully remote, will teachers remain the same? Will there be a different teacher?

A. More than likely you will stay with the teacher you already have. Of course we know that the percentages of families that select hybrid or virtual may impact planning.

Gary McDaniel

Q. Is it possible to get these slides posted publicly?

A. Yes. Slides will be posted after this meeting.

M B

Q. Who will monitor the students' masks wearing and social distancing (especially for K-2)? Even with a parent around, masks are often improperly worn and social distancing of 6ft. isn't maintained.

Elissa Malespina

Q. Why is there not information about the CHS? You promised a detailed presentation but you have no real details at all about CHS. Why is that?

A. I believe we answered this question during the Board discussion.

Lanny Cheuck

Q. If there is no school on Mondays, will Friday be all remote still or will it be a makeup date for cohort A? Also, can you clarify what are the parameters for quarantine? If we need to quarantine, can we move to remote during those two weeks?

A. We will have more discussions regarding these concerns during our town hall.

Jessica Davis

Q. Why are Fridays the virtual day? Shouldn't buildings be closed on Wednesdays for cleaning between cohorts

Edith

Q. Half of days are worse than virtual schools for working parents. Not only we have to worry about finding someone to stay with our kids for 3 days but also we need to go find child care for the other two days.

A. I believe we provided a specific concern as to why we cannot serve lunches or snacks in school.

Claudia Zuluaga

Q. When HS students go back, potentially in January, will it be more than two face-to-face days per week?

A. We will have more information on this topic at the CHS town hall, but we are looking at a bevy of options to service our high school students.

Katie Rickard

Q. Can you please give an example of what a normal day for the teacher will look like?

A. I believe we were able to answer this question during the Board discussion.

Terri Berg

Q. Will there not be any classes or small group meetings after the 4 hour day?

A. There will be small group opportunities.

Marjorie Terry

Q. At what age do you expect a student to be able to engage in a flipped classroom independently? 5th? 6th? I can't imagine anyone younger than that being effective in engaging in that type of learning.

A. I disagree. I believe students are engaged and can learn the rituals and routines of their classrooms.

Dave Kovall

Q. If a student is virtual, does that mean that they have 3 hours of pre-recorded lessons without class interaction and only 1 hour of live instruction?

A. No. I believe our presentation was clear that it will be live broadcasting from our classrooms focusing on the many lessons that are a part of our instructional approach. There will be access for the all virtual students to login throughout the day.

Dora Gaffaney

Q. Will virtual be taught at the same time as the in-school hybrid students?

A. Yes.

Edith

Q. Board members please think about the working class parents. The parents that work in restaurants, stores, landscaping. Not all of us have nannies or work from home. I hope you have a plan for child care that all of the working parents can afford.

Kathryn Blouin

Q. How does the hybrid work with elementary students assigned to a current homeroom teacher? Will they stay with the same home room teacher? How will the teacher handle in person and virtual students?

A. There could be an impact based upon the percentages of families who select all virtual instruction. However we expect that students will stay with the homeroom teacher that they have become accustomed to.

Lanny Cheuck

Q. If a student cannot wear their masks properly at school, will they be forced to go remote? Will there be mandatory testing before school starts or throughout?

A. Wearing a mask is mandatory according to our State governance. The only exception is a student with a medical reason in which wearing a mask is deemed harmful to them. Medical exemptions are verified by our District doctor.

Edith

C. The Y is really not working for our kids. They are not teachers. They offer a child care service.

Peri Smilow

Q. Will students who have travelled during Thanksgiving or Christmas holidays be required to quarantine for 14 days prior to returning into the school buildings?

Mary Kate Feeney

Q. Dr. Taylor noted that the CDC recommends quarantining 14 days before holidays. How will teachers be able to have sense of normalcy in life and be with their families for holidays if they are teaching in person? How will they be able to quarantine?

Davin Czukoski

Q. Is there information about the CHS meeting?

Karina

Q. Is there any concern with regard to being off the week before the 12th and families quarantining if they travel during that week off...

Daphne Sipos

Q. Why not temperature checks for all students?

Davin Czukoski

Q. Will students be required to use the NJ Covid app on their phones?

Lanny Cheuck

Q. For hybrid kids, are the kids working on laptops while in their teachers' classrooms? Are they allowed to engage w/ their classmates if

they are masked? Are teachers teaching both hybrid and remote kids at the SAME time? Is remote learning asynchronous?

Davin Czukoski

Q. We only get one day to decide for CHS?

Jara Radom

Q. What would trigger us not entering phase 3?

Elissa Malespina

Q. CHS is not getting more details till the 27th but the form is due they 28th.. Why is that?

Monica

Q. What will instruction physically look like? How will the teachers actually teach to a camera and class at the same time?

Mia White

Q. You should do periodic, pooled testing, per classroom.

K Jones

Q. Thank you for this detailed presentation! For elementary students who need to remain remote, did you say they will receive one hour of live instruction? How will remote kindergarteners be able to do asynchronous work?

Eric Blaine

Q. Will teachers be instructing in-person students at the same time as virtual students? If yes... Will they have microphones that allow virtual students to hear them if they step away from the computer?

Cheryl Irwin

Q. All the schools in nyc are taking student temperatures before they go into the building every day. Will that be done here?

Davin Czukoski

Q. Why do we get only one day between the CHS plan and a decision?

Troy Plaza

Q. The parent agreement requires students wear masks. Will action be taken when students fail to wear masks or repeatedly resist doing so?

Kim Collins

Q. This seems to give LESS synchronous instruction than we currently have - how is this better? Also, why do CHS families need to wait over a week for more information and then only one day to make a decision?

Eric Blaine

Q. Will my child's teacher or classmates potentially change? If we want to make sure to keep our current teacher, how will we know which option to elect?

Chris Colvin

Q. What is the turnaround time between a positive case in a school and the decision to close that school?

Troy Plaza

Q. Will K-12 classes be reassigned? Will some teachers be designated to teach remote only or in-person only?

Liz Barenholtz

Q. If I am understanding this correctly, in either the all virtual model or hybrid, the day for kids in elementary and middle school is now only 4 hours vs. a full day with all virtual now?

Jara Radom

Q. Will you be sharing the aggregated results of the start renaissance? Specifically the learning loss.

Davin Czukoski

Q. Will students and families be required to fill out a form each day before going to school?

Alyna Jacobs

Q. Good Evening Everyone! I have a few questions: Will the 100% remote students remain with their classroom teachers? Is broadcasting into the classroom an option? How will middle schools classrooms be cleaned between classes? Thank you!

Davin Czukoski

Q. Please extend the deadline.

Kim Maitlin

Q. What kind of technology will support teachers and students when teachers will have to cater to both students in the classroom and at home?

M B

Q. How will the passing period between classes occur safely in the hallways for middle and high schools? Social distancing and all...?

Zach Hale

C. Call it whatever you want, we don't learn what we would if it was more.
I learn less with the 4 hour day.

Daphne Sipos

Q. What are the hours of school going to be?

Diedre Ayers

Q. If understanding correctly, the phase we are about to go into is a downgrade in what the students are getting now. Why would we not have Friday be live teaching if the whole district is virtual? Why are we not live streaming from the classroom?

Nicole Stewart

Q. If the busses are going to be used across schools, how will they be sanitized between routes?

Daphne Sipos

Q. What do buses look like? Open windows?

Natalie Picoe

Q. My son has an IEP and is in 6th grade at SOMS. Can I opt in to the 4 day a week hybrid model? Also, he has recommendations from district psychologists to be able to see the building first with a familiar teacher. Will this special accommodation be granted.

Kathryn Blouin

Q. Is there an online daily Covid screening form for students/families to fill out?

Abigail Murtagh

Q. Has there been a room by room walk through to check for a working air system, functioning windows that open and close, and good connectivity in every classroom? If not, will you do this before asking teachers to return to those rooms?

Leslie Munoz

Q. When considering the different groups at middle school, will this change the makeup of the class. Who the kids had a chance to mingle with?

Kimberly Laurie

Q. Can we clarify the virtual learning? Will it be 1 hour of live instruction a day when not in school as the powerpoint suggested or will the teachers be broadcasting their in class lessons to the virtual kids.

Katiria

Q. I have a 6th and 7th grader and right now they have school from 8:20 to

2:15 with a 40min lunch break. Will there be a reduction on the amount of live instruction to virtual students? Will there be live streaming instruction in the morning and afternoon?

Debbie Margulies

Q. Dr Taylor, will there be much less live instruction once we move to hybrid learning? For example, will the kids in group A have to learn through pre-recorded videos, etc during the hours that group B is in the school live with the teacher?

Karen Palaitis

Q. How can we have wrestling but no singing?

Ipek Rohloff

Q. Is there any consideration to utilize outdoor spaces for some class meetings, which could be regular classes or specials?

Heather Brochin

Q. The current schedule has really disadvantaged the CHS students with a truncated day with half their classes. When do you anticipate a full day even part online and part in person? Middle school students are offered a complete schedule but HS lacks rigor.

Troy Plaza

Q. Based on this conversation, it sounds like the remote learning model will be sacrificed for the in-person instruction model. Will we see a return to the task based instruction that dominated remote learning in the spring?

Tara Mallon

Q. Do the building updates also include the buildings the pre-k program partner with (le Petit, Kindergarten, etc)?

Karen Palaitis

Q. Do we need to pay teachers to quarantine if they choose to leave the State?

Alyna Jacobs

Q. I am also wondering for the SOMS students, if they only have 1 hour of live instruction daily, what would that look like if they have 7 teachers?

Leital Molad

Q. When can we post questions?

Katiria

Q. I have a 6th and 7th grader at south Orange middle who currently are in virtual school from 8:20am to 2:15pm with a 40min lunch break and 2:15pm to 3:15 conference period. How will the virtual model work once hybrid begins? Will there be live streaming?

Davin Czukoski

Q. Can we use automated tools such as the standard NJ phone app to do contact tracing?

Allyson Doody

Q. For K-2, During the days when your child is not at school, will the classroom be live broadcast?

Daphne Sipos

Q. Will classes stay the same - same teachers and same students? class sizes won't change?

Zach Hale

Q. I want to learn more than I want to have a nice and comforting community. the "early opening" every day isn't enough. It equates to me learning half the amount. It's really frustrating to know that I will be expected to know the same amount with less classes

Q. What is the difference between virtual and live instruction?

Patrick Lynch

Q. Could you please clarify the schedule chart, which seems to show the in-person students will attend in person for 4 hours one day, but only 1 hour the next (plus 3 hours virtual)? I'm not sure I'm reading that correctly.

E.A.

Q: I apologize if this was mentioned earlier on, but will there be a mandatory Covid test requirement before we open our doors for hybrid/in person Nov 12, if so will this be done weekly/biweekly

Melissa Wahlers

Q. Why not a full day on Friday?

Daphne Sipos

Q. What happens if a teacher is out sick and there is going to be a sub? will parents be told and can parents chose to keep students home for virtual instruction that day?

Doug Greenfeld

Q. What is the COVID-19 testing regime for students and staff?

Are students being video tracked in canvas?

In order for the YMCA counselor to keep my child on task, they need to know what the day's lessons are. However, the counselors do not have laptops and cannot access canvas, and the teacher is not permitted to communicate assignments to the YMCA.

Doug Greenfeld

Q. Will the YMCA continue to use school buildings as the district initiates hybrid instruction in the school buildings?

Melody Vogelmann

Q. Dr. Taylor had always described virtual as largely asynchronous in the morning while hybrid students were in place, but based on his most recent comment it sounds like teachers will be running synchronous virtual and hybrid instruction. Can you please clarify?

Debra Podolsky

Q. Are there any free testing/safety training plans that will be put in place for teachers, faculty, extended team members such as bus drivers, custodial services retained through 3rd party companies?

Leital Molad

Q. What will happen with the YMCA programs that are currently using the school sites? Will they continue there? If so, how will sites not become too crowded?

Davin Czukoski

Q: Please move up the CHS town hall.

Dora Gaffaney

Q. When will updated virtual student schedules be released?

Katie Ailinger

Q. To clarify, at a K-5 model, when students are virtual they will be viewing a live stream of the classroom/teacher so they can continue experiencing live, dynamic daily instruction with their class, per the precedent set over the last 6 weeks?

Blue Chevigny

Q. Can we find out if we will be able to advocate to be in a cohort with others who we may be already in a "bubble" with who we will be doing virtual learning with during the at home days?

Michael Erman

Q. I wanted to thank Dr. Taylor and the board for moving forward with this. We as a community can do this safely. It's the right thing to do for our

kids.

M B

C. Please hear SOMEA -- voices of reason.

Brian Gottesman

Q. Agreed with that last letter! This re-opening plan is ill advised!!! Please let the all-virtual instruction continue.

Liz

Q: Thanks for giving students and families a chance for in-person instruction. Many other NJ districts are doing this already. My only concern is how few instructional hours CHS students have, especially for AP classes.

Zach Hale

Q: This meeting is taking things out of focus. the goal of the board should be to improve education. by limiting the scedule to 4 hour school days our education is crippled. we eill be expected to learn the full amount but will learn half the amount

Anwesa

Q. Will the SOMEA letter and any other comments provided be available publicly?

Odelia Levy

- Q. (1) What type of testing if any will the district be performing. What percentage of students and staff will be tested at random by the district for COVID?
(2) What is the rationale for switching to hybrid now other than the district previously selecting this random date for reopening?
(3) What percentage of students will need to select virtual only to allow for safe social distancing among hybrid students?
(4) What thought has been given to the impact this disruption will cause for students who are thriving under the virtual only live learning currently being offered?

M.B.

C.I support Tuscan staff members. All valid concerns.

The teachers have the same questions we as parents have about how these things will all be handled.

Brian Gottesman

Q. How will the district maintain social distancing on school buses? How will the district maintain parity between virtual and in-person education when they experience the instruction differently? Does the

class or whole school quarantine after a case?

Leital Molad

A. What about COVID testing for staff and/or students?

Brian Gottesman

Q. What metrics tracking the spread of COVID-19 are BETTER now than they were at the beginning of September that justifies re-opening schools? If the metrics are the same or worse, there is no rational justification for this plan. Period.

Keira Rosenthal

Q. Why are so many faculty members asking these questions? were they not told anything? this is very disturbing

Christine Houseworth and Greg Lewis

A. Thank you, Mr. Bond and Dr. Taylor for working to make this viable for everyone (this is Greg Lewis chatting through Christine's login).
Dr. Taylor, you sound great.

Lee Brandt

Q. How will teaching remain consistent when it will go from approximately 25 hrs/wk of live virtual to only 11 hr of in person or live virtual while the rest is asynchronous. And for those who select all virtual - there is only 5 hrs of live. A huge drop!

Q. The teachers can't do more than they already are. How will the district better support the teachers to make this work?

Veda Truesdale

Q. Given the skyrocketing rates in Essex County, how are we considering this? Families and teachers have finally made virtual learning work. Why ruin a good thing to allow a couple of hours of compromised in-person instruction.

Elizabeth Zenobi

Q. Was any consideration given to letting some teachers stay virtual, to work with the families that wish to remain virtual?

Davin Czukoski

Q. Why are we not using better tools to ensure wellness like the NJ contact tracing app?

Jennifer Greene

Q. Since Jefferson is only grades 3rd-5th, will they be able to operate at 50% capacity likw all of the other schools?

Mary Clair Sonneman

Q. Does the BOE have any concerns about the effects on students of prolonged screen time, specifically as respects their mental health?

Steven Mayer

Q. If parents choose to keep their student in virtual learning, can they eventually choose to go hybrid?

Anina Rossen

Q. During the holidays, even if guests are not from out of town, I think many people will be making exceptions to their usual rules to accommodate extended family guests. Will these people who have made these exceptions also be required to quarantine?

CHS

C. The classroom UNIVENTs pull air *into* the rooms from outdoors. The HEPA filters will clean the air coming in from outside, not the air inside the classrooms. The UNIVENT does pull some air from the room, but only a fraction of the total filtered air.

M.B.

Q. What will happen if children have diabetes (requiring snacks to maintain blood sugar)? Or if water is needed? Or if someone needs to blow their nose?

Eva Schneider

Q. I think it is crucial that the kids who are 100% virtual receive the exact same live instruction as their peers sitting in class. If they aren't allowed to opt-into the entire 4 hours of school, it will not be equal and kids at home will be at a disadvantage

Q. If we opt in fr hybrid setup, will parents be informed of know how many kids are planning to be in their child's cohort in person before their child is expected to start on day one?

Linda Abella

Q. Who determines whether a child is well enough to come to school? In previous communications, it was to be determined by parents before they were sent to school. This is concerning since there are many factors that can figure into that decision.

Eva Schneider

Q. Can we find a way to do weekly testing for the students and teachers who are in person? Many places offer rapid testing and results are given within 15 minutes. If this saves the lives of ONE student, teacher, parent or administrator, it will be worth it.

Doug Greenfeld

Q. This was my first BoE meeting, and I did not know that there was a 1 hour limit, and it seemed like the time was mostly taken by employee questions, which precluded parent questions.

Matt Gamage

Q. Given that the first round of public speaks comments were not read into the record for the public to hear during the first round of Public Speaks, will they be continued where Dr. Taylor left off at the start of the next round of public speaks?

Abigail Murtagh

Q. What health and safety measures has the district taken with respect to bussing?

COMMITTEE REPORTS & DISTRICT GOAL ACTION PLANS

FINANCE FACILITIES & TECHNOLOGY - Board Member Joshua

The committee discussed the following:

- Policy Review - 2363 Pupil use of Privately Owned Technology, 3321 Acceptable Use of Computers Networks, and 5516.01 Student Tracking Devices
- Covid readiness Update
- Bond Sale / Bond Rating
- Hiring Transportation Aides
- Comprehensive Maintenance Plan
- Extraordinary Aid
- Additional COVID support funds
- ACES cooperative purchasing through NJSBA for electricity, natural gas and technology

ACTION PLAN - DISTRICT GOAL 1 - 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.

Major Activities

- Bond Sale
- Code Review

- Bid Elementary School Projects
- Submit Secondary School Projects for Code Review

CURRICULUM & INSTRUCTION - Board Member E. Baker

The committee discussed the following:

- October 13 Professional Development
- Star Renaissance Administration Dates
- Reopening Plans
- District Goal 3 Action Plan
- QSAC
- SLAM Lab Update
- CIPs Update
- Policies Updates:
 - o 2431.3- Heat Participation Policy for Student-Athletic Safety
 - o 2431.8- Varsity Letters for Interscholastic Extracurricular Activities
 - o 2435-NJSIAA Random Testing for Interscholastic Athletics
 - o 5460-High School Graduation
 - o 5430-Class Rank
 - o 8330-Pupil Records
 - o 5337- Service Animals
- Special Services

ACTION PLAN - DISTRICT GOAL 3 - Teaching and Learning / Student Achievement

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 an 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 the 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 Advanced 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.

Major Activities

- Curriculum
- Professional Development
- Data Usage

POLICY COMMITTEE - *Board Member Siders*

The committee discussed the following policies and Bi-laws:

- First Reading/Approval
 - Policy 2431.3- Heat Participation Policy for Student-Athletic Safety (Curriculum)
 - Policy 2431.8- Varsity Letters for Interscholastic Extracurricular Activities (Curriculum)
 - Policy 2435-NJSIAA Random Testing for Interscholastic Athletics (Curriculum)
 - Policy 5337- Service Animals (Curriculum)
 - Policy 3321- Acceptable Use of Computer Network(s)/Computers and Resources by Teaching Staff Members (FFT)
 - Policy 5516.01- Student Tracking Devices (FFT)
 - Policy 2363-Student Use of Privately-owned technology (FFT)
- Bylaws for First Reading:
 - 0131- Bylaws and Policies
 - 0177- Professional Services
 - 0163- Quorum
 - 0164.1- Annual Agenda Planning
- ByLaws for Second Reading
 - 0143.1 Board of School Estimate
 - 0143.2 Student Representative to Board of Education
 - 0151 Organization Meeting
 - 0154 Annual Motions and Designations
 - 0155 Board Committees

ACTION PLAN -DISTRICT GOAL 2 - INTEGRATION

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.

Major Activities

- Research
- Audit/Needs Assessment
- Professional Development
- Placement Plan
- Community Outreach/Communication

PERSONNEL & LABOR RELATIONS - Board Member Joshua

The committee discussed the following:

- Introduction of Stacey Robinson - HR Director
- Reopening Update
- October Resolutions
- Adopt Educator Rubrics Update
- Title IX CHS Athletics Update
- Future Personnel Committee Dates

ACTION PLAN - DISTRICT GOAL 4 - Staff Recruitment/Retention/Development

Foster a dynamic learning community that attracts, retains, and develops highly qualified staff.

Major Activities

- Leadership development
- Recruitment
- Retention and Increasing staff diversity

ITEMS FOR ACTION

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

4059A. RETIREMENT

NAME	ASSIGNMENT	EFFECTIVE DATE	YEARS IN DISTRICT
Grant, Diane	T Science SOM - 1.0 FTE	1/1/21	24
Osewalt, Virginia	T SPED/EBR JEFF - 1.0 FTE	11/1/20	3

4059B. RESIGNATION

NAME	ASSIGNMENT	EFFECTIVE DATE
Morrill, Michael	T SCI/Physics CHS - 1.0 FTE	9/28/20

4059C. 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
Berger, Chrisie	School Bus Aide DIST - .5 FTE	10/26/20 6/30/21	\$15,908
Bernstein, Linda	School Bus Aide DIST - .5 FTE	10/26/20 6/30/21	\$15,908
Bond, Marsha	School Bus Aide DIST - .5 FTE	10/26/20 6/30/21	\$15,908
China-Richardson, Felicia	Preschool Program Secretary, S4/12 DIST - 1.0 FTE	10/26/20 6/30/21	\$62,067
Cudrado, Adaliana	Confidential Secretary DIST - 1.0 FTE	10/20/20 6/30/21	\$75,035
Fleming, Aprell	T SPED/INC CHS - 1.0 FTE	12/7/20 6/30/21	\$80,660
Frost, Valerie	School Social Worker SB/TUS - 1.0 FTE	1/4/21 6/30/21	\$71,060
Hunter, Ashley	School Bus Aide DIST -.5 FTE	10/26/20 6/30/21	\$15,908
Pruitt, Doreen	School Bus Aide DIST - .5 FTE	10/26/20 6/30/21	\$15,908
Steiner, Michael	T SCI/Physics CHS - 1.0 FTE	9/29/20 6/30/21	\$53,660

4059D. CHANGE IN START DATE

NAME	ASSIGNMENT	OLD START DATE	NEW START DATE
Castillo, Maria	S4/12, Secretary (SPED) DIST - 1.0 FTE	9/22/20	9/23/20
Kays, Juliana	T Spanish SOM - 1.0 FTE	9/1/20	10/1/20
Moulton, Dr. Desmond	T Music (Vocal) CHS - 1.0 FTE	9/1/20	10/1/20

4059E. CHANGE IN END DATE

NAME	ASSIGNMENT	OLD END DATE	NEW END DATE
Burnett, Darlene	LR T SPED/INC MAR - 1.0 FTE	12/4/20	1/4/21

Gonzalez, Daniella	LR T SS SOM - 1.0 FTE	6/30/21	1/15/21
Rickard, Kathryn	LR T SPED/INC TUS - 1.0 FTE	12/9/20	12/1/20
Subbuswamy, Shoba	LR T Math CHS - 1.0 FTE	1/31/21	2/8/21
Sudit, Leana	LR School Counselor MM - 1.0 FTE	10/5/20	10/30/20

4059F. LEAVES OF ABSENCE

NAME	ASSIGNMENT	EFFECTIVE DATE
Dios, Kelli	School Counselor MM - 1.0 FTE	10/6/20-10/30/20 (Unpaid Medical Leave)
Giovannelli, Christina	T SPED/INC TUS - 1.0 FTE	9/1/20-11/30/20 (Unpaid FMLA)
Handler, Karissa	School Counselor CHS 1.0 FTE	9/17/20-10/19/20 (Paid Maternity Leave) 10/20/20-11/13/20 (Unpaid Maternity Leave) 11/16/20-2/12/21 (Unpaid FMLA)
Krantz-Savoia, Elizabeth	T Math CHS 1.0 FTE	9/29/20-11/17/20 (Paid Maternity Leave) 11/18/20-2/5/21 (Unpaid FMLA)
Miller, Colleen	T SPED MM - 1.0 FTE	10/20/20-11/16/20 (Unpaid Medical Leave)
Sargeant, Christine	T SPED/INC MAR 1.0 FTE	9/14/20-10/9/20 (Paid Maternity Leave) 10/12/20-1/1/21 (Unpaid FMLA)

4059G. SALARY ADJUSTMENTS

NAME	ASSIGNMENT	EFFECTIVE DATE	ADJUSTMENT	ACTUAL SALARY
Manno, James	Sup. Fine Arts DIST 1.0 FTE	8/10-8/31/20 (12 days)	\$618.60 (per day)	\$7,423.20
Logan, Takia	T SPED CHS - 1.2 FTE	9/1/20 6/30/21	+\$14,052	\$84,312
D'Alessio, Tara	T SPED CHS - .2 FTE	9/8-9/25/20 (14 days)	\$93.25 (per day)	\$1,305.50
Femenella, Matthew	T SPED CHS - .2 FTE	9/8-9/25/20 (14 days)	\$64.46 (per day)	\$902.44
Gallof, Pamela	T SPED CHS - .2 FTE	9/8-9/25/20 (14 days)	\$83.55 (per day)	\$1,169.70
Steindler, Philip	T SPED CHS - .2 FTE	9/8-9/25/20 (14 days)	\$64.46 (per day)	\$902.44

Stradford, Lynn	T SPED CHS - .2 FTE	9/8-9/25/20 (14 days)	\$98.95 (per day)	\$1,385.30
Clyburn, Brian	School Counselor CHS - .2 FTE	9/17-9/30/20 (9 days)	\$83.86 (per day)	\$754.74
Mooney-Chavis, Danielle	School Counselor CHS - .2 FTE	9/17-9/30/20 (9 days)	\$83.39 (per day)	\$750.54
Renelle, Stephanie	School Counselor CHS - .2 FTE	9/17-9/30/20 (9 days)	\$78.91 (per day)	\$710.26
Rucker, Courtney	School Counselor CHS - .2 FTE	9/17-9/30/20 (9 days)	\$66.46 (per day)	\$598.14
Williams, Adrian	School Counselor CHS - .2 FTE	9/17-9/30/20 (9 days)	\$60.46 (per day)	\$544.14
Alexander, Marvin	T PE/H CHS - .2 FTE	9/8-9/30/20 (16 days)	\$76.26 (per day)	\$1,220.16
Cahill, Allison	T PE/H CHS - .2 FTE	9/8-9/30/20 (16 days)	\$93.25 (per day)	\$1,492
Clesmere, Lindsey	T PE/H CHS - .2 FTE	9/8-9/30/20 (16 days)	\$59.06 (per day)	\$944.96
Crimi, Orla	T PE/H CHS - .2 FTE	9/8-9/30/20 (16 days)	\$55.46 (per day)	\$887.36
Hurley, Pat	T PE/H CHS - .2 FTE	9/8-9/30/20 (16 days)	\$93.25 (per day)	\$1,492
Iraggi, Taylor	T PE/H CHS - .2 FTE	9/8-9/30/20 (16 days)	\$51.86 (per day)	\$829.76
Maggiore, Molly	T PE/H CHS - .2 FTE	9/8-9/30/20 (16 days)	\$67.76 (per day)	\$1,084.16
Pilone, Jr., Joseph	T PE/H CHS - .2 FTE	9/8-9/30/20 (16 days)	\$98.95 (per day)	\$1,583.20
Shannon, Rob	T PE/H CHS - .2 FTE	9/8-9/30/20 (16 days)	\$93.25 (per day)	\$1,492

4059H. STIPENDS

NAME	ASSIGNMENT	EFFECTIVE DATE	SALARY
Catalano, Guilia	Yearbook SOM - 1.0 FTE	9/1/20 9/30/21	\$2,734
Corino, Ashley	Yearbook SOM - 1.0 FTE	9/1/20 6/30/21	-\$2,834
Enyeart, Joshua	Newspaper CHS - .5 FTE	9/1/20 6/30/21	\$3,266.50
Malhotra, Cindy	Newspaper CHS - .5 FTE	9/1/20 9/30/21	\$3,266.50

4059I. STAFF FUNDED BY PRESCHOOL EDUCATION EXPANSION AID (PEEA)

NAME	ASSIGNMENT	EFFECTIVE DATE	ACTUAL SALARY
Alcott, Julia	Preschool Teacher MONT - 1.0 FTE ACCT# 20.218.100.101.MO.5900	9/1/20 6/30/21	\$50,060

Burns, Nicole	Preschool Secretary MONT - 1.0 FTE ACCT# 20.218.200.105.MO.5900	7/1/20 6/30/21	\$58,606
China-Richardson Felicia	Preschool Secretary DIST - 1.0 FTE ACCT# 20.218.200.105.MO.5900	10/26/20 6/30/21	\$62,067
Donovan, Kelly	Preschool Teacher MONT - 1.0 FTE ACCT# 20.218.100.101.MO.5900	9/1/20 6/30/21	\$59,060
Field, Stacey	Master Teacher MONT - 1.0 FTE ACCT# 20.218.200.176.MO.5900	9/1/20 6/30/21	\$71,060
Golden, Steffi	Nurse MONT - 1.0 FTE ACCT# 20.218.200.104.MO.5900	9/1/20 6/30/21	\$67,760
Goliszeski, Christa	Preschool Teacher MONT - 1.0 FTE ACCT# 20.218.100.101.MO.5900	9/1/20 6/30/21	\$55,460
Hannon, Elizabeth	Preschool Teacher MONT - 1.0 FTE ACCT# 20.218.100.101.MO.5900	9/1/20 6/30/21	\$68,260
Johnson, Leroy	Supervisor of Preschool DIST - 1.0 FTE ACCT# 20.218.100.103.MO.5900	7/1/20 6/30/21	\$103,769
Lane-Mega, Lataeya	Preschool Teacher MONT - 1.0 FTE ACCT# 20.218.100.101.MO.5900	9/1/20 6/30/21	\$60,460
Leary, Karen	Master Teacher DIST - 1.0 FTE ACCT# 20.218.200.176.MO.5900	9/1/20 6/30/21	\$93,250
Marfo, Mikita	Preschool Teacher MONT - 1.0 FTE ACCT# 20.218.100.101.MO.5900	9/1/20 6/30/21	\$64,460
Milligan, Rebecca	PIRT Specialist DIST - 1.0 FTE ACCT# 20.218.200.104.MO.5900	9/1/20 6/30/21	\$93,250
Pasko, Erika	Preschool Teacher MONT - 1.0 FTE ACCT# 20.218.100.101.MO.5900	9/1/20 6/30/21	\$71,060
Patterson-Samuels, Bonita	Principal MONT - 1.0 FTE ACCT# 20.218.200.103.MO.5900	7/1/20 6/30/21	\$158,841
Pribula, Yisel	Preschool Teacher MONT - 1.0 FTE ACCT# 20.218.100.101.MO.5900	9/1/20 6/30/21	\$80,600
Simpkins, Dashanda	Preschool Teacher MONT - 1.0 FTE ACCT# 11.218.100.101.MO.5900	9/1/20 6/30/21	\$71,060

4059J. STAFF FUNDED BY TITLE 1 FUNDS

NAME	ASSIGNMENT	EFFECTIVE DATE	ACTUAL SALARY
DeSarno, Mary	Teacher SB - .49 FTE ACCT# 20.231.100.101.SB.0231	9/1/20 6/30/21	\$49,960
Dinkins, Sharonn	Social Worker SB - 1.0 FTE ACCT# 20.231.100.101.SB.0231	9/1/20 6/30/21	\$62,260
Friedrich, Donna	Teacher SB - .48 FTE ACCT# 20.231.100.101.SB.0231	9/1/20 6/30/21	\$45,960
Miller, Colleen	Teacher MM - .48 FTE ACCT# 20.231.100.101.MM.0231	9/1/20 6/30/21	\$40,252
Strauss, Brittany	Teacher MM - .5 FTE ACCT# 20.231.100.101.MM.0231	9/1/20 6/30/21	\$31,230

4059K. APPROVED CO-CURRICULAR STIPENDS

See attached list

4060A. APPOINTMENT OF SUBSTITUTE TEACHERS FOR THE 2020-2021 SCHOOL YEAR

STATE CERTIFIED TEACHER

NAME	INSTITUTION	DATE	DEGREE
Ramchandani, Akash	Rider University	5/2010	BA
Rothenberg, Talya	Pennsylvania State University	5/1983	BA

COLLEGE GRADUATE AND STATE SUBSTITUTE CERTIFICATE

NAME	INSTITUTION	DATE	DEGREE
Kays, Juliana	Kutztown University	5/2020	BS
Dr. Moulton, Desmond	University of West Indies Brooklyn College University of Southern Mississippi Penn State Abington	8/1991 6/2009 7/2015	BS MM DMA
Ramirez, Ashley	Bloomfield College	8/2020	BA

4060B. APPOINTMENT OF LONG-TERM SUBSTITUTE FOR THE 2020-2021 SCHOOL YEAR PAID AT THE DAILY RATE OF \$160

Jasmine Clark
Juliana Kays
Dr. Desmond Moulton

4060C. APPOINTMENT OF OUT-OF-DISTRICT COACH FOR THE 2020-2021 SCHOOL YEAR

NAME	ASSIGNMENT	CONTRACT YEAR	STIPEND
Augustine, Alyse	Assistant/JV Field Hockey Coach	9/1/20 9/14/20	\$5,490 Prorated

4060D. APPOINTMENT OF VOLUNTEER COACH FOR THE 2020-2021 SCHOOL YEAR

Name	Assignment
Samuel Maidenburg	Boys Soccer

4060E. APPOINTMENT OF STIPEND POSITIONS FOR THE 2020-2021 SCHOOL YEAR

Name	Assignment	Stipend
Bethany Pettigrew	Music Director - .5 FTE	\$3,266.50
Patricia Benn	Music Director - .5 FTE	\$3,266.50
Bethany Pettigrew	Production - 5 FTE	\$2,355.50
Patricia Benn	Production - 5 FTE	\$2,355.50
Marc Matalon	Set Construction	\$2,834

4061. 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].

4062A. Receives and accepts the following financial reports:

1. Board Secretary's Report dated September 30, 2020
2. Expense Account Adjustment Analysis dated September 30, 2020
3. Revenue Account Adjustment Analysis dated September 30, 2020
4. Check Register #406954-406957 in the amount of \$15,325.96
5. Check Register #406958-407166 in the amount of \$3,709,869.65
6. Check Register #200717-200718 in the amount of \$1,353,351.41
7. Check Register #200719 for September 2020 payroll in the amount of \$7,192,254.42
8. Treasurer's Report of August 2020

4062B. Certify the Board Secretary's Monthly Financial Report [signed certification on file in Board Secretary's office].

4062C. Approves the attendance and related travel and/or workshop expenses expenses for the following work-related events:

Employee	Workshop/Conference	Travel Date (s)	Location	Estimated Cost (s)
Manjit Basra Central Office	Powerschool - PSU Remote Plus Winter	12/7/2020- 12/18/2020	Online	\$1,000.00
Andrea Del Guercio Central Office	Your Rights in the Workplace	10/29/2020	Online	\$50.00
Andrea Del Guercio Central Office	Dept. of Education OFDS & OFAC Update and Risk Assessment tool	11/10/2020	Online	\$25.00
Paul Roth Central Office	Your Rights in the Workplace	10/29/2020	Online	\$50.00
Paul Roth Central Office	Dept. of Education OFDS & OFAC Update and Risk Assessment tool	11/10/2020	Online	\$25.00
Andrea Del Guercio Central Office	NJSBA's Annual Workshop 2020	10/20/2020- 10/22/2020	Online	\$199.00
Dr. Melody Alegria Central Office	NJSBA's Annual Workshop 2020	10/20/2020- 10/22/2020	Online	\$199.00
Dr. Gretel Perez Central Office	NJSBA's Annual Workshop 2020	10/20/2020- 10/22/2020	Online	\$199.00
Dr. Matthew Friedman Central Office	NJSBA's Annual Workshop 2020	10/20/2020- 10/22/2020	Online	\$199.00
Stacey Robinson Central Office	NJSBA's Annual Workshop 2020	10/20/2020- 10/22/2020	Online	\$199.00
Ann Bodnar Central Office	NJSBA's Annual Workshop 2020	10/20/2020- 10/22/2020	Online	\$199.00

4062D. Approves the following providers for 2020-2021 school year for the service indicated:

Provider	Service	Rate
Creative Speech Solutions, LLC Summit, NJ	Speech Therapy	\$170/hour
Christina M. DiCosmo Millburn, NJ	Sign Language Interpreter for the Deaf	\$85/hour 2 hour minimum
Derrick T. McKie East Orange, NJ	Behavior Therapy	\$50/hour
Prime Healthcare - St. Clare's Hospital Boonton, NJ	Bedside Instruction/Home Instruction	\$55/hour
Silvergate Prep Bridgewater, NJ	Home Instruction	\$55/hour
Speech and Hearing Associates Westfield, NJ	Central Auditory Processing Evaluation w/ report	\$585/eval
	Comprehensive Audiological Evaluation Report	\$280/eval

	Hearing Aid Evaluation w/Report (Includes Comprehensive Peripheral Audiological Evaluation)	\$400/eval
	Speech-Language Evaluation with Report	\$600/eval
	Bilingual Speech-Language Evaluation with Report	\$775/eval
	Language Processing Evaluation with Report	\$775/eval
	Speech-Language Therapy/per session	\$85.00 (30 min) \$127.50 (45 min) \$160.00 (1 hr)
	AAC Evaluation	\$775/eval
	In-School Consultation (2 hr. Minimum)/per hr	\$150/eval
	Unlimited communication with school staff	NC

4062E. 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
Houghton Mifflin Harcourt	Textbooks	Other
Instructure, Inc.	Canvas Learning Management System	Co-op

4062F. Approves a tuition agreement with Essex County Vocational Schools for the 2020-2021 school year.

Full Time:

Regular Education \$5,911 per student
Special Education \$9,104 per student

Shared Time:

Regular Education \$2,955.50 per student
Special Education \$4,552.00 per student

4062G. Accepts Federal Coronavirus Relief Grant funds in the amount of \$328,214.

BE IT FURTHER RESOLVED THAT the following budgets are increased and the Superintendent or his designee is authorized to administer them.

20-479-100-340	Services for Virtual Learning	\$ 15,120
20-479-100-600	Student Technology for Virtual Learning	\$313,094
		\$328,214

4062H. Approves a partnership with Kean University Educational Affiliation Network for the 2020-2021 school year that will allow SOMSD staff to develop a leadership opportunity for aspiring Administrators.

4062I. Elects to use the alternate method of compliance in accordance with N.J.A.C. 6A:26-6.3(h)4(3)ii, by providing toilet rooms adjacent to or outside the classroom in lieu of individual toilet rooms for use by preschool and kindergarten classrooms at Montrose, Clinton, Marshall, Seth Boyden and South Mountain Elementary Schools. The school children shall be supervised in the following manner:

The classroom teacher or paraprofessional will escort students or monitor student use of the lavatory facilities, which are immediately adjacent to and within the line of sight of the kindergarten classroom.

4062J. Whereas the District received notice that State aid was increased to \$2,052, 808; and

Whereas this an increase of \$186,896; and

Whereas the District will post the difference of \$186,896 in the 2020-2021 budget;

THEREFORE BE IT RESOLVED THAT the South Orange Maplewood Board of Education accepts Extraordinary Aid in the amount of \$186,896.

BE IT FURTHER RESOLVED THAT the following budgets are increased and the Superintendent or his designee is authorized to administer them.

11-000-216-320-	Related Services	\$ 25,000
11-000-262-340-	Contracted Services-Custodial	<u>\$161,896</u>
		<u>\$186,896</u>

4062K. WHEREAS, "The Electric Discount and Energy Competition Act," P.L. 1999, c. 23 authorizes the New Jersey School Boards' Association (hereinafter NJSBA) to obtain electricity and other energy-related services for individual local boards of education on an aggregated basis; and

WHEREAS, N.J.S.A. 18A:18A-11 and 40A:11-10 authorizes local district boards of education to enter into cooperative pricing agreements with local government units, i.e. municipalities and counties, (hereinafter local units"); and

WHEREAS, NJSBA has offered voluntary participation in a cooperative pricing system for the group purchase of electrical generation and/or natural gas for consumption by the local units; any ancillary or administrative services related to the purchase of electrical generation and/or natural gas; and related energy services; and digital and electronic products and services and other technology products and programs to be purchased by local units; and services and such other items or services as two or more participating local

units in the system agree can be purchased on a cooperative basis;
and

WHEREAS, the South Orange Maplewood School District in the county of Essex, State of New Jersey, desires to participate in NJSBA's Cooperative Pricing System;

NOW, THEREFORE, BE IT RESOLVED on the October 19, 2020 by the South Orange Maplewood School District, county of Essex, State of New Jersey, as follows:

TITLE

This RESOLUTION shall be known and may be cited as the "ACES Cooperative Pricing Resolution of the South Orange Maplewood School District

AUTHORITY

Pursuant to the provisions of N.J.S.A. 18A:18A-11 and 40A:11-10, the Superintendent is hereby authorized to enter into NJSBA's ACES Cooperative Pricing System Agreement.

CONTRACTING UNIT

The New Jersey School Boards Association shall be responsible for complying with the "Public School Contracts Law," N.J.S.A. 18A:18A-1 etseq. all other applicable laws in connection with the preparation, bidding, negotiation and execution of contracts in connection with NJSBA's ACES Cooperative Pricing System.

EFFECTIVE DATE

This resolution shall take effect immediately upon passage.

4062L. Approves a contract with Instructure, Inc. of Salt Lake City, UT for Studio Cloud Software, Studio Implementation and additional training for Canvas Learning Management System in the amount of \$35,875.

4062M. Authorize Administration to submit the following bid specifications to the Office of the State Comptroller for review:

School / Bid Specification	State Project Numbers
Clinton	4900-060-19-2000, 4900-060-19-5000, 4900-060-19-1000
Jefferson	4900-090-19-2000, 4900-090-19-5000, 4900-090-19-1000
Marshall	4900-100-19-2000, 4900-100-19-5000, 4900-100-19-1000
Montrose	4900-300-19-1000

Seth Boyden	4900-130-19-2000, 4900-130-19-5000, 4900-130-19-1000
South Mountain Annex	4900-301-19-2000, 4900-301-19-5000, 4900-301-19-1000
South Mountain	4900-140-19-2000, 4900-140-19-5000, 4900-140-19-1000
Tuscan	4900-150-19-2000, 4900-150-19-5000, 4900-150-19-1000

4062N. Accepts a donation from the Achieve Foundation in the amount of \$5,220.50.

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

20-006-100-610 Education Foundation \$5,220.50

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.

4062O. Enters into an agreement with Morris-Union Jointure Commission to provide transportation services as per the attached list for the 2020-2021 school year [list on file in Board Secretary's office].

4062P. Appoints Dr. Gretel Perez, Assistant Superintendent for Access and Equity as the Affirmative Action Officer for the school district.

4062Q. WHEREAS ERES and Board are parties to a transportation contract ("the Contract") for the provision of student transportation services to the Board for the 2019-2020 school year or a portion of the 2019-2020 school year; and

WHEREAS on or about March 17, 2020, all New Jersey schools were closed because of the coronavirus; and

WHEREAS P.L. 2020, c. 27 ("the Law"), signed into law on April 14, 2020, requires payment of benefits, compensation, and emoluments pursuant to the terms of a contract with a contract service provider in effect on the date of the closure and that payments be used to meet the payroll and fixed costs obligations including but now limited to employee salaries and benefits of the contract service provider; and

WHEREAS the Law requires that a school district shall make reasonable efforts to renegotiate a contract in good faith with negotiations to not include indirect costs such as fuel and tolls; now therefore with an intention to be bound ERES and Board agree as follows:

1. Contract Discount

ERESC and Board agree to amend the Contract to reflect a discount of 15% in the total contract amount due from Board for the period March 18, 2020, through June 30, 2020 and as set forth in the attached Schedule A.

2. Statement of Assurance

ERESC, prior to any payments to a transportation contractor, agrees to have the Transportation Contractor execute a Statement of Assurance certifying the following.

- a. Payments received pursuant to *N.J.S.A. 18A:7F-9e* (3) will be used to meet payroll and fixed costs obligations.
- b. Transportation Contractor shall remain available for good-faith negotiations for the provision of additional services as required by the contracting school district. 4839-7213-9469, v. 1. Transportation Contractor did not have insurance coverage for business interruption covering work stoppages for the period March 18, 2020 through June 30, 2020.

3. Terms and Conditions of the Contract

All other terms and conditions of the Contract not changed or amended herein shall remain unchanged.

4. Executive County Superintendent

This Addendum to the Contract is conditioned upon submission of the signed Addendum to the Executive County Superintendent of Schools.

- 4062R. Accepts the district's Comprehensive Maintenance Plan for the 2020-21 school year and the Annual Maintenance Reserve Deposit Worksheet per N.J.A.C. 6:24 (form M-1) as submitted.

BE IT FURTHER RESOLVED THAT the Board of Education states that the district's required maintenance activities are reasonable to keep the schools' facilities open and safe for use or in its original condition and maintain the validity of their warranties.

4063. TABLED

4064. Adopt the following policies as presented:

- Policy 0143.1 Board of School Estimate
- Policy 0143.2 Student Representative to the Board of Education
- Policy 0151 Organization Meeting
- Policy 0154 Annual Motions and Designations
- Policy 0155 Board Committee

4065. Approves an action research project by a staff member pursuing a Masters Degree in Special Education from Kean University. Students are required to design and implement a research project, resulting in

a thesis. Students are encouraged to use results in classroom setting and/or publish findings.

BE IT FURTHER RESOLVED THAT the Superintendent is authorized to deliver any necessary information and/or reports on behalf of the Board.

4066. Be it resolved that the following N.J. Commissioner of Education approved educator evaluation rubrics that include teaching, educational services, and administrator practice evaluation instruments be adopted:

- Charlotte Danielson's Framework for Teaching (2013 Edition)
- Multidimensional Principal Performance Rubric

4067. Approves the following:

WHEREAS, in accordance with law, hearings were afforded with regard to the children identified by student number below; and

WHEREAS, the Board has determined that, as to the students identified below, the parents or guardians are not domiciled within the District or the children are not kept in the home of another person domiciled within the school district pursuant to the affidavit pupils statute; now, therefore

BE IT RESOLVED, that the Board hereby orders the transfer or removal of the students identified below.

<u>STUDENT</u>	<u>SCHOOL</u>	<u>GRADE</u>
7902247083	CHS	9th
6383566941	MMS	8th

4068. Approves a settlement agreement for special education Student ID #5800776010 and authorizes the Board President to execute the settlement agreement.

4069. WHEREAS, The South Orange Maplewood School District is committed to equity, diversity and inclusiveness, providing safe and welcoming spaces for all students, regardless of race, ethnicity, national origin, language, disability status, gender expression or identity, and sexual orientation;

WHEREAS, The South Orange Maplewood Board of Education is in support of and is committed to ensuring welcoming inclusive safer schools for all students and families and has adopted policies to support lesbian, gay, bisexual, transgender (LGBTQ+) students and families;

WHEREAS, Findings from the GLSEN 2017 National School Climate Survey demonstrate that New Jersey schools were not safe for most LGBTQ secondary school students. In addition, many LGBTQ students in New

Jersey did not have access to important school resources, such as an LGBTQ-inclusive curriculum, and are not protected by supportive and inclusive school policies.

WHEREAS, The STATE of New Jersey has enacted and required numerous laws to require education that is culturally responsive and equitable, and to teach respect, diversity, antibias, bullying and prejudice; and to highlight the contributions of persons in history including the LGBTQ+ community, and to ensure our schools provide safe climates for all students, regardless of gender identity, expression, and sexual orientation, and in the following laws; History of disabled and LGBT persons included in middle and high school curriculum (C.18A:35-4.35), The New Jersey Law Against Discrimination ("NJLAD"), N.J.S.A. 10:5-12(11)(f), Holocaust/Genocide Education (N.J.S.A. 18A:35-28), and African American History (Rev Stat § 52:16A-87-89),

WHEREAS, The Delegate Assembly is the official policy making body of the New Jersey School Boards Association; and

WHEREAS, Education-related policies resulting from prior Delegate Assembly and Board of Directors actions are codified in the NJSBA's Manual of Positions and Policies on Education; now, therefore, be it

RESOLVED, That the South Orange Maplewood Board of Education proposes the following additional policy language for adoption by the Delegate Assembly and inclusion in NJSBA's Manual of Positions and Policies on Education:

The NJSBA believes that it is important to cultivate inclusive affirming welcoming school communities that contribute to the overall safety, pedagogy and school climate; and to support and work with Board Members and school districts to create a greater awareness, to ensure continued safety, support, student engagement and implementation of best practices and policies of all students including those who are perceived as being lesbian, gay, bisexual, transgender, or questioning or who are LGBTQ+, and, be it further

RESOLVED, That the following resolution be considered by the next NJSBA Delegate Assembly.

4070. Adopts the following Superintendent Merit Goals for the 2020-2021 school year:

- Quantitative Goal:

Understanding the District's commitment (both legally and morally) to intentional integration and to providing overall equitable high level educational opportunities for all students...as represented by our recent Access and Equity work/investment. As part of a multi-year process, by June 2021, the Superintendent of Schools will lead the necessary steps in SOMSD, that will result in high level math courses (defined below) becoming more diverse and for measurable

improvement of integration within each grade at CHS and increases within each grade in the percentage of students of color in that grade enrolled in higher level math courses This goal will be deemed successful via tiered evidence methodology, when applying a year over year comparison of students within each grade at CHS who successfully passed (i.e. C or better) these higher level math courses (defined below for each grade) for the 2019-20 sy vs 2020-2021 sy. The Superintendent shall lead the team consisting of the Asst. Superintendent for Access and Equity, the Asst. Superintendent for Curriculum and Instruction and the STEM department, CHS Administration and the Guidance Department to not only increase participation of students of color in higher level course but to provide the information, academic preparation (starting in K-8), supports, and encouragement to help students succeed, including those who may have challenges. Tiered success will be determined as follows- The Superintendent will receive a 1.1% merit bonus for 1.66% increase in student success as previously described, not to exceed a 3.3% merit increase.

Higher Level Math Courses shall be defined as:

- 9th Grade: Geometry, Algebra II or higher, and any AP Mathematics Course
 - 10th Grade: Algebra II, PreCalculus or higher, and any AP Mathematics Course
 - 11th Grade: PreCalculus, Calculus or higher and any AP Mathematics Course
 - 12th Grade: Calculus or higher, and any AP Mathematics Course
- Quantitative Goal:

Understanding the importance of the climate and culture of our schools and the direct impact on the academic progress and mental health of our students, the Superintendent will lead a comprehensive multi-year process with a goal of empirically improving the climate and culture of the schools in SOMSD. By June 2021, SOMSD principals will heighten their focus on their building's climate and culture, including academic and Social Emotional Learning success, as well as student and staff morale.

Implementation of this plan will include meeting with the building's Climate & Culture Committee quarterly, analyzing the baseline data from an initial survey (students, staff and parents/guardians, mandating the implementation of teacher and student forums/roundtables, and creating a follow-up survey at the end of the year. This second survey will be contrasted with the initial survey and provide the principal and the committee data to create an action plan for 2021-2022. In addition to the surveys mentioned, other variables that would be analyzed and reported out would include student disciplinary action, code of conduct data, SSDS (HIB Suspensions etc.), staff attendance (non-FMLA/FFCRA). Providing not only a year of year comparison, but putting in place an annual

process to ensure this important topic remains at top of mind for future school leaders. Success of this goal will be demonstrated through both the (1) artifacts that reflect an established process as well as a (2) Board Report as well as an (3) Executive Session presentation on the findings, process etc. (4) Ultimately developing a quantitative scoring system that reflects the outcome of a weighted comparison of the variables previously described.

- Qualitative Goal:

Understanding the important link of academic transparency to the confidence that our community at large (and specifically to our current and prospective parents) have in our school district. The Superintendent will lead as part of a multi-year process, by June 2021, SOMSD will focus on delivering the curriculum and applicable pacing guides (and prerequisite links and course trajectory) publicly on easily accessible website/platform for all secondary courses and articulating with a clear curriculum revision schedule and process that we can also launch concurrently this year and follow in coming years as we know that curriculum is a living breathing part of our academic envelope. Evidence of successful completion of this goal will be the website/platform and contents as previously described.

- Qualitative Goal:

Understanding the importance of data driven decision making both instructionally and operationally, while also acknowledging the connection of data to our equity commitment. As part of a multi-year process, by June 2021 under the direction of the Superintendent of Schools, the District Assistant Superintendents, within the recently redesigned/newly launched central office will ensure that the district data warehouse is effectively implemented and used to modify curriculum, plan professional development and *make certain the varied needs of a diverse student-population are effectively addressed*. Specifically, this goal will drill down to our school building leaders' use of student achievement data in 'real-time' via the resources in the data warehouse to ultimately have a 'Teacher Level' impact on behalf of our students' academic success. The qualitative representation of success in this goal will be evidenced by improvement of the effectiveness of PLC's and IR&S processes via a quarterly reporting system.

Explanation

In accordance with the employment contract of Dr. Ronald G. Taylor, Superintendent of Schools, the School District of South Orange and Maplewood, under New Jersey Department of Education regulations, "for the 2020-21 contract year, the Board and the Superintendent shall select four qualitative/quantitative goals." Upon achievement of each quantitative goal, the Superintendent "shall receive a merit bonus of up to 3.33% percent of his annual salary for each quantitative merit criterion achieved, and/or a merit bonus in the

amount of 2.5% of annual salary for each qualitative merit criterion achieved." The County Executive Superintendent must also approve said goals and verify their attainment.

4071. Affirms the HIB investigations reported to the South Orange/Maplewood School District for the month of September 2020.

ROLL CALL: Motion 4059A-L, 4060A-E, 4062B-Q, 4064, 4065, 4066, 4067, 4068, 4069, 4070, 4071. YES: E. Baker, Cuttle, Joshua, Maini, Mazzocchi, Siders, Wright, Zubieta NO: None

Motion 4062A passed. YES: 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

Antoinette Gelin

First, thank you for making the decision to keep the entire school community safe the first two months of school. I'm puzzled by the change in position as cases rise in our area...

About the "hybrid model"

Outside of the number of days in a the week students would be attending, the details and logistics of how the "hybrid model" is supposed to work have not been shared. As they say, the devil is in the details. There are not enough space in my classroom for every child to choose the "hybrid" option while still adhering to indoor social distancing capacity guidelines, so some percentage of my students will need to remain all remote for their learning.

Can someone explain how an elementary teacher can effectively provide an equitable education for students working from home, both "hybrid" and all remote students, while also managing the in person classroom?

Thank you

A. Teachers are asked to direct their concerns to the Department of Human Resources or SOMEA leadership.

Anina Rossen

Q. Will virtual students be allowed to ask questions during the morning teaching session since they are not live, or will they have to hold their questions until after the in person school day?

A. We will talk more about this during out Town Hall.

Davin Czukoski

Q. Can't we do a better job of contact tracing and health screening? Most students have phones and the state has an exposure app. It looks like there is one form before starting in person instruction with no daily follow up or reminders.

A. That is not correct. There will be more reminders than that. We were sharing on piece of the work we are doing.

Jessica Wheeler

Q. If buildings were deemed safe for staff to return today, why is this meeting being held remotely? Is the message that meeting in person in district buildings is unsafe or too high risk? How is it safe to return to district buildings on the same day that you're having this Board of Education meeting?

NEW BUSINESS

Board President Maini and Ms. Butler, In-house Counsel, explained why tonight's Board meeting was held remotely while staff and teachers are being asked to go back into the buildings.

The Board meeting was held remotely because we have to meet in a manner that will accommodate the public using a socially distanced approach. We must utilize the maximum number allowed in a particular space. The Board members and Administrators account for almost the entire number of people we would be able accommodate for an in-person meeting. There would only be enough space for a few members of the public to attend in-person and we would still have to allow virtual participation for the rest of the public.

Board Member Joshua inquired about CHS auditorium as an alternate location with more space for a public meeting.

Ms. Butler responded that CHS auditorium offers more space for social distancing but we would be bound by the 25 person maximum capacity of people in a room and we would still be required to allow virtual participation for the rest of the public.

Board President Maini informed the Board of Board Member Cuttle's work with their Essex County partners to center their October meeting around inclusion and anti-bullying. Board member Cuttle was instrumental in securing some great speakers that motivated some of our NJSBA partners as well as other Essex County Boards to review our resolution affirming an inclusive and welcoming environment for all of our students. The Executive Chair of NJSBA was quite moved and forwarded the resolution to all school boards in New Jersey urging them to pass a similar resolution.

Thank you Board Member Cuttle for all of your advocacy.

Future Meetings

The Board of Education will meet in Executive Session on Monday, November 16, 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 November 16, 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 Zubieta that the Board of Education adjourns. Motion unanimously approved at 11:46 p.m.

Paul Roth, Board Secretary