

Regular Meeting
South Orange-Maplewood
Board of Education
September 20, 2021

A Regular Meeting of the Board of Education of South Orange-Maplewood was held in the District Meeting Room at the Administration Building, 525 Academy Street, Maplewood, New Jersey as well as utilizing the online video conference platform on September 20, 2021.

Board President Thair Joshua called the meeting to order at 7:40 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 the District website.

PLEDGE OF ALLEGIANCE

ROLL CALL: Present: Board Member Bergin, Board Member Cuttle,
Board Member Joshua (remote), Board Member Maini,
Board Member Malespina, Board Member Sabin,
Board Member Siders, Board Member Winkfield,
Board Member Wright (remote), Student Rep. Noah Morros

Absent: None

NINE VOTING MEMBERS AND ONE STUDENT REPRESENTATIVE PRESENT

Motion made by Board President Joshua, second by Board Member Sabin to allow distance participation in our monthly Regular Board Meeting.

Motion passed 9 yes, 0 no.

APPROVAL OF MINUTES

Motion made by Board President Joshua, seconded by Board Member Cuttle to approved the following minutes as presented: August 5, 2021 Special Meeting - Board Retreat, August 16, 2021 Regular Meeting Public and Executive Sessions and August 26, 2021 Special Public Meeting - Board Retreat.

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.

DISCUSSION SUPERINTENDENT'S CONTRACT

Board Attorney Joanne Butler clarified that all comments made during the first session of Hearing of Individuals and Delegations should be limited to questions or comments about the Superintendents Contract.

Ms. Butler further explained that the decision for the presentation of a new contract was based upon the ability of a Superintendent to request a new contract once the salary cap was eliminated in New Jersey. This is how we got to where we are today and it is perfectly permissible in light of the elimination of the salary cap.

HEARING OF INDIVIDUALS AND DELEGATIONS

NONE.

Motion made by Board Member Malespina, seconded by Board Member Wright to table resolution 4203. Motion failed 2 yes, 7 no.

Motion made by Board President Joshua, seconded by Board Member Maini to close the discussion on resolution 4203. Motion passed 7 yes, 2 no.

ITEM FOR ACTION MOVED FORWARD

4203. BE IT RESOLVED THAT, the Board of Education approves an agreement appointing the Superintendent of Schools for the period of July 1, 2021 through June 30, 2024; and

BE IT FURTHER RESOLVED THAT, the President of the Board of Education is authorized to execute the agreement with the Superintendent on behalf of the Board.

***Board President Joshua left the meeting at 8:03 p.m.
Eight Voting Members and One Student Represent Present***

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

Hello to our South Orange and Maplewood School District Community.

Today marked the fifth day of our school year. I had the opportunity to visit some of our school buildings. Our School Leadership Team and I have witnessed our outdoor lunch protocols as well as many other mitigation efforts that were put forward by our Fall Reopening Taskforce. We were beyond please with what we saw. Seeing our students in person and witnessing their interactions with classmates and staff has been so heartwarming. I sincerely thank our taskforce members, Nurse Porter, Departments of Health, principals, teachers, support staff, parent volunteers and of course our students for your commitment to a

successful start of our school year. Thank you to our State Commissioner of Education, township leaders and others who contributed your time to our virtual staff convocation. As has been stated many times, the last 18 months have been arduous for us all. We are continuing our commitment to do all that we can to return to as much normalcy as possible. This statement is not a decree that our start has been perfect, no school year starts perfectly there will always be challenges, however, our commitment is to do all we can to keep our students and staff safe, while keeping their daily engagement consistent.

On another note, this evening, our Board of Education approved an employee agreement that we have negotiated. While no one could have predicted that the majority of my tenure would be thus far during a pandemic, I would not change my decision to join the SOMSD family. We've done so much together in the short period of time.

- The realization of an Intentional Integration Plan that was still being researched and considered when I arrived. We have now placed the first class with well over 500 students via our Board approved Intentional Integration Algorithm in partnership with a renowned expert in the field.
- We have broken ground on four multi-million dollar construction projects. A part of the Long-Range Facilities Plan that was locally approved but not yet fully adopted in July of 2019 when I arrived.
- We have created a public-facing platform that provides our parents with access to our curriculum while also supporting our teachers and administrators.
- We have distributed thousands of Chromebooks to our students and launched learning management systems that allow us to not only teach virtually (if/when necessary) but also helps our students to develop their executive functioning skills, during a time when staying on task is an ever-growing challenge for us all.
- The high-level positions in our District that were held by "Interim" leaders are now served by full-time District Administrators, including the Principal of our flagship Columbia High School.
- Our reimagined Central Office Design now reflects our commitment to Access and Equity as well as Curricular Development, Academic Rigor and Social-Emotional Learning.
- Our Board of Education's governance committee structure was reimagined and realigned to ensure our policies are at the forefront of our work.
- Lastly, our communications are now pushed out to our community and families regularly via many platforms including, relaunched social media accounts, digital newsletters, text-blasts and robocalls (including messages that now go to our CHS students directly in communication distributions via the recommendation of a former Board Student Rep).

In the beginning of my tenure we discussed the growth mind set becoming a tenet of our district. Our commitment to being a learning community, to understand and commit to the fact that we believe in the value of growth, not just for our students, but for us all; that we all are lifelong learners, not complete products or the sum of what some view as our talents. Our journey is

far from complete and our work is admittedly far from over, however I am very proud of what we have done together and what we will accomplish for our students in the future as we continue to grow together. Thank you to our Board of Education.

Dr. Taylor introduced Dr. Edward Fergus, renowned expert in the field of Equity in Education.

SOUTH ORANGE MAPLEWOOD SCHOOLS EQUITY REPORT - Dr. Edward Fergus

Dr. Edward Fergus presented the South Orange Maplewood Schools Equity Report: Availability of Opportunity in Secondary Schools. The report detailed the following:

- I. Introductions and Overview of Project
- II. Review major findings of project report
- III. Review recommendations
- IV. Discussion and feedback on findings, recommendations, and next steps
- V. Closing

[Presentation on File in the Board Secretary's Office and District Website]

BOARD PRESIDENT'S UPDATE - read by 1st Vice President

Happy Birthday

Happy birthday to Board Members Cuttle, Maini, Sabin, Winkfield and Wright, all of whom have or will celebrate a birthday this month.

COVID testing

Thank you to the district for partnering with MediMobile to make free COVID testing readily available every Saturday from 9am - 1pm at the Gymnasium parking lot at Columbia High School. We've averaged about 250 tests during the three weeks testing is available. Anyone who lives, or works, in SOMA is eligible to get tested. The Board strongly encourages district families to take advantage of the testing program, irrespective of one's vaccination status. Board Members Cuttle and Malespina visited the free mobile testing site which they both described as efficiently operated and recommended the community take advantage of this service.

SEC Advisory Opinion

Lastly, please note Board Member Malespina will not be participating in any discussion and vote on Resolution 4202B on this evening's agenda. The proposed district goal is related to the District's Integration Plan. The Plan is noted in Paragraph 4 of the Settlement Agreement and is therefore a matter "related to the litigation".

Welcome Back

Welcome back to all of our staff, students and family. We hope everyone has a healthy, safe and fun school year ahead.

STUDENT REPRESENTATIVE REPORT - *Noah Morros*

Student Representative Morros introduced himself to the community.

It is evident in the hallways and classrooms that the academic year is back in full swing. Students are overwhelmingly excited about being back in the building for classes for the first time in nearly a year and a half. After talking with Dr. Taylor, it is evident that this excitement is not just limited to Columbia High School. There are a few minor adjustments that can be made in order to ensure that students and their families feel more comfortable being in the building. Last week Vanessa and I sent out a questionnaire in order to obtain student feedback on the schools reopening. We received over 100 responses with consistent trends in those student responses. One of the largest trends discussed with Dr. Taylor and Principal Sanchez was adding more time in between classes. This would avoid crowding and allow students to get to class on time. It is simply unrealistic to assume that social distancing can be maintained in stairways and hallways if everybody is rushing to get to their classroom in four minutes.

In addition to adding time between classes, student responses also included small things such as reinforcing proper masking, ventilation in classrooms and ensuring there is soap in bathrooms and hand sanitizer throughout the school.

At Columbia High School both athletics and extracurricular activities are back up and running in full force. Columbia hosted its annual club fair for incoming freshman and sophomores last week. Students browsed clubs and talked with leaders to find what best fits them. Additionally, CHS fall athletics are back with nearly every team sporting a winning record. Boys' soccer and Girls' Field Hockey topped their divisions. Students are also extremely excited that they can attend fall sporting events this year.

In our most recent conversation with Dr. Sanchez, Vanessa and I discussed small changes that can be made in order to improve student life on campus. We had a detailed conversation revolving around working towards designated student parking, new renovations in the school and ordering additional outdoor furniture, such as bike racks, benches and picnic tables for outdoor lunches. This is crucial as many students do not feel comfortable eating at the cafeteria during this time, but prefer to eat outdoors. Mr. Sanchez shared our concerns and assured us that these concerns will be addressed.

One of the most exciting and critical things that Vanessa and I discussed was expanding free and accessible SAT and ACT tutoring. Standardized testing is often said to be equal since everyone received the same test. However, as many of us know that is simply not true. While some students can afford private tutoring, many cannot and do not have access to this valuable resource.

Principal Sanchez informed us that in addition to virtual resources such as Khan Academy and Streamable Learning that he and Dr. Friedman are working towards integrating two private tutoring companies into the outstanding Achieve Tutoring Program, which is a district-wide zero cost program that will hopefully include SAT and ACT tutoring in the near future.

HEARING OF INDIVIDUALS AND DELEGATIONS

Stacey Doornbos

Hi, my daughter started Kindergarten this year in the district. We have found that she is watching multiple videos a day. In the first two days of school the teacher didn't read one book in class, all the "books" were animated videos with a character reading them. She also watches Kids Bop in class via Go Noodle. Even the Days of the Weeks song they sing, is with a video. Is there a cap to the amount of minutes / hours a teacher can use video in the classroom. It seems like video should be a tool in their kit, instead of the main teacher.

Erica Barton

I have two kids in the SOMA school district, one in 10th grade and one in 8th grade, both vaccinated. However, I am extremely concerned after reading on various forums about the out-of-date policy on how long kids need to quarantine after exposure in a classroom, I'm wondering why it is 14 days, and the district is NOT following the CDC guidelines for 3-5 days and then a negative test? There is no reason or evidence for a 14 day quarantine for the kids, and it will be extremely disruptive for them in a school year where they are already anxious. It also appears that there is no good plan in place if they kids have to leave the school immediately and finish out the day on Canvas. Perhaps you should be focusing on that? The kids barely had any in person last school year, and now with this policy this school year has the potential to follow down the same path. I urge you to reconsider and follow CDC guidelines.

Mike Benediktsson

I am deeply concerned about the district's Covid-19 quarantine policy, which uses measures of close contact that are out of step with the recommendations of the CDC or state health agencies, and that imposes quarantines that are double the length of these recommendations. It seems to me that these measures will punish our district's school children needlessly, and I can see no clear relationship between this policy and the safety of our students and their families. Especially upsetting is the fact that the district appears to have no measures in place to support remote learning during a 14 day quarantine. This means that a single false positive test, not uncommon, can interrupt the learning and disrupt the lives of dozens of healthy students. After the 18 months of remote education they have had, we owe it to them to adopt sensible, well-thought out policies that balance the community's safety with their learning and social development. Does the current quarantine policy strike

this balance? I'm really not sure it does. Please revisit and revise the quarantine policy to bring it into line with the guidelines endorsed by federal and state public health authorities.

Felix Benediktsson

I think that two weeks of quarantining is way too much. The people who are quarantining would miss tests and quizzes. The quarantine policy also affects their athletic activities in school and out. A friend on my soccer team is missing two soccer games and four practices, which would be fine if it was necessary, but it is not. The quarantine is only supposed to be a week, according to the federal and state government. I think you should change the quarantine policy to a week and have online classes when a class has to quarantine.

Rachel Selwyn

Dr. Taylor and the Board of Education:

I understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently.

Thank you for considering these measures that will allow our students to have a safe and stable school year.

Amelia Erwitt

Dr. Taylor and the Board of Education:

I understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the

lives of students and their parents unnecessarily after an already difficult 18 months. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time.

I also ask that you ease out of state guidance regarding quarantines for travel to states with equivalent or lower case rates, especially if visited via car. With the upcoming fall break in November along with the November holidays, students should be allowed to attend school after car-based travel to equivalent or lower case/transmission states with a negative rapid test conducted the day before returning to school.

I urge you to follow the state's determination of our regional risk instead of assessing that independently.

Thank you for considering these measures that will allow our students to have a safe and stable school year.

Jacquelyn Allsopp

Why are you not following CDC guidelines when a student gets infected. Why are you not following what surrounding districts have put in place for a year with regards to testing and quarantine. Enough is enough!

Kristina Amerikaner

Dr. Taylor and the Board of Education:

As the parent of a child who was recently quarantined on her second day of middle school, our district's current policy on quarantining related to exposure is very much at the forefront of my mind. I fully understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months. Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently.

The district recently did the right thing in amending the middle school quarantine I mentioned earlier. Please, let's make this the standard.

Larry Piccola

Dr. Taylor and BOE,

Thank you for getting the schools open for full-time in person learning. In person classes are integral to support the social, emotional and educational growth of the students. As such the District should maximize the amount of in-person learning. Quarantines will be necessary as we continue to battle the COVID-19 pandemic, but the duration of them can be safely limited. I urge you to updated the SOMSD quarantine policies to mirror the recommendations of the CDC, New Jersey Dept of Health and the New Jersey Dept. of Ed.. In Section 3.3.3 of "The Road Forward" the NJ DOH and NJ DOE states that COVID positive individuals should stay home for 10 days after system onset. Close contacts should quarantine based on community transmission levels. At this time SOMA is moderate. Therefore, the recommended quarantine is 10 days without testing or 7 days with a negative test result collected at 5-7 days. I urge District leadership to rethink the SOMSD quarantine policy to balance safety and maximize in person learning. I leave you with a quote from Dr. Jill Biden "We can't know what the future holds, but we know what we owe our children. We owe them a promise that we will do all that we can to keep schools open and as safe as possible. We owe them a commitment to follow the science, and we owe them unity. So that we can fight the virus and not each other.

Anna Ferguson

Why does SOMSD refuse to follow the CDC guidelines for what is considered close contacts for k-12 classrooms with a student who tests positive for COVID-19?

Maya Ziobro

Our biggest battle now is keeping kids in school as much as possible, and we can't afford to lose any more days. In addition to following the actual CDC and NJDOH quarantine policies—7 days with test out, quarantining only close contacts, and not counting students 3 feet apart with masks as close contacts—why not even consider a test-to-stay model? In-school transmission has proved to be uncommon and rapid tests daily have been shown to be as effective as quarantines. Why not be a leader in showing how it can be done?

<https://www.google.com/amp/s/www.nytimes.com/2021/09/19/health/coronavirus-school-quarantine-testing.amp.html>

Rebecca Laming

I want to understand why the district adopted a stricter quarantine policy that in no way reflects what the NJ Dept of Ed has recommended and is far more

conservative compared to other districts. It's also not rooted or based on any scientific evidence. What it will lead to is disrupting far more students than necessary and creating more fear when there doesn't need to be. Please follow the science and adopt policies that make sense and are not based on nonsense.

Myles Presler

This school year will present many of the challenges of the past 18 months. When there is exposure at school please follow the least restrictive guidance consistent with NJ DOH / DOE guidance. Specifically, please exclude as "close contacts" students who were within 3-6 feet of an infected student when both students were appropriately masked. We all desperately want to protect our children, but the greatest risk to their overall health is another marginal school year.

Thank you for caring so deeply about our children's health, education and social and emotional development."

Pete Pachal

SOMSD's policy surrounding quarantines for close contacts of COVID cases is overcautious and overly disruptive to students' lives – as well as the lives of their families. CDC and state guidance allows for unvaccinated individuals (which includes all students in the district aged 11 or younger) to test out of quarantine at 7 days with a negative test result. The fact that SOMSD ignores this and instead opts for 14 day quarantines is a terrible error with very real consequences that needs immediate correction.

While quarantines may sometimes be a necessary mitigation effort as a way to prevent the spread of COVID, any quarantine restriction should be balanced against their indisputable cost: Learning loss, delayed social development, and general disengagement from school have been devastating to many district families. Any decision on quarantine policy should take this into account, with the goal being the absolute minimum disruption to students' academic lives.

In addition, the district should re-examine how it defines "close contacts". Again, CDC and state guidance excludes students who were more than 3 feet away from an infected student, and where both students correctly and consistently wore well-fitting masks the entire time. As there is a mask mandate in place, and schools are imposing social distancing as a COVID mitigation measure, this status should apply to the majority of students – even ones in the same cohort.

One final point that I'd like you to take into account as you consider – and reconsider – COVID policy: Of the roughly 73 million children (17 and under) who live in the United States, a total of 439 have died from COVID-19. Among children who have contracted COVID-19, the fatality rate is 0.0096%. Overall risk should be factor as you consider policy around this disease.

Thank you for considering these comments, and I look forward to your continued efforts to ensure that students have both a safe and stable school year.

Kelly Piccola

I have a few non-specific personnel questions for Dr. Taylor and the Board. Who investigates allegations of sexual harassment and misconduct in the form of abuse of power? If such an investigation were to occur, would it be customary for the subject person of the allegation to be put on administrative leave? What, if any, systems are in place for staff, administrators and/or teachers to report allegations of sexual harassment? Misconduct? What, if any, policies exist regarding the fraternization amongst superiors and subordinates? If there is no policy, is the Board considering adding such a policy? If a subject of an allegation of sexual abuse or misconduct is tenured and the allegation is substantiated, what is the process for removal? Is there a different process to remove someone who is tenured and someone who is not tenured?

Lastly, what are Dr. Taylor and the BOE doing to improve communication throughout the District? I urge the Board and Dr. Taylor to re-evaluate their communications. Transparent, detailed information presented in a timely manner would go a long way in rebuilding trust with this community. We are a strong community with dedicated people who want to make this District as amazing and vibrant as the families it serves. Let us help you!

Michelle Bachir

Please consider CDC guidance for quarantine.

Nicole Levit

I understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently.

Thank you for considering these measures that will allow our students to have a safe and stable school year.

Heather Hartzell

I am a parent of three children in this district, including a 6th grader impacted by the COVID quarantines at SOMS. I would like to thank Dr. Taylor for reconsidering the 14 day quarantine with no test out option. I agree that quarantining is necessary to avoid the spread of COVID but there is no reason for a 14 day quarantine without a testing option. That said, I would like to urge you to reconsider the district's definition of ""close contact"" which I believe is unduly restrictive. The CDC as well as both the NJ DOH and DOE are in agreement that in a K-12 classroom setting, "the close contact definition excludes students who were within 3 to 6 feet of an infected student where both the infected student and the exposed student(s) correctly and consistently wore well-fitting masks the entire time." If we continue to ignore the fact that our students are masked at all times in school and force quarantining despite that fact, there are going to be repeated instances where entire classes are forced to quarantine. We know that this is incredibly disruptive to students and teachers, especially after the already difficult 18 months we've had since COVID started.

I would also like to urge the district to instruct parents to keep their children home when they have taken a COVID test and do not yet have the results, especially since children who have COVID are frequently asymptomatic.

Finally, I urge the district to be as clear as possible with its communications regarding potential exposure. Of course, you do not (and cannot) identify the children who are diagnosed with COVID, but knowing if our children were a close contact of the infected child (or just part of the same class, or exposed in the hallway, or however it is determined) is crucial to helping our families with their own risk calculations. Thank you.

Amanda Cercone

While I understand that social distancing is necessary to reduce the spread of COVID, SOMETHING has to be done to help our children who struggle with social and emotional disabilities. There are children in our district who suffer from social anxiety and the district's decision to go above and beyond the recommended CDC guidelines is detrimental to the social and emotional progress that our children have made over the years. My child is suffering socially and emotionally because of last year's quarantine. Now that my child is back in school, there is a struggle and fear to connect with peers due to the strict social distancing rules put in place. If our children are allowed to play sports and play in the town's playgrounds WITHOUT masks, why is simply keeping our children masked in school and frequent hand washing not enough? Please stop putting our special education students at the bottom of the list. Enough is enough.

Kate and Austin Walker

Dr. Taylor and the Board of Education:

I understand that quarantines and contact tracing. are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. New York City public schools will be updating their policies to reflect this next week. We need to do the same.

I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and no symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently. South Orange Village President Sheena Collum publicly announced on Sept 16 that 100% of South Orange residents age 30 and older have received the vaccine. We need to take these factors into consideration and set forth policies that prioritize keeping children in school when the CDC and state allows that it is safe to.

Thank you for considering these measures that will allow our students to have a safe and stable school year.

Alissa O'Connor

Dr. Taylor and the Board of Education:

I understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months, made exponentially worse by the district's decision to keep the children out of in-person school last year until April 2021. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no

symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently.

Thank you for considering these measures that will allow our students to have a safe and stable school year.

Carol Grauer

Since our children are all outside everyday (weather permitted) eating lunch, will we be updating the "code red drills" to include being outside or will we be looking into eating lunch indoors? The district is currently heavily focused on COVID. I feel code red drills have lost its importance.

Nela Hadzic

The district needs to be more proactive in order to keep kids in school safely. In back and forth conversations with the Superintendent, I received replies that a number of mitigation measures aren't being utilized by the district because it wasn't required" by some governing body. This type of floor versus ceiling thinking is unacceptable to me from district leadership. First, why do the parents in this district or the community not know how many air exchanges per hour are occurring in each enclosed space out children spent time in. We have made some improvements to ventilation, but none of these are measurable or known to be actually adequate to address transmission of an airborne virus. Again, the district needs to understand that air exchanges per hour is a standard measurement of ventilation and we need to know how our district measures up. Ventilation is arguably more important than masking and either the district doesn't know the air exchange rate per hour in classrooms and other spaces or it is not sharing the information with parents. Second, the district needs to get over its aversion to utilizing testing in order to keep kids in school. Plenty of districts across the country are using pooled mandatory testing to make sure transmissions aren't occurring or using "test to stay" to avoid lengthy quarantines. The current quarantine policy works for no one. Vaccinated kids are exempt even though we know they can be asymptomatic and spreaders but are exempt from quarantine after being in close contact with a positive student. Meanwhile, an entire class of unvaccinated kids will be quarantined for fourteen days, many needlessly. This can be avoided by administering rapid tests each morning before school to anyone who is a close contact. Rapid tests are an extraordinary tool that can help keep our kids in school and keep transmission from occurring. The district needs to examine all the logistics of how such a program could work for us. Where would be procure the test, which are about to be in short supply (because they are being utilized elsewhere), who will administer them (research shows the results are more accurate when administered by a professional) and how to go about receiving opt-in for such a program. Again, the district needs to be more proactive and less reactive and waiting for other levels of bureaucracy to catch up with good science and good judgement.

Alissa O'Connor

As a taxpayer in this district, I'd like to know exactly how much in federal funding the district has received for COVID and how that money has been allocated.

Thank you.

Liz Barenholtz

Dr. Taylor and the Board of Education:

I understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently.

Additionally, just today the NYC School system has announced they will be introducing weekly testing at all public schools so as to keep kids safer and in school, we urge you to consider this as well.

Thank you for considering these measures that will allow our students to have a safe and stable school year.

Gwyn Krueger

Rapid testing to reduce spread will keep our kids safe and in school

Chance Ugarow

Why is the district implementing such strict quarantining rules, and making so many kids isolate for 2 weeks if a child in their class tests positive? When will these rules and procedures be reevaluated?

Samantha Davis

Dr. Taylor and the Board of Education:

I understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently.

Thank you for considering these measures that will allow our students to have a safe and stable school year."

Kristen Blair

Dr. Taylor and the Board of Education:

I understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently.

Thank you for considering these measures that will allow our students to have a safe and stable school year.

Jody Weinmann

First of all, thank you for all that you have done and are doing to teach our children and keep them safe and healthy.

I'm writing today to express my frustration and disappointment that my daughter's classroom does not have an air purifier.

In the return to school plan published before the opening of school, it clearly said Medify air purifiers would be in "all instructional spaces." Recently, the reopening plan was changed to say the purifiers were "in over 200 instructional spaces." Suddenly they are not in every space - and specifically there is none in my unvaccinated 7 year old daughter's classroom at Marshall Elementary.

The sudden change is upsetting - the purifier is one reason I felt comfortable sending my daughter to in-person school, especially with the chance of indoor snack and/or lunch. The sudden unannounced change to the reopening plan language feels particularly deceptive.

I realize that my daughter has some small amount of ventilation in her room from the Univent. However, the amount of air exchange these Univents provide is not high enough to make indoor maskless breaks safe for her, her classmates, or their teacher.

Please tell us why all instructional spaces can no longer have air purifiers. If it's a question of funds, I am more than happy to donate either funds or actual air purifiers to help all students learn safely this year - I know many other parents would be willing to donate as well.

Delia O'Donnell

What is the policy around shared items in the classroom, especially at the elementary level? By shared items I am referring to crayons, white boards, learning games and materials, etc. I know learning centers are an important and fun way of learning for the younger K-2 kids that involve shared items and it would be a shame if the kids weren't able to do centers based on the outdated protocols of not having children share classroom materials. We now know that it's unlikely that Covid-19 spreads on surfaces. As an elementary teacher myself, I know how incentivizing centers can be for children as they view them as a fun and playful way of learning and I think they are an essential part of K-2 classroom.

Laina Stapleton

The District's promise of enhanced ventilation in learning spaces, specifically, the use of Medify A-40 air purifiers was part of the reason I decided to enroll my kindergartener in SOMSD as opposed to the private kindergarten program she was registered for. I trusted the district to make a necessary improvement simply by placing a device in each classroom as was promised. Now I am being told I cannot even DONATE this device. It is truly disappointing and frightening that simple, inexpensive, proven improvements are not being done for our children and their teachers.

Delia O'Donnell

Hi there. Thank you for all you are doing to have a safe and fulfilling school year. My question is regarding the plexiglass shields that are up in many instructional and shared spaces. My kindergarten son told me there are "coronavirus shields" within the classroom at their desks between him and the other kids. He stated that he felt scared because he felt like he couldn't make friends behind it and that he couldn't hear them or his teacher well because of these shields. Is this district, school or individual classroom policy? How is that some teachers have them up and others not, even in the same grade and same school?

Additionally, these shields do not seem to provide any additional protection for masked students and if anything, reduce the air flow of these spaces according to studies. My son did say that the shields came down within his classroom last Friday, on the fourth day of school, but I would just like to have a clearer idea of the policy surrounding them and advocate that they are not used within the instructional setting when children are masked to ensure proper air flow and allow children to have a more typical social experience in the classroom. Thank you

Regina Eckert

Dr. Taylor and the Board of Education:

I understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no symptoms, and after day 7 with a negative test and no symptoms. This is

currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. I urge you to follow the state's determination of our regional risk instead of assessing that independently.

Thank you for considering these measures that will allow our students to have a safe and stable school year.

Meghan Mortenson

How does the District plan on tackling the traffic issues resulting from the Intentional Integration Initiative? I am driving my son across town every day and it is taking me over 25 minutes to get to his school. When next years' kindergarten class is added this timing is sure to go up. Has the district considered courtesy bussing? Is it possible to open up bussing to students who are considered to be 1.9 miles from their school or could there be a drop off area on the Wyoming side of town for students that are now attending schools across town.

Terry Talerman

As a concerned parent in the district, I am reaching out to you to offer a school bus technology solution that we have developed specifically to deal with the issues currently being experienced with the lack of information and technology on managing a school bus fleet.

We are "OnShyft.com"

Our solution offers "where is my bus" and gives peace of mind to both the school and the parents alike.

Key features include: Real time tracking of the bus, ability for parents and schools to see exactly where bus is and ETA , ability to be notified that child has been picked up/dropped off, ability to share this info with anyone and a communications portal enabling communication with bus, school and parents.

We are offering our solution free to SOMA for an extended trial.

Check out this video on our software.

<https://vimeo.com/606607098>

We can demo at any time and our solution is ready to go.

For more info please email me at: terry@onshyft.com

Beth Levy

Dr. Taylor and the Board of Education:

I understand that quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. However, I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently. Thank you for considering these measures that will allow our students to have a safe and stable school year."

Rebecca Repetti

I am writing to add my name to the long list of district parents in support of changing the districts quarantine guidelines and definition of close contacts. As I'm sure you are by now more than well aware the district's close contact and quarantine policies do not reflect the guidance set forth by the state and CDC and are in fact far more restrictive.

While quarantines are a necessary mitigation effort as a way to prevent COVID spread in school. I believe that the guidelines set forth by the state and the CDC should be the policies that our district adopts. Imposing restrictions that go beyond those guidelines disrupts the lives of students and their parents unnecessarily after an already difficult 18 months. Learning loss, delayed social development, and general disengagement from school have been devastating to many district families and any decision on quarantine policy should take this into account and seek the absolute minimum disruption to students' academic lives.

Specifically, I ask that you adopt the CDC and state guidance regarding close contacts for K-12 classrooms, which excludes students who were within 3 to 6 feet of an infected student where both students correctly and consistently wore well-fitting masks the entire time. I also ask that you adopt the CDC and state guidance regarding quarantines ending after day 10 without testing and if no symptoms, and after day 7 with a negative test and no symptoms. This is currently allowed as we are in a region considered "moderate risk" by the NJ Dept of Health. We urge you to follow the state's determination of our regional risk instead of assessing that independently.

I would also add that requiring children to wear masks outdoors during recess should be reconsidered. The science clearly shows that outdoor transmission is extremely rare. Wearing masks indoors for 8 hours is very difficult for the younger kids especially and given the low likelihood of transmission outdoors they should be given a longer mask break during recess.

We are all aware that this situation is a moving target and has been for 18 months. That being said, we have also learned a great deal in those 18 months about the science of this disease and what mitigation strategies are and are not necessary. For the sake of our children I implore you to follow the science and revise the current policies to reflect that.

Thank you for considering these measures that will allow our students to have a safe and stable school year.

Allison Boxer

Are there rules in our district about personal relationships between subordinates and direct supervisors and conflicts regarding those relationships? If an investigation were being conducted about misconduct on the part of an administrator, would it be common practice to place that administrator on leave pending the outcome of the investigation?

Heather Lindsey

My two fourth graders attend Tuscan Elementary, and while I greatly appreciate the efforts teachers and staff are making there to implement COVID mitigation measures, I'm concerned about the inconsistency of measures used across the district to prevent transmission. Lack of mitigation in just one classroom can affect our community at large. Reports of closed classroom windows, plastic barriers in the classroom, which can impede airflow, indoor PE class on good weather days, eating snacks in the classroom, and regularly eating lunch inside (at MMS, in particular) are all problematic. Inconsistency in communications about building ventilation is also troublesome; my initial understanding was that each teaching space had an air purifier, but this isn't currently the case, correct? In addition, a weekly surveillance testing program in schools (not a volunteer program at CHS) is needed to help keep transmission at bay and to keep kids in the classroom. What are your plans to address these concerns? Thank you for your time.

Peter Pachal

Dear community members and leaders:

I'd like to start with my sincere appreciation for the difficult position you are all in as public officials during a global pandemic. I sympathize that any decision on policy needs to balance multiple needs, and sometimes there is incomplete information. Navigating the right public policy in response to concerns about COVID-19 is difficult at the best of times.

However, I believe that in the case of 14-day quarantines for unvaccinated children in response to community exposure is a case where we got it wrong. After my wife and I were informed that a baseball clinic in South Orange last week was a close-contact exposure for my 11-year-old son, we dutifully told his school, MMS.

After checking with the Maplewood health department, the school nurse told us that, because it was a community exposure, a 14-day quarantine was required – with no possibility of ending the quarantine earlier with a negative test, which is allowed under CDC guidance. The strict 14-day policy is also incongruent with district schools' practice and NJ DOH's guidelines that allow for a student ending a quarantine at 7 days with a negative test result as long as the rate of transmission in the region is Moderate or lower. (Essex county is currently Moderate.)

When I asked why the inconsistency, I was informed that an exposure during outdoor sports was considered higher risk than an in-school exposure, and therefore such a close contact could not test out of quarantine at 7 days.

I believe this policy is wrong, for the following reasons:

1. Delineating between an outdoor community close-contact exposure and an indoor school close-contact exposure – declaring the former "high risk" and the latter "low risk" – is arbitrary and not data-based. Data strongly suggests that outdoor transmission is extremely rare, accounting for less than 10% of all cases. While an indoor school exposure takes into account masking, quantifying masks' effectiveness at reducing transmission is a challenge. In any case, the effect is small compared to the advantage of being outdoors, which brings the chance of transmission down by more than an order of magnitude (data shows outdoor transmission is about 19x less likely vs. indoors). Add to that the much lower cumulative contact time during sports (especially non-contact sports like baseball), and I fail to see how a short outdoor exposure is considered higher risk than a long indoor one, even if masks were properly worn by students sitting next to each other for hours in a school setting.
2. Once exposure is determined, the same standard should apply to all cases. The only factor in testing out of quarantine should be the incubation period of COVID-19, which does not change based on how you were exposed. Well established data shows that, at 5.1 days after exposure, 95% of people infected with COVID will show symptoms or test positive. Now that the Delta variant is the dominant strain by far (the CDC says it accounts for about 93% of cases), and it has been shown to have a shorter incubation period, that number is certainly higher. In short, a 14-day quarantine, based on current science around the virus, is overkill.
3. Such a draconian, inflexible policy suggests to parents that the best decision is not to disclose close contacts with their children. In other words, the policy will have the exact opposite effect of its intent: less

reporting of exposures in the community, potentially putting even more people at risk.

Taking a step back, it's apparent that this policy was implemented with the best of intentions, to keep our community safe during a global pandemic. However, any policy decision regarding children should be balanced against the indisputably harmful effects of isolation: learning loss, delayed social development, and disengagement from their education and their community. Denying an 11-year-old the ability to attend school for two weeks should be treated with the severity it deserves.

The 14-day quarantine policy for community exposure does not strike this balance, and current guidance from health authorities (the CDC and NJ Dept. of Health) allows for it to be eased. This restriction should be reconsidered immediately, allowing for testing out of the quarantine at 7 days, not just for the sake of my son's education, but the lives and educational needs of many others in the district.

Carolyn Parisi

1. Were there no public comments submitted regarding Dr. Taylor's new contract? Were there emails submitted to any board member that were not allowed to be read as public comment during the hearing? If not, why not?
2. When will the public be able to see Dr. Taylor's new contract that was voted on tonight? Is it on the website? If not, when will it be? Why was it not made available before the meeting so the public could see what was being voted on?
3. Why was Board member Malespina asked to leave the horseshoe during Dr. Fergus's presentation? Other board members have had conflicts that caused them to recuse themselves from votes, but I don't recall ever seeing a board member asked to sit in the audience during a discussion.

Dr. Taylor

- Regarding COVID testing in schools - We partner with our Departments of Health along with our internal healthcare professionals and we have deep conversations around this because there are bits of nuance within some of these recommendations. Many people spoke about CDC guidelines, but the NJ Department of Health and County Department of Health and Local Health Departments have more specified data about our district, trends etc. Because I am not a health professional, I rely on their professional opinions and recommendations. With the recent need for quarantine in our first week of school, we did reflect on some of the heightened guidance and we made an adjustment because we were moderate in our CALI score in our region. If the CALI score shifts to high we no longer have the option to make our quarantine test out day 3, 4 or 5 to day 7. We have updated our parent guidebook to reflect that and the guidebook is a live document. As things shift we shift. I hope this alleviates the concerns.

- I shared the concerns about kindergarten screen time and watching movies with C&I for review. I also advised that we should let our principals know. The more information we receive the more we can do to investigate the concern.
- There was a comment made that our biggest battle is keeping students in school. I would disagree, our biggest battle is keeping students and staff safe and healthy, while giving them the opportunity to engage as much as possible in person. It's an unnatural balance because as superintendents, teachers and principals we always try to act in a more conservative way because we want to keep everyone safe. Health and safety is usually non-negotiable, but we are in a different time now, we have to measure the social and emotional loss of our students when it comes to their in person time. It's not as easy as a singular battle. There are multiple battles that we are engaged in to try to have a successful school year.
- Code red drills as well as all safety drills are still a mandate in the state of New Jersey. I recently went to a webinar with the state and I shared that information with the principals to update them on the expectations regarding safety drills in the State of NJ.
- The Title IX/Affirmative Action representative as well as the District solicitors, labor counsel and the superintendent are responsible for investigating misconduct or inappropriate personal relationships.
- In many discussions that I have had with parents about COVID testing they often reference districts that are not in our county or state and that is not a coincidence. When surveying our local county about who was trying to do testing in school very few districts were taking that on because of the challenge that it presents. We have schools with 800 students and one nurse. There are many challenges to implement testing in schools for example: how can you mandate testing because it is a medical procedure that occurs, what type of test do you use, who administers the test who reads the results. This is why districts similar to us are using an outside entity to provide the testing resource to our community. We also have several other free testing opportunities already in our community. Thanks to our State Department of Health and Governor Murphy. I put our district in for consideration for a grant that could expand testing. It was an interest type of survey and working with our subcommittee we selected the type of testing that we would be interested in to add additional levels of mitigation. We are very happy that we had over 300 hundred people come out Saturday for COVID testing at Columbia High School.
- With regard to concerns about students sharing classroom materials, it was determined that students could freely share classroom materials. Teachers were provided this information. If there is any confusion please let your principal know. A lot of research has been done on this and the chance of contracting COVID-19 from a surface with a mask on is very small.
- In response to the question about traffic with regard to the Intentional Integration and courtesy bussing I would to say this is our pilot year. This is a generational initiative that we are putting forward and we are

learning more about it every day. Some of the unintended consequences are things that are hard to predict until you see them in action. So we will make the recommendation to review traffic concerns with our police partners to ensure that as we plan we plan smart for the coming years.

- Our Medify small air purifying units are made to supplement areas where our univents are not working or they are no Univents. In many of the offices there are no univents that is how the buildings were designed. As we begin to repair many of the Univents, purifiers are no longer required as a supplemental device. Also, if the room has multiple windows and the Univent is repaired the purifiers are not needed in that space anymore. Every time we make a shift we update our documents to make sure it reflects where we are at that time. There is no intent to be misleading. Open windows and Univents are more impactful than a small air purifier in most of our spaces. If there are questions please contact me. We understand the heightened level of anxiety and angst that we all feel.

COMMITTEE REPORTS

FINANCE FACILITIES & TECHNOLOGY - *Board Member Wright*

The committee discussed the following:

- Construction Update
- Redistricting
- Board of School Estimate
- FFT Open Meetings
- Chromebook 1:1 Initiative
- Bond Refinancing
- Storm Damage - The insurance adjuster was out to evaluate the buses and maintenance trucks and we are waiting on their final report so we can determine our next steps. We have consulted with our auditor on options to replace damaged vehicles.
- Board Goals
- New Business
 - Four resolutions were reviewed by the business office including (FC Cares, Teachers College, IDEA ARP, and a Preschool Budget amendment) that may be presented at the board meeting.
 - Legal costs were discussed and analysis was requested from the business office.
 - A donation from Walmart was announced. This will be accepted at a future meeting.

PERSONNEL & LABOR RELATIONS - *Board Member Maini*

The committee discussed the following:

- September 2021 Resolutions
- Residency Update

- o Clear Investigative Software to assist with residency checks

POLICY COMMITTEE - Board Member Bergin

The committee discussed the following policies for first and second reading:

Policies for second reading

- 2415.05 - Student Surveys, Analysis and/or Evaluations
- 5111 - Eligibility of Resident/Non-resident Students - discuss implementation 5111

Policies for first reading

- 1648.13 - School Employee Vaccination Requirements
- 2417 Pupil Intervention and Referral Service
- 2422 Health & Physical Education (Combine with 2425; repeal 2425)
- 2431 Athletic Competition (M)
- 5770 Student Right of Privacy
- 5751 Sexual Harassment

The following policies will be added or abolished:

Policy 1648.11

- 1648 - Restart and Recovery Plan - Policy (M) (ABOLISH)
- 1648.02 - Remote Learning Options for Families - Policy (M) (ABOLISH)
- 1684.11 - The Road Forward Covid-19 Health and Safety-Policy (M) New

New Business

a) Determine which committee is responsible for which policy sections in reviewing Policy Alerts:

- 1000 Administration: EXEC
- 2000 Program: C&I
- 3000 Teaching Staff Members: PERSONNEL
- 4000 Support Staff: PERSONNEL
- 5000 Students: C&I
- 6000 Finances: FFT
- 7000 Property: FFT
- 8000 Operations: FFT
- 9000 Community: POLICY

b. Discuss re-vote on May policies; awaiting response from legal

c. Code of Conduct

d. Policy District Goal

Curriculum and Instruction Committee - Board Member Sidors

1. STAR Math Data Overview
2. Code Joy and Robotics Overview
3. Approvals for September -FC Cares, TAMKA, Teachers College, & MCREL
4. PD Calendar Overview (Dr Friedman and Ms. Bodnar)
5. Driver Education Clarification (Dr Friedman and Ms. Bodnar)
6. Policies
 - a. 2417 Pupil Intervention and Referral Service
 - b. 2422 Health & Physical Education
7. Special Services & Preschool
8. Equity and Access
9. District Goal

ITEMS FOR ACTION

Motion made by Dr. Taylor, seconded by Board Member Maini that the Board of Education approves the following except 4201 (severed) and 4202B (severed):

4192A. MEMORIALS

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

Juanita Boylan, retired secretary in central office passed away on August 12, 2021.

Ernest Del Guercio retired Director of Related Arts, K-12 passed away on September 6, 2021.

Dolores King, retired secretary in central office passed away on August 17, 2021.

The Superintendent is asked to convey our condolences to the family and friends of Juanita Boylan, Ernest Del Guercio, and Dolores King.

4192B. RETIREMENT

| NAME | ASSIGNMENT | EFFECTIVE DATE | YEARS IN DISTRICT |
|--------------------|---|----------------|-------------------|
| Delorenzo, Deborah | Data Entry Manager - District Based DIST - 1.0 FTE | 11/1/21 | 19.8 |

4192C. RESIGNATIONS

| NAME | ASSIGNMENT | EFFECTIVE DATE | YEARS IN DISTRICT |
|---------------|-------------------------|----------------|-------------------|
| Mudrak, David | T SPED CHS - 1.0 FTE | 10/20/21 | 2 |

| | | | |
|------------------------|------------------------------|----------|----|
| O'Sullivan, Maureen | T Lang. Arts MM - 1.0 FTE | 10/15/21 | 15 |
|------------------------|------------------------------|----------|----|

4192D. RESCIND APPOINTMENT

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

| NAME | ASSIGNMENT | EFFECTIVE DATE | ACTUAL SALARY |
|--------------------|-----------------------------|-------------------|---------------|
| Duarte, Vanessa | T SPED 1:1 CHS - 1.0 FTE | 9/1/21 6/30/22 | \$63,160* |

4192E. APPOINTMENTS FOR THE 2021-22 SCHOOL YEAR

(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 |
|------------------------|---|-------------------------------|---------------|
| Budine, Susie | Asst. Supt. for Special Services DIST - 1.0 FTE | 11/21/21 or sooner 6/30/22 | \$170,000 |
| Fantacone, Samantha | T PreK/INC MONT - 1.0 FTE | 9/1/21 6/30/22 | \$60,460* |
| Inn, Hee Sook | T SPED/INC TUS - 1.0 FTE | 9/1/21 6/30/22 | \$58,460* |
| Miles, Carol | T SPED/INC SOM - 1.0 FTE | 9/21/21 6/30/22 | \$65,460* |
| Montilla, Laribel | T Art CLIN - 1.0 FTE | 9/1/21 6/30/22 | \$50,060* |
| Ortiz, Nicole | LDTC (OOD) CHS - 1.0 FTE | 10/25/21 or sooner 6/30/22 | \$71,060* |
| Robinson, Deborah | T SPED//INC SOM - 1.0 FTE | 10/1/21 6/30/22 | \$73,660* |
| White, LaWanda | Nurse (PEEA) DIST - 1.0 FTE | 9/27/21 or sooner 6/30/22 | \$78,860* |

* SOMEA salary based on 2020-21 agreement

4192F. LEAVE REPLACEMENT APPOINTMENTS FOR THE 2021-22 SCHOOL YEAR

(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 |
|------------------------|----------------------------|--------------------|---------------|
| Garcia, Michelle | T PE/H SOM - 1.0 FTE | 9/1/21 6/30/22 | \$50,060* |
| Phelan, Cynthia | T Spanish SOM - 1.0 FTE | 9/2/21 6/30/22 | \$72,060* |
| Pope-Forbes, Lauren | T 1 SMA - 1.0 FTE | 9/1/21 12/10/21 | \$60,460* |

* SOMEA salary based on 2020-21 agreement

4192G. CHANGE IN START DATE

| NAME | ASSIGNMENT | OLD START DATE | NEW START DATE |
|-----------------------|----------------------------|----------------------|----------------|
| O'Sullivan, Christine | T SPED/POR SM - 1.0 FTE | 10/4/21 or sooner | 9/1/21 |

4192H. CHANGE IN END DATE

| NAME | ASSIGNMENT | OLD END DATE | NEW END DATE |
|---------------------|---|----------------------|--------------|
| Amato, Lauren | T 2 TUS - 1.0 FTE | 9/19/21 | 8/25/21 |
| Colonna, Shannon | T SPED/SC SB - 1.0 FTE | 9/30/21 | 9/17/21 |
| Del Guercio, Andrea | Acting Business Administrator/Board Secretary DIST - 1.0 FTE | 8/31/21 or sooner | 8/24/21 |
| Donovan, Michael | LR T 4 TUS - 1.0 FTE | 11/30/21 | 6/30/22 |
| Mack, Michael | T 5 CLIN - 1.0 FTE | 9/15/21 | 8/24/21 |
| Patterson, Dion | Assistant Principal CHS - 1.0 FTE | 9/13/21 | 8/31/21 |
| Richinsin, Calvin | T SPED CHS - 1.0 FTE | 9/16/21 | 8/25/21 |
| Wright, Deborah | T KDG SM - 1.0 FTE | 9/14/21 | 8/25/21 |

4192I. TRANSFERS/REASSIGNMENTS

| NAME | OLD ASSIGNMENT | NEW ASSIGNMENT | EFFECTIVE DATE |
|------------------|----------------------------|-------------------------------|-------------------|
| Antunes, Rebecca | T SPED/INC SB - 1.0 FTE | T SPED/SC&INC SB - 1.0 FTE | 9/1/21 6/30/22 |
| Giambrone, Lisa | T SPED/INC SB - 1.0 FTE | T SPED/INC SM - 1.0 FTE | 9/1/21 6/30/22 |

4192J. LEAVES OF ABSENCE

| NAME | ASSIGNMENT | EFFECTIVE DATE |
|------------------|------------------------------------|---|
| Akinrolabu, Jade | School Counselor CHS 1.0 FTE | 9/22/21-10/13/21 (Paid Sick/Personal Days) 10/14/21-6/30/22 (Unpaid Childcare Leave) |
| Corino, Ashley | T Math SOM 1.0 FTE | 8/31/21-10/8/21 (Paid Maternity Leave) 10/11/21-1/14/22 (Unpaid FMLA) |
| | T Math | 9/9/21-9/21/21 (Paid Sick/Personal Days) |

| | | |
|-----------------------------|-------------------------|--|
| Krantz-Savoia, Elizabeth | CHS 1.0 FTE | 9/22/21-9/30/21 (Unpaid FMLA) |
| Lachmund, Jordyn | T PE CLIN 1.0 FTE | 8/31/21-9/21/21 (Paid Maternity Leave) 9/22/21-12/21/21 (Unpaid FMLA) |
| Martinez, Dorota | SAC CHS 1.0 FTE | 7/12/21-9/9/21 (Paid Maternity Leave) 9/10/21-10/1/21 (Unpaid FMLA) |
| Rodriguez, Gina | T 4 TUS - 1.0 FTE | 11/30/21-6/30/22 (Unpaid Childcare Leave) |

4192K. SALARY ADJUSTMENTS

| NAME | ASSIGNMENT | EFFECTIVE DATE | ADJUSTMENT | ACTUAL SALARY |
|------------------------|------------------------------------|--------------------|------------|---------------|
| Bojorque, Ana | T Spanish CHS - 1.2 FTE | 8/31/21 6/30/22 | +\$12,092 | \$72,552 |
| Brauner, Noah | T Industrial Arts CHS - 1.2 FTE | 8/31/21 6/30/22 | +\$16,710 | \$102,260 |
| Bucher, Carole Anne | T SCI/C CHS - 1.2 FTE | 8/31/21 6/30/22 | +\$18,650 | \$111,900 |
| Cirelli, Renata | T Italian CHS - 1.2 FTE | 8/31/21 6/30/22 | +\$13,692 | \$82,152 |
| Hatchell, Lucinda | T SPED/INC CHS - 1.2 FTE | 8/31/21 6/30/22 | +\$18,772 | \$112,632 |
| Malhotra, Cindy | T Art CHS - 1.2 FTE | 8/31/21 2/4/22 | +\$19,790 | \$118,740 |
| Nugent, James | T SCI/B CHS - 1.08 FTE | 8/31/21 6/30/22 | +\$7,916 | \$106,866 |
| Parks, Melissa | T ESL MM - 1.2 FTE | 8/31/21 6/30/22 | +\$13,692 | \$82,152 |
| Van Beveren, Todd | T Music CHS - 1.2 FTE | 8/31/22 6/30/22 | +\$16,710 | \$100,260 |
| Zaretska, Traci | T Art DIST - .4 FTE | 8/31/21 6/30/22 | +\$11,292 | \$22,584 |
| Balassone, Falynn | Dir. of Guidance CHS - 1.0 FTE | 9/1/21 6/30/22 | +\$2,500 | \$111,820 |

4192L. STIPENDS CO-CURRICULAR (see attached list)
[list on file in Board Secretary's office]

4192M. BEYOND THE BELL APPOINTMENTS (see attached list)
[list on file in Board Secretary's office]

4193A. APPOINTMENT OF SUBSTITUTE TEACHER(S) FOR THE 2021-2022 SCHOOL YEAR

COLLEGE GRADUATE AND STATE SUBSTITUTE CERTIFICATE

| NAME | INSTITUTION | DATE | DEGREE |
|----------------------|--|------------------|----------|
| Daleus, Allan | Montclair State University | 5/2021 | BA |
| Paquette, Michael | University of Minnesota | 5/2015 | BA |
| Wilson, Claire | Rutgers University Purchase College | 5/2007 5/2010 | BA MA |

4193B. APPOINTMENT OF SUBSTITUTE TEACHERS FOR THE 2021-2022 SCHOOL YEAR PAID AT A DAILY RATE OF \$160

| | | |
|--------------------|----------------|-------------------------|
| Cheidozie Akawuaku | Mollie Desir | Theodore Faison |
| Raheem Funderburk | Dwayne Jackson | Jasmine King |
| Austin Little | Marcel McNeil | Stephennie Miller-Allen |
| Elizabeth Nolet | Debra West | Benjamin Olinsky |
| Michael Paquette | | Larissa Trovamala |

4193C. APPOINTMENT OF SUBSTITUTE SECRETARY FOR THE 2021-2022 SCHOOL YEAR AT A HOURLY RATE OF \$12.50

| |
|------------------|
| Bonnie Hellstern |
|------------------|

4193D. APPOINTMENT OF SUMMER/SUBSTITUTE BUS AIDES FOR THE 2021-2022 SCHOOL YEAR PAID AT AN HOURLY RATE OF \$12.50

| |
|----------------|
| Marsha Bond |
| Chrisie Berger |
| Lucia Gage |
| Clay Williams |

4193E. REAPPOINTMENT OF SUBSTITUTE TEACHERS FOR THE 2021-2022 SCHOOL YEAR

| LAST NAME | FIRST NAME | DEGREE |
|-----------|------------|--------|
| Miller | Vernon | BA |
| McNeil, | Marcell | N/A |
| Tunis | Eddy | N/A |

4194A. Approves the attached list of students who are scheduled to attend Out-of-District tuition supported programs for the 2021 extended school year [list on file in Board Secretary's office].

4194B. Approves the attached list of students who are scheduled to attend Out-of-District tuition supported programs for the 2021-2022 school year.

4194C. Approves the attached list of students who are scheduled to attend Out-of-District tuition supported programs for the 2020-2021 school year.

4195A. Receives and accepts the following financial reports:

1. Board Secretary's Report dated August 31, 2021
2. Expense Account Adjustment Analysis dated August 31, 2021
3. Revenue Account Adjustment Analysis dated August 31, 2021
4. Check Register #410214-410440 in the amount of \$7,010,068.41
5. Check Register #200749-200751 in the amount of \$3,877,450.83
6. Check Register #200752 for August 2021 payroll in the Amount of \$1,662,385.12
7. Treasurer's Report of July 2021

4195B. Certify the Board Secretary's Monthly Financial Report.

4195C. Approves the attendance and related travel and/or workshop expenses for the following work-related events:

| EMPLOYEE | WORKSHOP/CONFERENCE | Date(s) | Location | Cost |
|--------------------------------------|------------------------------|--|----------------|----------|
| Eric Burnside Central Office | NJASBO Essex County Meetings | 9/22/21, 10/20/21, 11/17/21, 12/10/21, 1/26/22, 2/16/22, 3/23/22, 4/27/22, 5/18/22 | Belleville, NJ | \$375.00 |
| Eric Burnside Central Office | NJSABO PD Programs | 10/19/21 11/16/21, 12/21/21, 1/20/22, 2/22/22, 3/17/22, 4/21/22 | Whippany, NJ | \$900.00 |
| Andrea Del Guercio Central Office | NJASBO Essex County Meeting | 9/22/21, 10/20/21, 11/17/21, 12/10/21, 1/26/22, 2/16/22, 3/23/22, 4/27/22, 5/18/22 | Belleville, NJ | \$375.00 |
| Andrea Del Guercio Central Office | NJSABO PD Programs | 10/19/21 11/16/21, 12/21/21, 1/20/22, 2/22/22, 3/17/22, 4/21/22 | Whippany, NJ | \$900.00 |

| | | | | |
|--|--|---|---------------|------------|
| Dr. Matthew Friedman Central Office | DA National Superintendent's Academy | 9/23/2021-9/24/2021 10/21/2021-10/23/2021 11/11/2021-11/13/2021 | Online | \$3,500.00 |
| Karissa Handler Columbia HS | The Crystal Ball World of College of Admissions | 10/12/2021 | S. Orange, NJ | \$50.00 |
| Tiffani Johnson Barnes Central Office | Legal One Attendance, Residency & homelessness | 10/21/2021 | Online | \$150.00 |
| Michael Loupis Columbia High School | Legal One Effective In Person & Virtual Student Investigations | 10/13/2021 | Online | \$150.00 |
| Rebecca Milligan Montrose School | TPOT Reliability Training | 10/4/2021 - 10/6/2021 | Online | \$325.00 |
| Caralyn Moore Central Office | HIB Law Update | 10/5/2021 | Online | \$150.00 |
| Gretel Perez Central Office | HIB Law Update | 10/5/2021 | Online | \$150.00 |
| Gretel Perez Central Office | Legal One Attendance, Residency & homelessness | 10/21/2021 | Online | \$150.00 |
| Gretel Perez Central Office | 2021 Women's Leadership Conference | 9/30/2021-10/1/2021 | Somerset, NJ | \$447.00 |
| Selina Scalise Maplewood MS | Legal One Effective In Person & Virtual Student Investigations | 10/13/2021 | Online | \$150.00 |
| Alison Steiner South Orange MS | Legal One Effective In Person & Virtual Student Investigations | 10/13/2021 | Online | \$150.00 |
| Jessica Stoia Central Office | Legal One Attendance, Residency & homelessness | 10/21/2021 | Online | \$150.00 |
| Barbara Tsioni Jefferson School | Securing the Strands for Skilled Reading | 10/1/2021-10/2/2021 | Online | \$150.00 |

4195D. Approves the following provider(s) for the service indicated:

| Provider Name | Service | Rate |
|---|---------------------------|------------------------------|
| Christina M. DiCosmo Millburn, NJ | Sign Language Interpreter | \$95.00/hour 2 hr minimum |
| Pillar Care Continuum Livingston, NJ | Oral Motor/Feeding | \$205/session |
| Prism Behavioral Consulting Nutley, NJ | Behavior Therapy BCBA | \$130/hour |
| Stepping Forward Counseling Center | Home Instruction | \$75.00/hour |

| | | |
|------------------------------------|------------------|---------------|
| Chatham, NJ | | |
| Silvergate Prep Bridgewater, NJ | Home Instruction | \$55.00/hour` |

4195E. Approves the use of the following vendors in excess of the \$40,000 for the 2021-2022 school year:

| VENDOR NAME | PRODUCT | TYPE OF VENDOR |
|--------------------------------|--------------------------|----------------|
| Apple | Tech supplies | Co-op |
| Bsn Sports, LLC | Sporting Goods | Co-op |
| Lexia Learning Systems, Inc | Licensing | Other |
| Tanner Of North Jersey | Furniture | Co-op |
| Keyboard Consultants, Inc | Tech Supplies | Co-op |
| Agparts | Tech Supplies | Co-op |
| Metropolitan Telecommunication | Telephone | Other |
| NJ Principals & Supvrs Assoc | Professional Association | Other |
| Staples Advantage | Office Supplies | Co-op |
| B&H Photo | Tech Supplies | Co-op |
| Houghton Mifflin Harcourt | Texts | Other |
| CDWG | Tech Supplies | Co-op |
| Alper Enterprises, Inc | Roofing | Co-op |
| Verizon Wireless | Telephone | Other |
| Niram, Inc. | Construction | Co-op |
| Shi International Corp. | Tech Supplies | State Contract |
| Dynamic Security | Security Technology | Co-op |

4195F. Approves a contract with FC Cares of Oakland, New Jersey to provide for professional development to elementary school staff members and administrators at a cost of \$43,990 per year for three years.

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.

4195G. Approves a contract with Tamka Educational Products of Edgewater, New Jersey to provide professional development for Prek-5 elementary and 6-12 Secondary Special Education and General Education staff for the 2021-2022 school year at a cost of \$1,500.00 per session (not to exceed \$7,500)

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.

4195H. Approves a contract with the Reading and Writing Project Network of Middlebury, Connecticut to provide professional development for the 2021-2022 school year at a cost of \$91,600 as outlined below.

| <u>SITE</u> | <u>COST PER DAY</u> | <u>SUBTOTAL</u> |
|--|---------------------|--------------------|
| <u>Seth Boyden</u> | | |
| • 5 days with a k-2 staff developer (3 virtual) | \$2,200.00 | \$11,000.00 |
| • 5 days with a 3-5 staff developer (3 virtual) | \$2,200.00 | \$11,000.00 |
| <u>Clinton School</u> | | |
| • 5 days with a Senior k-2 staff developer (3 virtual) | \$2,400.00 | \$12,000.00 |
| • 5 days with a 3-5 staff developer (3 virtual) | \$2,200.00 | \$11,000.00 |
| <u>Marshall School</u> | | |
| • 5 days with a Senior k-2 staff developer (3 virtual) | \$2,400.00 | \$12,000.00 |
| <u>Jefferson School</u> | | |
| • 5 days with a 3-5 staff developer (3 virtual) | \$2,200.00 | \$11,000.00 |
| <u>Maplewood Middle School</u> | | |
| • 5 days with a 6-8 staff developer (3 virtual) | \$2,200.00 | \$11,000.00 |
| <u>South Orange Middle School</u> | | |
| • 5 days with a 6-8 staff developer (3 virtual) | \$2,200.00 | \$11,000.00 |
| TOTAL | | \$91,600.00 |

Reimbursement of estimated travel expenses 16 days \$100.00 per day (no expenses for virtual PD days)

4195I. Approves a contract with Teachers College Reading and Writing Project of New York, New York to provide professional development for elementary and middle school staff throughout the 2021-2022 school year at a cost of \$2,000.

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

- 4195J. Approves a contract with McRel International of Denver, Colorado, to conduct three additional 60-minute professional development sessions throughout the 2021-22 school year to discuss, debrief, and plan with the leadership team at a cost of \$1,500.
- 4195K. Approves a contract with The Adam Roselli Agency to conduct residency investigations and surveillances throughout the 2021-2022 school year at a rate of \$80 per hour including mileage.
- 4195L. Accepts State Nonpublic Auxiliary Services (Chapter 192) and Handicapped Services (Chapter 193) Aid Entitlement Funds for 2021-2022 for a total amount of \$79,217.00 allocated as follows:

| <u>NP Auxiliary Services</u> | <u>Rate/Pupil</u> | <u>Pupils</u> | <u>State Aid</u> | <u>Allocation</u> |
|---------------------------------|-------------------|---------------|------------------|--------------------|
| *Compensatory Education | \$995.33 | 37 | \$33,145.00 | |
| *E.S.L. | \$1,015.00 | 0 | \$0.00 | |
| *Transportation | \$0 | 0 | \$0.00 | |
| Total Auxiliary Services | | | | \$33,145.00 |

* Prorated at 90.00%

| <u>NP Handicapped Services</u> | <u>Rate/Pupil</u> | <u>Pupils</u> | <u>State Aid</u> | <u>Allocation</u> |
|-----------------------------------|-------------------|---------------|------------------|--------------------|
| *Initial Exam & Class. | \$1,326.17 | 9 | \$11,936.00 | |
| *Annual Exam & Class. | \$380.00 | 11 | \$ 4,180.00 | |
| *Corrective Speech | \$930.00 | 18 | \$16,740.00 | |
| *Supplemental Instruction | \$826.00 | 16 | \$13,216.00 | |
| Total Handicapped Services | | | | \$46,072.00 |

TOTAL 192/193 Allocation **\$79,217.00**

*Prorated at 100.00%

- 4195M. Enters into an agreement with Essex Regional Educational Services Commission to provide Technology Services to nonpublic school students for the period of July 1, 2021 to June 30, 2022.

4195N. Enters into an agreement with Essex Regional Educational Services Commission to provide Security Services to nonpublic school students for the period of July 1, 2021 to June 30, 2022.

4195O. Approves the following rates to be used for Beyond the Bell Afterschool Program:

- 6 week program \$100
- 7 week program \$110
- 8 week program \$120
- \$25 per student [if approved for reduced price lunch]
- FREE [if approved for free lunch]

4195P. Accepts a donation from the Jefferson Elementary School PTA to the Parenting Center in the amount of \$500.00.

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

| | | | |
|----------------|------------------|----|--------|
| 20-019-200-890 | Parenting Center | \$ | 500.00 |
|----------------|------------------|----|--------|

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

4195Q. Renews the agreement with Essex County Towing, of South Orange, New Jersey to provide towing services for vehicles illegally parked on District property for the 2021-2022 school year.

4195R. Accepts a donation from the Achieve Foundation in the amount of \$2,466.50.

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

| | | |
|----------------|----------------------|------------|
| 20-006-200-890 | Education Foundation | \$2,466.50 |
|----------------|----------------------|------------|

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.

4195S. Approves the submission of an application for FY 2022 Federal American Rescue Plan Individuals with Disabilities Education Improvement Act (I.D.E.I.A.) entitlement funds as follows:

- Part B Allocation \$317,451.00
- Preschool Allocation \$ 27,063.00

4195T. Accepts the Federal FY2022 Elementary and Secondary Education Act (ESEA) Consolidated Entitlement Funds in the amount of \$472,155.00 as follows:

Public School

| | |
|--|------------------|
| Title I, Part A: Improving Basic Programs | \$296,586 |
| Title II, Part A: Teacher/Principal Training/Recruiting | 116,671 |
| Title III, English Language Acquisition/Language Enhancement | 19,786 |
| Title IV, Part A: Student Support and Academic Enrichment | 35,062 |
| Total Public School Allocation | \$468,105 |

Non-Public School

| | |
|------------------------------------|----------------|
| Title I | 0 |
| Title II-A | 3,114 |
| Title III | 0 |
| Title III, Immigration | 0 |
| Title IV | 936 |
| Total Non-Public Allocation | \$4,050 |

TOTAL ESEA ALLOCATION **\$472,155.00**

4195U. Approves the following organizational appointments for the 2021-2022 school year:

1. Appoint Eric Burnside as Board Secretary and authorize him to sign checks, notes, drafts, bills of exchange, acceptance, undertakings or other orders for payment of money.
2. Appoint Eric Burnside, Business Administrator as the Qualified Purchasing Agent and authorize him to negotiate and award contracts pursuant to NJSA 18A:18A-3.
3. Appoint Eric Burnside, Business Administrator as Custodian of Records for the school district.
4. Approve Eric Burnside as Indoor Air Quality Officer.
5. Approve Karen Thomany, Supervisor of Special Services as District Liaison for the Education of Homeless Children (per N.J.A.C. 6A:17-2.5).
6. Approve Susan Ellis, Supervisor of Special Services as Liaison to the Department of Children and Families Division of [Child Protection and Permanency](#).
7. Approve Mr. Leroy Johnson, III, Supervisor of Special Services as the District ADA/504 Compliance Committee Coordinator for students.

4195V. Approves the following fee schedule for services provided to the South Orange Maplewood District at a Member of the Morris Union Jointure Commission of New Providence, New Jersey, to provide the following related and specialized services for the 2021-2022 school year:

| <u>Service Name</u> | <u>Member Rate 2021-2022</u> | <u>Rate Type</u> |
|--|----------------------------------|----------------------|
| ABA Home Program-Supervision | \$210 | Hourly |
| ABA Home Program-Teacher | \$165 | Hourly |
| ABA Home Program-Teacher Assistant | \$150 | Hourly |
| ABA Home Program-Support Assistant | \$135 | Hourly |
| Adaptive Physical Education/Hourly | \$190 | Hourly |
| After School Assistant for Behavioral Svcs | \$50 | Hourly |
| Personal Aide Outside School Activities | \$50 | Hourly |
| Community-Based Instruction | \$14,210 | Flat Rate |
| Counseling/Hourly | \$115 | Hourly |
| Inservice, full day | \$1,350 | Flat Rate |
| Inservice, half day | \$735 | Flat Rate |
| Occupational Therapy/Daily | \$820 | Flat Rate |
| Occupational Therapy/Hourly w/OTR | \$195 | Hourly |
| Outreach Services 1/2 Day | \$700 | Flat Rate |
| Outreach Services Daily | \$1,000 | Flat Rate |
| Outreach Services Hourly | \$255 | Hourly |
| Physical Therapy/Daily | \$900 | Flat Rate |
| Physical Therapy/Hourly | \$215 | Hourly |
| Speech/Language Therapy/Daily | \$920 | Flat Rate |
| Speech/Language Therapy/Hourly | \$230 | Hourly |

| | | |
|---|---------|-----------|
| Technology Assessment/Hourly | \$375 | Hourly |
| Transition Assessment Workshop/Full Day | \$755 | Flat Rate |
| Transition Assessment Workshop/Half Day | \$460 | Flat Rate |
| Basic Transition Assessment | \$605 | Flat Rate |
| Basic Transition Assessment (package of 3) | \$1,705 | Flat Rate |
| Advanced Transition Assessment | \$1,635 | Flat Rate |
| Advanced Transition Assessment (package of 3) | \$4,650 | Flat Rate |
| Advanced & Community Assessment | \$2,215 | Flat Rate |
| Advanced & Community Assessment (package of 3) | \$6,300 | Flat Rate |
| Transition Program Evaluation | \$1,590 | Flat Rate |
| <u>Job Sampling / Coaching:</u> | | |
| TA | \$85 | Hourly |
| Teacher | \$90 | Hourly |
| Transition Coordinator | \$100 | Hourly |
| Teaching Opportunities for Transitioning to Adult Life (T.O.T.A.L.) - One Time Initial Fee | \$1,060 | Flat Rate |
| Teaching Opportunities for Transitioning to Adult Life (T.O.T.A.L.) - F.O.C.U.S. I | \$935 | Flat Rate |
| Teaching Opportunities for Transitioning to Adult Life (T.O.T.A.L.) - Personal Reflection and Investigation | \$935 | Flat Rate |

| | | |
|--|---------|-----------|
| Teaching Opportunities for Transitioning to Adult Life (T.O.T.A.L.) - F.O.C.U.S. II | \$1,325 | Flat Rate |
| Teaching Opportunities for Transitioning to Adult Life (T.O.T.A.L.) - Career Craftsmanship | \$935 | Flat Rate |
| Teaching Opportunities for Transitioning to Adult Life (T.O.T.A.L.) - Fee for updating interest inventory and ability profiler | \$265 | Flat Rate |

4195W. Whereas, In accordance with 6A:23A-13.3, prior to April 1, a district board of education may petition the Commissioner, by a two-thirds affirmative vote of the authorized membership of the district board of education, for approval of a transfer of surplus or other unbudgeted or under budgeted revenue only for an emergent circumstance and;

Whereas, the Board of Education would like to petition the commissioner to transfer no more than two million from fund balance for replacement of school buses and maintenance vehicles damaged in Tropical Storm Ida.

NOW THEREFORE BE IT RESOLVED THAT the Board of Education authorize the transfer of no more than two million dollars from fund balance to cover the cost of replacing school buses and maintenance vehicles.

4195X. WHEREAS, on August 31, 2011, The Board of Education of the South Orange-Maplewood School District in the County of Essex, New Jersey (the "Board" when referring to the governing body and the "School District" when referring to the territorial boundaries governed by the Board) issued \$6,230,000 aggregate principal amount of tax-exempt Refunding School Bonds, Series 2011 (the "2011 Refunding School Bonds"); and

WHEREAS, on March 8, 2012 the Board issued \$13,858,000 aggregate principal amount of School Bonds, Series 2012 (the "2012 School Bonds"); and

WHEREAS, the Board has determined that the current interest rate environment may enable it to realize going-forward debt service savings for property taxpayers residing in the School District through the issuance by the Board of Refunding School Bonds (the "Refunding School Bonds") to refund (A) all or a portion of the \$2,525,000 aggregate principal amount of the outstanding 2011 Refunding School Bonds maturing

on or after November 1, 2022 (the "2011 Refunded Bonds"), and/or (B) all or a portion of the \$8,000,000 aggregate principal amount of the outstanding 2012 School Bonds maturing on or after March 1, 2023 (the "2012 Refunded Bonds" and together with the 2011 Refunded Bonds, the "Refunded Bonds"); and

WHEREAS, in efforts to realize such taxpayer savings, the Board now desires to adopt and enact a refunding school bond ordinance (the "Refunding Bond Ordinance") authorizing the issuance of the Refunding School Bonds in an aggregate principal amount not to exceed \$11,000,000, the net proceeds of which shall be used to refund all or a portion of the Refunded Bonds in accordance with their terms.

NOW, THEREFORE, BE IT ORDAINED AND ENACTED BY THE BOARD OF EDUCATION OF THE SOUTH ORANGE-MAPLEWOOD SCHOOL DISTRICT IN THE COUNTY OF ESSEX, NEW JERSEY (not less than two-thirds of all members thereof affirmatively concurring) AS FOLLOWS:

Section 1. The Board is hereby authorized to refund (A) all or a portion of the \$2,525,000 aggregate principal amount of outstanding 2011 Refunding School Bonds maturing on or after November 1, 2022; and/or (B) all or a portion of the \$8,000,000 aggregate principal amount of outstanding 2012 School Bonds maturing on or after March 1, 2023. The 2011 Refunded Bonds may be redeemed on and after November 1, 2021, at a redemption price equal to par, plus accrued interest to the date of redemption. The 2012 Refunded Bonds may be redeemed on and after March 1, 2022, at a redemption price equal to par, plus accrued interest to the date of redemption.

Section 2. In order to finance the cost of the purpose set forth in Section 1 hereof, the Board is hereby authorized to issue not to exceed \$11,000,000 aggregate principal amount of Refunding School Bonds, all in accordance with the requirements of N.J.S.A. 18A:24-61 through 62.

Section 3. An aggregate amount not exceeding \$200,000 may be allocated from the aggregate principal amount of the Refunding School Bonds to pay for the aggregate costs of issuance thereof, including, but not limited to, bond insurance premiums, if any, underwriting fees, official statement printing fees, public advertisement expenses, refunding verification agent fees, refunding escrow agent fees, bond counsel fees and other expenses in connection therewith.

Section 4. The purpose of the issuance of the Refunding School Bonds is to realize net present value interest cost savings for property taxpayers residing in the School District ("net" meaning savings after payment of all costs of issuance of the Refunding School Bonds). Applicable State requirements mandate that such net present value interest cost savings equal at least 3% of the principal amount of the Refunded Bonds. In addition, the issuance of the Refunding Bonds shall comply with the provisions of N.J.A.C. 5:30-2.5, including that

within 10 days of the date of the closing on the Refunding Bonds, the Business Administrator/Board Secretary/Board Secretary shall file a report with the Local Finance Board within the Division of Local Government Services, New Jersey Department of Community Affairs setting forth (a) a comparison of the Refunding School Bonds' debt service and the Refunded Bonds' debt service which comparison shall set forth the present value savings achieved by the issuance of the Refunding School Bonds; (b) a summary of the issuance of the Refunding School Bonds; (c) an itemized accounting of all costs of issuance in connection with the issuance of the Refunding School Bonds and (d) a certification of the Business Administrator/Board Secretary/Board Secretary that (i) all of the conditions of section (b) of N.J.A.C. 5:30- 2.5 have been met and (ii) a resolution authorizing the issuance of the Refunding School Bonds, adopted pursuant to N.J.S.A. 18A:24-61.5(b), was approved by a two-thirds vote of the full membership of the Board.

Section 5. The supplemental debt statement required by N.J.S.A. 18A:24-16 and N.J.S.A. 18A:24-61.4 has been duly prepared by the chief financial officers of the constituent municipality and have been filed in the office of each respective municipal clerk and in the Office of the Business Administrator/Board Secretary of the Board as of the date of approval of this Refunding Bond Ordinance and a complete executed duplicate has been filed in the Office of the Director and such statement shows that the gross debt of the Board is increased by the authorization of the Refunding School Bonds in this Refunding Bond Ordinance, and will be decreased by the amount of the Refunded Bonds.

Section 6. If the Refunding School Bonds, or any part thereof, are issued on a federally tax-exempt basis, the Board covenants to maintain the exclusion from gross income under Section 103(a) of the Internal Revenue Code of 1986, as amended, of the interest on all Refunding School Bonds issued under this Refunding Bond Ordinance.

Section 7. This Refunding Bond Ordinance shall take effect upon final adoption hereof.

4196. 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
- Mid-Continent Research for Education and Learning (McREL)
Balanced Leadership: Principal Evaluation System (piloting one year)

4197. Affirms the HIB investigations reported to the South Orange/Maplewood School District for the month of August 2021.

4198. Approves a settlement agreement for special education Student ID

#3228800310 and authorizes the Board President to execute the settlement agreement.

4199. Authorizes settlement in the litigation matter bearing Docket No. ESX-L-1870-20.

4200A. Adopt Board Policy 2415.05 Student Surveys, Analysis and/or Evaluations.

4200B. Adopt Board Policy 5111 Admission of Resident/Nonresident Students.

4201. Approve the revised Board Goals for the 2021 - 2022 school year:

1. Maintain the NJSBA Board Certification Status
2. Agree to a Committee structure and update bylaws as necessary. Each committee will invite the student representative to a portion of one of its meetings as permitted. Continue to have the administrative liaison work on committee meeting agenda setting and take minutes.
3. Continue as a Board to hold quarterly Board retreats with NJSBA to include training on ethics; board members' roles and responsibilities during executive sessions, committee meetings, public discussion and voting; and Robert's Rules of Order.
4. Attend as a Board majority, NJSBA's Annual Workshop and report out on information helpful to the Board.
5. Use the Annual Agenda to manage and guide monthly Board work.

4202. Approve the following District Goals for 2021-2022 school year as presented:

A. Facilities

The Superintendent of Schools will continue to lead the District's effort toward the successful completion of our \$160M multi-year construction project. An important part of the effort is the continued regular communication on the status of ongoing construction projects with the affected school communities. The secondary school construction projects should be fully developed, with timelines for regulatory approval, design, stakeholder review and construction and ready to be submitted for code review by March 31, 2022.

Examples of possible indicators may include:

- Bi-weekly construction status updates that are easily accessible to the community
- Timely notification of any construction delays and any potential impact to project completion
- Ongoing monitoring and reporting of contractor compliance with district protocols

Measurable subgoals will include:

- By December 31, 2021, the district will present evidence of planning with architects on project design for renovations at the middle schools and construction/renovations at Columbia High School
- Within 30 calendar days of receiving code approval from the State, the district will advertise and begin receiving bids for the approved project

District Integration

The South Orange Maplewood School District's Intentional Integration Initiative (III) will continue to be led by the Superintendent of Schools. As we monitor and grow our intentional integration efforts at the elementary level, the Superintendent of Schools will ensure all elementary schools are positioned to support a diverse range of learners with the goal of a coherent approach to academic and social-emotional intervention and supports to be consistently implemented across all elementary schools.

The goal of the method of assigning students shall be that each elementary and middle school closely reflects the district as a whole. The Superintendent of Schools will continue to keep the District community updated on the III.

In this goal, the Superintendent of Schools will monitor and recommend enhancements in the following:

- Implementation of the assignment algorithm at the elementary level
- Expansion of integration efforts to the middle school level which will positively impact incoming 6th graders enrolling in September 2022
- Establish a coherent approach to intervention and supports across our elementary schools.

Measurable subgoals will include:

- By November 30, 2021, the District will conduct a review, and share findings with the Board, of the I&RS Implementation Process to identify inconsistencies and redundancies with a plan for addressing them.
- By January 30, 2022, the District will develop and implement tools and protocols for the operation of intervention team meetings, including a consistent schedule and process across schools.
- By February 28, 2022, the Superintendent of Schools will present to the Board the methodology for integrating the middle schools and an update on the plan for uncoupling of Marshall and Jefferson Elementary Schools so that each serves student in Kindergarten through 5th grade.
- By June 15, 2022, the District will develop a district-wide approach to implementing a multi-tiered system of supports.

- By June 15, 2022, school placement letters will be issued to incoming and rising kindergarten and 6th grade families.

B. Teaching and Learning/Student Achievement

SOMSD students live in a diverse community with rich cultures and histories. The District understands that our students' diverse cultures are an asset and should serve as a foundation to accelerate learning for all students. Research has shown that engaging in curriculum and instruction that is culturally responsive increases student engagement, attendance, and overall performance. By June 1, 2022, the Superintendent of Schools will establish a District-wide shared definition of CR-SE (Culturally Responsive-Sustaining Education) and share an action plan beginning in the 2022-23 school year to align resources, curriculum and staff capacity-building efforts in the following areas:

- Welcoming & Affirming Environment
- High Expectations & Rigorous Instruction
- Inclusive Curriculum & Assessment

Examples of possible indicators may include:

- o Adults demonstrate that they know about and value students' lives outside of the classroom and school
- o Social-emotional supports embedded in all aspects of schooling
- o Adults create spaces for student voices to be heard
- o Coherent PK-12 approach to implementing restorative practices
- o High expectations & rigorous instruction are grounded in cultural competence
- o Teachers examine practice from the lens of the learner
- o Teachers amplify the assets of students to make learning relevant and meaningful.
- o Curriculum is personalized and differentiated to tap into the culture of learners while developing critical consciousness
- o High-quality instructional materials reflect diversity (including race, ethnicity, language, gender, etc.) in content and text, including the protagonists within and authors of the texts
- o Develop common language, format and protocols for standard-objective-assessment alignment specifically for lesson planning

Measurable subgoals will include:

- By November 30, 2021, the District will establish a coherent and equity-framed approach to calculating and sharing data with the Board and the public that includes overall breakdowns by race, gender, ELL and Special Education and presents data by disproportionality cuts including composition, risk index and relative risk ratio. All reporting data (including but not limited

to suspension, access to AP/Honors, Special Education and ELL classification and academic performance) will be calculated and shared using this framework.

- By January 31, 2022, the District will establish a shared approach to planning instruction grounded in the Understanding by Design (UbD) framework that explicitly addresses CR-SE tenants (listed above) along with a plan for ongoing professional learning support for teachers.
- By March 31, 2022, the District will establish a comprehensive and detailed approach to implementing restorative practices across the PreK - 12 continuum. The plan should include professional development for classroom teachers and other staff and must address the approach to tier one, two and three restorative practices.
- By March 31, 2022, the District will establish a comprehensive plan for increasing access, participation and performance in AP and Honors courses at Columbia High School.

C. Staff Recruitment/Retention/Development

The Superintendent of Schools will foster purposeful adult learning communities to build capacity of educators to create welcoming and affirming environments that center students' lived experiences and make learning responsive, rigorous and relevant. These communities of practice should provide educators with concrete opportunities to learn from one another, to join in community with each other and to strengthen their daily practice.

Measurable subgoals will include:

- By January 31, 2022, the District will establish a re-development of the professional learning community (PLC) structure to ensure focus is consistently aligned to District goals in service of student outcomes. PLC structure re-design should address protocols for collaborative learning, use of student work, progress monitoring and roles/responsibilities.
- By January 31, 2022, the District will conduct a rigorous review and examination of hiring practices/procedures to surface potential hidden biases. Based on the findings, the District will revise accordingly and share updated hiring practices by March 1, 2022.
- By February 28, 2022, the District will gather qualitative data from a diverse pool of staff (by gender, race, position), as well as analyze data provided during exit interviews, to understand possible indicators for increasing retention by strengthening the development of a welcoming and affirming environment for SOMSD staff.

- By June 15, 2022, based on gathered data the District will share a plan to strengthen the culture of belonging, inclusion and affirmation for SOMSD staff.

D. Access & Equity

SOMSD is committed to creating a welcoming and affirming environment for our students and families as a building block for ensuring access and equity for all. The district is also committed to examining our systemic processes to ensure that we abide by existing law and regulations, instill an attention to detail, and examine for bias and unintended consequences. The focus on this goal will be the first experience our children and families have with SOMSD: registration and onboarding for a new school year.

In this District Goal, the Superintendent of Schools is tasked with reviewing the District's registration process with an intentional equity lens. While understanding that the Board has a fiduciary responsibility regarding residency, the focus of this goal is rethinking our enrollment processes for our PreK thru 12 continuum. By June 1st, 2022, the Superintendent of Schools will present to the Board impact data demonstrating improved outcomes in the registration and onboarding process for students and families.

Examples of possible action steps:

- Root cause analysis to uncover any areas subject to implicit bias/harm and inefficiency in existing processes
- Identification of any bottlenecks in the registration process, from initiation to finalized onboarding in the district.

Measurable subgoals will include:

- By December 15, 2021, the Superintendent of Schools will report to the Board a detailed gap analysis on current state, along with recommendations on the registration, onboarding and residency check processes
- By March 1st, 2022, the Superintendent of Schools will provide evidence of implementation of the above-mentioned recommendations

ROLL CALL: MOTION 4192A-M, 4193A-E, 4194A-C, 4195B-X, 4196, 4197, 4198A-D, 4199, 4200A-B, 4202A, 4202C-E Motion passed. YES: Bergin, Cuttle, Maini, Malespina, Sabin, Siders, Winkfield, Wright NO: None

MOTION 4195A YES: Bergin, Cuttle, Maini, Sabin, Siders, Winkfield, Wright NO: None ABSTAIN: Malespina
(payments to any vendor or matter in the check register from which Board Malespina is conflicted; including but not limited to Follett, Mackin, and Edmodo)

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

ROLL CALL: MOTION 4201 YES: Bergin, Cuttle, Maini, Sabin, Siders, Winkfield, Wright NO: Malespina, Wright

MOTION 4202B YES: Bergin, Cuttle, Maini, Sabin, Siders, Winkfield, Wright NO: None ABSTAIN: Malespina (in accordance with School Ethics Advisory Opinion A05-21)

HEARING OF INDIVIDUALS AND DELEGATIONS

None.

NEW BUSINESS

Board members discussed recording Curriculum and Instruction Committee meetings.

- Board Member Siders is not supportive of recording the meetings citing there are minutes available for the public to view if they are unable to attend the meeting. Board Member Siders asked that the minutes are uploaded timely to the District website.
- Board Member Maini asked the Board to share the C&I agenda ahead of time if the meetings will not be recorded, so that the public will know whether or not they should attend. One of the reasons we moved C&I to a committee of the whole was to limit the number of presentations during our monthly business meeting and to share the magnitude of work that the district is currently undertaking. I would like us to think broader. C&I is not just another committee meeting with more members.
- Board Member Malespina spoke in support of recording the meetings the same as we record monthly Board meetings. C&I is the most important committee and with the magnitude of the work that needs to be done we should be as transparent as possible. Not everyone can be at the meeting at the scheduled time. We should be making it available so everyone can understand what the committee is doing.
- VP Cuttle asked Ms. Butler if the Board can move this discussion to vote at the next Board meeting.
- Dr. Taylor asked if this can be the first discussion item at the next C&I committee meeting so that it can be voted on at the next Board meeting.
- Board Member Wright spoke in support of recording the meeting so that the community can see presentations by staff and recording will allow the Board to be more transparent.

Additional items

- VP Cuttle thanked the Board for passing the Suicide Prevention and Intervention policy, as September is Suicide Prevention and Awareness

Month. Many district students will be attending the Essex County walk for suicide prevention.

- VP Cuttle asked Dr. Taylor if there will be a report from the Taskforce on Combatting Sexual Assault. Dr. Taylor responded that our last combating sexual assault taskforce meeting was Friday and we bridged that meeting with our Title IX committee meeting because a lot of members are on both committees. Everyone has contributed to a draft of our recommendations. I am giving it a final review and I will ask the Executive Committee their preferred method of sharing the recommendations.
- Board Member Wright asked for an update on the Title IX training for Dr. Perez and also asked the Board to discuss separating bundled resolutions and vote accordingly. Dr. Taylor responded that Dr. Perez has enabled us to push out Title IX training to our administrators through Canvas. If you would like we can share more on the Title IX training at the next Personnel Committee meeting. Dr. Perez clarified that all district staff has received title IX training or they will receive training in the near future. Dr. Perez will be restarting training to be sure that she refamiliarize herself with what has been going on so that she is on the same page with taskforce team members going forward.

Future Meetings

The Board of Education's Curriculum & Instruction Committee, which is a committee of the whole, will meet in public on Tuesday, October 12, 2021 at 5:30 pm utilizing an online video conference platform. Since this is not a Board meeting the public is welcome to watch but there will not be any public comments or official actions taken.

The Board of Education will meet in Closed Session on Monday, October 18, 2021 at 6:30 pm in the Superintendent's Office, 525 Academy Street, Maplewood, NJ, as well as using the 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 pm in the District Meeting Room, 525 Academy Street, Maplewood, NJ in person and utilizing an online video conference platform which will include Hearing of Individuals. The community can view the meeting by following the steps which will be listed on the agenda. If there are members of the community who would like to attend the meeting in person, please note that masks and social distancing are recommended in accordance with the guidance received from the local DOH and CDC. Action will be taken.

Motion made by 1st Vice President Cuttle, seconded by Board Member Malespina, that the Board of Education will meet in Executive Session prior to the October 18, 2021 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 unanimously approved.

MOTION made by 1st Vice President Cuttle, seconded by Board Member Sabin that the Board of Education adjourns. Motion unanimously approved at 11:56 p.m.

Eric Burnside, Business Administrator